



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report
for Mott Haven Academy Charter School

SCHOOL YEAR 2019-2020

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CONTENTS

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION	2
PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS	5
PART 3: FINDINGS	8
PART 4: SUPPORTING DATA	26
APPENDIX A : SCHOOL OVERVIEW	36
APPENDIX B : SCHOOL VISIT	38
APPENDIX C : ACADEMIC PERFORMANCE	39
APPENDIX D : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME	40
APPENDIX E : CHARTER SCHOOL GOALS	42
APPENDIX F : RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS	46
APPENDIX G : ADDITIONAL ACCOUNTABILITY DATA	48
SOURCES	49

This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

Mott Haven Academy Charter School	
DBN	84X394
School Leader(s)	Jessica Naviokas, Ashlyn Rector; Sarah Touma
Board Chair(s)	Patricia Mulvaney
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	7
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(XASK) 170 Brown Place, Bronx NY 10454 Grades at Building: Pre-K-8 Facility Owner: Non-DOE Owned
2019-2020 Enrollment ⁱ	466
2019-2020 Grades Served	Pre-K-8
Current Authorized Enrollment	450
Current Authorized Grade Span	K-8
School Opened For Instruction	2008-2009
School Year of First Renewal	2012-2013
School Year of Second Renewal	2014-2015
Current Charter Term ¹	July 01, 2015 - June 30, 2020

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2018-2019 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

RENEWAL RECOMMENDATION

Mott Haven Academy Charter School (“Haven Academy”) name has satisfied the conditions placed upon it for future renewal.

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full term renewal.

Recommendation	
Proposed New Charter Term	July 1, 2020 – June 30, 2025
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	468 (Retroactive to July 1, 2019)

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a full-term renewal, the school’s full enrollment plan for the next charter term is included below.

Grade	Current School Year (2019-20)	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
K	52	52	52	52	52	52
1	52	52	52	52	52	52
2	52	52	52	52	52	52
3	52	52	52	52	52	52
4	52	52	52	52	52	52
5	52	52	52	52	52	52
6	52	52	52	52	52	52
7	52	52	52	52	52	52
8	52	52	52	52	52	52
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
TOTAL	468	468	468	468	468	468

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

Haven Academy received a full five-year term renewal in the 2014-15 academic year with no conditions.

Haven Academy was not placed on notice during the charter term.

CHARTER SCHOOL BACKGROUND

Mott Haven Academy Charter School is an elementary and middle school located in the Mott Haven neighborhood of the Bronx. The school offers a universal pre-kindergarten program. The school is located in private space in Community School District 7. The school is not co-located with any other schools or programs.²

The school is in its third charter term.

SCHOOL HIGHLIGHTS³

As per the school's renewal application, "Haven Academy is the first and most advanced school designed for children living in the foster care and child welfare system. Using social-emotional curriculum in a trauma-informed environment, Haven's vision is to remove the barriers that children in the child welfare system face through the provision of comprehensive support services in a rigorous academic setting. Haven Academy is a testing ground for innovative programming that can be replicated for vulnerable populations nationwide."

CURRENT SCHOOL LEADERSHIP TEAM⁴

	School Leader Name	Position	Years at School
1.	Jessica Nauiokas	Head of School	12
2.	Ashlyn Field	Elementary Principal	12
3.	Sarah Touma	Middle School Principal	1
4.	Gleendy Marte	Assistant Principal (3-5)	12
5.	Michael Windram	Assistant Principal (PreK-2)	1
6.	Misty Heelan	Middle School Assistant Principal	1

² According to NYC DOE Location Code Generation and Management System.

³ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

⁴ School Leadership Team information is from July 1, 2019 through October 1, 2019.

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 2, 2019.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor

recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

At the time of this school's renewal, Haven Academy has demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix E. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ⁵	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	◐	2015-16: Met 2016-17: Not Met 2017-18: Met 2018-19: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶	◐	2015-16: Met 2016-17: Not Met 2017-18: Met 2018-19: Not Met See Figure 1

⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁶ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	◐	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Not Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A ⁷	
Total cohort exam pass rates in Regents English Language Arts meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics meet or exceed Citywide rates	N/A	

<https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

⁷ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

Standards	Charter Term Outcomes⁵	Details
Total cohort exam pass rates in Regents Science meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography meet or exceed Citywide rates	N/A	
Graduation rates meet or exceed Citywide rates ⁸	N/A	
Academic Growth		
NYS ELA exam proficiency rates increase	●	2015-16: Met 2016-17: Not Met 2017-18: N/A⁹ 2018-19: Not Met See Figure 1
NYS Math exam proficiency rates increase	○	2015-16: Not Met 2016-17: Not Met 2017-18: N/A 2018-19: Not Met See Figure 2
Total cohort exam pass rates in Regents English Language Arts increase	N/A	
Total cohort exam pass rates in Regents Mathematics increase	N/A	
Total cohort exam pass rates in Regents Science increase	N/A	
Total cohort exam pass rates in Regents U.S. History & Government increase	N/A	
Total cohort exam pass rates in Regents Global History and Geography increase	N/A	
Graduation rates increase	N/A	
Closing the Achievement Gap		

⁸ The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

⁹ For NYS assessments administered beginning with the 2017-18 school year, NYS ELA and Math tests were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

Standards	Charter Term Outcomes⁵	Details
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 5
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 5
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 8
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 8
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 4
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 4
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 7

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 7
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹⁰ meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 6
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 6
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 9
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 9
Total cohort exam pass rates in Regents English Language Arts for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for ELLs meet or exceed Citywide rates	N/A	

¹⁰ The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

Standards	Charter Term Outcomes⁵	Details
Total cohort exam pass rates in Regents U.S. History & Government for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents English Language Arts for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents English Language Arts for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography for FRPL meet or exceed Citywide rates	N/A	
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	
Graduation rates for SWD meet or exceeds Citywide rates	N/A	
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A ¹¹	
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates ¹²	N/A	

¹¹ The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

¹² The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

Standards	Charter Term Outcomes⁵	Details
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	
College Readiness Index meet or exceeds Citywide average	N/A	

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

At the time of this school's renewal, Haven Academy has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix F.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹³

Board Member Name	Position	Committee(s)	Years on Board
1. Patricia Mulvaney	Chairperson	Finance/Education and Accountability	12
2. Kathleen Flores	Vice Chairperson	Education and Accountability	7
3. Janet Campagna	Treasurer	Finance	12
4. Bill Baccaglioni	Trustee	Finance	12
5. Meghan Mackay	Trustee	Education and Accountability	11
6. Whitney Kneisley	Trustee	Education and Accountability	10
7. Christine Stokes	Trustee	Finance	2

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

TRAUMA-INFORMED ENVIRONMENT

We maintain a safe, nurturing climate by dedicating significant time to the development of our 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. Our SE staff use evidence-based practices such as Second Step to teach key social skills like self-regulation and problem solving.

DATA DRIVEN DECISION MAKING

¹³ Board of Trustees as of October 1, 2019.

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

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. We continue to implement evidence-based Social Emotional curricula as well as Responsive Classroom and a School-Wide Positive Behavior Support system.

RIGOROUS STANDARDS-BASED CURRICULUM

Significant efforts are undertaken to align the school's curriculum with the Common Core Learning Standards. We utilize a curriculum revision protocol in order to guarantee that all of the Common Core Learning Standards are taught in ELA and math. We have detailed scope and sequences, curriculum maps, and assessment schedules, which allow for teachers and coaches to continue the work of developing unit and lesson plans during weekly grade level meetings and check-ins.

HIGH ATTENDANCE PERCENTAGES AND SYSTEMS

We believe high attendance for all students is critical to academic success. We take pride in high daily attendance rates and our reduction in chronic absenteeism. Our multi-disciplinary attendance team tracks absences on a daily basis and follows up with families by phone with each absence. We also provide more intensive coaching for families with chronic absenteeism by pairing them with a specific staff member who helps identify barriers, reduce those barriers, and reinforce attendance.

PARENTS AS PARTNERS

Haven Academy provides comprehensive wrap around services to our families to ensure the consistency of support available both at home and school through one-on-one coaching, workshops, and other parent engagement opportunities. We value the relationship we cultivate with our families and work tirelessly to ensure that our families are not only heard but that their input informs our daily functioning and programming.

COMMUNITY PARTNERSHIP

At the core of our mission, is our partnership with The New York Foundling. Additionally, we work in tandem with several other child welfare agencies as well as other community based organizations that provide our families with critical needs such as housing, medical, and mental health resources. We employ several support staff members who help facilitate these partnerships and make resources available to families.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFINGⁱⁱ

In the 2015-16 school year, 1 person on leadership staff left the school; 6 or 19% of instructional staff left the school.

