SUMMARY OF FINDINGS AND RECOMMENDATIONS

PROPOSAL TO ESTABLISH HAVEN CHARTER HIGH SCHOOL
EXECUTIVE SUMMARY


The Haven intends to operate one high school to be located in a private facility in New York City Community School District ("CSD”) 8 in the Bronx. The proposed school will open in August 2020 with 100 students in 9th grade, grow by one grade level each year, and ultimately grow to serve 356 students in 9th – 12th grade during its first charter term. The Haven will admit new students in 9th grade only.

The Haven intends to partner with East Side House Settlement (corporate name, East Side House, Inc.) ("East Side House"), a community-based New York not-for-profit organization that provides human services and educational programs to residents of the South Bronx and Upper Manhattan. East Side House will support the Haven in key ways including providing a facility and leasing it to the school at fair market value; supporting fiscal, human resources, and IT operations; providing direct social services supports; providing professional development in areas such as restorative practices and youth development; and, leveraging its existing programs to provide supports and wrap-around services to the school community.

After a thorough review process consistent with the New York Charter Schools Act of 1998 (as amended, the “Act”), the Institute finds that the proposal for the Haven rigorously demonstrates the criteria detailed in the RFP, which align with the Act.

Based on the proposal, as amended, and the foregoing:

The Institute recommends that the SUNY Trustees approve the proposal to establish the the Haven Charter High School.
FINDINGS

Based on the comprehensive review of the proposal and interviews of the applicants and the proposed education corporation board of trustees, the Institute makes the following findings.

1. The charter school described in the proposal meets the requirements of the Act and other applicable laws, rules, and regulations as reflected in (among other things):
   - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
   - the required policies for addressing the issues related to student discipline, personnel matters, and health services;
   - an admissions policy that complies with the Act and federal law;
   - the inclusion of by-laws for the operation of the education corporation; and,
   - the inclusion of an analysis of the projected fiscal and programmatic impact of the schools on surrounding public and private schools.

2. The applicants have demonstrated the ability to operate the school in an educationally and fiscally sound manner as reflected in (among other things):
   - the provision of an educational program that meets or exceeds the state performance standards;
   - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
   - the student achievement goals articulated by the applicants;
   - appropriate rosters of educational personnel;
   - a sound mission statement;
   - a comprehensive assessment plan;
   - the provision of sound startup, first-year, and five-year budget plans;
   - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
   - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach anticipated enrollment;
   - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually;
   - the inclusion of a school calendar and school day schedule that provide at least as much instruction time during the school year as required of other public schools; and,
   - the inclusion of methods and strategies for serving students with disabilities in compliance with federal laws and regulations.

3. Granting the proposal is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter school; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):
   - a partnership with East Side House, which has well established roots from its over 125-year history serving New York City and the South Bronx, as well as a strong programmatic investment in the success of the school;
• an innovative academic program that provides both college preparatory and career and technical education (“CTE”) programming leading to certifications in the medical and technological fields, which will expand students’ access to viable college and career options;
• a primary person advisory model that provides every student with a trusted adult who serves as their dedicated advisor, advocate, and counselor; and,
• an extended school day and year that will provide students with additional support to meet the demands of the dual college preparatory and CTE programs.

4. The proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, of students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program as required by Education Law § 2852(9-a)(b)(i).

5. The applicants have conducted public outreach for the school, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).

6. The Institute has determined that the proposal rigorously demonstrates the criteria and best satisfies the objectives contained within the RFP, and, therefore, is a “qualified application” within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the New York State Board of Regents (the “Board of Regents”) for approval.

The Institute developed the RFP “in a manner that facilitate[d] a thoughtful review of charter school applications, consider[ed] the demand for charter schools by the community, and s[ought] to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students,” in accordance with Education Law § 2852(9-a)(b). The Institute also posted the draft RFP for public comment and responded to same.

The Institute conducted a rigorous evaluation of the proposal under consideration including academic and fiscal soundness, and legal reviews. In addition, the Institute engaged independent consultants to evaluate the proposal based on the criteria set forth in the RFP. Pursuant to its protocols, the Institute conducted an interview with the founding team, including the applicants, the proposed board of trustees, and key leadership from the Haven. Trustee Joseph Belluck, Chairman of the SUNY Trustees’ Charter Schools Committee, also met with the founding team.

