

Application: PAVE Charter School

Gretchen Liga
Annual Reports

Summary

ID: 0000000046

Status: Annual Report Submission

Entry 1 School Info and Cover Page

Completed - Jul 28 2020

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2020**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

PAVE ACADEMY CHARTER SCHOOL 331500860927

a1. Popular School Name

PAVE

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #15 - BROOKLYN

d. DATE OF INITIAL CHARTER

6/2008

e. DATE FIRST OPENED FOR INSTRUCTION

9/2008

h. SCHOOL WEB ADDRESS (URL)

<https://paveschools.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

588

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

504

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	PAVE Schools
PHYSICAL STREET ADDRESS	238 Conover Street
CITY	Brooklyn
STATE	NNNYNYn
ZIP CODE	11231
EMAIL ADDRESS	info@paveschools.org
CONTACT PERSON NAME	Lisa Lurie

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	732 Henry Street, Brooklyn, NY 11231	718-858-7813	NYC CSD 15	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Michelle Cook (Elementary); Harold Turner (Middle)	718-858-7813		
Operational Leader	Matt McSorley	718-858-7813		
Compliance Contact	Isis Jimenez	718-858-7813		
Complaint Contact	Spencer Robertson	718-858-7813		
DASA Coordinator	Christina Raniolo	718-858-7813		
Phone Contact for After Hours Emergencies	Matt McSorley	718-858-7813		

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

[PAVE RH CO.pdf](#)

Filename: PAVE RH CO.pdf **Size:** 237.5 kB

Site 1 Fire Inspection Report

[PAVE Fire inspection cert.pdf](#)

Filename: PAVE Fire inspection cert.pdf **Size:** 185.7 kB

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change/Termination of CMO Contract	Prior to June 30 2020, PAVE Academy Charter School contracted with PAVE Schools, Inc, a New York not-for-profit corporation to manage certain business and academic-related services. PAVE Academy Charter School requested to cease its relationship with PAVE Schools, Inc. effective June 30, 2020 and transition all applicable responsibilities to within PAVE Academy Charter School.	11/4/2019	3/26/2020
2				
3				
4				
5				

More revisions to add?

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

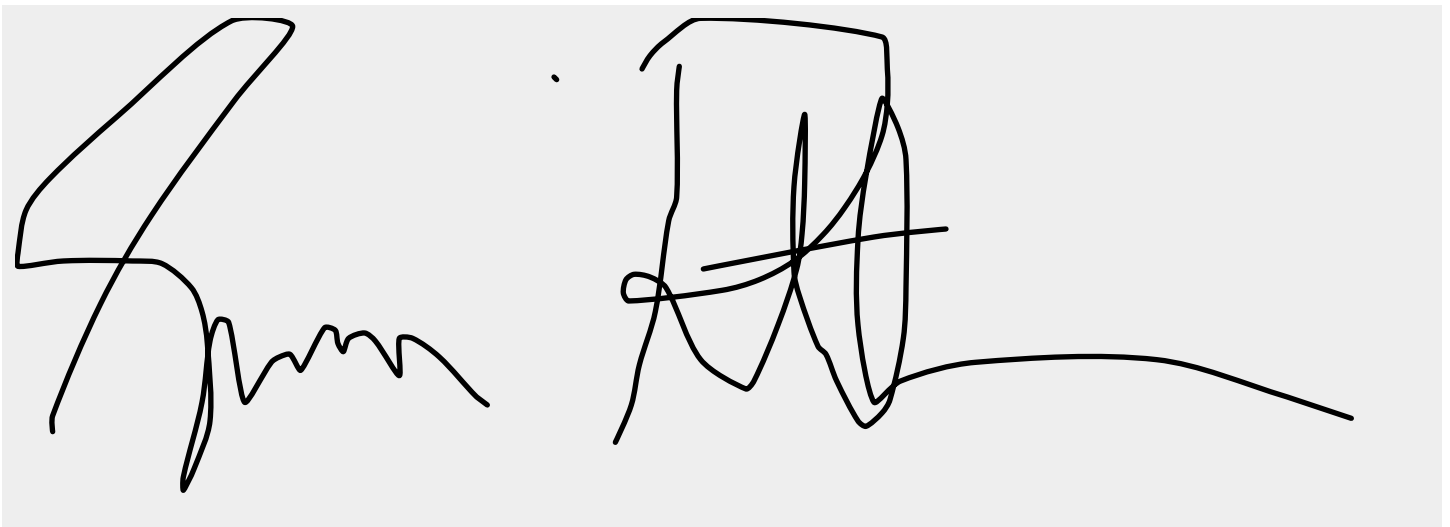
Name	Isis Jimenez
Position	Achievement and Critical Data Manager
Phone/Extension	
Email	

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

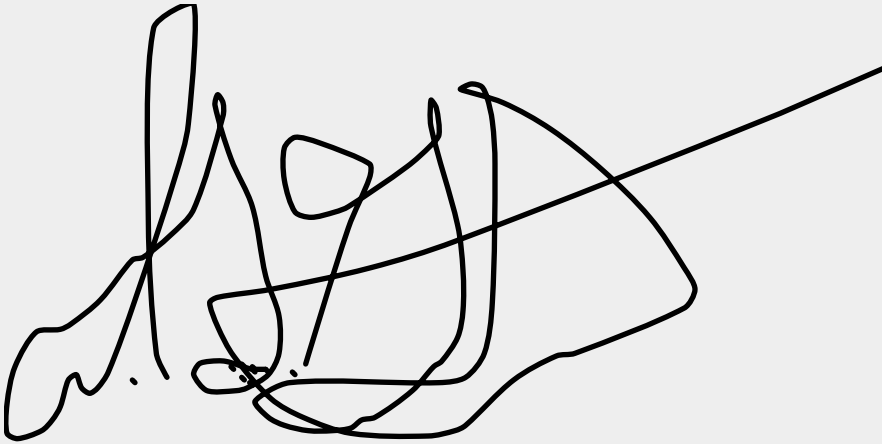
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

A large, stylized handwritten signature in black ink on a light gray background. The signature is highly cursive and difficult to decipher.

Date

Jul 27 2020

Thank you.



Entry 2 NYS School Report Card

Completed - Jul 28 2020

[Instructions](#)

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

PAVE ACADEMY CHARTER SCHOOL 331500860927

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one.