In the 2016-17 school year, no leadership staff left the school; 3 or 8% of instructional staff left the school.

In the 2017-18 school year, no leadership staff left the school; 3 or 7% of instructional staff left the school.

In the 2018-19 school year, 3 or 60% of leadership staff left the school; 16 or 29% of instructional staff left the school.

GOVERNANCE

In 2015-16, the Board had 7 members; this was within the minimum to maximum range of 5 to 13 members stated in the bylaws. The 2015-16 calendar listed 12 meetings, which meets the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 7 times out of the 12 meetings that took place in 2015-16.

In 2016-2017, the Board had 7 members; this is within the minimum to maximum range of 5 to 13 members stated in the bylaws. The 2016-2017 calendar lists 12 meetings and the board held 12 meetings (two in September), but did not meet in July, thus not meeting the requirement of the Charter schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 10 times out of the 12 meetings that took place in 2016-2017.

In 2017-2018, the Board had 7 or 8 members; this is within the minimum to maximum range of 5 to 13 members stated in the bylaws. The 2017-2018 calendar lists 12 meetings, which meets the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 9 times out of the 12 meetings that took place in 2017-2018.

In 2018-2019, the Board had 8 members; this is within the minimum to maximum range of 5 to 13 members stated in the bylaws. The 2018-2019 calendar lists 12 meetings, which meets the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 9 times out of the 12 meetings that took place in 2018-2019.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on November 6, 2019. 19 individuals attended the hearing. 8 comments were made in support and zero were made in opposition to the proposed charter renewal. 9 letters were received in support of the renewal; zero were received in opposition. Comments in support focused on the school listening to parents' concerns and how much the school helps students with both academic and social needs.

PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁴	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ¹⁵	◐	2015-16: Met 2016-17: Not Met 2017-18: Met 2018-19: Met See Figure 10
Student attendance rate meets or exceeds CSD average	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 11
Student attendance rate meets or exceeds Citywide average	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 11
Improved student retention rate over prior year	◐	2015-16: Not Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 12

¹⁴ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

¹⁵ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

Standards	Charter Term Outcomes ¹⁴	Details
Decreased student suspension rate over prior year	◐	2015-16: Met 2016-17: Met 2017-18: Not Met 2018-19: Met See Figure 19 and Figure 20
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has documented teacher evaluation procedures	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has documented professional development opportunities	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has a formal process for evaluating progress against charter school goals	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
Board has developed a succession plan for board and school leadership	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
Board has access to legal counsel	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met

Standards	Charter Term Outcomes ¹⁴	Details
Board held the required number of meetings per the charter law	◐	<p>2015-16: Met</p> <p>2016-17: Not Met</p> <p>There are no minutes to suggest a meeting was held in July 2016.</p> <p>2017-18: Met</p> <p>2018-19: Met</p>
Board meetings consistently meet quorum	○	<p>2015-16: Not Met</p> <p>The board did not have quorum at the July 2015, Aug 2015, Sept 2015, Dec 2015, May 2016 meetings.</p> <p>2016-17: Not Met</p> <p>The board did not have quorum at the Sept 2016 or Feb 2017 meetings.</p> <p>2017-18: Not Met</p> <p>The board did not have quorum at the October 2017, December 2017, or March 2018 meetings.</p> <p>2018-19: Not Met</p> <p>The board did not have quorum at the Nov 2018, Feb 2019, June 2019 meetings.</p>
Compliance		
School's ELL enrollment meets CSD rate	○	<p>2015-16: Not Met</p> <p>2016-17: Not Met</p> <p>2017-16: Not Met</p> <p>2018-19: Not Met</p> <p>See Figure 15</p>
School's ELL retention meets CSD rate	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>2018-19: Met</p> <p>See Figure 16</p>

Standards	Charter Term Outcomes ¹⁴	Details
School's SWD enrollment meets CSD rate	●	2015-16: Not Met 2016-17: Met 2017-18: Met 2018-19: Not Met See Figure 13
School's SWD retention meets CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 14
School's FRPL enrollment meets CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 17
School's FRPL retention meets CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 18
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy must be consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met
School has followed all applicable lottery and enrollment laws and regulations	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met

Standards	Charter Term Outcomes ¹⁴	Details
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School is in compliance with employee fingerprinting requirements	◐	2015-16: Met 2016-17: Met 2017-18: Not Met The school had 2 staff members start prior to their fingerprint clearance date. 2018-19: Not Met The school had 3 staff members start prior to their fingerprint clearance date.
School has an appropriate safety plan	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has appropriate insurance documentation	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School is in good standing with the Department of Health	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has submitted its Annual Report to NYSED and posted it online	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, Haven Academy has partially demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP's findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2016 (FY16) [showed no material findings.

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

An independent audit performed for fiscal year 2019 (FY19) showed no material findings.

The school has a relationship community-based organization The NY Foundling.

The school has \$70,282 in escrow, meeting the \$70,000 requirement.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes¹⁶	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 21
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	◐	2015-16: Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 22
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	○	2015-16: Not Met 2016-17: Not Met 2017-18: N/A¹⁷ 2018-19: N/A See Figure 23
Debt management – school is meeting all current debt obligations	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
Long-term Financial Sustainability¹⁸		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	◐	2015-16: Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 24
Aggregated three-year total margin – school operates at a surplus over three-year period	○	2017-18: Not Met 2018-19: Not Met See Figure 24

¹⁶ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

¹⁷ This standard is only evaluable in years in which the charter is serving all authorized grades.

Debt to assets ratio less than 1.0	①	2015-16: Met 2016-17: Met 2017-18: Not Met 2018-19: Not Met See Figure 26
Aggregate assets to liabilities ratio greater than 1.0	①	2017-18: Met 2018-19: Not Met See Figure 27
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	①	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Met See Figure 25
Multi-year cash flow – positive cash flow over previous three fiscal years	○	2017-16: Not Met 2018-19: Not Met See Figure 25

¹⁸ Aggregate standards and multi-year standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2017-2018 and 2018-2019 are applicable for these standards.

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱⁱ

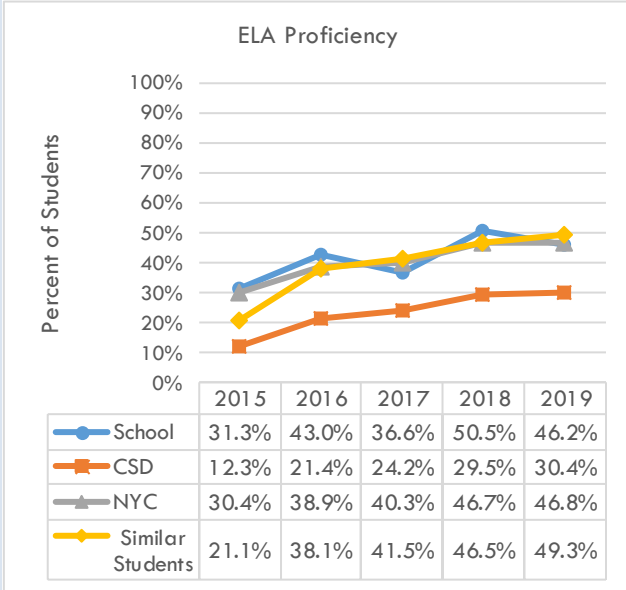


Figure 1

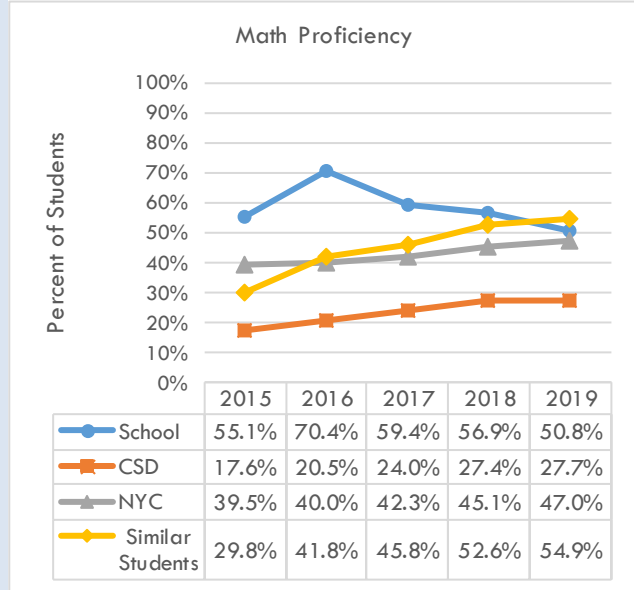


Figure 2

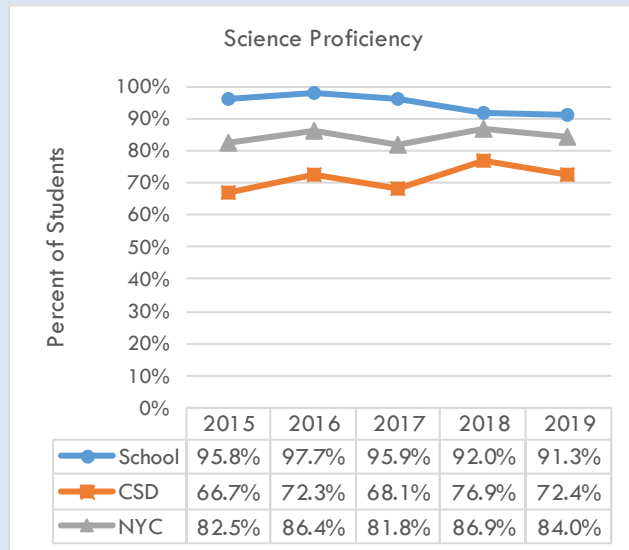


Figure 3

¹⁹ If applicable, results in cases when five or fewer students take the exam are not displayed in the following graphs.