Amendments to the Act in 2015 restricted the total number of charter schools the SUNY Trustees and the Board of Regents may approve to open in New York City. Since then the SUNY Trustees and the Board of Regents have approved all except for seven charters for that area.
BACKGROUND & DESCRIPTION

Founded in 1891, East Side House is a community-based organization that offers a variety of educational and social services to families in the South Bronx, including after school, head start, college preparation, job readiness, and counseling programs. The board of directors and executive leadership of East Side House decided to apply for a charter high school after observing and hearing from many students who left the South Bronx to attend colleges and universities but ended up dropping out before completing a degree due to a lack of financial resources or college preparedness. The board sees establishing the Haven as an opportunity to leverage the organization’s existing experience in educational and career preparedness programming to improve college and career outcomes for students in the South Bronx.

East Side House will serve as a partner organization for the proposed school. The organization will provide the school with a variety of organizational, administrative, community outreach, and academic supports and will lead the effort to identify and improve a facility, which it intends to lease to the school. East Side House will also provide back office and organizational assistance with regard to benefits and payroll, staff recruitment, procurement, financial management, and fundraising. Finally, East Side House also intends to support the school in developing portions of its academic program by providing professional development to leaders and teachers particularly in the areas of school culture and restorative justice practices.

To maximize the school’s programmatic impact, it will enact an academic program that includes both college preparatory and CTE coursework. This will provide students with the opportunity to earn a Regents or Advanced Regents diploma while also earning career certifications in the medical and technical fields that will provide opportunities for meaningful employment. Students will also have access to wraparound services through East Side House. By providing this rich and varied suite of supports, the school aims to ensure that students have the knowledge, skills, and opportunities to succeed in college and careers.

MISSION, PHILOSOPHY, AND KEY DESIGN ELEMENTS

The Haven’s mission is as follows:

To provide a CTE program serving the Bronx. Students will benefit from a well-rounded, rigorous science, technology, engineering, and math (“STEM”) education leading to a professional certification in the medical field. Through individualized planning and attention, graduates will have the academic skills necessary to be successful in college and careers, and the tools necessary to enter the workforce or enroll in college.

All programming at the Haven is founded on the following key design elements:

- **Pathways to Post-Secondary and Career Opportunities.** Students will have access to classes leading to certification credentials in the areas of medicine and technology and will receive basic skills training for entry level certified positions in CPR and First Aid, EKG and Phlebotomy, Pharmacy Technician, Cisco Networking, and the Microsoft Office suite of programs. The school selected these particular CTE programs because the medical field is the largest employer in the Bronx. East Side House currently offers these programs through a post-secondary pathways program and will leverage this experience to ensure success at the charter school.
• **STEM Curricula.** To achieve success in careers or post-secondary opportunities, and to complete healthcare and technology certifications on the way to graduation, students at the Haven will receive a solid academic foundation in math and science. The school will feature a strong STEM curriculum and provide project-based and experiential learning opportunities in a collaborative environment, both in the school and as a part of the external career pathways trainings and certifications.

• **Work Readiness Opportunities.** 11th and 12th grade students will receive hands on learning opportunities providing exposure to career pathways through internships and job placements. Students at the Haven will have opportunities at Bronx Lebanon Hospital, New York Presbyterian Hospital, City University of New York (“CUNY”) Lehman Community College, and Local 1199 SEIU United Healthcare Workers East, all of whom have an existing relationship with East Side House and have committed to providing supports to the school.

• **Critical Thinking Pedagogy.** Students at the Haven will analyze, reflect, and strategize in their thinking and work. Teachers will ask higher order thinking questions to assess students’ learning and comprehension as well as their ability to communicate these answers in a variety of ways.

• **Performance-Based Grading.** The Haven will use performance and evidence-based grading that allows teachers to implement practices that accurately reflect student learning.

• **Social and Emotional Support through a Primary Person Model.** The Haven will pair each student with an adult upon entry who will serve as the student’s advisor or “primary person.” This adult will be responsible for monthly check-ins, teacher-student mediations, student-student mediations, tracking academic progress, attendance outreach, communicating with families, and serving as a liaison between the student and other needed social service supports.