Please type "URL is not available" in the space provided.)

https://data.nysed.gov/essa.php?instid=800000061098&year=2019&createreport=1&allchecked=1&OverallStatus=1§ion_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&38ELA=1&38MATH=1&48SCI=1®ents=1&nyseslat=1&naep=1&staffgual=1&feddata=1

Entry 3 Accountability Plan Progress Reports

Completed - Sep 15 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

2019-20 APPR PAVE final

Filename: 2019-20_APPR_PAVE_final.pdf Size: 567.2 kB

Entry 7 Disclosure of Financial Interest Form

Completed - Jul 28 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest](#)**

[Form](#)

- **SUNY- Authorized Charter Schools: [Trustee Financial Disclosure Form](#)**

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[Greenblatt, Daniel](#)

Filename: Greenblatt_Daniel.pdf **Size:** 516.3 kB

[Greenthal, Jamie](#)

Filename: Greenthal_Jamie.pdf **Size:** 516.2 kB

[Hopkins, Annie](#)

Filename: Hopkins_Annie.pdf **Size:** 675.1 kB

[Melling, Melisa](#)

Filename: Melling_Melisa.pdf **Size:** 675.2 kB

[Healy, Michael](#)

Filename: Healy_Michael.pdf **Size:** 675.6 kB

[Lumpkin, Kim](#)

Filename: Lumpkin_Kim.pdf **Size:** 673.1 kB

[Ferrer, Sophie](#)

Filename: Ferrer_Sophie.pdf **Size:** 677.8 kB

[Sweeney, Allie](#)

Filename: Sweeney_Allie.pdf **Size:** 676.9 kB

Entry 8 BOT Membership Table

Completed - Jul 28 2020

[Instructions](#)

[Required of All charter schools](#)

ALL charter schools or education corporations governing

multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 8 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

PAVE ACADEMY CHARTER SCHOOL 331500860927

1. 2019-2020 Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Sophie Lippincott Ferrer	Trustee/Member	N/A	Yes	2	07/01/2020	06/30/2021	10
2	Daniel Greenblatt	Trustee/Member	Education; ED Search	Yes	6	07/01/2020	06/30/2021	10

3	Jamie Greenthall	Chair	Finance; ED Search	Yes	6	07/01/2020	06/30/2021	11
4	Michael Healy	Secretary	N/A	Yes	6	07/01/2020	06/30/2021	6
5	Annie Hopkins	Treasurer	Finance; Education	Yes	5	07/01/2020	06/30/2021	7
6	Kim Lumpkin	Trustee/Member	N/A	Yes	5	07/01/2020	06/30/2021	10
7	Melisa Melling	Trustee/Member	Finance	Yes	6	07/01/2020	06/30/2021	5 or less
8	Allie Sweeney	Trustee/Member	Education; ED Search	Yes	6	07/01/2020	06/30/2021	10
9			N/A					

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	8
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	8

3. Number of Board meetings held during 2019-2020

11

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 10 Enrollment & Retention

Completed - Jul 28 2020

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

PAVE ACADEMY CHARTER SCHOOL 331500860927

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	<p>In the 2019-2020 school year, 86% of the total student population was economically disadvantaged, based on eligibility for free and reduced price lunch. At this percentage, we surpassed our target by 21 percentage points. The following strategies were used during the recruitment period to specifically attract FRPL eligible students:</p> <ul style="list-style-type: none">• Meal program was covered at school open house, on application, and during tours• Support was offered to assist	<p>As the school substantially</p>

<p>Economically Disadvantaged</p>	<p>families in completing all necessary paperwork to ensure eligible students participate in the lunch program</p> <ul style="list-style-type: none"> • Recruitment occurred throughout neighborhoods surrounding the school and in the local district • PAVE Academy applied for and was granted access to NYSED's Community Eligibility Option, through which 100% of students receive free lunch, breakfast, and snack at no cost to families • All mass school brochures, mailings, and the enrollment application highlighted the special programs provided to students at no cost to families. 	<p>surpassed the target for enrollment of economically disadvantaged students, we will continue these recruitment strategies in the coming year.</p>
<p>English Language Learners/Multilingual Learners</p>	<p>Of PAVE's total enrollment, 10.4% of students were classified as English Language Learners (9.7 percentage points below target). The following strategies were utilized to recruit ELL students:</p> <ul style="list-style-type: none"> • Direct mail advertising and enrollment outreach in languages other than English • Other advertising in languages other than English • Outreach by multi-lingual staff • Outreach to immigrant communities • All school wide advertising and school materials are translated in languages other than English • A Google language translator application was installed on the school's website • School information session(s) are held in trusted cultural centers in the community to attract more families who speak 	<p>In the coming year, PAVE will increase its efforts to recruit English Language Learners by specifically targeting neighborhoods with high concentrations on Non-English speaking families and hosting more information sessions in community-based organizations that serve these families. The school will also seek additional advertising opportunities in online and print publications in languages other than English.</p>

	a language other than English.	
Students with Disabilities	<p>In 2019-20, the percentage of students with disabilities was 22%, exceeding our enrollment target by 3.2 percentage points. Our efforts to recruit students with special needs included:</p> <ul style="list-style-type: none"> • Direct mail advertising and enrollment outreach that highlighted programs and support provided for special needs students • Support and programs for students with disabilities included on the school website • Inclusion of special attention provided for these students in marketing materials and other advertising. 	As the school met the target for enrollment of students with disabilities, we will continue these recruitment strategies in the coming year.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	PAVE retained 92% of its economically disadvantaged students. We accomplished this by providing additional supports for students and families who need them, such as free uniforms, and by covering the cost of program fees, such as field trip expenses, whenever necessary. The school staff also worked collaboratively to ensure that all families were aware of the supports we provide and that we maintained an inclusive environment at all times.	Given the high retention rate of economically disadvantaged students, we will utilize the same strategies in the coming year.
		Given the high retention rate of

<p>English Language Learners/Multilingual Learners</p>	<p>At 91%, the school’s retention of English Language Learners was strong in 2019-20. The following efforts were made:</p> <ul style="list-style-type: none"> • Translators are made available for families at school events, such as parent-teacher conferences, report card nights, etc. • A “Bi-Lingual Family Night” is hosted each year. • Three of the Main Office staff are fluent in languages other than English. 	<p>English Language Learners, we will utilize the same strategies in the coming year in terms of translation services, special programs and the creation of an inclusive environment. We will continue to assess the academic needs of all English Language Learners throughout the year and implement program changes as needed to ensure that all needs are being met.</p> <p>Despite changes in the Operations Team Staff, having main office staff that speak Spanish remained a priority. Two of the main office staff are fluent in languages other than English.</p> <p>All teachers are aware of the DOE translation line. Teachers have and will continue to utilize that service for any parent meetings they have.</p>
<p>Students with Disabilities</p>	<p>We achieved a very high level of retention of students with disabilities (90%) by ensuring that IEP's were carefully monitored and that all mandated services were implemented in combination with supplemental supports such as afterschool interventions, test prep, etc. PAVE employs two full-time Learning Support Coordinators and three interventionists in addition to those special educators who provide mandated services to students with IEPs. Families are continually informed of each students’ progress, as determined by internal assessments and teacher</p>	<p>Given the high retention rate of Students with Disabilities, we will utilize the same strategies in the coming year in special programs and the creation of an inclusive environment. We will continue to assess the academic needs of all Students with Disabilities throughout the year and implement program changes as needed to ensure that all needs are being met.</p>

observation as well as more formal and state assessments.