CLOSING THE ACHIEVEMENT GAP - GRADE 3-8 ENGLISH LANGUAGE ARTS^{iv}

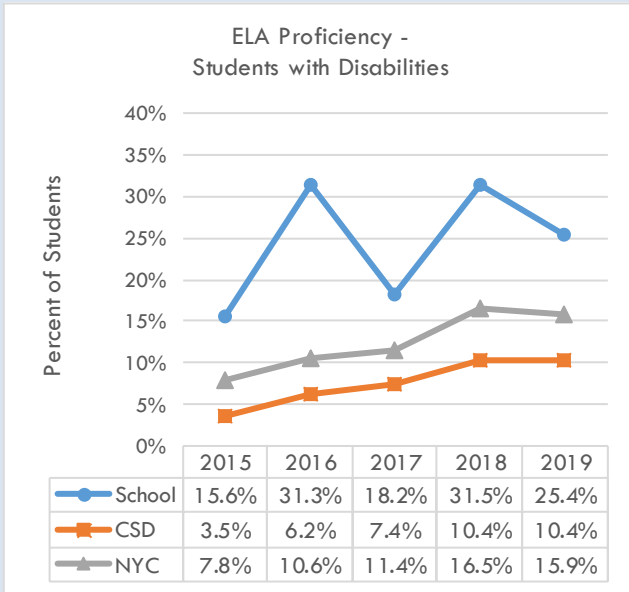


Figure 4

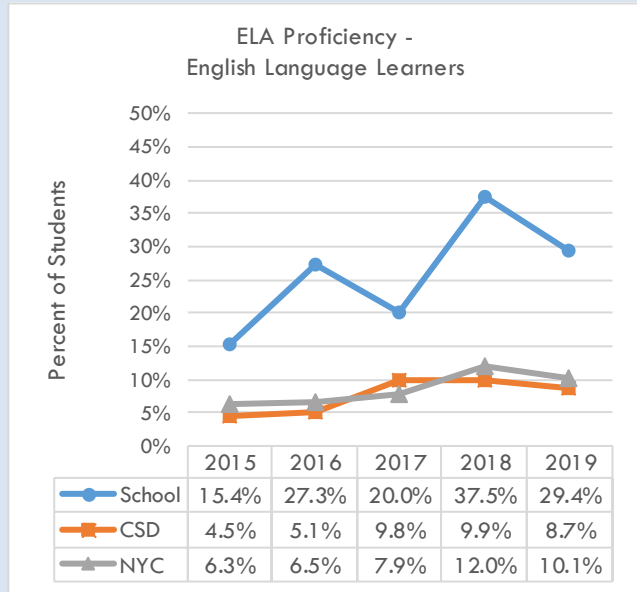


Figure 5

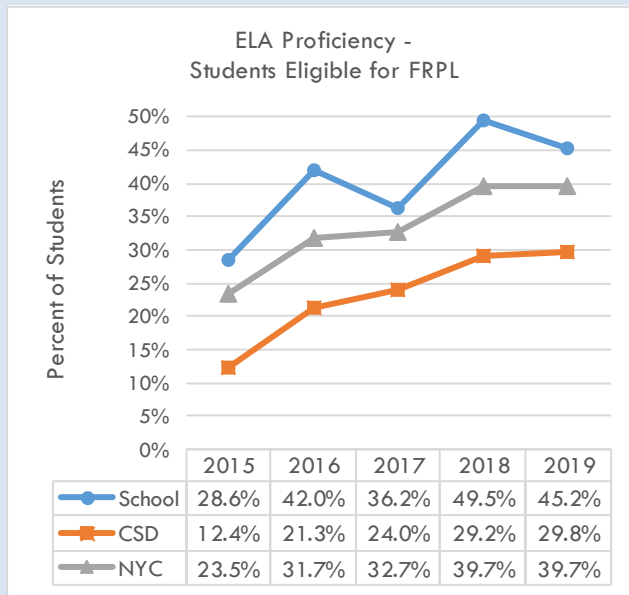


Figure 6

CLOSING THE ACHIEVEMENT GAP - GRADE 3-8 MATH^v

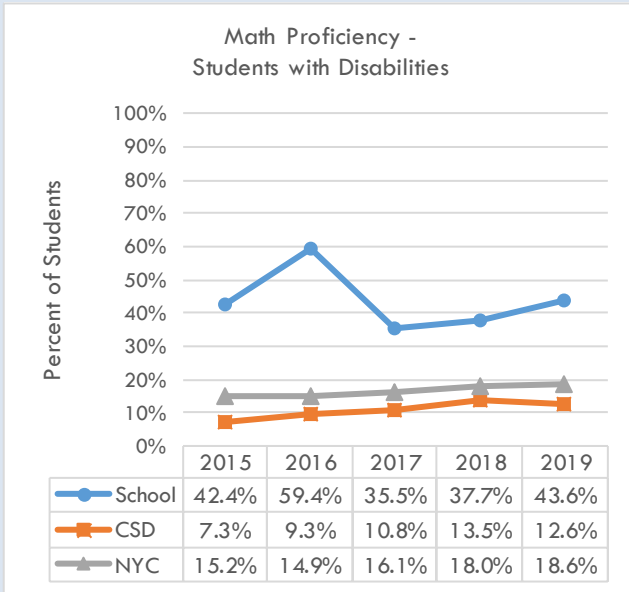


Figure 7

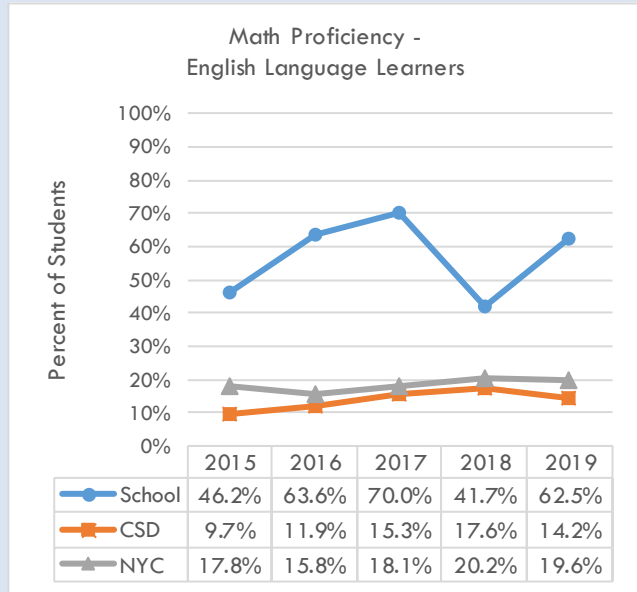


Figure 8

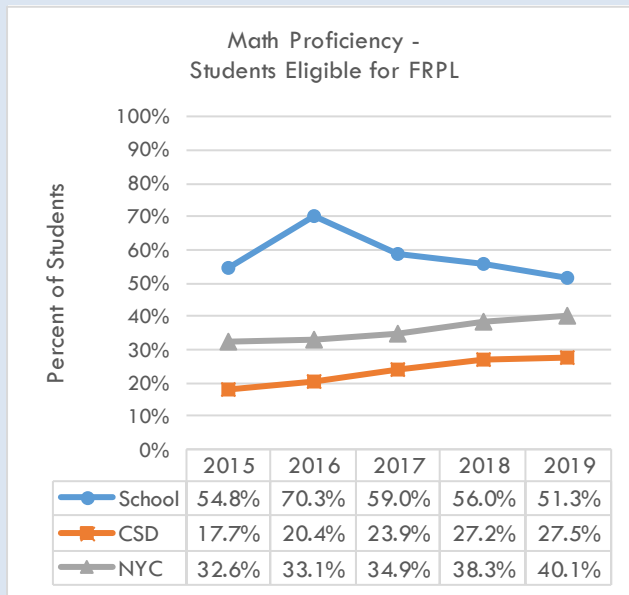


