Application: PAVE Academy Charter School

Meg Brown - mbrown@paveschools.org
2025-2026 Annual Report

Summary

ID: 0000000370
Last submitted: Nov 2 2026 04:09 PM (UTC)

Entry 1 – School Information and Cover Page

Completed - Aug 3 2026

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 the 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 2025-2026 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, 2026)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

PAVE ACADEMY CHARTER SCHOOL

b. Unofficial or Popular School Name

PAVE

c. CHARTER AUTHORIZER (As of June 30th, 2026)

Please select the correct authorizer as of June 30, 2026 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District #15

e. Date of Approved Initial Charter

Jun 1 2008

f. Date School First Opened for Instruction

Sep 2 2008

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

PAVE is a K-8 college-preparatory charter school that lays the foundation for a productive and choice-filled life. We build our students brick by brick; equipping them with the academic, social, and emotional skills that they need to become critical thinkers, problem solvers, overcomers, and leaders in their communities.

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

N/A

i. School Website Address

www.paveschools.org

j. Authorized Charter Enrollment for 2025-2026 School Year

588

k. Actual Enrollment on June 30, 2026, Excluding Pre-K Program Enrollment

375

l. Grades Served

Grades served during the 2025-2026 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten
1
2
3
4
5
6
7
8

m. Charter Management Organization/Educational Management Organization

Do you have a Charter Management Organization?

No

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased **to educate students**

Will the school maintain or operate multiple sites in 2026-2027?

	No, just one site.

School Site 1 (Primary)

n1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2025-2026 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2026-2027 school 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 St. Brooklyn, NY 11231	718-858-7813	New York City Community School District #15			

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Marsha Gadsden	Executive Director	718-858-7813	718-757-0051	mgadsden@paveschools.org
Operational Leader	Meg Brown	Director of Operations	718-858-7813	804-972-5430	mbrown@paveschools.org
Compliance Contact	Meg Brown	Director of Operations	718-858-7813	804-972-5430	mbrown@paveschools.org
Complaint Contact	Marsha Gadsden	Executive Director	718-858-7813	718-757-0051	mgadsden@paveschools.org
DASA Coordinator	Margaret Bates-Hunt	Director of Student Support Services	718-858-7813		mbates@paveschools.org
Phone Contact for After Hours Emergencies	Meg Brown	Director of Operations	718-858-7813	804-972-5430	mbrown@paveschools.org

n1b. Is site 1 in a public space or in a private space?

Public Space

n1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Not Co-Located

o. List of owned, rented, or leased facilities <u>not used</u> to educate students and the purpose of each.

Separate by semi-colon (;)

N/A

p1. Total Number of School Calendar Days

177

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2026	0
August 2026	23
September 2026	146
October 2026	162
November 2026	111
December 2026	110
January 2027	134
February 2027	110
March 2027	158
April 2027	118
May 2027	143
June 2027	65

CHARTER REVISIONS DURING THE 2025-2026 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2025, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2025?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2025-2026 Annual Report. (To type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Meg Brown
Position	Director of Operations
Phone/Extension	718-858-7813
Email	mbrown@paveschools.org

s. 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, this will constitute grounds for the revocation of our charter.

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click **YES** to agree.

Responses Selected:

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

No signature provided.

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

No signature provided.

Date

(No response)

Thank you. 

Entry 2 – Links to Critical Documents on School Website

Completed - Aug 1 2026

Instructions

Required of ALL Charter Schools - Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy.

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert a link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document or PDF.**

1. Current Annual Report (i.e., 2025-2026 Annual Report);[1] Please note: schools are responsible for redacting their own annual reports for posting.
2. All Board of Trustees documents, including calendar, meeting notices, agendas, and board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[2] Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided;
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the 2024 Emergency Response Plan Memo – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records.

[1] **Each charter school is required to make the Annual Report publicly available by August 1 and to post it on their respective charter school website**. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

[2] School Report Card data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: PAVE Academy Charter School

Required of ALL Charter Schools - Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy.

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link to the page on the school's website where each document can be accessed.

	Link to Documents
1. Current Annual Report (i.e., 2025-2026 Annual Report)	https://paveschools.org/compliance/
2. Board meeting notices, agendas, and documents, including board meeting minutes	https://paveschools.org/compliance/
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	https://data.nysed.gov/essa.php?year=2025&instid=800000061098
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the 2024 Emergency Response Plan Memo)	https://paveschools.org/compliance/
6. Authorizer-approved FOIL Policy	https://paveschools.org/compliance/
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)	https://paveschools.org/compliance/

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.

Thank you. 

Entry 3 – Board of Trustees Membership Table

Completed - Aug 1 2026

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 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 3 – Board of Trustees Membership 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.

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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2025-2026 Board Member Information (Enter information for each Board of Trustees member).

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation(s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2025-2026
1	Eldridge Gilbert	eldridge.gilbert@gmail.com	Chair	n/a	Yes	4	09/01/2023	09/01/2026	6
2	Kim Lumpkin	kim@bloomentertainment.com	Trustee/ Member	n/a	Yes	10	10/01/2025	9/30/2026	7
3	Sophie Lippincott Ferrer	sophielippincott@gmail.com	Trustee/ Member	n/a	Yes	7	10/01/2025	9/30/2026	9
4	Allie Sweeney	alliesweeney@gmail.com	Treasurer	Finance Cmt	Yes	11	10/01/2025	9/30/2026	6
5	Spencer Robertson	spencerrobertson@hotmail.com	Trustee/ Member	finance	Yes	4	1/20/2022	1/1/2028	9
6	Sania Khan	sania.wkhan@gmail.com	Trustee/ Member	n/a	Yes	1	3/25/2024	02/09/2026	5 or less
7	Tyler Pride	pride708@gmail.com	Trustee/ Member	n/a		2	3/25/2024	3/24/2030	7
8	Dan Seder	dan@bilt.com	Trustee/ Member	n/a	Yes	1	12/9/2025	3/30/2027	5 or less
9									

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

No

2. Number of board meetings conducted in 2025-2026

9

3. Number of board meetings scheduled for the 2026-2027 school year

9

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2026	7
b. Total number of Voting Members added during the 2025-2026 school year	1
c. Total number of Voting Members who left the board during 2025-2026 school year	1
d. Maximum number of Voting Members in 2025-2026, as set by the board in by-laws, resolution, or minutes	13
e. Board members attending 8 or fewer meetings during 2025-2026	6

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2026

Instructions

Required of ALL Charter Schools

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 2025-2026 school year must complete and sign the most up-to-date version of the Trustee Disclosure of Financial Interest Form **no later than 11:59 PM on August 3, 2026**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2025-2026 school year completes the form.**

Trustees serving 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

DS Board FDF

Filename: DS Board FDF.pdf **Size:** 285.6 kB

AS Board FDF

Filename: AS Board FDF.pdf **Size:** 590.8 kB

TP Board FDF

Filename: TP Board FDF.pdf **Size:** 493.5 kB

SK Board FDF

Filename: SK Board FDF.pdf **Size:** 431.4 kB

EG Board FDF (1)

Filename: EG Board FDF (1).pdf **Size:** 1.2 MB

KL Board FDF

Filename: KL Board FDF.pdf **Size:** 3.0 MB

Entry 6 – Enrollment & Retention of Special Populations

Completed - Aug 1 2026

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2025-2026 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2026-2027.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets

	Describe Recruitment Efforts in 2025-2026	Describe Recruitment Plans for 2026-2027
Students with Disabilities	In 2025-2026, the percentage of students with disabilities at PAVE was 23%, exceeding our enrollment target by 20%. Our efforts to retain and recruit students with special needs included: •direct mail advertising and enrollment outreach that highlighted programs and support provided for students with special needs. •website included info about ways that PAVE supports student with disabilities. •Inclusion of special attention provided for these students in marketing materials and other advertising.	As the school met the target for enrollment, we will continue these recruitment strategies in the coming year.
English Language Learners	Of PAVE's total enrollment, 10% of students were classified as English Language Learners (10 percentage points below target). The following strategies were used to recruit ELL students: •direct mail advertisements and enrollment outreach in languages other than English. •Outreach by multilingual staff •Outreach to immigrant communities •All school-wide advertising and school materials are translated in languages other than English. •PAVE continued evaluating bus routes to Sunset Park, Brooklyn, a neighborhood with a high population of non-English speaking families. PAVE had 3 bus routes to Sunset Park in 25-26. •PAVE continued to employee an ELL coordinator.	In the coming year, PAVE will reassess efforts to recruit additional English Language Learners. Feedback on how we support ELL students is positive, and we plan to leverage that to recruitment more students.