Entry 14 School Calendar

Completed - Jul 28 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

[PAVE RH SY20-21 Calendar](#)

Filename: PAVE_RH_SY20-21_Calendar.pdf Size: 140.8 kB

Entry 16 COVID 19 Related Information

Completed - Jul 28 2020

[Instructions](#)

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: **PAVE Charter School**

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	504	399	435

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participating Students
N/a	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	



PAVE Academy Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Isis Jimenez

732 Henry Street,
Brooklyn, NY 11231

718-858-7813

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Isis Jimenez, Achievement and Critical Data Manager, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
JAMIE GREENTHAL	Chair
ANNIE HOPKINS	Treasurer
MICHAEL HEALY	Secretary
SOPHIE FERRER	Trustee
DANIEL GREENBLATT	Trustee
KIM LUMPKIN	Trustee
MELANIE DUKES	Trustee
ELDRIDGE GILBERT	Trustee

Michelle Cook is the Elementary School Principal (K-4), starting with the 2019-20 school year.
Harold Turner is the Middle School Principal (5-8), starting with the 2019-20 school year.

SCHOOL OVERVIEW

History: PAVE Academy Charter School (“PAVE”) was founded in 2008 in the Red Hook neighborhood of Brooklyn, New York. PAVE opened with grades K-1, grew into a full elementary school, then added a middle school in 2012 and a pre-kindergarten program in 2013. The pre-kindergarten program ended after the 2016-17 school year due to facility constraints. It is currently a K-8 school authorized to serve 490 students. PAVE Schools, a charter management organization (CMO), was formed in 2014 to manage the school and replicate the PAVE model.

Mission Statement: PAVE prepares Kindergarten to 8th Grade students to thrive in competitive high schools and four-year colleges. PAVE provides its students with a rigorous academic program and a community built on the school’s core values of Perseverance, Achievement, Vibrance and Excellent Character (PAVE).

Vision Statement: Our vision is that Kindergarten through 8th Grade scholars across New York will emerge from our classrooms on a path of expanded opportunities.

Our Approach: PAVE has achieved strong academic success by developing and refining a rigorous grade K-8 college preparatory school model designed specifically to close the achievement gap and prepare students for competitive high schools. PAVE was founded on the following beliefs:

- **Curriculum and Content:** We believe the strongest driver of student achievement is rigorous curriculum delivered by teachers with deep content knowledge. Through a comprehensive inquiry-based methodology, we inspire a love of learning. We prioritize strong intellectual preparation and masterful facilitation of student discourse, recognizing that our own skills and understanding of content must be exceptional in order to guide and motivate our students.
- **Diagnostic Data:** We use data to track student progress, inform curricular design, and continuously improve instruction, ensuring we can meet the learning needs of our students. At PAVE, we know assessment matters. Standardized assessments are the most significant benchmark for ensuring our scholars gain entry into the high schools that will prepare them for college and beyond.
- **Unbending Expectations:** Our belief in our students is unwavering. We know that in order to meet our students’ potential, we must expect excellence. To maintain clear and consistent expectations for our scholars and ourselves, we standardize effective school practice through systematic application and routine.
- **Authentic Relationships:** Academic success alone is not enough. We believe expectations can be upheld with compassion and humility. Our scholars work to cultivate the character strengths needed to build healthy relationships with themselves and others, developing the tools that will help them navigate life beyond the classroom.
- **Our Core Values:** PAVE embodies a set of core values that inform all aspects of the school, including the academic program, school culture and climate, professional environment and operations. PAVE stands for:

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- **Perseverance:** We believe that reflection and refinement is key towards continuously growing and improving. We give and receive direct feedback and hold each other accountable. We are solutions minded, positive and allow ourselves to be vulnerable as we persevere to get better.
- **Achievement:** We set ambitious goals and work relentlessly to attain them. We understand the key to student academic growth is great teaching; we obsess over the art and science of teaching timeless content well. We use data to drive all our decisions and measure our success.
- **Vibrance:** We share gratitude with our colleagues, students and families. We recognize that complaining saps our collective strength and remain optimistic in the face of challenges. We focus on the joy of our practice and recognize the accomplishments of others. We believe that good humor and generosity of spirit is key to a positive culture.
- **Excellent Character:** We always assume the best and take concerns to the source. We maintain emotional constancy and disciplined language in all situations. We treat all in our community with honesty, kindness, and respect. We sweat the small stuff in respect of our community, our space, and each other.

School Characteristics: PAVE is a neighborhood school that serves the community of Red Hook, which is located within Community School District (CSD) 15. Last year as of BEDS Day, the school served 514 students in grades K-8. Of PAVE's 2019-20 enrolled students, 56.0% were Hispanic, 39.% Black, 2.5% white, 1.8% Asian, and .2% multiracial. 87.0% lived in poverty. A total of 20.6% had a disability and 10.5% were English Language Learners. PAVE enrolls a far greater percentage of economically disadvantaged and Black and Hispanic students than the CSD 15 average.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	60	53	59	60	57	53	54	49	24					414
2016-17	54	57	55	54	56	57	50	52	46					469
2017-18	55	54	57	55	49	57	55	47	46					475
2018-19	51	57	55	55	55	53	55	54	46					481
2019-20	56	60	61	57	60	57	56	53	54					514

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

Students will be proficient readers and writers of the English Language.

BACKGROUND

To thrive in competitive high schools and four-year colleges, scholars broaden their understanding of the world through reading, writing, speaking, and listening. As readers, PAVE scholars deeply engage with texts by thinking critically, questioning, connecting, and evaluating. As writers, scholars produce both generative and text based pieces. As speakers and listeners, students discuss and debate complex ideas with their teachers and classmates. In early elementary grades, ELA at PAVE consists of interconnected blocks (Reader's Workshop, Text Analysis, Writer's Workshop, and Foundations) that work in tandem to develop scholars' understandings of reading, writing, speaking, and listening concepts. In upper elementary grades, an Interactive Read Aloud block is added since much of the reading that occurs during other blocks is now able to be done independently. Additionally, Word Study is done using teacher-created lessons based on Fountas and Pinnell's word study framework. In Middle School, ELA is comprised of Literature (one novel and paired nonfiction texts are studied per unit), Writing, and Text Analysis. Ultimately, scholars' literacy skills enable them to excel in meaningful careers of their choice.

PAVE does not use a textbook to teach reading. Teachers use authentic literature and informational texts based in part on the recommendations found in the Common Core. These resources provide bands of text complexity to ensure accessibility by and adequate challenge for all students during read-alouds, guided reading and textual analysis activities. PAVE uses the following curriculum programs as part of their literacy program:

- **Foundations:** All students in grades K-2 participate in Foundations lessons to develop foundational phonics. Foundations focuses on sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking and listening skills are practiced during Storytime activities. In addition, Foundations is aligned to the Common Core. Foundations Double Dose is used as a tier-two intervention for students requiring additional support based on RtI protocols.
- **EngageNY:** This state-created curriculum is aligned to state standards and provides clear guidance for our teachers.