Figure 9

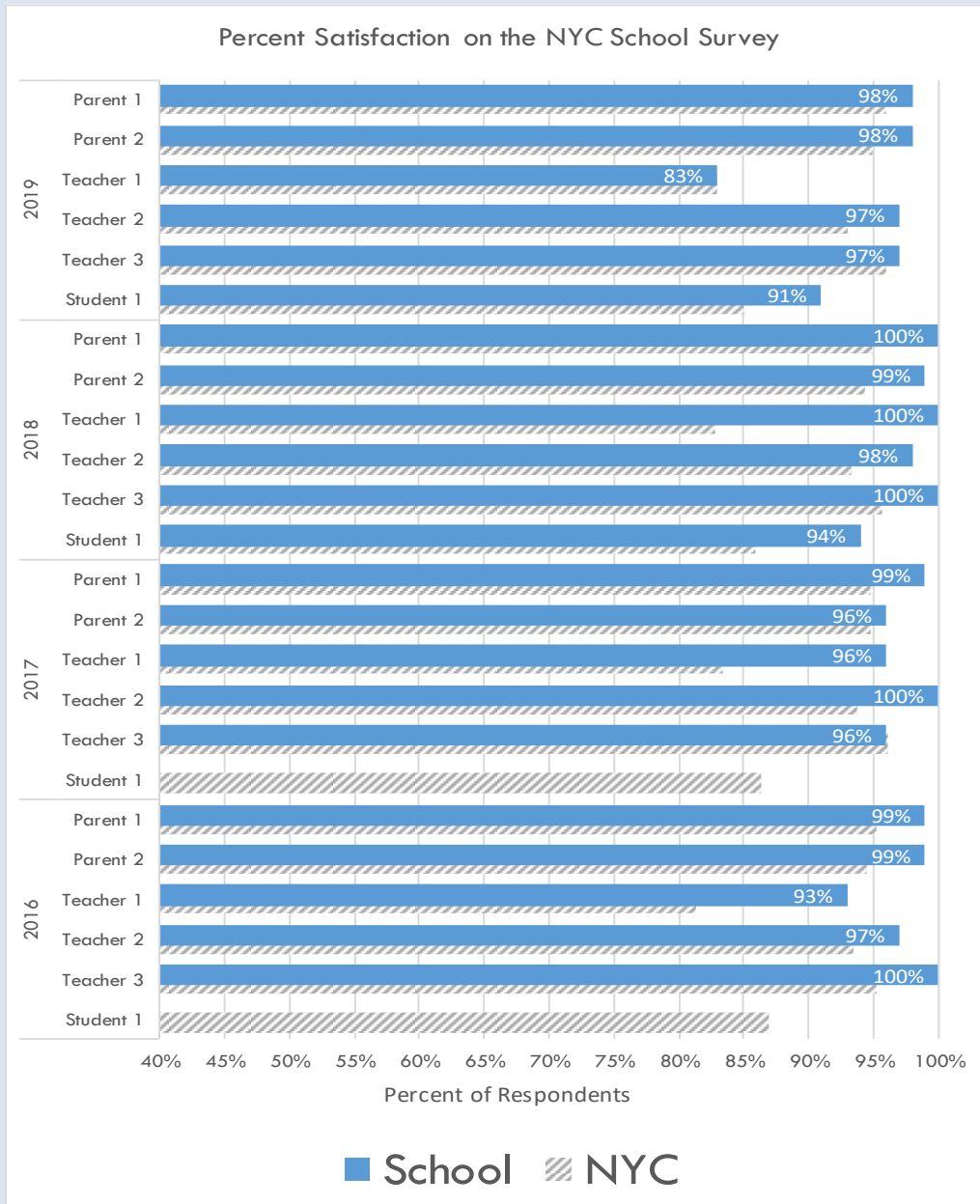


Figure 10

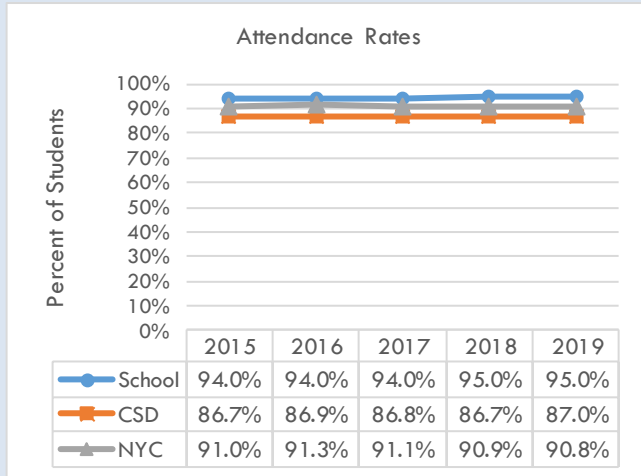


Figure 11

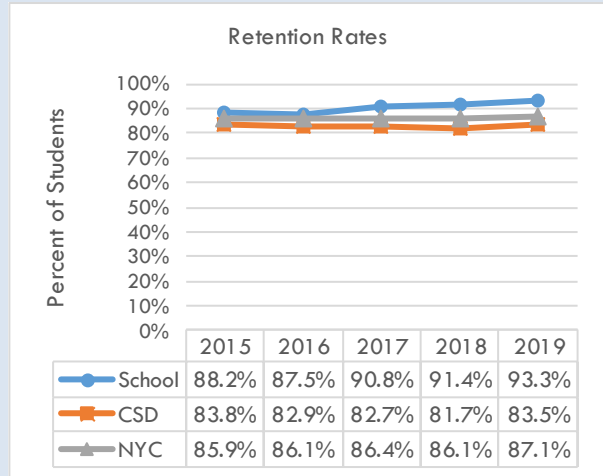


Figure 12

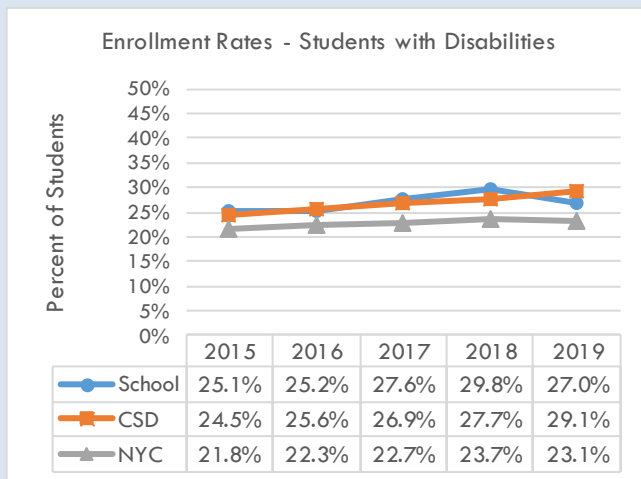


Figure 13

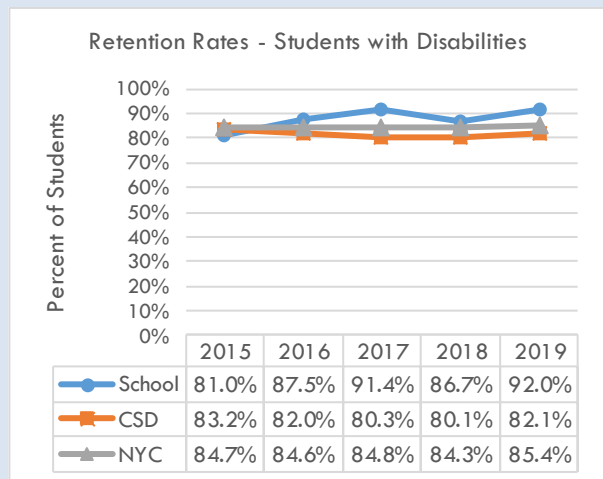


Figure 14

²⁰ A student is counted towards ELL or SWD enrollment and retention figures for three years post-declassification.