	•Info sessions and tours were held in English and Spanish.	
Economically Disadvantaged	In the 25-26 school year, 88% of the total student population was economically disadvantaged, based on eligibility for free and reduced price lunch. The following strategies were used during the recruitment period to specifically attract FRPL eligible students: •PAVE's meal program was covered at school open houses, on the application, and during school tours. •Support was offered to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program. •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, throughout which 100% of students receive free breakfast, lunch, 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.	As the school substantially surpassed the target for enrollment of economically disadvantaged students, we will continue these recruitment strategies in the coming year.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2025-2026	Describe Retention Plans for 2026-2027
Students with Disabilities	PAVE was able to retain more than 90% of students with disabilities. PAVE was diligent about working with the CSE to ensure that all IEPs was carefully monitored and that all mandated services were implemented in combination with supplemental supports. PAVE employed one full-time Dean of Student Support Services and 2 interventionists in addition to special education certified teachers. Families are continually informed of the their child's progress related to their IEP.	PAVE will continue to use the same retention strategies used the previous year. PAVE will also ensure that families are aware that they can use the free DOE language line. PAVE will also increase recruitment efforts of teachers who speak languages other than English.
English Language Learners	PAVE was able to retain 88% of its ELL population for the 25-26 school year. The following efforts were made to support this retention: •interpreters and translators made available for all school events such as orientations, parent-teacher conferences, curriculum nights. •2 of the main office staff are fluent in languages other than English. •Our Family and Community Engagement Coordinator serves as a point of contact for our Spanish-speaking families in all grades.	PAVE will continue to use the same retention strategies used the previous year. PAVE will also ensure that families are aware that they can use the free DOE language line. PAVE will also increase recruitment efforts of teachers who speak languages other than English.
Economically Disadvantaged	PAVE retained more than 90% of its economically advantaged students. We were able to do this by providing specific support to families including giving free uniforms, covering costs of program fees (field trips, materials, technology). PAVE's staff also ensured that families were aware of the supports we provide	PAVE will continue to use the same retention strategies used during the previous year.

	and that we maintained an inclusive environment at all times.	

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Aug 1 2026

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to making an offer of employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated **PRIOR** to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at NYSED CSO Employee Clearance and Fingerprint Memo or visit the NYSED website at Who Must Be Fingerprinted Charts for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates **automatically** once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at NYSED CSO Employee Clearance and Fingerprint Memo.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 9 – School Calendars

Completed - Aug 1 2026

Instructions

Required of ALL Charter Schools

Charter schools must upload final **2025-2026 and 2026-2027** calendars into the portal **no later than 11:59 PM on August 3, 2026**. The calendars must be separate files.

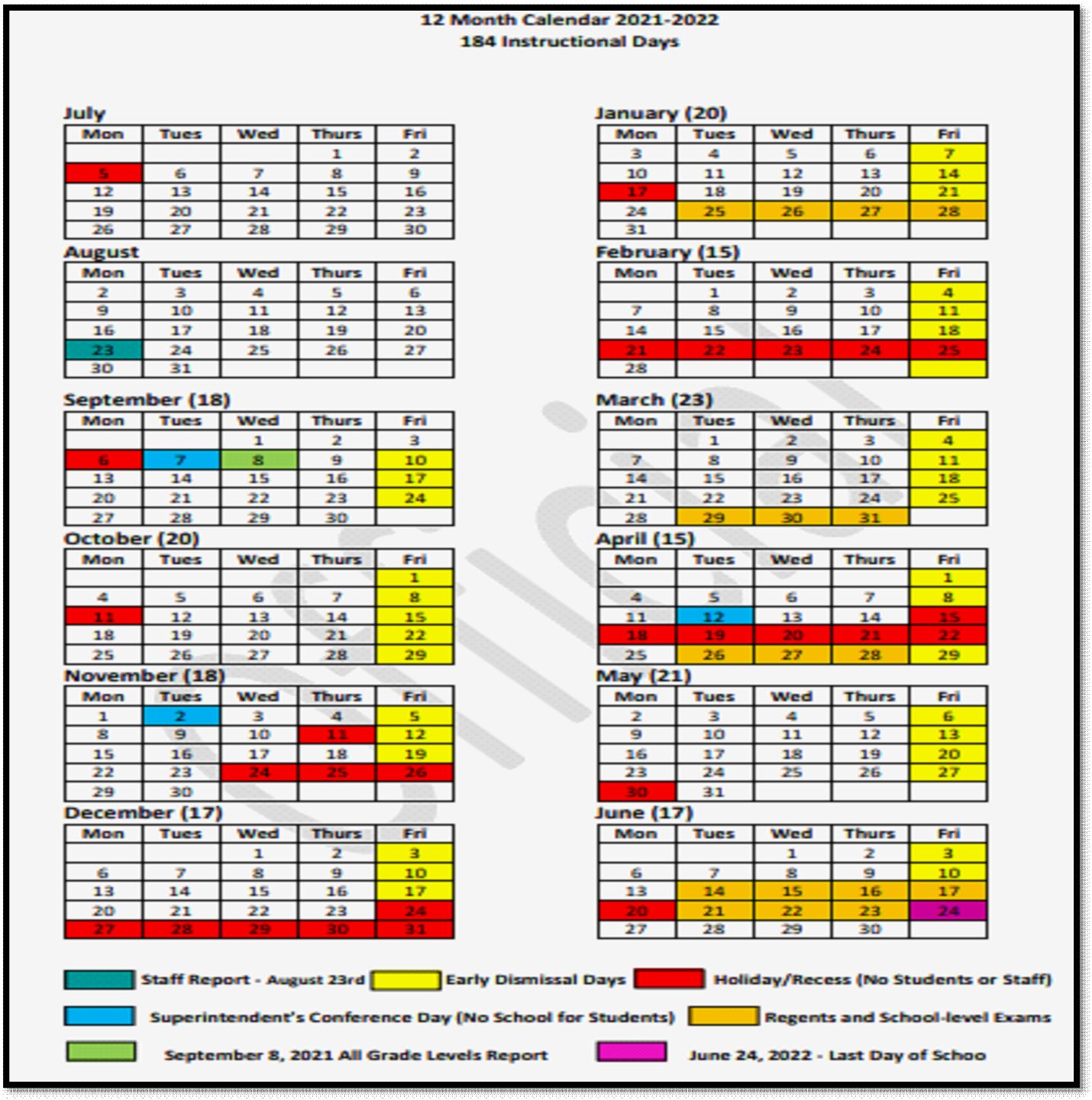
School calendars must meet the minimum instructional requirements as required of other public schools "… *unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are also 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**. **Schools must use a calendar format and ensure there is a monthly tally of instructional days**.

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:



12 Month Calendar 2021-2022
184 Instructional Days

July

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September (18)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October (20)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November (18)

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December (17)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January (20)

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February (15)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March (23)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April (15)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May (21)

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June (17)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Staff Report - August 23rd
Early Dismissal Days
Holiday/Recess (No Students or Staff)
Superintendent's Conference Day (No School for Students)
Regents and School-level Exams
September 8, 2021 All Grade Levels Report
June 24, 2022 - Last Day of Schoo

PAVERHSY26-27FamilyCalendar

Filename: PAVERHSY26-27FamilyCalendar.pdf **Size:** 73.9 kB

PAVERHSY25-26FamilyCalendar

Filename: PAVERHSY25-26FamilyCalendar.pdf **Size:** 73.5 kB

Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools ONLY)

Completed - Sep 15 2026

Instructions

SUNY-Authorized Charter Schools ONLY - Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report. Schools serving high school grades must also submit an accompanying High School Data Submission spreadsheet. After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2026**.

PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.

2025-26-APPR-K-8

Filename: 2025-26-APPR-K-8.pdf **Size:** 603.2 kB

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Incomplete

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2026**.

Schools must complete the "Goals" tables as provided in the tables below **OR** upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

Please select the method by which you will provide your school's information:

No Responses Selected

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 3, 2025.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025.**

2. ORGANIZATION GOALS

2025-2026 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

3. FINANCIAL GOALS

2025-2026 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Thank you.

Entry 12 – Audited Financial Statements

Completed - Nov 2 2026

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 2, 2026.** The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also submit the documents to the SUNY Compass system **no later than 11:59 PM on November 2, 2026**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

PAVE Academy Charter School Financial statements and report

Filename: PAVE Academy Charter School Financial statements and report.pdf **Size:** 306.9 kB

Entry 13 – Fiscal Year 2026-2027 Budget

Incomplete

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the Annual Reports webpage and complete it. Upload the completed template **no later than 11:59 PM on November 2, 2026**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

Optional Additional Documents to Upload (BOR)

Incomplete

Docusign Envelope ID: 1A95AC4F-87D5-4CF0-8BE7-43505AB9A494

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   PAVE Academy Charter School
2. Full name: Daniel Seder

   Home Address: 400 W 12th St, New York, NY, 10014

   Business Name and Address: Bilt Technologies, Inc - 31 Bond St, New York, NY, 10012

   Home telephone No.:

   Work telephone No:. 7039646317

   E-mail address: dan@bilt.com
3. A brief educational and employment history (or you may attach a resume):
   [X] Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. [ ] I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. [X] Does not apply to me. [ ] Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

Docusign Envelope ID: 1A95AC4F-87D5-4CF0-8BE7-43505AB9A494

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   [X] Does not apply to me. [ ] Yes.

   Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

   [X] Does not apply to me. [ ] Yes.

   Details:

Docusign Envelope ID: 1A95AC4F-87D5-4CF0-8BE7-43505AB9A494

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

   [X] I / we do not know any such trustees. [ ] Yes.

   Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

   [X] I / we do not know any such employees. [ ] Yes.

   Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

    [X] I / we do not know any such persons. [ ] Yes.

    Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

    [X] I / we do not anticipate conducting any such business. [ ] Yes.

    Details:

Docusign Envelope ID: 1A95AC4F-87D5-4CF0-8BE7-43505AB9A494

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☒ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☒ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☒ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Docusign Envelope ID: 1A95AC4F-87D5-4CF0-8BE7-43505AB9A494

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

[X] Does not apply to me, my spouse or family.

[ ] Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

[X] None.

[ ] Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

[X] None.

Docusign Envelope ID: 1A95AC4F-87D5-4CF0-8BE7-43505AB9A494

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would report it to the broader board as well as schoo

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). [X] I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Daniel Seder, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of PAVE Red Hook is true and correct in every respect.

Signed by:
Dan Seder
2F13D13B03814A9...
Signature

12/18/2025
Date

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Alexandra Sweeney

Name of Charter School Education Corporation:

PAVE Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

Above answer should be checked "No" - form does not work to check box

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

Above answer should be checked "No" - form does not work to check box

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

Above answer should be checked “No” - form does not work to check box

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☐ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

Above answer should be checked “No” - form does not work to check box

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☐ **None**

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)	Name of person holding interest or engaging in transaction and relationship to you
"None" above			

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☐ **None**

Organization conducting business with the school(s)	**Nature of business conducted**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest**	**Steps taken to avoid conflict of interest**
"None" above				

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

9173702092

Business Address:

345 Park Ave., New York, NY 10154

E-mail Address:

Allieosweeney@gmail.com

Home Telephone:

9173702092

Home Address:

3 Chapel Gate, Glen Head, NY 11545



7.10.2025

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Tyler Pride

Name of Charter School Education Corporation:

Pave Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/A

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

N/A

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

N/A

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

708-217-8416

Business Address:

325 Broadway, Suite 200

E-mail Address:

pride708@gmail.com

Home Telephone:

708-217-8416

Home Address:

516 Monroe St. Unit 1 Brooklyn, NY 11221

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Sania Khan

Name of Charter School Education Corporation:

Pave Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

_____

Business Address:

_____

E-mail Address:

sania.wkhan@gmail.com

Home Telephone:

5185776222

Home Address:

180 North 9th Street, Apt. 3F Brooklyn, NY 11211

Sania W. Khan Digitally signed by Sania W. Khan
Date: 2025.07.18 16:22:26 -04'00'

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Eldridge Gilbert

Name of Charter School Education Corporation:

PAVE Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

eldridge.gilbert@gmail.com

Home Telephone:

Home Address:

Eldridge Gilbert **9/1/2025**

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Kimberley Lumpkin-Ro

Name of Charter School Education Corporation:

PAVE School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
   Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

917-617-4441

Business Address:

445 5th Avenue, New York, NY 10016

E-mail Address:

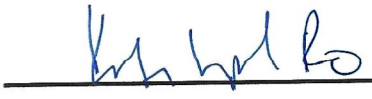
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Home Telephone:

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7-10-25

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

PAVE

2026-2027 School Year Calendar

Full Day of School

12:30 PM Dismissal

NO SCHOOL

Total Instruction Days: 188

August 2026

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	*24	*25	*26	27	28	29
30	31					

*Aug 24-25: school **ONLY for K, 1st, 5th grades**
*Aug 26: first day for all other grade levels
Aug 24-28: 12:30 PM dismissal entire first week

September 2026

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Sept 7: NO SCHOOL- Labor Day

October 2026

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct 12: NO SCHOOL- Indigenous Peoples Day
Oct 30: NO SCHOOL- Staff PD Day

November 2026

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Nov 11: NO SCHOOL- Veterans Day
Nov 23-24: 12:30 PM Dismissal- Student Led Conferences
Nov 25-27: NO SCHOOL- Thanksgiving Break

December 2026

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec 21-31: NO SCHOOL- Winter Break

January 2027

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan 1: NO SCHOOL- Winter Break
Jan 18: NO SCHOOL- MLK Jr. Day
Jan 29: NO SCHOOL- Staff PD Day

February 2027

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Feb 15-19: NO SCHOOL- Mid-Winter Break

March 2027

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 26: NO SCHOOL- Staff PD Day

April 2027

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April 1-2: Student-Led Conferences
April 19-23: NO SCHOOL- Spring Break

May 2027

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 31: NO SCHOOL- Memorial Day

June 2027

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June 10: Last Day of School, 12:30pm dismissal
June 15, 16, 22: 8th Grade Regents Exams (TBD)

PAVE

2025-2026 School Year Calendar

Full Day of School

12:30 PM Dismissal

NO SCHOOL

Total Instructional Days: 178

* please refer to reseverse side for more calendar details

8/1/2025 (5)

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	*25	26	*27	28	29	30
31						

*Aug 25-26: school **ONLY for K, 1st, 5th grades**
*Aug 27: first day for all other grade levels
Aug 25-29: 12:30 PM dismissal entire first week

9/1/2025 (21)

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sept 1: NO SCHOOL- Labor Day

10/1/2025 (21)

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Oct 13: NO SCHOOL- Indigenous Peoples Day
Oct 31: NO SCHOOL- Staff PD Day

11/1/2025 (16)

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Nov 11: NO SCHOOL- Veterans Day
Nov 24-25: 12:30 PM Dismissal- Student Led Conferences
Nov 26-28: NO SCHOOL- Thanksgiving Break

12/1/2025 (15)

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dec 22-31: NO SCHOOL- Winter Break

1/1/2026 (18)

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan 1-2: NO SCHOOL- Winter Break
Jan 19: NO SCHOOL- MLK Jr. Day
Jan 30: NO SCHOOL- Staff PD Day

2/1/2026 (15)

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Feb 16-20: NO SCHOOL- Mid-Winter Break

3/1/2026 (21)

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 20: NO SCHOOL- Staff PD Day

4/1/2026 (17)

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 2-3: 12:30 PM Dismissal- Student Led Conferences
April 6-10: NO SCHOOL- Spring Break

5/1/2026 (20)

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 25: NO SCHOOL- Memorial Day

6/1/2026 (9)

Sun	Mon	Tues	Weds	Thurs	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	*16	*17	*18	19	20
21	22	23	24	25	26	27
28	29	30				

June 11: Last Day of School, 12:30pm dismissal
*June 16-18: 8th Grade Regents Exams

PAVE Academy Charter School

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2026

By Meg Brown

732 Henry St. Brooklyn, NY 11231

718-858-7813

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Meg Brown, Director of Operations, prepared this 2025-26 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Eldridge Gilbert	Chair	
Allie Sweeney	Treasurer	Finance Committee
Kim Lumpkin	Trustee	
Spencer Robertson	Trustee	
Sophie Lippencott Ferrer	Trustee	
Tyler Pride	Trustee	
Sania Khan	Trustee (departed board 2/1/26)	
Melanie Dukes	Trustee	Finance Committee
Dan Seder	Trustee	

Marsha Gadsden has served as the Executive Director since 2021.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

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. It is currently a K-8 school authorized to serve 588 students.