- **Success Academy curriculum:** Students in middle school grades use this curriculum, which emphasizes reading and analyzing novels, short fiction, nonfiction, and poetry; engaging in rich discussions about the big ideas in texts; and expressing ideas clearly, precisely, and authentically. through creative, informative, and argumentative writing.
- **Fountas and Pinnell Leveled Literacy Intervention (LLI):** LLI is used with students who need intensive support to achieve grade-level competency. It combines reading, writing, and phonics/word study with an emphasis on teaching comprehension strategies.
- **Wilson Reading System:** A highly-structured remedial program used for tier-three interventions that directly teaches the structure of language to students who have struggled to make adequate progress with other teaching strategies or need multisensory language instruction.
- **The Writing Revolution:** A writing program that teaches strategies to ensure students can produce clear, coherent, unified and structured writing in all subjects.

As of March 2020, PAVE has transitioned to remote learning, with teachers providing synchronous instructional time as well as small group office hours. As the school leaders anticipated learning gaps due to the initial phase of remote learning, time was built into the ELA curriculum to remediate the most emphasized skills and understandings. While students need to learn all domains and standards, some standards, including understanding key ideas and details, were prioritized. As well, more time was allocated to pre-diagnosing and remediating. PAVE adopted multiple platforms and tools to facilitate remote learning. PAVE's elementary school implemented Class Dojo to administer assignments and Learning A-Z and CommonLit for differentiated reading and literacy. PAVE's middle school implemented Google Classroom to administer and grade assignments and LightSail to support student independent reading. PAVE continued to provide academic and related services to students with disabilities and English Language Learners.

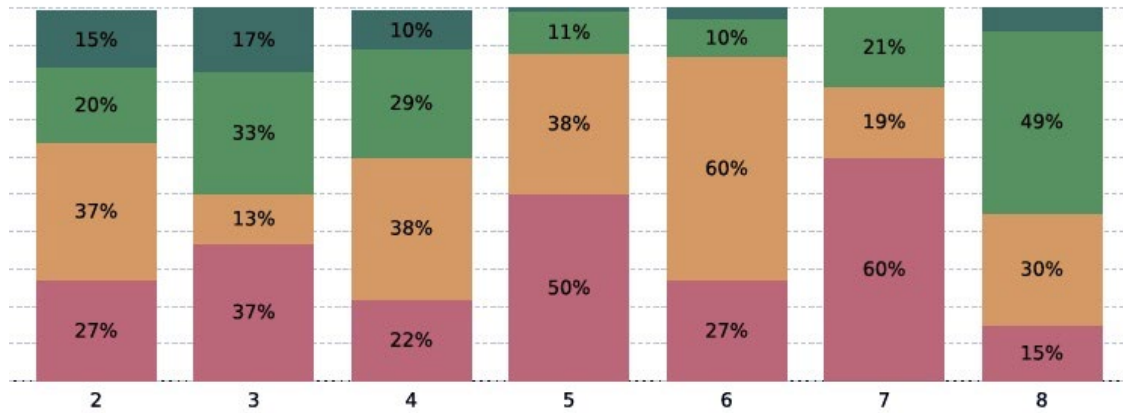
METHOD

PAVE administered ELA internally-developed interim assessments, aligned to New York State standards, to students in grades 2-8. The IAs were administered in October and January of the 2019-20 school year; a third IA was not administered due to the unexpected transition to remote learning.

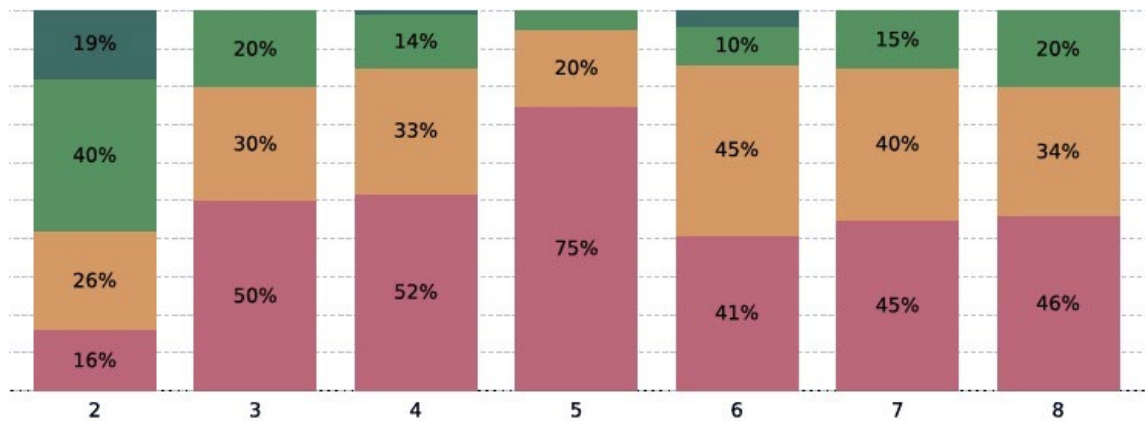
RESULTS AND EVALUATION

Overall 33% of PAVE students in grades 2-8 were either proficient or advanced proficient on ELA IA1, and 22% of PAVE students in grades 2-8 were either proficient or advanced proficient on ELA IA2. This reflects that IA2, administered in January, is longer and more challenging than IA1, as it covers more material and standards.

ELA IA 1

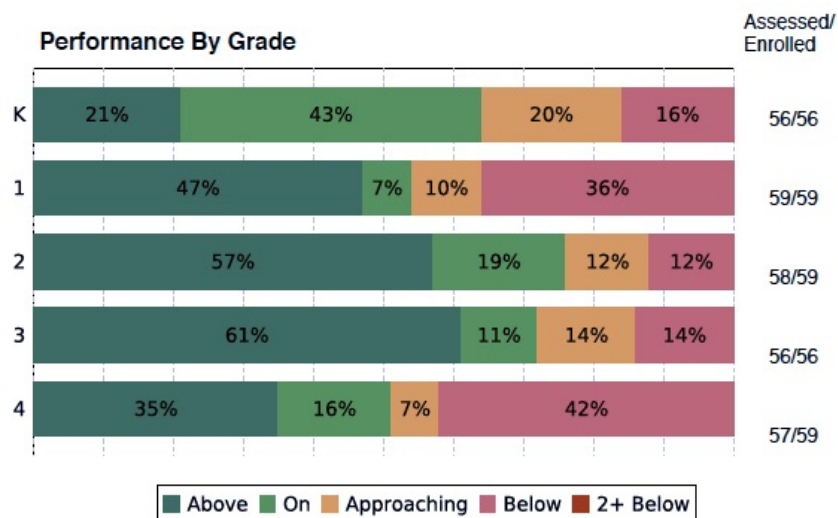


ELA IA 2



A third IA was not administered due to the COVID-19 pandemic and unexpected transition to remote learning. Teachers used formative data (quizzes, unit tests, homework, and in the middle school exit tickets) to guide instruction and identify students for remediation.