• **Partnership with East Side House.** The Haven will benefit from a strong partnership with East Side House, a community non-profit dating back to 1891 and a pillar of the Bronx. More information about this partnership is presented above.

• **Professional Learning Community.** Teachers and staff will attend real-time trainings that are relevant to student needs and based on evidence-based research. Teachers and school staff members will also have access to external trainings with the expectation that they will disseminate vital information to the staff as a whole.

• **Parent Engagement and Support.** A parent support professional is involved in each student’s journey through the Haven to ensure that parents are well-informed about their students’ progress.
CALENDAR AND SCHEDULE

The Haven will offer approximately 180 days of instruction each year. The first day of instruction for the 2020 school year will be on or around August 24, 2020, and the last day will be on or around June 11, 2021. Subsequent school years will follow a similar calendar. The school day will begin each morning at 8:30 A.M. and end at 4:45 P.M. The Haven will provide students with more than 1,063 hours of instruction per year, a 7% increase over the state minimum of 990 hours for 7th – 12th grade mandated by Education Law § 2851(2)(n) and 8 NYCRR § 175.5, and provided at the majority of schools within the New York City Department of Education (“NYCDOE” or the “district”).

ACADEMIC PROGRAM

The Haven’s curriculum is designed to ensure students earn a traditional Regents diploma as well as at least one CTE certification by the time they graduate. The school designed its CTE path to support students with an interest in pursuing careers in the medical field. The school has selected the Open Educational Resource curriculum from New Visions for Public schools as the basis for its courses. The New Visions curriculum provides a number of resources to support school leaders and teachers with implementation including scopes and sequences, pacing calendars, formative and summative assessment tools, and materials to support students with disabilities and ELLs.

**English Language Arts (“ELA”) (Reading and Writing)**

The New Visions curriculum consists of three yearlong courses organized by the conceptual lenses of the Individual, the Quest, and the American. The program is designed to spiral literacy skills across 9th – 11th grade. Within each course, unit plans provide assessments, resources, and strategies that unpack the skills needed to master the learning identified in the ELA Common Core Learning Standards, as well as support the reading, writing, and thinking necessary for both the New York State Regents exams and post-secondary coursework.

**Mathematics**

New Visions has developed curriculum for three courses: algebra I, geometry, and algebra II. Each course is divided into six or seven units, all of which comprise a common structure that shares several key components including a diagnostic task, student resources to explain the most critical ideas within each unit, instructional routines, and assessments. As the Haven grows, instructional leaders will consider adding higher-level classes such as pre-calculus, calculus, and/or statistics.

**Science**

The New Visions science curriculum strategically spirals core concepts to facilitate multiple opportunities for students to interact with overarching themes and promote success on the Regents exams. The Haven will offer all Regents science courses, including living environment, earth science, physics, and chemistry. Using the “5E” approach, teachers guide students through a series of learning phases: engagement, exploration, explanation, elaboration, and evaluation.

**Social Studies**

The New Visions social studies curriculum is a full scope and sequence that includes global history I, global history II, United States history, and government and economics. Through the investigation and analysis of primary and secondary sources, students have the opportunity to think critically and read, write, and speak like historians, while simultaneously honing the literacy and critical thinking skills necessary for both the Regents exams and post-secondary coursework.
CTE
The Haven will offer five professional certifications in the medical field: CPR/First Aid, EKG & Phlebotomy, Pharmacy Technician, Certified Nurse Assistant, and Home Health Aid. Additionally, the school will offer two technology certifications: Microsoft Office Specialist and QuickBooks. The founding team and school leaders will select and refine appropriate curricula for these programs during the pre-opening year, in accordance with the New York State CTE Model Curriculum Standards.

Spanish
The Haven will offer Spanish as its language other than English course. In its first two years, the school will contract with an outside provider for Spanish instruction. Instruction will focus on conversational language skills with as much instruction delivered in Spanish as possible. Technology has also become an increasingly important part of language instruction, such as writing projects and self-paced computer-based programs. In its third year of operation, the school will hire a foreign language teacher to support the growing student population.

Arts
The Haven will contract with providers for arts instruction to expose students to a diverse range of art fields, such as visual arts, music, theatre, and dance in Years 1 and 2. In its third year of operation, the school will hire an arts education teacher to support the growing student population.