Mission Statement: PAVE is a K-8 college-preparatory charter school that lays the foundation for a productive and choice-filled life. We build our students brick by brick; equipping them with the academic, social, and emotional skills that they need to become critical thinkers, problem solvers, overcomers, and leaders in their communities.

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 Academy has been established on the following four pillars:

- **Curriculum and Content:** We believe that one of the biggest contributors 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.
- **Data Driven Practices:** Feedback is the number one driver of student achievement and we believe that data is exactly that: feedback! We use data to track student progress, inform curricular design, and continuously improve instruction, ensuring we can meet the learning needs of our students. Leaders also use academic and other data to establish priorities, set goals and plan for professional development.
- **High Expectations:** Our belief in our students is unwavering and we want them to realize their full potential. As a result, we expect excellence from our staff and students. We maintain high expectations for our scholars and ourselves, with love, through intentional development, practice and frequent reflection

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

- **Whole Child:** Academic success alone is not enough. Our scholars work to cultivate the character strengths needed to build healthy relationships with themselves and others, and develop the social and emotional tools that will help them navigate life within and beyond the classroom.

School Characteristics: PAVE is a neighborhood school that serves the communities of Red Hook and Sunset Park, which are located within Community School District (CSD) 15.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2023-24	38	53	44	44	59	53	48	51	47	437
2024-25	31	43	49	42	47	55	45	51	50	413
2025-26	36	33	32	45	37	47	47	41	46	364

GOAL 1: ENGLISH LANGUAGE ARTS

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 must 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 (Reading Workshop, Guided Reading, Writer's Workshop, and Phonics) that work in tandem to develop scholars'

understandings of reading, writing, speaking, and listening concepts. In upper elementary grades, students shift away from phonics and begin to explore text analysis to ensure students are grappling with rigorous and often unfamiliar texts and topics. In middle school, students have 90 minutes of ELA, M - TH and 60 minutes on Friday. That time consists of novel study, close reading and writing.

PAVE does not use traditional textbooks to teach reading. Teachers use authentic literature and engaging informational texts. These resources provide bands of text complexity to ensure accessibility and adequate challenge for all students during book clubs, guided reading, and textual analysis activities. Ultimately, scholars' literacy skills enable them to excel in meaningful careers of their choice.

PAVE uses the following curriculum programs as part of their literacy program:

- **Lavinia Red Threads Foundations (K-2):** The Lavinia Red Threads curriculum for Grades K–2 provides young learners with a strong foundation in reading comprehension, vocabulary, and critical thinking. Through rich, complex texts and structured read-alouds, students engage with high-quality literature and develop early analytical skills. The curriculum emphasizes discussion, evidence-based thinking, and joyful learning experiences, setting the stage for confident, independent readers.
- **Lavinia Red Threads Knowledge (K-8)** This Lavinia Group curriculum is multicultural, project-based, and integrates reading, writing, and social studies (in the lower grades). We provide teachers with everything they need to successfully teach—a comprehensive unit overview, writing exemplars, scripted daily lesson plans, project samples, and booklists. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions. Students then apply what they've learned through real-world projects, becoming more independent as they read, write, and think.
- **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.
- **Close Reading for Meaning (3-8)**™ Using genre as an inroad, this method teaches students to use various strategies to unpack complex texts that are at or above grade level. This curriculum prepares students to discover the essential meaning of the text as well as the author's craft.

- **History:** The History curriculum from Grades 5-8 at PAVE is inquiry-based and allows students to develop their own beliefs based on context, fact, perspectives, primary sources, and more. Students are able to determine between key historical facts and debate big ideas. Literacy is practiced through reading and analyzing primary sources and writing arguments supported by evidence.

Elementary and Middle ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

2025-26 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	46	46	100%
4	40	40	100%
5	47	47	100%
6	48	49	98%
7	40	40	100%
8	46	48	95.8%
All	267	270	98.9%

Performance on 2025-26 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	46	14	30.4%	42	13	31.0%

[1] Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

4	40	26	65.0%	35	22	62.9%
5	47	20	42.6%	43	19	44.2%
6	48	25	52.1%	43	23	53.5%
7	40	23	57.5%	37	22	59.5%
8	46	39	84.8%	45	38	84.4%
All	**267**	**147**	**55.1%**	**245**	**137**	**55.9%**

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2025-26 English language arts MIP for all students of **126.5**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. [2]

English Language Arts 2025-26 Performance Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	18.0%	27.0%	31.5%	23.6%

$$PI = (0 * [18.0\%]_{Level\ 1} + 1 * [27.0\%]_{Level\ 2} + 2 * [31.5\%]_{Level\ 3} + 2.5 * [23.6\%]_{Level\ 4}) * 100 = 148.9$$

[2] You can find the statewide MIP goals for 2022-23 to 2028-29 here. Note: 2023-24 and 2022-23 MIP goals were retroactively updated and increased in the new guidance before the 2025-26 school year.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

ELA Measure 3 - Comparative

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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[3]

2025-26 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient
3	42	31.0%	1838	54.7
4	35	62.9%	1939	62.8
5	43	44.2%	1927	58.7
6	43	53.5%	1582	61.4
7	37	59.5%	1561	65.8
8	45	84.4%	1399	60.6
All	245	55.9%	10246	60.5

ELA Measure 4 - Comparative

[3] Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. Schools can access these data at data.nysed.gov.

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.[4]

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure.

2024-25 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	91.9%	455.7	445.6	0.92
4	91.5%	458.8	446.0	1.17
5	86.8%	453.6	446.1	0.77
6	85.4%	453.8	442.9	1.06
7	91.5%	464.9	444.6	2.15
8	87.8%	460.2	446.3	1.51
All	89.1%	457.9	445.3	1.27

ELA Measure 5 - Growth

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 target of 50.

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Method

Given the timing of the state's release of Growth Model data, the 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.[5]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2024-25 and also have a state exam score from 2023-24 including students who were retained in the same grade. Students with the same 2023-24 score are ranked by their 2024-25 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile.

2024-25 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	56.9	50.0
5	48.4	50.0
6	67.6	50.0
7	72.4	50.0
8	62.8	50.0
All	61.2	50.0

ELA Internal Exam Results

During 2025-26, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessments to measure student growth and achievement in ELA: F&P Data.

Assessment	F&P				
Grade Level	K	1	2	3	4
IR Benchmark	D	J	M	P	S
% of Students AT or ABOVE grade level benchmark	59%	45%	70%	57%	60%

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

F&P Change from Fall to Spring, Student Counts

Grade	Decreased 1 or more level	No Change	Increased 1 Level	Increased 2 or more Levels
K[6]	0	7	4	19
1	2	0	1	22
2	1	0	1	26
3	0	1	7	35
4	2	3	5	25

Summary of the ELA Goal

In ELA, PAVE achieved three of the five measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
Comparative	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.	Not Met
Comparative	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 meaningful degree) according to a	Met (1.27)

[6] KG first took F&P in the winter, not the fall, so growth from KG only is shown from winter to spring.