PAVE also used Fountas & Pinnell Benchmark Assessment Systems to determine students' independent and instructional reading levels. January 2020 results showed 63% of PAVE students in grades K-4 were reading on or above their target reading level. Performance was strongest in grade 2 (76% proficient) and grade 3 (72% proficient).



A third round of benchmarking was not administered due to the COVID-19 pandemic and unexpected transition to remote learning.

ADDITIONAL EVIDENCE

PAVE has demonstrated strong ELA performance throughout its charter term, with 61.3 percent of PAVE students demonstrating proficiency in ELA in 2018-19, the most recent year when NY state exam results are available. PAVE’s absolute proficiency on the state English language arts exam has increased 17.6 percentage points from 2015-16 to 2018-19. PAVE has also demonstrated strong comparative proficiency and growth in English Language Arts in the last three years when NY state English language arts exam data was available:

- Comparative measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.
 - Met in 2017-18 and 2018-19
- Comparative measure: Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using prior year results)
 - Met in 2016-17, 2017-18, and 2018-19
- Growth measure: Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile. (Using prior year results)
 - Met in 2016-17 and 2017-18

In the last three years when NY state English language arts exam data was available, PAVE has also consistently outperformed both district schools and the charter school in the Red Hook neighborhood in ELA, including notably PS 676 Red Hook Neighborhood School, which 40% of students who attend PAVE are zoned to.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

English Language Arts Performance of School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		PAVE Charter School		PS 15 Patrick F Daly (K-5)		PS 676 Red Hook Neighborhood School (K-5)		Summit Academy Charter School (K-8)	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
2015-16	K-8	43.7	254	45	111	4.9	82	25.7	109
2016-17	K-8	51.7	259	39	136	11	85	28	101
2017-18	K-8	58.3	271	37.2	136	13.2	91	28.6	132
2018-19	K-8	61.3	271	31.5	149	16.2	74	27.3	121

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Due to the limited data available, specifically end-of-year results, PAVE is unable to assess its achievement of its English Language Arts goal in the 2019-20 year.

ACTION PLAN

PAVE is planning to implement remote instruction for the first month of the 2020-21 school year, and then provide a hybrid learning option starting September 28. The synchronous, real-time engagement of hybrid learning will provide valuable instructional time for PAVE students.

PAVE has identified better assessment tools to help track student learning in real time and make instructional adjustments accordingly. Starting in the 2020-21 year, PAVE is pivoting from administering three paper and pencil Interim Assessment to administering the Measures of Academic Progress (MAP) assessment. The MAP assessment can be given remotely and is adaptive in nature, allowing PAVE to pinpoint each student's individual needs based on diagnostic data. MAP is also norm-referenced, allowing PAVE to more accurately understand where its students are comparatively. Additionally, PAVE will be replacing the F&P Benchmark Assessment System with the Literably software program, which identifies students' reading levels, diagnoses skill gaps, screens students for reading difficulties, and monitors progress. PAVE will continue to use formative data (quizzes, unit tests, homework, and exit tickets) to guide instruction and evaluate student learning.

PAVE will continue using the ELA curriculum that has demonstrated improved academic performance. PAVE has adopted Success Academy's rigorous curriculum for ELA in the middle school grades. PAVE is continuing to implement the improved Text Analysis model, with support from the Lavinia Group.

PAVE uses Leveled Literacy Intervention to support struggling readers, who are identified through assessment of reading level. System to help us understand our readers and support them strategically. Strong independent reading is up and running throughout the school. PAVE has implemented guided reading in the elementary school to help scholars who have struggled in this area. PAVE will be moving to myON to support independent reading. In the middle school, PAVE has launched Book Clubs.

PAVE is also expanding the use of The Writing Revolution from 3rd and 5th grade, where it was piloted in the 2019-20 school year, to be used in Kindergarten – 8th grade over the next three years. In 2020-21, it will be expanded to the 2nd and 5th grades; in 2021-22, Kindergarten, 1st, and 7th grades; and then in 2022-23, the 8th grade.

The Curriculum Team is supporting leaders' need to develop content knowledge and understanding of the curriculum through Unit Study/Unit Preview sessions and Looking At Student Work Protocols, which are professional development sessions for leaders on upcoming curriculum. Leaders then turn-key that learning to teachers to help them prepare for upcoming units and lessons.

Teachers have co-planning meetings with the appropriate support services teacher. PAVE has weekly Looking at Student Work meetings, during which teachers analyze student work and make short-term plans, including creating coaching plans, to address trends and close gaps.

Teachers get feedback on lessons and planning support, which is based on teacher needs. Leaders also regularly coach teachers through cycles of observation and feedback.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

Students will demonstrate competency in understanding and application of mathematical computation and problem-solving.

BACKGROUND

PAVE believes that scholars must develop a deep, conceptual understanding of mathematics in order to be successful in college and in STEM careers. In order to develop that depth of understanding, PAVE uses an inquiry-based math curriculum that is rooted in Cognitively Guided Instruction (CGI) and constructivism. CGI is built on the belief that scholars must be charged with constructing problem-solving strategies that make sense to them and build on their prior knowledge of the world. Scholars are challenged to reflect upon and defend their strategies, analyze the strategies of others, and make generalizations and conjectures about mathematical concepts and ideas. Scholars learn more advanced strategies and gain more complex understandings by solving problems that are carefully designed to raise certain mathematical questions and discussing and analyzing them with their classmates. In contrast to the traditional method of teacher-directed modeling and practice, PAVE's math teachers act as facilitators who use careful questioning to help scholars develop and solidify their own understandings about math. PAVE uses the philosophy of cognitively guided instruction (CGI) as its overall approach to teaching mathematics and utilizes a variety of teacher-developed and selected materials.

- **Elementary School Math:**
 - **Three interconnected blocks** (the Math Content Block, Math Routines, and Problem Solving) work in tandem to develop scholars' understandings of math concepts.
 - **Daily Story Problems:** Central to CGI is the use of story problems to engage students in critical thinking about mathematics.
 - **TERC Investigations and Context for Learning Mathematics (CFLM):** Teachers use TERC Investigations and CFL as a resource because of its hands-on, inquiry based activities and materials. Both programs follow the philosophy of CGI by grounding math in real-world contexts.
 - **Math Routines:** Teachers spiral topics for repeated practice and supplement with topics not covered by TERC, such as months of the year.

- **Middle School Math:**

- **Content Block:** Teachers use a variety of inquiry-based and constructivist math curricula that engage students in the conceptual understanding and application of mathematics. Curricula include TERC Investigations, CFLM units, and Illustrative Math's Open Up program.
- **Workshop Block:** A fluid differentiated station model that allows teachers to meet the academic needs of specific students. Teachers wield a variety of strategies and activities, such as math routines, whole group readdressing of common errors, targeted remediation, and project-based learning (PBL). The inherent flexibility of a fluid station model allows teachers to pivot their lessons, based on current data.