Physical Education
In Years 1 and 2, the school will partner with Fit4LifeNYC to provide physical education classes. In its third year of operation, the school will hire a physical education teacher to support the growing student population.

SCHOOL CULTURE AND DISCIPLINE
The Haven will strive to maintain a culture where all stakeholders respect one another and where students care about, maintain, and cultivate positive relationships with teachers and peers. The Haven will establish a school culture promoting positive values and habits that support the academic, emotional, and developmental needs of students. The school’s primary person advisory model also ensures that each student has a trusted adult who can provide advice and support, thus reinforcing the school’s emphasis on the importance of positive relationships.

Central to the Haven’s approach to student discipline is a recognition of the impact that trauma may have had on its at-risk students and the need to establish a safe, trauma-sensitive school environment in which at-risk children can thrive. Accordingly, the school’s discipline policies and practices will incorporate restorative justice principles and practices into classroom and school-wide interventions for students. East Side House has extensive experience in the field of restorative practices and currently offers such services at over a dozen schools.
ORGANIZATIONAL CAPACITY

In Year 1, the executive director will have primary responsibility for school leadership and management. A principal, director of student support services, director of CTE, director of operations, and director of curriculum and instruction will support the executive director in their respective areas of expertise. In Year 3, a special education coordinator will join the leadership team to oversee the growing at-risk program needs of the school. In each year of its first charter term, the school will also expand its team of social workers and student advisors to ensure that it has ample capacity to support students in long-term college and career planning.

GOVERNANCE

The by-laws of the Haven indicate that the proposed education corporation board will consist of no fewer than five and no more than 15 voting members. The proposed members of the board of trustees are set forth below:

1. **Caitlin Dooley, Proposed Board Chair**

   Ms. Dooley has 10 years of experience working with youth and families. Her experience includes direct service as well as program development, management, and grant writing. Her most recent positions include working as a young adult advocate at Lantern Community Services and as department director of adult education and workforce development at East Side House. She currently works part-time as a grant writer while raising her young family. Ms. Dooley holds a juris doctorate degree, and a bachelor’s degree in political science and family and child studies from the University of Guelph.

2. **Robert Pondiscio, Proposed Vice-Chair**

   Mr. Pondiscio is senior fellow and vice president for external affairs at the Thomas B. Fordham Institute. He is also a senior advisor to Democracy Prep Public Schools, a SUNY-authorized network of high-performing charter schools based in Harlem, New York. He writes and speaks extensively on education and education-reform Issues with an emphasis on literacy, curriculum, teaching, and urban education. He has also served as vice president for the Core Knowledge Foundation. He holds a master of science degree in elementary education from Mercy College and a bachelor of arts degree in English from SUNY Empire State College.

3. **Alex Vazquez, Proposed Treasurer**

   Dr. Vasquez is senior consultant at Keeling & Associates, a higher education consulting firm focused on strategic planning at colleges and universities across North America. He earned his master’s and bachelor’s degrees at SUNY Albany, where he studied educational administration and policy. He earned his doctor of philosophy at Boston College, studying strategy and decision making in higher education.

4. **Timothy Adour, Proposed Secretary**

   Mr. Adour has been training and developing leaders for most of his career. He has conducted trainings in churches, on university campuses, and in public forums around the world. He and his wife Diana are the pastors of Church of the Revelation located in CSD 8 in the Bronx. His earned a bachelor of arts degree in biblical studies from Central Bible College, master of arts degree in organizational leadership from Regent University, and presently he is a doctor of philosophy candidate in leadership studies at Johnson University.
5. **Lucinda Mendez, Proposed Trustee**

Ms. Mendez has over 25 years of experience in urban education and serving at risk youth. Prior to her current position as director of transfer schools at New Visions for Public Schools she was founding principal of Bronx Haven, a transfer high school serving overage and under-credited youth in the South Bronx. She is a Teach for America (“TFA”) alumna and a graduate of the NYCDOE Leadership Academy and holds an interdisciplinary bachelor’s degree in psychology and sociology from Wesleyan University and a master’s degree in bilingual education from Long Island University.