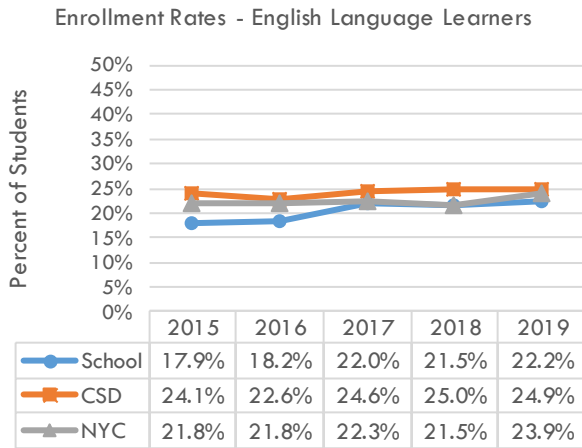


Figure 15

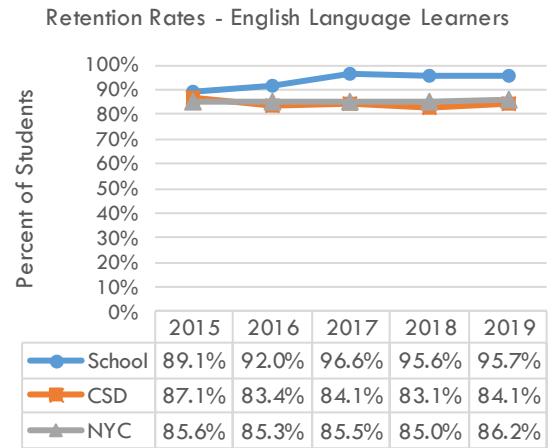


Figure 16

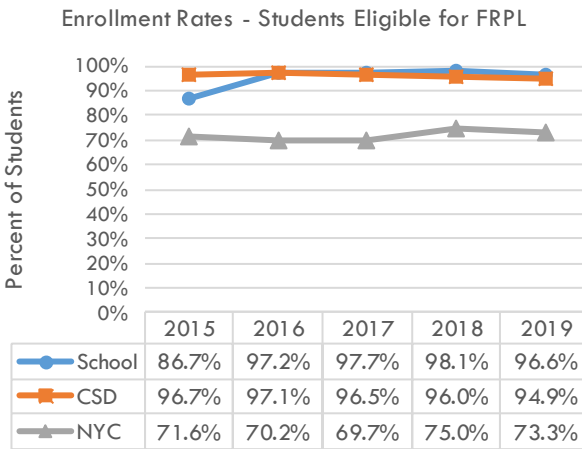


Figure 17

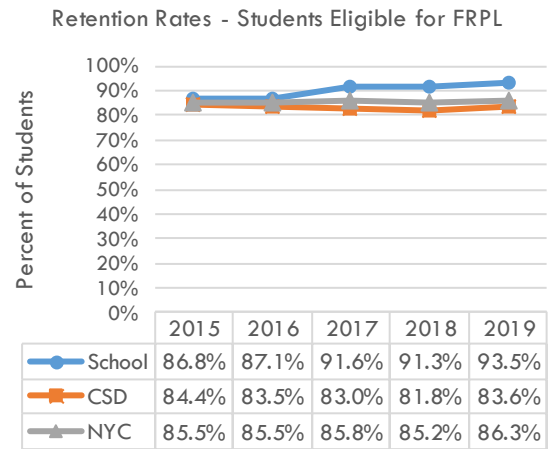


Figure 18

SUSPENSION RATES^{viii}

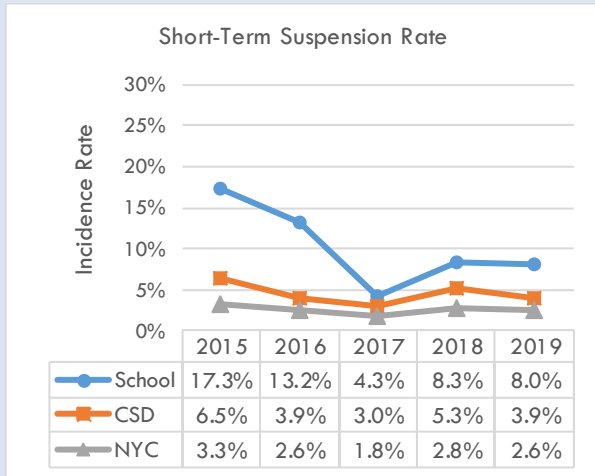


Figure 19

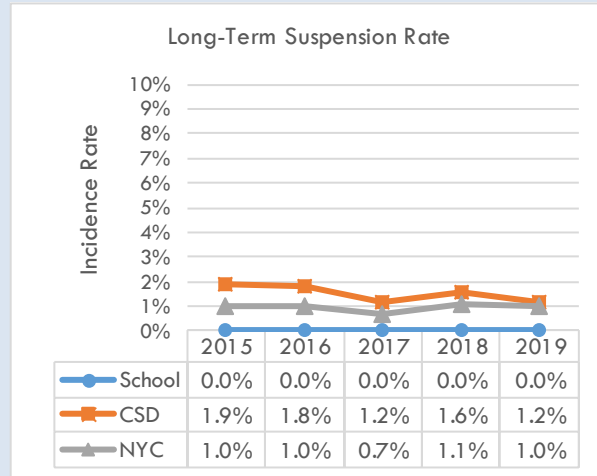
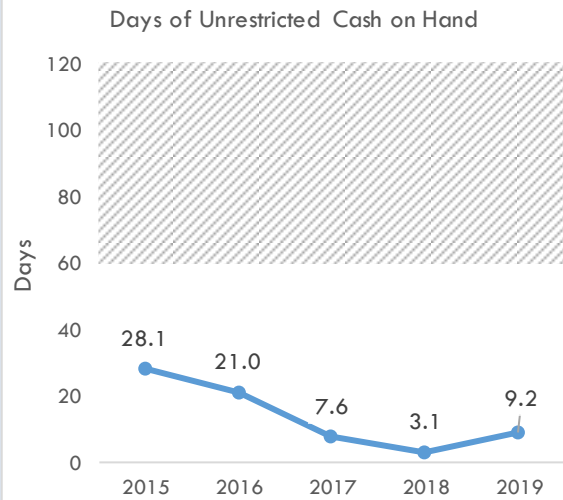


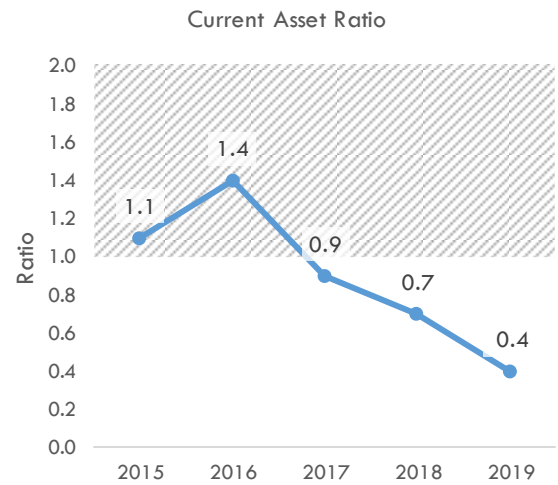
Figure 20

SHORT-TERM FINANCIAL VIABILITY^{ix}



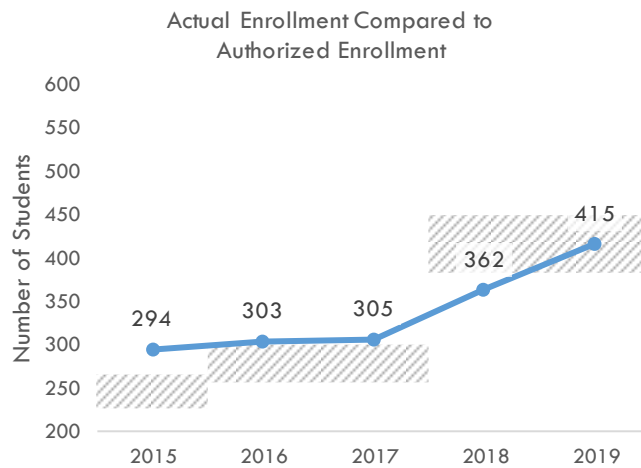
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 21



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.