	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	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 target of 50.	Met (61.2)
TOTAL	Of the required measures, the school met:	3/5

Evaluation of ELA Goal

PAVE met 3 of 5 required ELA measures, including having a Performance Index exceeding the state's 2025-26 ELA MIP by 22 points, having an scale score effect size in relation to the economically-disadvantaged regression prediction of +1.27 (against a target benchmark of +0.3), and carrying a mean unadjusted growth percentile of 61.2 (against a target benchmark of 50), thereby underscoring that PAVE students are succeeding in absolute terms, have strong results in relation to their level of economic disadvantage, and are growing at a strong rate. PAVE did not meet the measure for 75% proficiency, falling short by 19 percentage points, nor for exceeding the proficiency rate of the CSD 15 average, falling short of the district by 4.6 percentage points.

PAVE students did exceed CSD 15 ELA proficiency in grades 4 and 8, with grade 8 ELA in particular reaching 85% proficiency.

Unplanned staffing transitions and maternity leaves across K–8 disrupted the start of the school year at PAVE. Classrooms with greater staffing consistency achieved the strongest results. The third-grade cohort entered the year with significant academic gaps following a difficult prior year. While progress was made in closing these gaps, the school did not meet its intended target.

Additional Context and Evidence

Internal assessment data provide additional context for PAVE's ELA performance. End-of-year F&P data show that the percentage of students reading at or above the grade-level benchmark ranged from 45% in Grade 1 to 70% in Grade 2, with Kindergarten at 59%, Grade 3 at 57%, and Grade 4 at 60%.

Student-level growth on F&P provides evidence of progress even where overall proficiency remained below target. From fall to spring, the majority of students in Grades 1-4 increased by two or more F&P levels: 22 students in Grade 1, 26 in Grade 2, 35 in Grade 3, and 25 in Grade 4. These results, together with the school's ELA mean growth percentile of 61.2, indicate that many students made meaningful

academic growth during the year even though overall proficiency remained below PAVE's 75% absolute target.

The challenge reflected across these measures is converting student growth into grade-level proficiency, particularly in the earlier tested grades. PAVE's ELA Action Plan responds to this need through regular interim data review, targeted small-group and differentiated instruction, implementation of Red Threads Foundations, and reading interventions designed to address foundational gaps in phonics and phonemic awareness.

ELA Action Plan

PAVE Academy will maintain consistency in its data collection and reporting by continuing regular data review meetings. Teachers will analyze interim assessment results bi-monthly to identify trends and areas needing improvement. PAVE has also joined the Read Together Charter Collective, a partnership designed to strengthen literacy practice across our school. This year, PAVE will implement Red Threads Foundations in grades K-5, while ensuring that 6th-8th grade reading interventions close foundational gaps in phonics and phonemic awareness.

Specific steps include targeted interventions for students underperforming in ELA, such as small-group and differentiated instruction during reading and writing workshops. The school will also expand professional development for teachers, focused on best practices in literacy instruction and data-driven decision-making.

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 to be successful in college and in STEM careers. 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.

For K-2, PAVE administers three interim assessments to evaluate student progress, and to prepare for the upcoming New York State exams. In 3rd and 8th grades, students take two interim Math assessments and a mock-exam in preparation for their state test. Twice a year, teachers deep-dive in their student interim assessment data and make class and individual action plans to remediate and accelerate learning.

Below is a summary of the components of the PAVE math program for 2025-2026:

- **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.
    - **Eureka^2 Math:** Eureka Math² is a math curriculum from Great Minds that's all about building real understanding, not just quick answers. It connects concepts and models across lessons and grade levels so kids build on what they've already learned instead of relearning things from scratch each year. The program leans on consistent routines and rich discussion to keep the cognitive load manageable, uses videos and interactive digital tools to keep students engaged, and includes solid built-in support for multilingual learners and kids who need extra help catching up. It's also designed to be accessible for all learners (it's UDL-certified), aligned to state standards, and backed by real research.
    - **Math Routines:** Teachers focus on number sense by teaching explicit connections, properties, and relationships between numbers. For example, students might discover different factors of 24 by making arrays with tiles in 3rd grade while 2nd grade is focusing on the associative property to add 2-digit numbers.

- **Middle School Math:**

- **Fishtank:** Fishtank Math approaches content by staying tightly focused on the "major work" of each grade level, with lessons sequenced to build a clear vertical progression so skills connect logically from one unit — and one course — to the next rather than feeling like a grab bag of topics. Rather than just walking kids through procedures, it leans on rich, real-world problems and anchor tasks that ask students to investigate, make choices, and construct their own understanding, with teachers stepping in to guide them toward strong conclusions when needed. A big part of the approach is discourse: students are constantly asked to explain their strategies, justify their reasoning, and use precise math vocabulary, both verbally and in writing, treating math learning as an iterative, thinking-first process rather than a race to the right answer. Problems are also written with intentional, relatable context — everyday situations rather than abstract or culturally narrow examples — so students can focus their cognitive energy on the math itself instead of decoding unfamiliar scenarios.

Elementary and Middle Mathematics

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

2025-26 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Total Enrolled	Percent Tested
3	45	46	97.8%
4	39	40	97.5%
5	44	47	93.6%
6	46	49	93.9%
7	39	40	97.5%
8	37	48	77.1%
All	250	270	92.6%

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8



Performance on 2025-26 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	45	21	46.7%	41	19	46.3%
4	39	23	59.0%	34	21	61.8%
5	44	24	54.5%	40	23	57.5%
6	46	26	56.5%	41	24	58.5%
7	39	31	79.5%	36	29	80.6%
8	37	31	83.8%	37	31	83.8%
All	**250**	**156**	**62.4%**	**229**	**147**	**64.2%**

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2025-26 mathematics MIP for all students of **130.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of

students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2025-26 Performance Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	14.0%	23.6%	45.2%	17.2%

$$PI = (0 * [14.0\%]_{Level\,1} + 1 * [23.6\%]_{Level\,2} + 2 * [45.2\%]_{Level\,3} + 2.5 * [17.2\%]_{Level\,4}) * 100 = 157.0$$

Math Measure 3 - Comparative

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 all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[7]

2025-26 State Mathematics Exam Charter School and District Performance by Grade Level				
Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Number Tested	Percent Proficient	Number Tested	Percent Proficient

[7]Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

3	41	46.3%	1874	68.0
4	34	61.8%	1972	72.5
5	40	57.5%	1959	64.5
6	41	58.5%	1561	57.2
7	36	80.6%	1545	67.9
8[8]	37	83.8%	78	12.8
All	229	64.2%	8989	65.9

Math Measure 4 - Comparative

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.

METHOD

Given the timing of the state's release of economically disadvantaged data, the 2025-26 Comparative Performance analysis is not yet available. This report contains 2024-25 results.[9]

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure.

[8] Since no PAVE students took the Math Grade 8 state test and instead all test takers took the Algebra Regents, and District Algebra Regents results for Grade 8 students is not yet available, the comparison here presents PAVE Algebra Regents results alongside District Grade 8 math state test results.

[9] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8



2024-25 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	90.5%	452	449.9	.13
4	91.5%	454	449.9	.26
5	87.3%	451	447.2	.27
6	86.7%	459	444.8	.96
7	92.2%	475	448.5	1.94
8	-	-	-	
All	89.6%	458.3	448	.72

Math Measure 5 - Growth

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.

Method

Given the timing of the state's release of Growth Model data, the 2025-26 analysis is not yet available. This report contains 2024-25 results, the most recent Growth Model data available.[10]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2024-25 and also have a state exam score in 2023-24 including students who were retained in the same grade. Students with the same 2023-24 scores are ranked by their 2024-25 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile.

2024-25 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile

[10] These data can be found in the school's Accountability Summary provided by the Institute in spring 2026.

	School	Target
4	45.3	50.0
5	49.5	50.0
6	61.0	50.0
7	86.0	50.0
8	-	50.0
All	60.4	50.0

Mathematics Internal Exam Results

During 2025-65, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: school-based interim assessments.