6. **Daniel Diaz, Proposed Trustee**

Mr. Diaz is executive director of East Side House since January 2017. He has served on the New York State Network for Youth Success Capacity Building Committee to inform state administration of youth programs, and served on the CUNY Hostos Community College Perkins Local Advisory Committee to guide the use of grant funds to promote workforce development. Mr. Diaz is a graduate of Baruch College and holds a master’s degree in administrative social work from Fordham University Graduate School of Social Service.

**FACILITIES**

The Haven plans to seek co-location in a NYCDOE facility in CSD 8. The founding team acknowledges that the request likely will not be granted. In this case, East Side House is prepared to acquire a facility to host the school, and has begun the process of coordinating with real estate professionals to identify existing structures and new development opportunities to provide a sound operational space for the school.

**FISCAL IMPACT**

The fiscal impact of the Haven on the district is summarized below.

<table>
<thead>
<tr>
<th>Charter Year</th>
<th>A. Expected Number of Students</th>
<th>B. Basic Charter School Per Pupil Aid</th>
<th>C. Projected Per Pupil Revenue (AxB)</th>
<th>D. Other District Revenue (SPED, Food Service, Grants, etc.)</th>
<th>E. Total Project Funding from District to Charter School (C+D)</th>
<th>F. New York City School District Budget</th>
<th>G. Projected District Impact (E/F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 (2020-21)</td>
<td>100</td>
<td>15,307</td>
<td>1,530,700</td>
<td>1,035,424</td>
<td>2,566,124</td>
<td>25,600,000,000</td>
<td>0.01%</td>
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<tr>
<td>Year 5 (2024-25)</td>
<td>325</td>
<td>15,307</td>
<td>4,974,775</td>
<td>2,850,547</td>
<td>7,825,322</td>
<td>25,600,000,000</td>
<td>0.03%</td>
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</table>

*The NYCDOE budget was derived from the NYCDOE’s website: [https://www.schools.nyc.gov/about-us/funding/funding-our-schools](https://www.schools.nyc.gov/about-us/funding/funding-our-schools).

The Institute finds that the fiscal impact of the proposed school on the district, public charter, public district, and nonpublic schools in the same geographic area will be minimal. In the event that the school opens with a slightly higher enrollment, the Institute has determined that the fiscal impact of the proposed school on the district, public charter, public district, and nonpublic schools in the same geographic area will also be minimal.
The Institute reviewed the school’s proposed startup and fiscal plans and supporting evidence for each year of the proposed charter term. The Institute finds the budgets and fiscal plans are sound and that sufficient startup funds will be available to the new charter school.

The Institute analyzed the financial condition of the partner organization, East Side House and found it to be fiscally sound with the capacity to provide the proposed wraparound services, professional development, translation services, community outreach and engagement, fundraising, grant writing, human resources, financial consultants, ancillary support, establishment of procedures, systems, and technology. The Institute will evaluate the proposed service agreement, which includes a 5% service fee, on an annual basis under established performance metrics and will perform a legal review before approving the contract together with a conflicts of interest review regarding its approval by the education corporation.

NOTIFICATION & PUBLIC COMMENTS

The Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal, and the proposal was posted on the Institute’s website for public review. The district scheduled a public hearing pertaining to the proposed school for February 27, 2019, and will provide the Institute with a summary of comments made at the hearing. Should the district make the summary of public comments available prior to the March 4, 2019 Committee meeting, the Institute will share the information with members of the Committee at that time. The Institute carefully reviews and considers all public comments received prior to finalizing its recommendation. Additional information about public comments is provided in Appendix A.

PREFERENCE SCORING

Education Law § 2852(9-a) requires authorizers to establish a scoring rubric and grant priority to applications meeting both statutory and authorizer standards. The purpose of the preference criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees’ requirements exceeds the maximum number of charters to be issued, or issued in New York City, in 2019. The RFP identified the minimum eligibility requirements and mandated preference criteria required by Education Law § 2852(9-a), as described in greater detail below, as well as SUNY’s additional criteria. (See 2019 RFP at 10 or Replication RFP at 9.) The Haven proposal met the eligibility requirements, as evidenced by the following:

- the proposal was sufficiently complete, i.e., it included a Transmittal and Summary form, Proposal Summary, and responses to all RFP requests as prescribed by the Institute;
- the proposal included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program (as detailed in Request 5); and,
- the proposal provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter school and its academic program (as detailed in Request 4).