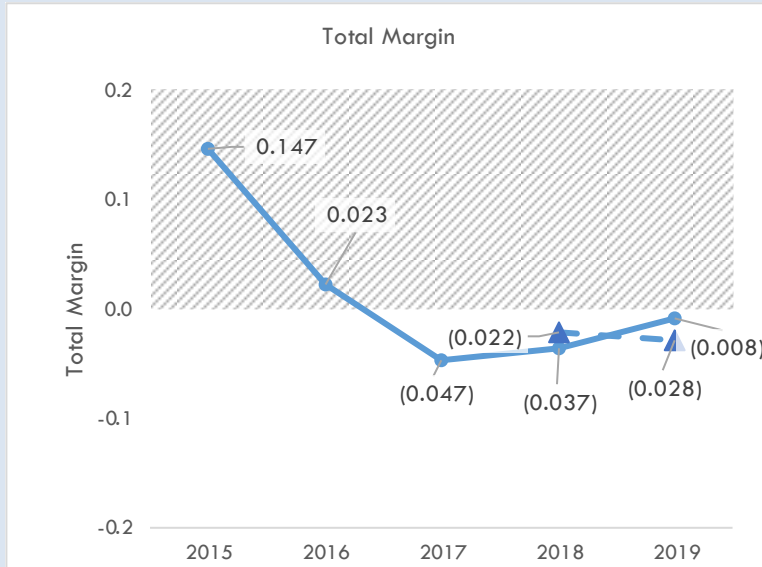
Figure 22



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

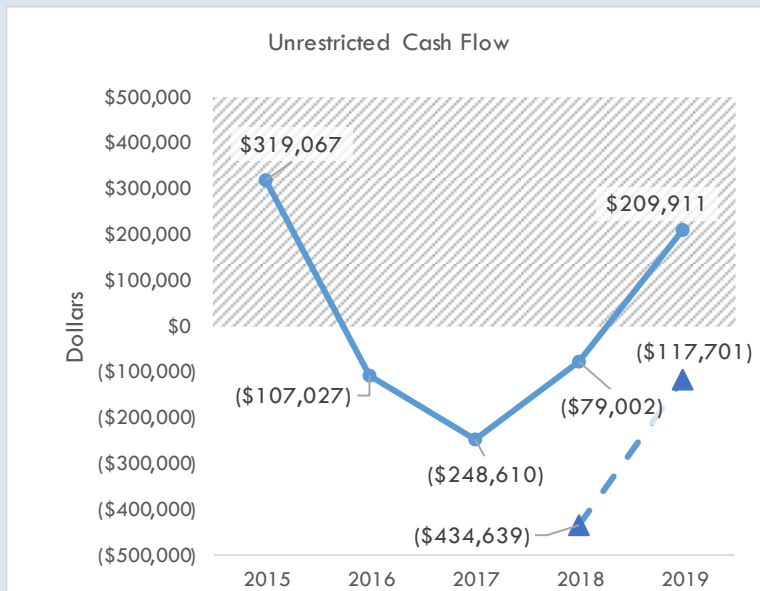
Figure 23

LONG-TERM FINANCIAL SUSTAINABILITY*



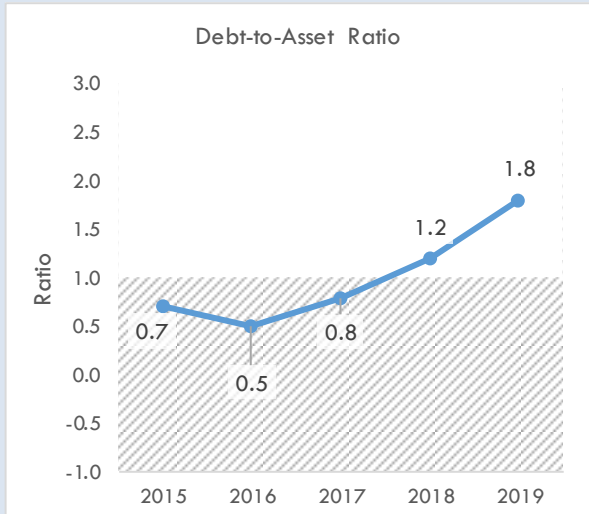
A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart. The one-year measure is indicated with a circle; the three-year aggregate measure is indicated with a triangle (if applicable).

Figure 24



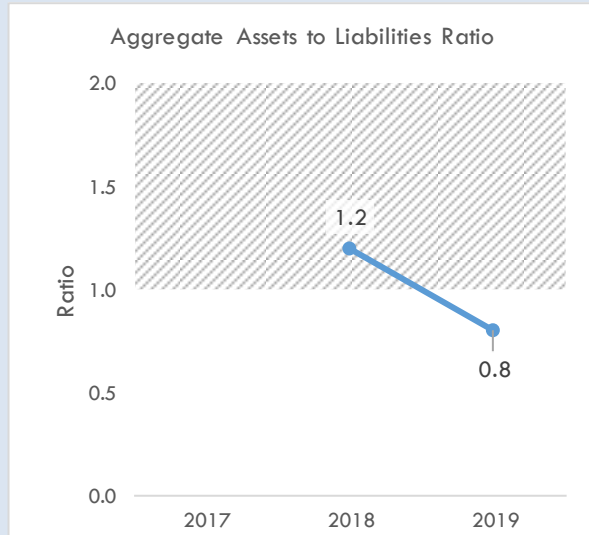
One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart. The one-year measure is indicated with a circle; the three-year aggregate measure is indicated with a triangle (if applicable).

Figure 25



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.

Figure 26



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.

Figure 27

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported and has not been reviewed for accuracy or completeness.

Programming, Admissions, and Lottery	
Number of Instructional Days	180
Pre-Kindergarten Program	Yes
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Sections per Grade	K-6, 8: 2 7: 3
Primary Entry Grade(s)	Pre-K, 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 2019-2020)	179
Number of Students Accepted via the Lottery (School Year 2019-2020)	14 + 36 Pre-K
<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
Children of Employees of the Charter School or CMO	Yes
Other: Students who are in the foster care system and/or receiving prevention services	Yes