2025-26 Math Interim Assessment Performance by Grade

Percent of students collecting 70% of points or greater

Grade	IA 1 (November)	IA 2 (January)	IA 3 (March)
K	n/a	61.3%	56.3%
1	9.7%	61.5%	37.1%
2	54.8%	68.8%	22.6%
3	26.7%	25.5%	31.1%
4	56.8%	56.1%	48.7%
5	34.0%	29.8%	34.8%
6	57.4%	34.7%	45.8%

7	45.0%	47.5%	57.9%
8	97.3%	76.2%	72.1%

Summary of the Mathematics Goal

In Math, PAVE achieved three of the five measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
Comparative	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.	Not Met
Comparative	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.	Met (.72)
Growth	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.	Met (60.4)
TOTAL	Of the required measures, the school met:	3/5

Evaluation of the Mathematics Goal

PAVE met 3 of 5 required measures in Mathematics, including having a Performance Index exceeding the state's 2025-26 Math MIP by 27 points, having an scale score effect size in relation to the economically-disadvantaged regression prediction of +0.73 (against a target benchmark of +0.3), and

carrying a mean unadjusted growth percentile of 60.4 (against a target benchmark of 50), thereby underscoring that PAVE students are succeeding in absolute terms, have strong results in relation to their level of economic disadvantage, and are growing at a strong rate. PAVE did not meet the measure for 75% proficiency, falling short by 11 percentage points, nor for exceeding the proficiency rate of the CSD 15 average, falling short of the district by 1.7 percentage points.

PAVE students did exceed CSD 15 Math proficiency in the middle school grades of 6-8, with grades 7 and 8 Math both exceeding 80% proficiency.

We have made changes this year to our elementary school math curriculum that more closely aligns to the rigor of middle school. We also continue to employ data driven practices to closely monitor gaps and close them as they arise.

Additional Context and Evidence

PAVE's internal interim assessment data show mixed performance across grades and assessment administrations, with several notable areas of growth. From IA2 to IA3, the percentage of students collecting at least 70% of available points increased in Grades 3, 5, 6, 7, and 8. Grade 7 increased from 47.5% to 57.9%, while Grade 6 increased from 34.7% to 45.8%. Grade 8 maintained the strongest performance across all three assessments, with 97.3% on IA1, 76.2% on IA2, and 72.1% on IA3. At the same time, IA3 results indicate continued areas for improvement, particularly in Grades 2 and 3, where only 22.6% and 31.1%, respectively, met the internal benchmark.

Grade 8 outcomes provide additional evidence of strong mathematics performance. Among Grade 8 students enrolled at PAVE for at least their second year, 83.8% passed the Algebra I Regents in 2025-26, compared with 59.5% in 2024-25 and 60.0% in 2023-24. This represents a 24.3 percentage-point year-over-year increase in the Grade 8 Algebra I passing rate and aligns with the strong Grade 8 performance observed in the school's internal mathematics assessments.

Performance on the Regents Algebra I Exam

Of 8th Grade Students Enrolled in At Least Their Second Year[11]				
Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	40	60.0%	570	25%
2024-25	37	59.5%	3068	51%
2025-26	37	83.8%	3068[12]	51%

Mathematics Action Plan

To maintain and improve academic performance in mathematics, PAVE Academy will continue to provide structured intervention lessons focusing on students who are at risk of not meeting proficiency standards. PAVE will also provide ongoing training for teachers in effective math teaching strategies and utilizing student data to tailor instruction to meet individual needs.

GOAL 3: SCIENCE

Students will build a strong understanding of science through hands-on learning and exploration.

Background

PAVE Academy Charter School implements the Amplify Science curriculum to deliver a rigorous, standards-aligned science program across all grade levels. Amplify combines hands-on investigations, digital tools, and literacy-rich activities to support three-dimensional learning. Students engage with real-world phenomena to build critical thinking, collaboration, and problem-solving skills, ensuring a strong foundation in scientific understanding and practices.

Elementary and Middle Science

Science Measure 1 - Absolute

[11]Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

[12] 2025-26 district data is not available, so 2024-25 data is shown as allowed in the preceding footnote.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

Each year, 75 percent of all tested students enrolled in at least their second year will perform **at or above proficiency** on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2026. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2025-26 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	43	24	55.8%
8	38	35	92.1%
All	**81**	**59**	**72.8%**

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.[13]

2025-26 State Science Exam
Charter School and District Performance by Grade Level

[13] Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2024-25 results as a placeholder for the district's 2025-26 results. District results can be found at data.nysed.gov.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

	Charter School Students in at Least 2nd Year			All District Students[14]		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	43	24	55.8%	1835	1055	57%
8	38	35	92.1%	1499	1036	69%
All	**81**	**59**	**72.8%**	3432	2137	62%

Summary of the Elementary/Middle Science Goal

In Science, PAVE did not achieve the 75% proficiency goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met
TOTAL	Of the required measures, the school met:	1/2

Evaluation of the Science Goal

PAVE did not meet its annual performance goal related to student proficiency on the Science New York State examination. While a majority (72.8%) of eligible students achieved proficiency, the school remains below the 75% benchmark established in the APPR accountability framework. This shortfall indicates a need for targeted instructional adjustments and support strategies to improve academic outcomes, particularly for students beyond their first year of enrollment. Continued monitoring, data-driven instruction, and intervention planning will be essential to close the proficiency gap and ensure stronger alignment with state expectations in future cycles.

[14] 2024-25 results used as allowed in preceding footnote

Performance on Regents Exam in Any Science Subject Of 8th Grade Students Enrolled in At Least Their Second Year[15]				
Year	Charter School		School District	
	Number Tested	Percent Passing	Number Tested	Percent Passing
2023-24	0	n/a	2566	55%
2024-25	40	75.0%	857	35%
2025-26	38	92.1%	857[16]	35%

Action Plan

To support learning at home, families will be provided access to Amplify's online resources, enabling students to engage with interactive content and virtual labs. Teachers will participate in ongoing professional development to effectively implement the curriculum and incorporate technology into their lessons. Regular analysis of student performance data will guide targeted interventions for those struggling with specific concepts. Additionally, the school will audit unit assessments and benchmarks to ensure they meet the rigor of state exams, so that internal measures of progress accurately reflect what students need to demonstrate on state assessments.

[15] Schools can access these data when the NYSED releases its database containing grade level regents results for all schools and districts statewide at data.nysed.gov. If 2025-26 district data is not available, schools should compare to 2024-25 district data.

[16] 2025-26 district data is not available, so 2024-25 data is shown as allowed in the preceding footnote.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

GOAL 4: ESSA

ESSA Measure 1

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.

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 Every Student Succeeds Act ("ESSA") accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found here.

Schools can find their 2025-26 Preliminary Accountability Status in the Information and Reporting Services Portal (IRSP), in the download titled "2025-26 Preliminary Accountability Determinations ROS". All schools, including schools in their first year of operating, should have a 2025-26 Preliminary Accountability Status by the time this report is being compiled.

Accountability Status by Year

Year	Status
2023-24	In good standing
2024-25	In good standing
2025-26	In good standing

Additional Context and Evidence

The School met this measure. The school was in good standing this year, and has been in each of the past four years.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-8

PAVE Academy Charter School

Financial Statements

June 30, 2026 and 2025

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
PAVE Academy Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of PAVE Academy Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2026 and 2025, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of PAVE Academy Charter School as of June 30, 2026 and 2025, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of PAVE Academy Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about PAVE Academy Charter School's ability to continue as a going concern within one year after the date the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards,* we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2026 on our consideration of PAVE Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of PAVE Academy Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering PAVE Academy Charter School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
October 28, 2026

PAVE Academy Charter School

Statements of Financial Position

	June 30, 2026	June 30, 2025
ASSETS		
Current Assets		
Cash	$ 1,999,722	$ 2,183,151
Grants and contracts receivable	262,479	347,909
Due from related party	55,000	44,000
Prepaid expenses and other current assets	53,968	113,889
Total Current Assets	2,371,169	2,688,949
Investments	6,231,714	6,025,497
Property and equipment, net	282,395	333,041
Security deposits	32,268	32,268
Restricted cash	76,498	76,498
	$ 8,994,044	$ 9,156,253
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	$ 135,424	$ 211,515
Accrued payroll and payroll taxes	327,280	411,367
Total Current Liabilities	462,704	622,882
Net Assets		
Without Donor Restrictions		
Undesignated	8,032,301	8,172,012
Board designated	209,039	209,039
	8,241,340	8,381,051
With donor restrictions	290,000	152,320
Total Net Assets	8,531,340	8,533,371
	$ 8,994,044	$ 9,156,253

See notes to financial statements.