As the Haven ’s proposal submission met the eligibility criteria, the Institute’s evaluation continued with a full review of the proposal, an interview of the application team and proposed board of trustees, and
requests for clarification and/or amendments to the proposal. The review process then continued with an evaluation of the proposal in relation to the nine Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP’s Preference Scoring Guidance. The Preference Criteria, which in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the demonstration of the following in compliance with Education Law §§ 2852(9-a)(c)(i)-(viii):

- increasing student achievement and decreasing student achievement gaps in reading/language arts and mathematics;
- increasing high school graduation rates and focusing on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school dropouts, and students with academic skills below grade level;
- focusing on the academic achievement of middle school students and preparing them for a successful transition to high school;
- utilizing high-quality assessments designed to measure a student’s knowledge, understanding of, and ability to apply critical concepts through the use of a variety of item types and formats;
- increasing the acquisition, adoption, and use of local instructional improvement systems that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- partnering with low-performing public schools in the area to share best educational practices and innovations;
- demonstrating the management and leadership techniques necessary to overcome initial start-up problems to establish a thriving, financially viable charter school; and,
- demonstrating the support of the school district in which the proposed charter school will be located and the intent to establish an ongoing relationship with such school district.

Pursuant to the RFP, in compliance with the requirements for new charter applications set forth in Education Law § 2852(9-a)(b)(i-ii), (g), the Institute recommends the SUNY Trustees approve the application for one new charter as proposed. Haven Charter High School earned a score of 16.75 preference points out of a maximum of 45. Based on this score and the other information and findings set forth herein, the Institute recommends that the SUNY trustees approve the application to establish the Haven Charter High School.

CONCLUSION & RECOMMENDATIONS

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the proposal to establish the Haven Charter High School to open in August 2020.
On or about January 16, 2019, in accordance with Education Law § 2857(1), the Institute notified the district as well as public and private schools in the same geographic area of the proposed school about receipt of the proposal to establish the Haven. The notice reminded the district that New York State Commissioner of Education’s regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. The district scheduled a public hearing pertaining to the proposed school for February 27, 2019, and provided the Institute with an overview of comments made at the hearing, which is summarized below. A redacted copy of the initial Haven proposal was also posted on the Institute’s website for public review at: http://www.newyorkcharters.org/request-for-proposals/2019-suny-request-for-proposals-round-1-spring-cycle/haven-charter-high-school/.

35 people attended the public hearing held on February 27, 2019 at P.S. 102, 1827 Archer St. in the Bronx. Seven of the attendees, five of whom are school founders and two of whom are community members, spoke in support of the proposed school. The founders cited East Side House’s strong track record and the proposed school’s CTE program’s likelihood of preparing students for careers in their advocacy for the school. The community members, who are graduates of East Side House’s existing educational programs, indicated that the programs helped them graduate from high school and prepare for career.

The Institute received a letter of support for the proposed school from State Assembly Member Marcus Crespo, who cites the Haven’s proposed CTE program and East Side House’s strong track record in his advocacy of the proposed school. Additionally, the Institute received letters of support from multiple community- and faith-based organizations, such as the Church of the Revelation, Promised Land Community Partnership, and Bridge Builders Community Partnership. Proposed partners in the Haven’s CTE and medical certification program including New York Presbyterian Hospital and Bronx Health Care System also provided letters of support.

To date the Institute has not received any direct comments in opposition to the proposed school.
CSD 8 Schools Demographics 2017-18

**Race/Ethnicity**
- Hispanic: 60.9%, 4,263
- Black: 25.7%, 1,801
- Asian: 6.2%, 436
- White: 5.3%, 374
- American Indian: 1.0%, 73
- Multiracial: 0.7%, 49

**At-Risk Subgroups**
- Economically Disadvantaged: 83.2%, 5,822
- English Language Learner: 16.0%, 1,118
- Students with Disabilities: 24.4%, 1,705

**Total Enrollment 9-12:** 6,996

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CSD 8 Schools Graduation Rate 2017-18

- All Students: 58.1%
- Economically Disadvantaged: 57.5%
- English Language Learner: 28.0%
- Students with Disabilities: 37.4%