CURRENT STUDENT DEMOGRAPHICS^{xi}

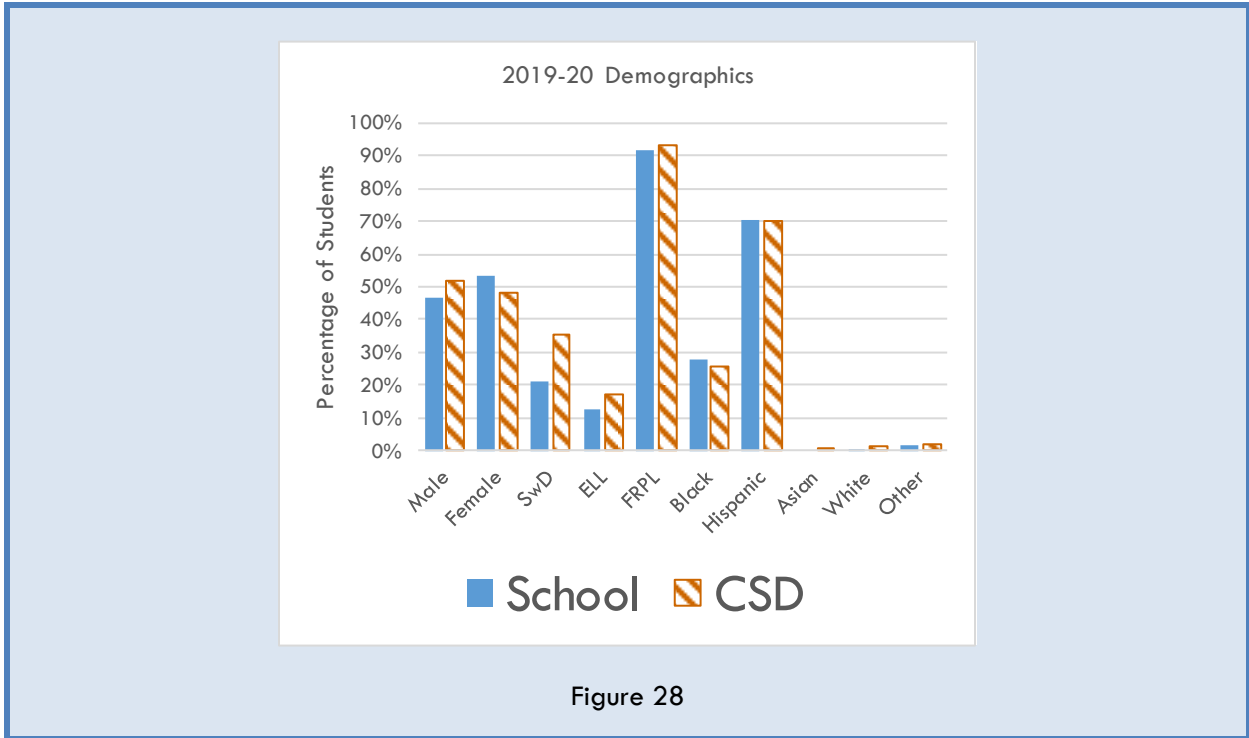


Figure 28

EXPULSION RATES^{xii}

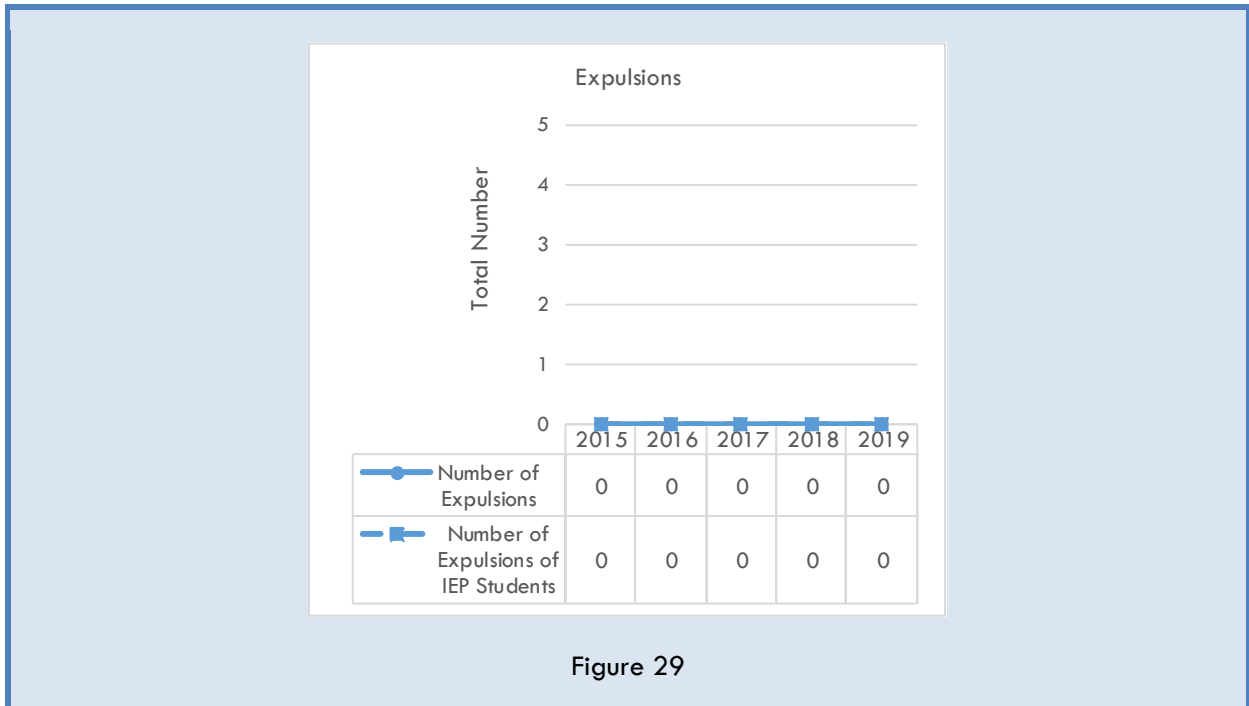


Figure 29

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited November 6 and 7, 2019. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of an inclusive, safe environment; CAAT saw evidence of this.
- Evidence of common language & positive behavior practices; CAAT saw evidence of this.
- Evidence of differentiation; CAAT saw mixed evidence of this.
- Evidence of regular small group instruction; CAAT saw evidence of this.
- Evidence of rigorous curriculum & constructivist approach; CAAT saw mixed evidence of this.
- Evidence of the use of manipulatives, group work, real life problems in math in science; CAAT saw evidence of this.
- Evidence of guided reading/ balanced literacy (upper grades) and a focus on phonics & listening comprehension (lower grades); CAAT saw evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE^{xiii}

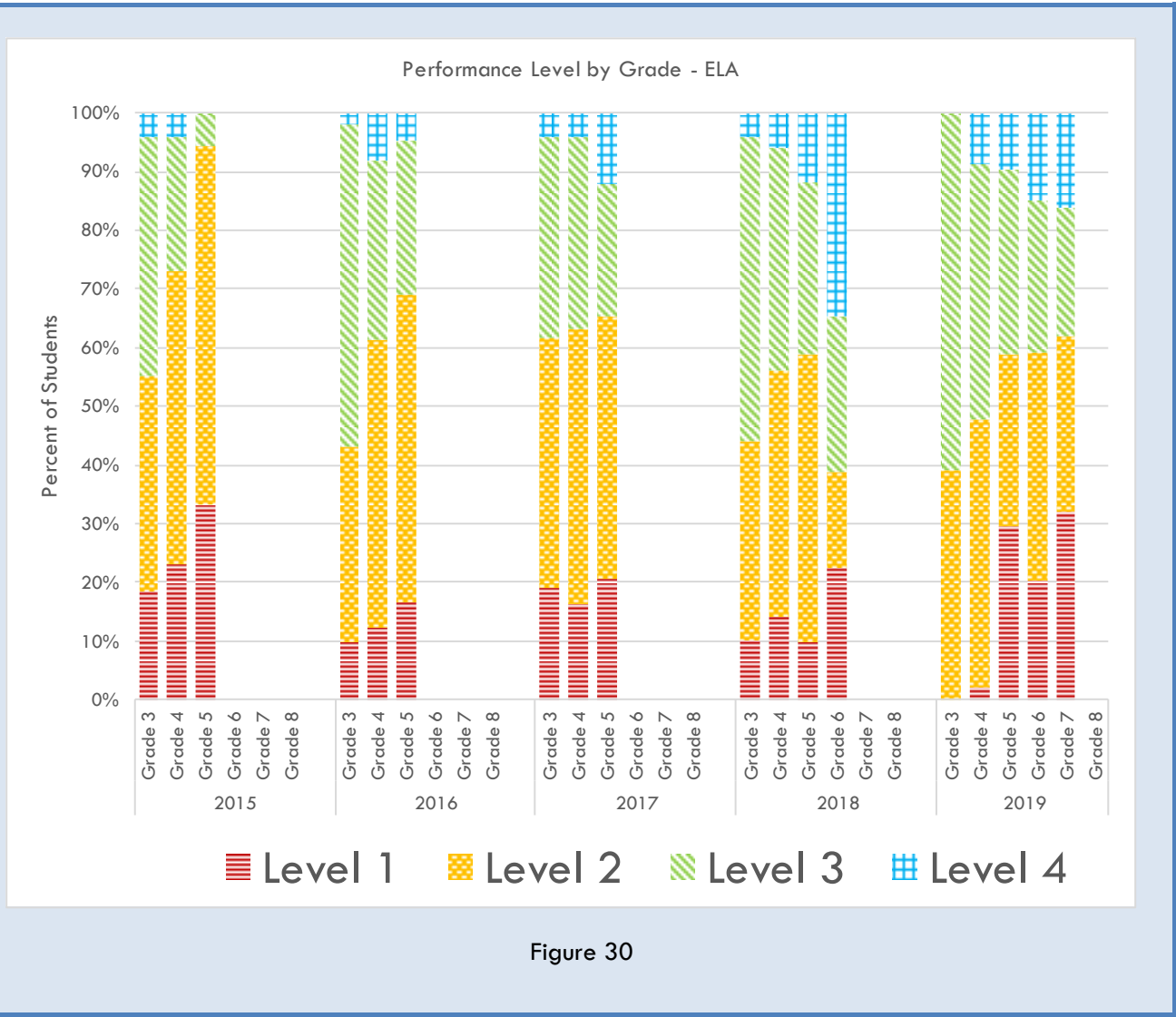
GRADE-LEVEL PROFICIENCY IN ELA

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Mott Haven Academy Charter School					
Grade 3	44.9%	56.9%	38.3%	56.0%	60.9%
Grade 4	27.1%	38.8%	36.7%	44.0%	52.2%
Grade 5	5.6%	31.0%	34.7%	41.2%	41.2%
Grade 6				61.2%	40.7%
Grade 7					38.0%
Grade 8					
DIFFERENCE FROM CSD					
Grade 3	29.9%	30.9%	10.8%	18.3%	17.9%
Grade 4	15.3%	14.4%	11.3%	10.9%	16.2%
Grade 5	-4.6%	16.5%	15.3%	21.6%	19.2%
Grade 6				34.3%	12.5%
Grade 7					16.3%
Grade 8					

GRADE-LEVEL PROFICIENCY IN MATH

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Mott Haven Academy Charter School					
Grade 3	71.4%	76.5%	76.1%	75.5%	80.4%
Grade 4	66.0%	71.4%	33.3%	22%	68.2%
Grade 5	22.5%	61.9%	69.4%	25.5%	40.8%
Grade 6				70.2%	41.5%
Grade 7					27.1%
Grade 8					
DIFFERENCE FROM CSD					
Grade 3	51.5%	52.9%	47.7%	36.7%	45.9%
Grade 4	49.9%	49.0%	11.0%	28.2%	38.9%
Grade 5	5.6%	46.0%	48.3%	3.0%	13.8%
Grade 6				53.6%	15.8%
Grade 7					6.3%
Grade 8					