PAVE Academy Charter School

Statement of Activities

Year ended June 30, 2026

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE AND SUPPORT			
State and local per pupil operating revenue	$ 8,856,320	$ -	$ 8,856,320
Federal grants	713,022	-	713,022
Federal E-rate and IDEA	100,485	-	100,485
State grants	38,374	-	38,374
Contributions and grants	82,888	355,280	438,168
Interest and other income	240,941	-	240,941
Net assets released from restrictions	217,600	(217,600)	-
Total Revenue and Support	10,249,630	137,680	10,387,310
EXPENSES			
Program Services			
Regular education	6,315,686	-	6,315,686
Special education	3,013,936	-	3,013,936
Total Program Services	9,329,622	-	9,329,622
Supporting Services			
Management and general	1,059,719	-	1,059,719
Total Expenses	10,389,341	-	10,389,341
Change in Net Assets	(139,711)	137,680	(2,031)
NET ASSETS			
Beginning of year	8,381,051	152,320	8,533,371
End of year	$ 8,241,340	$ 290,000	$ 8,531,340

See notes to financial statements.

PAVE Academy Charter School

Statement of Activities

Year ended June 30, 2025

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE AND SUPPORT			
State and local per pupil operating revenue	$ 9,227,880	$ -	$ 9,227,880
Federal grants	738,791	-	738,791
Federal E-rate and IDEA	200,169	-	200,169
State grants	40,775	-	40,775
Contributions and grants	81,857	209,920	291,777
Interest and other income	311,820	-	311,820
Net assets released from restrictions	197,000	(197,000)	-
Total Revenue and Support	10,798,292	12,920	10,811,212
EXPENSES			
Program Services			
Regular education	7,212,974	-	7,212,974
Special education	3,340,989	-	3,340,989
Total Program Services	10,553,963	-	10,553,963
Supporting Services			
Management and general	996,211	-	996,211
Total Expenses	11,550,174	-	11,550,174
Change in Net Assets	(751,882)	12,920	(738,962)
NET ASSETS			
Beginning of year	9,132,933	139,400	9,272,333
End of year	$ 8,381,051	$ 152,320	$ 8,533,371

See notes to financial statements.

PAVE Academy Charter School

Statement of Functional Expenses

Year ended June 30, 2026

		Program Services				
	No. of Positions	Regular Education	Special Education	Total	Management and General	Total
Personnel Services Costs						
Administrative staff personnel	18	$ 803,880	$ 530,688	$1,334,568	$ 724,314	$2,058,882
Instructional personnel	49	2,644,664	1,284,633	3,929,297	-	3,929,297
Total Personnel Services Costs	67	3,448,544	1,815,321	5,263,865	724,314	5,988,179
Fringe benefits and payroll taxes		675,018	355,331	1,030,349	141,777	1,172,126
Retirement		25,944	13,657	39,601	5,449	45,050
Legal service		21,038	11,075	32,113	4,419	36,532
Accounting / audit services		64,827	34,125	98,952	13,616	112,568
Other purchased / professional / consulting services		274,226	109,939	384,165	28,044	412,209
Repairs and maintenance		422,940	119,191	542,131	-	542,131
Insurance		136,901	72,065	208,966	28,754	237,720
Utilities		195,019	54,959	249,978	-	249,978
Supplies / materials		126,581	35,703	162,284	-	162,284
Equipment / furnishings		739	389	1,128	155	1,283
Staff development		8,615	2,428	11,043	-	11,043
Marketing / recruitment		66,888	35,210	102,098	14,049	116,147
Technology		88,327	28,750	117,077	3,313	120,390
Food service		230,115	121,133	351,248	48,332	399,580
Student services		280,828	79,141	359,969	-	359,969
Office expense		115,861	56,602	172,463	20,567	193,030
Depreciation and amortization		104,041	54,767	158,808	21,853	180,661
Other		29,234	14,150	43,384	5,077	48,461
Total Expenses		$6,315,686	$3,013,936	$9,329,622	$1,059,719	$10,389,341

See notes to financial statements.

PAVE Academy Charter School

Statement of Functional Expenses

Year ended June 30, 2025

		Program Services				
	No. of Positions	Regular Education	Special Education	Total	Management and General	Total
Personnel Services Costs						
Administrative staff personnel	17	$ 859,291	$ 514,327	$1,373,618	$ 678,490	$2,052,108
Instructional personnel	55	3,163,866	1,522,203	4,686,069	-	4,686,069
Total Personnel Services Costs	72	4,023,157	2,036,530	6,059,687	678,490	6,738,177
Fringe benefits and payroll taxes		837,300	423,843	1,261,143	141,207	1,402,350
Retirement		36,577	18,515	55,092	6,168	61,260
Legal service		11,111	5,624	16,735	1,875	18,610
Accounting / audit services		66,931	33,881	100,812	11,288	112,100
Other purchased / professional / consulting services		356,782	140,980	497,762	32,042	529,804
Repairs and maintenance		403,650	108,435	512,085	-	512,085
Insurance		125,526	63,542	189,068	21,168	210,236
Utilities		175,143	47,049	222,192	-	222,192
Supplies / materials		204,489	54,931	259,420	-	259,420
Equipment / furnishings		2,589	1,311	3,900	437	4,337
Staff development		25,614	6,881	32,495	-	32,495
Marketing / recruitment		104,044	52,667	156,711	17,548	174,259
Technology		98,550	28,546	127,096	1,471	128,567
Food service		257,994	130,597	388,591	43,509	432,100
Student services		225,322	60,529	285,851	-	285,851
Office expense		120,220	57,913	178,133	18,185	196,318
Depreciation and amortization		98,955	50,091	149,046	16,689	165,735
Other		39,020	19,124	58,144	6,134	64,278
Total Expenses		$7,212,974	$3,340,989	$10,553,963	$ 996,211	$11,550,174

See notes to financial statements.

PAVE Academy Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2026	**2025**
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ (2,031)	$ (738,962)
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	180,661	165,735
Changes in operating assets and liabilities		
Grants and contracts receivable	85,430	356,691
Due from related party	(11,000)	(11,000)
Prepaid expenses and other current assets	59,921	(6,095)
Security deposits	-	(32,268)
Accounts payable and accrued expenses	(76,091)	37,555
Accrued payroll and payroll taxes	(84,087)	4,509
Net Cash from Operating Activities	152,803	(223,835)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(130,015)	(240,129)
Purchases of investments	(206,217)	(292,496)
Net Cash from Investing Activities	(336,232)	(532,625)
Net Change in Cash and Restricted Cash	(183,429)	(756,460)
CASH AND RESTRICTED CASH		
Beginning of year	2,259,649	3,016,109
End of year	$ 2,076,220	$ 2,259,649

See notes to financial statements.

1. Organization and Tax Status

PAVE Academy Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on January 15, 2008 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on January 15, 2008 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The Board of Regents approved and issued several renewals to the School's charter expiring on June 30, 2028. During March of 2017, the School applied to change its authorizer and transfer its charter from the New York City Department of Education to the State University of New York ("SUNY"). On October 11, 2017, SUNY approved the transfer of the School's charter effective beginning with the 2017-2018 school year. The School provides students a rigorous, college-preparatory education that lays the foundation for a productive and choice-filled life. The School's evidence-based, multi-pronged approach recognizes that young people - particularly young people of color from high-poverty communities - can only achieve academic success when they feel safe, supported, connected, and emotionally healthy. To that end, the School equally fosters the academic, social, and emotional development of skills students need to become critical thinkers, problem solvers, overcomers, and future leaders in their communities. Classes commenced in Red Hook, Brooklyn, New York, in August 2008 and the School provided education to approximately 370 students in kindergarten through eighth grade in the 2025-2026 academic year.