Teachers use both frequent formative data as well as interim assessment data to evaluate students' mathematical learning. The school offers a math "workshop" period that targets specific student needs and allows for differentiation. This class is taught by the math teacher, who best knows his/her students. The workshop period is content-fluid from week to week and is based on up-to-date weekly data. Certain students receive remediation in small groups, while others work independently on rigorous module-based online math curriculum (Ten Marks in Grade 5, Math XL in Grade 6 through Grade 8).

As of March 2020, PAVE has transitioned to remote learning, with teachers providing instructional blocks twice per day as well as small group office hours. As the school anticipated learning gaps due to the initial phase of remote learning, time was built into the Math curriculum to remediate the most emphasized skills and understandings. While students need to learn all domains and standards, some standards, including as number sense, were prioritized. As well, more time was allocated to pre-diagnosing and remediating. PAVE adopted multiple platforms and tools to facilitate remote learning. PAVE's elementary school implemented Class Dojo to administer assignments and Khan Academy to support math instruction in grades 3-4. PAVE's middle school implemented Google Classroom to administer and grade assignments. PAVE continued to provide academic and related services to students with disabilities and English Language Learners.

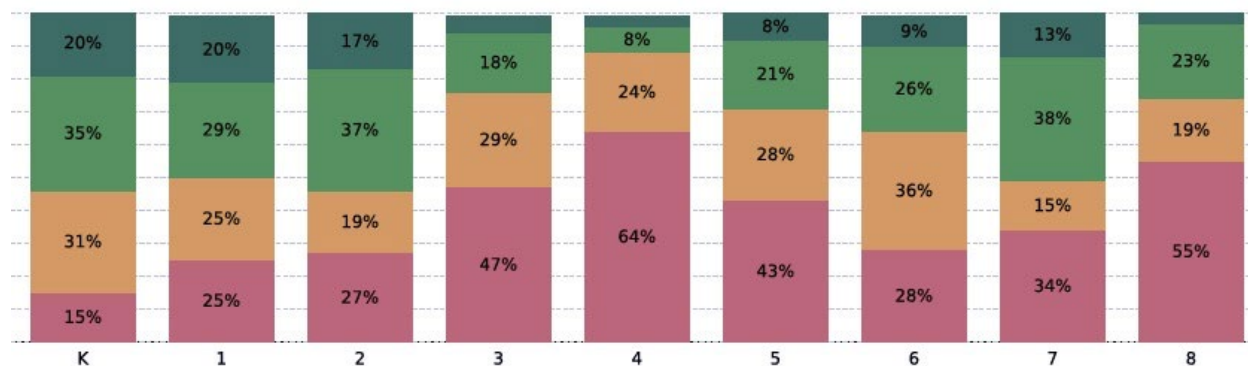
METHOD

PAVE administered internal assessments, aligned to New York State standards, to students in grades K-8. The IAs were administered in October and January of the 2019-20 school year; a third IA was not administered due to the COVID-19 pandemic and unexpected transition to remote learning.

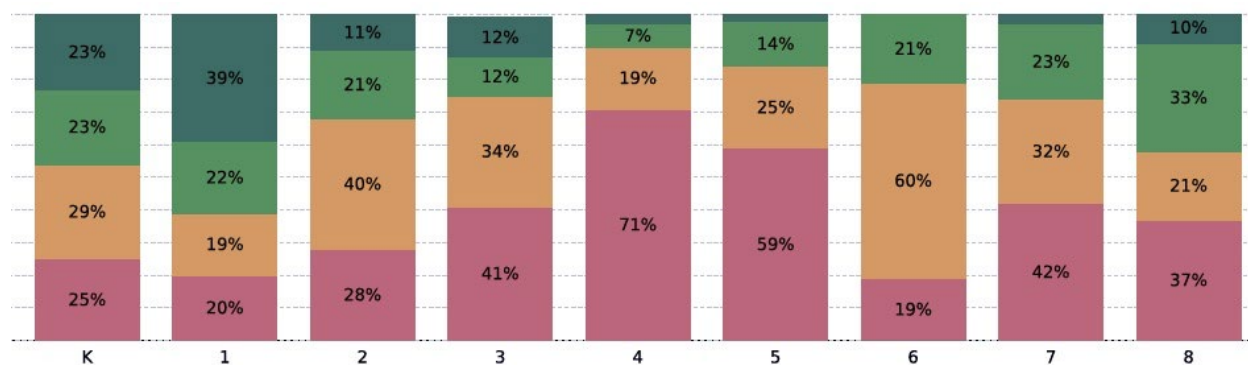
RESULTS AND EVALUATION

Overall 37% of PAVE students in grades K-8 were either proficient or advanced proficient on Math IA1, and 31% of PAVE students in grades 2-8 were either proficient or advanced proficient on IA2. This reflects that IA2, administered in January, is longer and more challenging than IA1, as it covers more material and standards. Despite the more challenging assessment, proficiency was increased from IA1 to IA2 in grade 1 (49% to 61%) and grade 8 (26% to 43%), and maintained in grade 3 (24% to 24%).

IA1



IA2



A third IA was not administered due to the unexpected transition to remote learning. Teachers used formative data (quizzes, unit tests, homework, and in the middle school exit tickets) to guide instruction and identify students for remediation.

ADDITIONAL EVIDENCE

PAVE has demonstrated strong Mathematics performance throughout its charter term. PAVE's absolute proficiency in Mathematics has increased 15.9 percentage points from 2015-16 to 2018-19, with 57.2 percent of PAVE students demonstrating proficiency in Mathematics in 2018-19. PAVE has also demonstrated strong comparative proficiency and growth in Mathematics in the last three years when state-level testing data was available:

- Comparative measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.
 - Achieved in 2017-18 and 2018-19
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using prior year results.)
 - Achieved in 2016-17, 2017-18, and 2018-19

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- Growth measure: Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using prior year results.)
 - Achieved in 2017-18

PAVE has also consistently outperformed both district schools and the charter school in the Red Hook neighborhood in Mathematics, including notably PS 676 Red Hook Neighborhood School, which 40% of students who attend PAVE are zoned to.

Mathematics Performance of
School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		PS 15 Patrick F Daly (K-5)		PS 676 Red Hook Neighborhood School (K-5)		Summit Academy Charter School (K-8)	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
2015-16	K-8	41.3	254	55.5	110	8.3	84	26.6	109
2016-17	K-8	50.4	258	40	133	16	85	28	102
2017-18	K-8	58.3	271	25.0	132	11.8	93	29.5	112
2018-19	K-8	57.2	271	28.9	149	20.8	77	28.7	115

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Due to the limited data available, specifically end-of-year results, PAVE is unable to assess its achievement of its Mathematics goal in the 2019-20 year.

ACTION PLAN

PAVE is planning to implement remote instruction for the first month of the 2020-21 school year, and then provide a hybrid learning option starting September 28. The synchronous, real-time engagement of hybrid learning will provide valuable instructional time for PAVE students.