ENGLISH/LANGUAGE ARTS



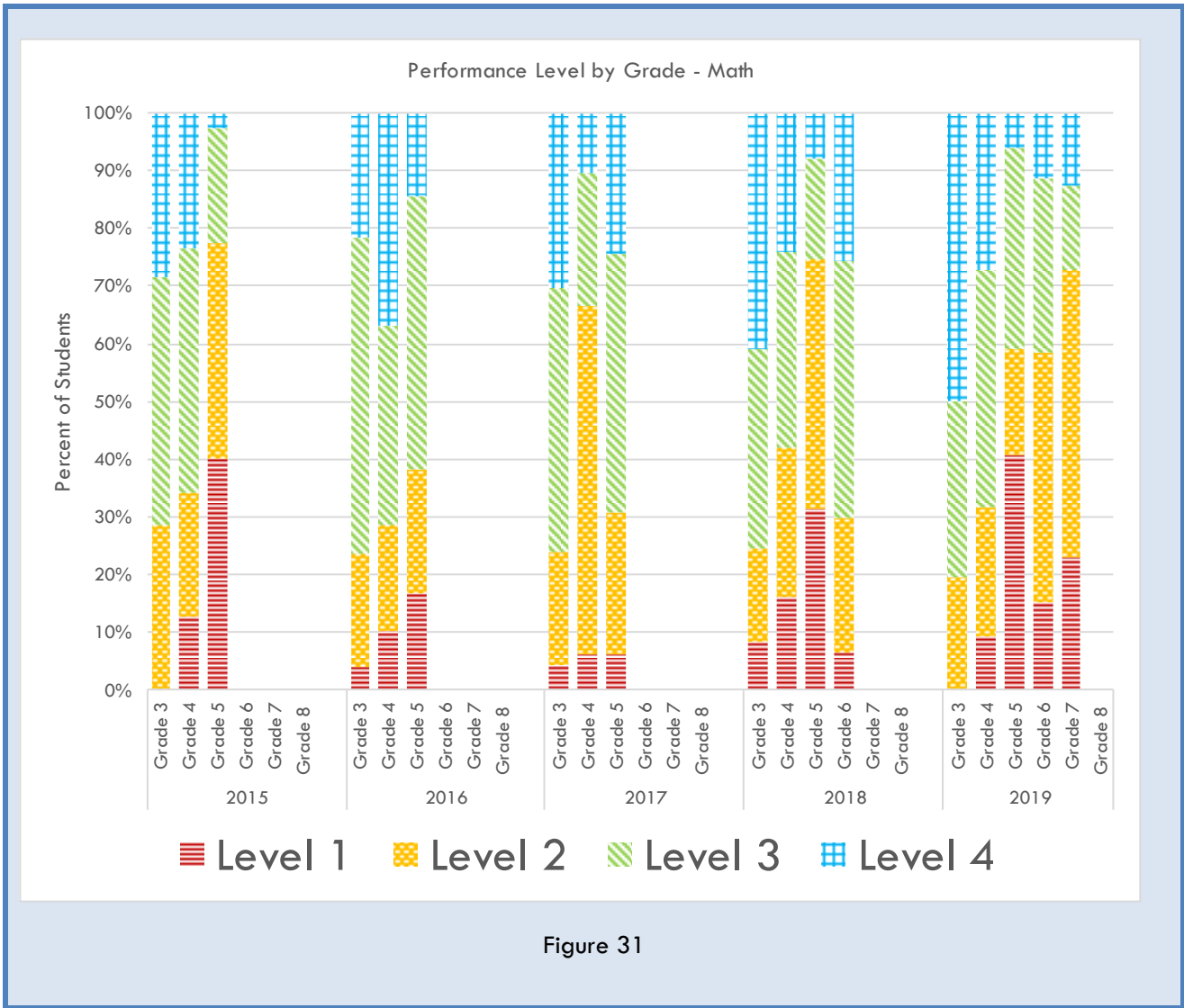


Figure 31

APPENDIX E: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2018-2019 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as a part of a holistic evaluation of the school.

To see the school's full 2018-2019 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	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.	New York State ELA examination	Met	
Academic Goal 2	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 Math examination.	New York State Math examination	Met	
Academic Goal 3	For each year of the school's 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	New York State ELA examination	Met	

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	<p>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.</p>			
<p>Academic Goal 4</p>	<p>For each year of the school's 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 proficient (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.</p>	<p>New York State Math examination</p>	<p>Met</p>	
<p>Academic Goal 5</p>	<p>In each year of the charter term, 75 percent of students enrolled for three or more years will perform at or above</p>	<p>NYS fourth grade science examination</p>	<p>Met</p>	

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
	a level 3 on the NYS fourth grade science exam.			
Academic Goal 6	In each year of the charter term, the average NCE for students who have taken the Reading 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.	Reading Terra Nova 3		Haven Academy has submitted a request to remove the Terra Nova Assessment from our charter goals. We have discontinued use of this assessment and replaced it with a new nationally normed assessment, NWEA Map. Our intention is to use this year as a baseline year with the NWEA Map test to determine if we will add equivalent goals in our 2020 charter renewal using this assessment.
Academic Goal 7	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.	Math Terra Nova 3		Haven Academy has submitted a request to remove the Terra Nova Assessment from our charter goals. We have discontinued use of this assessment and replaced it with a new nationally normed assessment, NWEA Map. Our intention is to use this year as a baseline year with the NWEA Map test to determine if we will add equivalent goals in our 2020 charter renewal using this assessment.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 8	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.	New York State ELA Examination	Met	
Academic Goal 9	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.	New York State math examination	Met	
Academic Goal 10	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 the district of location.	New York State ELA Examination	Met	
Academic Goal 11	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 the district of location.	New York State math examination	Met	

APPENDIX F: RECRUITMENT AND RETENTION 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, English Language Learners, and students who are eligible for 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.

The school has submitted the following text in support of this requirement.

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

97% of our student population is eligible for Free or Reduced Price lunch, compared to 94% in District 7. Our school is situated in the South Bronx in one of the poorest congressional districts in the country. We work closely with many community organizations in the neighborhood to recruit our student population from the surrounding areas. We always have a wait-list for admission that includes mostly students from the surrounding neighborhoods who are economically disadvantaged. Since we opened a middle school during this school year, we were planful about middle school design and recruitment efforts to ensure that our seats are filled by our target population (especially economically disadvantaged.) Efforts included: Filling seats with mission fit students, recruiting at child-welfare agencies, advertising in locations likely to have FRPL students such as homeless shelters.

ENGLISH LANGUAGE LEARNERS

17% of our student population are ELLs, the vast majority being Spanish speaking, which comparable to our District (7). We publish all school recruitment material in Spanish and English in order to reach all families in our community. We employ Spanish speaking recruitment staff to ensure that the process is smooth and easy for all families. Our school offers appropriate ELL services for all students required to participate in these services. For our new Middle School we continued to make application and/or orientation processes accessible for non- English speaking community members. Additional staff members have been added who bring experience with this population

STUDENTS WITH DISABILITIES

24% of our students are classified as Students with Disabilities, which is comparable to our District (7). Our Director of SPED works with families through the application and recruitment process to ensure that students are in the right placement and have all needed accommodations in place when they enter our school.

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

97% of our population is economically disadvantaged and that number is mirrored closely in our surrounding community. We continue to work closely with community organizations and in-house social emotional teams to ensure that our families' needs are met and they feel supported at Haven Academy. While designing our Middle School we collected input from our constituents to ensure the school's program met their educational priorities. Due to our efforts we successfully matriculated 98% of our Elementary School students of middle school age.

ENGLISH LANGUAGE LEARNERS

Haven Academy will continue to offer ELL services to meet the needs of our ELL students and their families. Our Spanish speaking staff and Spanish materials will help our families of ELLs to continue to thrive in our school environment.

STUDENTS WITH DISABILITIES

Haven Academy has a dedicated SPED director and CTT classrooms on every grade level to ensure that the needs of our SPED scholars are always met. We worked closely with the scholars' families and the CSE to ensure that proper and stellar services are offered. Our Middle School design included a process for academic programming that can be accessible to all students, regardless of disability. With appropriate supports, 99% of our IEP students are matriculated to our Middle School.

APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. 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 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

SOURCES

ⁱ Number of students actively enrolled on October 31, 2019 as recorded in ATS.

ⁱⁱ Calculations based on data reported by the school in its renewal data collection form.

ⁱⁱⁱ State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{iv} State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^v State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{vi} Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

^{vii} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from an October 31st ATS pull for the evaluated year and includes students formerly identified as part of the subgroup when applicable.

^{viii} School-reported suspension and expulsion data. 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. Rates are calculated as number of events divided by total population.

^{ix} Annual school audit

^x Annual school audit

^{xi} Number of students actively enrolled on October 31, 2019 as recorded in ATS.

^{xii} School-reported suspension and expulsion data. 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. Rates are calculated as number of events divided by total population.

^{xiii} State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students.

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