PAVE has identified better assessment tools to help track student learning in real time and make instructional adjustments accordingly. Starting in the 2020-21 year, PAVE is pivoting from administering three paper and pencil Interim Assessment to administering the Measures of Academic Progress (MAP) assessment. The MAP assessment can be given remotely and is adaptive in nature, allowing PAVE to pinpoint each student’s individual needs based on diagnostic data. MAP is also norm-referenced, allowing PAVE to more accurately understand where its students are comparatively. Additionally, PAVE will be replacing the F&P Benchmark Assessment System with the Literably software program, which identifies students’ reading levels, diagnoses skill gaps, screens students for reading difficulties, and monitors progress. PAVE will continue to use formative data (quizzes, unit tests, homework, and in the middle school exit tickets) to guide instruction and identify students for remediation.

PAVE will continue using the mathematics curriculum that has demonstrated improved academic performance. PAVE uses a combination of Pearson's Investigations and Context for Learning for K through grade 5, and has adopted Open Up in grades 6 through 8, which has received the highest score in EdReports. All math curricula align with Cognitively Guided Instruction, which is constructivist and conceptual in nature. CGI emphasizes student thinking and strategies as the focus of each lesson while pushing deeper understandings of mathematical skills and understandings.

PAVE continues to build its math "workshop" period that targets specific student needs and allows for differentiation. This class is taught by two math teachers who target small groups with different needs. The workshop period content is fluid from week to week, and is based on up-to-date weekly data. Certain students receive remediation, while others work independently on rigorous module-based work or online math curriculum, such as Math XL and Khan Academy.

PAVE continues to improve ongoing teacher development through weekly observations and coaching, as well as professional development on content and effective teaching habits. PAVE's leader meets with the math teachers and the interventionists to give intensive and detailed Unit Previews before every unit of study. Teachers and interventionists create exemplary scholar work for every lesson to define expected strategies, conjectures, and misconceptions to focus on during discourse.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

PAVE teachers create units aligned to state standards. Curriculum is designed to support a hands-on, inquiry based approach.

- **Full Option Science System (FOSS):** Teachers use FOSS kits as a resource to supplement their science lessons.
- **Investigating and Questioning our World through Science and Technology (IQWST):** Teachers use the IQWST curriculum in grades 5 through 8 to prepare them for high school science and the science regents.

As of March 2020, PAVE has transitioned to remote learning, with teachers providing instructional blocks twice per day as well as small group office hours. PAVE has adopted multiple platforms and tools to facilitate remote learning. PAVE's elementary school has implemented Class Dojo to administer assignments. PAVE's middle school has implemented Google Classroom to administer and grade assignments. PAVE continues to provide academic and related services to students with disabilities and English Language Learners.

METHOD

PAVE administered an internal Science assessment, aligned to New York State standards, to students in grades 5-8. The IA was administered midyear during the 2019-20 school year; a second end-of-year IA was not administered due to the transition to remote learning.

RESULTS AND EVALUATION

Overall 27% of PAVE students in grades 5-8 were either proficient or advanced proficient on Science IA1. Notably 53% of students in 8th grade, who have had the most time in PAVE’s science program, were either proficient or advanced proficient.

Science Performance of School by Grade

Grade	Not Meeting Standards	Approaching Proficiency	Proficient	Advanced Proficient
5	32%	46%	18%	4%
6	45%	30%	23%	2%
7	35%	54%	10%	2%
8	12%	35%	37%	16%
Grand Total	31%	41%	21%	6%

A second IA was not administered due to the unexpected transition to remote learning.

Teachers used formative data (quizzes, unit tests, homework, and in the middle school exit tickets) to guide instruction and identify students for remediation.

ADDITIONAL EVIDENCE

PAVE has demonstrated fairly strong Science performance throughout its charter term. PAVE’s absolute proficiency in Science was 82.8 percent in 2016-17, 55.3 percent in 2017-18, and 54 percent in 2018-19. PAVE continues to work to improve proficiency in Science for its 8th grade students.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	97.8	46	89.7	39	77	48
8	65.9	41	26.1	46	26.8	41
All	82.8	87	55.3	85	54	89

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Due to the limited data available, specifically end-of-year results, PAVE is unable to assess its achievement of its Science goal in the 2019-20 year.

ACTION PLAN

PAVE will continue to find ways to improve their proficiency in Science. With the help of the NYC Managing Director and CMO Curriculum team, the school will identify new strategies and curriculum materials to increase 8th grade students' performance on the NYS Science test.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

The school met this measure. The school was in good standing this year.

ADDITIONAL EVIDENCE

The school has been in good standing in each of the past three years.

Accountability Status by Year

Year	Status
2017-18	In good standing
2018-19	In good standing
2019-20	In good standing



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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**


- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Daniel Greenblatt
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
BOD member of PAVE RH
- Home address: _____
- Business Address: _____
- Daytime phone: _____
- E-mail: _____
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

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Signature

6/26/2020

Date



<p>FOR INSTITUTE USE ONLY</p> <p>FILING FOR SCHOOL YEAR: _____</p> <p>DATE RECEIVED: _____</p>

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

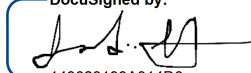
- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Jamie Greenthal
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Chair
- Home address: _____
- Business Address: _____
- Daytime phone: _____
- E-mail: _____
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

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Signature

6/25/2020

Date



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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**


- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Annie Hopkins
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treaaurer
- Home address: _____
- Business Address: _____
- Daytime phone: _____
- E-mail: _____
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

DocuSigned by:

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Signature

7/23/2020

Date



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

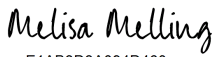
- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Melisa Melling
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
none
- Home address: _____
- Business Address: _____
- Daytime phone: _____
- E-mail: _____
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

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Signature

7/10/2020

Date



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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**


- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Michael Healy
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Trustee
- Home address: _____
- Business Address: _____
- Daytime phone: _____
- E-mail: _____
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write “None.”

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>None</p> <p><i>Please write “None” if applicable. Do not leave this space blank.</i></p>				

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Signature

7/20/2020

Date



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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**


- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Kim Lumpkin
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
n/a
- Home address: _____
- Business Address: _____
- Daytime phone: _____
- E-mail: _____
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>None</p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

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Signature

6/26/2020

Date



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DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**


- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Sophie Lippincott Ferrer
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
N/A
- Home address: _____
- Business Address: _____
- Daytime phone: _____
- E-mail: _____
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write “None.”

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>None</p> <p><i>Please write “None” if applicable. Do not leave this space blank.</i></p>				

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Signature

7/13/2020

Date



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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

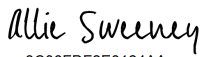
- Name of education corporation: PAVE Academy Charter School
- Trustee's name (print): Allie Sweeney
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
trustee
- Home address: _____
- Business Address: _____
- Daytime phone: _____
- E-mail: _____
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	My husband is on the board of the CMO, PAVE Schools, that provides services to PAVE Academy Charter School.		
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write “None.”

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
My husband is on the board of the Charter School.	the board of the	CMO, PAVE Schools,	that provides services to PAVE Academy	
<i>Please write “None” if applicable. Do not leave this space blank.</i>				

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Signature

7/28/2020

Date



Family Academic Calendar 2020-21

Date	Event
Tuesday, August 18	Back to School Night, Elementary School (Grades K-4th)
Wednesday, August 19	Back to School Night, Middle School (Grades 5th-8th)
Monday, August 24	First Day of School, Kindergarten and Grade 5 ONLY
Tuesday, August 25	First Day of School, All NEW Grade 6, 7, 8; Second Day of School, K & Grade 5
Wednesday, August 26	First Day of School, All other students
Monday, September 7	School Closed - Labor Day
Monday, October 12	School Closed - Fall Weekend
Monday, November 23	School Closed - Report Card Conferences for Families
Tuesday, November 24	School Closed - Staff Professional Development Day
Wednesday, November 25 - Friday, November 27	School Closed - Thanksgiving Break
Monday, December 21 - Friday, January 1	School Closed - Winter Break
Monday, January 18	School Closed - Martin Luther King, Jr. Day
Monday, February 15 - Friday, February 19	School Closed - Midwinter Break
Friday, March 12	School Closed - Staff Professional Development
Monday, March 15	School Closed - Report Card Conferences for Families
Monday, March 29 - Friday, April 2	School Closed - Spring Break
Tuesday-Wednesday, April 20-21	ELA New York State Exams
Tuesday-Wednesday, May 4-5	Math New York State Exams
Monday, May 31	School Closed - Memorial Day
Wednesday, June 16	Last Day of School; Report Cards Mailed Home

LUND FIRE PRODUCTS COMPANY, INC.

"Fire Protection is Our Business"

40-33 215th PLACE · BAYSIDE, N. Y. 11361

Tel. (718) 423-1900

CUSTOMER I.D. # 4061

Certificate of Inspection

For the semi-annual service of **ANSUL 1 Cylinder Kitchen Fire Suppression System**

Completed on:

5/13/2020

EXPIRATION DATE:

11/30/2020

For the Premises:

Pave Academy Charter School

Located at:

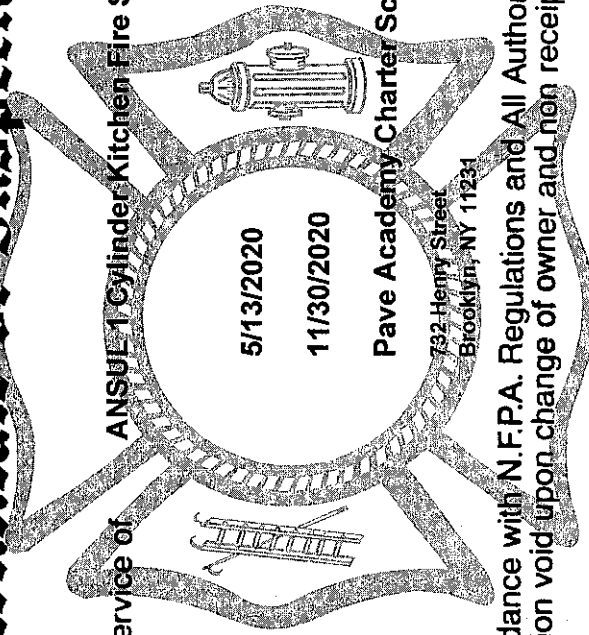
732 Henry Street
Brooklyn, NY 11234

All work done in accordance with N.F.P.A. Regulations and All Authorities Having Jurisdiction. Certificate and inspection void upon change of owner and non receipt of payment.
Lund Fire Products

BY:

NAME AND TITLE

Richard F. Alexander



Certificate of Occupancy

CO Number: 320245276F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*


A. Borough: Brooklyn Address: 732 HENRY STREET Building Identification Number (BIN): 3397377	Block Number: 00539	Certificate Type: Final
	Lot Number(s): 24	Effective Date: 06/28/2013
	Building Type: New	

This building is subject to this Building Code: 2008 Code

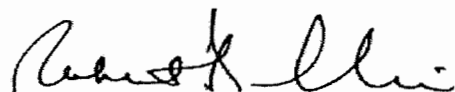
For zoning lot metes & bounds, please see BISWeb.

B. Construction classification: 2-B (2008 Code)		
Building Occupancy Group classification: E (2008 Code)		
Multiple Dwelling Law Classification: None		
No. of stories: 3	Height in feet: 45	No. of dwelling units: 0
C. Fire Protection Equipment: None associated with this filing.		
D. Type and number of open spaces: None associated with this filing.		
E. This Certificate is issued with the following legal limitations: None		

Borough Comments: None



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: 320245276F

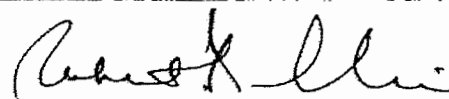
Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
001	0	OG	A-3		3	SCHOOL ACCESSORY LOBBY
001	9	OG	A-3		3	SCHOOL MECHANICAL ROOMS (ACCESSORY)
001	18	OG	S-2		3	SCHOOL ACCESSORY OFFICE
001	387	OG	B		3	SCHOOL ACCESSORY GYM
001	113	OG	E		3	SCHOOL ACCESSORY PLAY YARD
001	94	OG	E		3	2 CLASSROOMS - SCHOOL
001	158	OG	A-3		3	SCHOOL ACCESSORY CAFETERIA
001	4	OG	F-2		3	SCHOOL NON-RESIDENTIAL KITCHENS (ACCESSORY)
001		OG	B		3	SCHOOL ACCESSORY BICYCLE STORAGE 4 SPACES 60 SF
002	1		S-2		3	SCHOOL ACCESSORY STORAGE
002	10	50	B		3	SCHOOL ACCESSORY OFFICES
002	260	40	E		3	CLASSROOMS - SCHOOL
003	351	40	E		3	11 CLASSROOMS - SCHOOL



Borough Commissioner



Commissioner

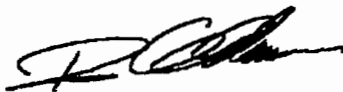
Certificate of Occupancy

CO Number: 320245276F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
003	10	50	B		3	SCHOOL ACCESSORY OFFICES
PEN	2		S-2		3	MECHANICAL
<p>NOTE: THESE PREMISES HAVE BEEN DECLARED TO BE SUBJECT TO THEIR PROVISIONS OF SECTION 12-10 ZONING RESOLUTIONS AS TO ZONING LOT OWNERSHIP AS FILED WITH CITY REGISTERS OFFICE CRFN# 2010000432106 & 2010000432107</p>						
<p>END OF SECTION</p>						



Borough Commissioner



Commissioner