The New York City Department of Education provides free transportation directly to some of the School's students. Such costs are not included in these financial statements.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Net Asset Presentation

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

Net Assets Without Donor Restrictions: consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees. Board designated net assets were established by the Board of Trustees to provide a cash reserve for unforeseen operating and capital expenses.

Net Assets With Donor Restrictions: represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported on the statements of activities as net assets released from restrictions.

2. Summary of Significant Accounting Policies (Continued)

Fair Value Measurements

The School follows U.S. GAAP guidance on fair value measurements which defines fair value and establishes a fair value hierarchy organized into three levels based upon the input assumptions used in pricing assets. Level 1 inputs have the highest reliability and are related to assets with unadjusted quoted prices in active markets. Level 2 inputs relate to assets with other than quoted prices in active markets which may include quoted prices for similar assets or liabilities or other inputs which can be corroborated by observable market data. Level 3 inputs are unobservable inputs and are used to the extent that observable inputs do not exist.

Investment Valuation

Investments are stated at fair value.

Investment Income Recognition

Purchases and sales of securities are recorded on a trade-date basis. Interest income is recorded on the accrual basis and dividends are recorded on the ex-dividend date. Realized and unrealized gains and losses are included in the determination of change in net assets.

Restricted Cash

Under the provisions of its Charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position that sum to the totals of the same such amounts presented on the statements of cash flows at June 30:

	2026	2025
Cash	$ 1,999,722	$ 2,183,151
Restricted cash	76,498	76,498
	$ 2,076,220	$ 2,259,649

2. Summary of Significant Accounting Policies (Continued)

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of $5,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case it is expensed as incurred.

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Computers and equipment	3 and 5 years
Furniture and fixtures	7 years
Software	3 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2026 and 2025.

Revenue and Support

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency. Contribution revenue is recognized when a donor makes a gift to the School or a promise to make a gift to the School which is, in substance, unconditional.

2. Summary of Significant Accounting Policies (Continued)

Revenue and Support (Continued)

Grants and other contributions of cash are reported as net assets with donor restrictions if they are received with donor stipulations. Contributions and grants that are made to support the School's current year activities are recorded as net assets without donor restrictions. Contributions of assets other than cash and promise to give are recorded at their estimated fair value at the date of donation. In-kind donations are recorded at the estimated fair value at the date the services and goods are received. Rental income is recognized when earned in accordance with the agreement.

Functional Expense Allocation

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses such as personnel service costs, other purchased, professional, consulting services, repairs and maintenance and food service have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

Marketing and Recruitment

Marketing and recruitment costs are expensed as incurred for staff and student recruitment. Marketing and recruitment expense for the years ended June 30, 2026 and 2025 was $116,147 and $ 174,259.

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2023.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 28, 2026.

3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, city entitlements and grants. The School expects to collect these receivables within one year. Management has assessed the need for an allowance and has determined that such an allowance is not necessary.

4. Conditional Promise to Give

The School was awarded a conditional grant totaling $450,000, in maximum funding which contain donor conditions related to milestones and time periods. Since this grant represents a conditional promise to give, it is not recorded as grant revenue until donor conditions are met. Through June 30 2026 and 2025, revenue recognized under this grant totaled $150,000 and $0. At June 30, 2026 the remaining balance of this conditional promise to give was $300,000.

5. Fair Value of Investments

The School's investments consist of the following at June 30,

	2026		
	Level 1	**Level 2**	**Total**
Certificates of deposit	$ -	$ 3,925,910	$ 3,925,910
U.S. treasury bonds	463,772	678,354	1,142,126
Corporate bonds	-	1,163,678	1,163,678
	$ 463,772	$ 5,767,942	$ 6,231,714

5. Fair Value of Investments (Continued)

	2025		
	Level 1	**Level 2**	**Total**
Certificates of deposit	$ -	$ 3,790,795	$ 3,790,795
U.S. treasury bonds	405,765	702,253	1,108,018
Corporate bonds	-	1,126,684	1,126,684
	$ 405,765	$ 5,619,732	$ 6,025,497

Interest from investments was $206,794 and $ 293,024 for the years ended June 30, 2026 and 2025, and included in interest and other income in the statements of activities.

6. Property and Equipment

Property and equipment, net consists of the following as of June 30,

	2026	**2025**
Computer and equipment	$ 1,363,562	$ 1,293,909
Furniture and fixtures	226,767	222,107
Software	187,206	187,206
Leasehold improvements	342,145	286,443
	2,119,680	1,989,665
Less accumulated depreciation and amortization	(1,837,285)	(1,656,624)
	$ 282,395	$ 333,041

7. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statements of financial position date, are comprised of the following at June 30,

	2026	2025
Cash	$ 1,999,722	$ 2,183,151
Grants and contracts receivable	262,479	347,909
Due from related party	55,000	44,000
Investments	6,231,714	6,025,497
Total financial assets available	8,548,915	8,600,557
Less: amounts unavailable for general expenditures:		
Net assets with donor restrictions	(290,000)	(152,320)
Board designated net assets	(209,039)	(209,039)
	$ 8,049,876	$ 8,239,198

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is invested in highly liquid securities. In the event of an unanticipated liquidity need, the School could draw upon investments to cover any temporary shortfall in funding. At June 30, 2026 and 2025, the Board of Trustees has designated $209,039 of net assets without donor restrictions that could be drawn upon through board resolution and can be made available for facility improvements or repairs. The School will continue to rely on funding received from the New York Department of Education to cover its future operating costs (see note 11).

8. Related Party Transactions (not disclosed elsewhere)

The School is related to PAVE Schools, Inc. ("PAVE Schools"), a New York State not-for-profit corporation through common management. PAVE Schools supports the School through financial, fundraising and facility development efforts. There were no significant transactions with PAVE Schools during the years ended June 30, 2026 and 2025. Balance due from PAVE Schools at June 30, 2026 and 2025 was $55,000 and $44,000. The amounts bear no interest and there are no specific repayment terms.

8. Related Party Transactions (not disclosed elsewhere) (Continued)

On March 13, 2014, the School entered into a sub-sublease agreement with PACS 732 Henry LLC (“PACS 732”) (a single member LLC under PAVE Schools, a related party) to occupy a new facility located at 732 Henry Street in Brooklyn, New York. The School pays for all facility expenses, upkeep, and insurance. The sub-sublease agreement will terminate on March 13, 2034. PACS 732’s sublease with Civic Builders, a non-profit charter school developer, expires on March 13, 2113 and it is envisioned that the School will continue to periodically renew its sub-sublease agreement with PACS 732. Rent is payable at $1 per year, pursuant to the Ultimate Prime Lease that PACS 732 has with Civic Builders and the New York City School Construction Authority. On May 21, 2014, the School paid $20 to PACS 732 as prepayment of its 20 year lease. Title to the facility was transferred to the New York City School Construction Authority upon completion of construction. The School did not record a Right of use Asset due to the immaterial fixed rent amount and as the additional rent is considered variable lease expense.

9. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k) for the benefit of its eligible employees. Under the plan, the School provided matching contributions of 2% to the plan. The amount charged to operations for fees and matching contributions to this plan amounted to $45,050 and $61,260 for the years ended June 30, 2026 and 2025.

10. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation (“FDIC”) limit of $250,000. Investments are maintained at a broker which protects the balance up to $500,000 with Securities Investor Protection Corporation ("SIPC"). The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2026 and 2025, approximately $5,752,000 and $ 5,800,000 of cash was maintained with institutions in excess of FDIC limits, and approximately $1,806,000 and $1,735,000 of investments were maintained with an institution in excess of SIPC limits.

11. Concentration of Revenue and Support

The School receives a substantial portion of its support and revenue from the New York City Department of Education. For the years ended June 30, 2026 and 2025, the School received approximately 85% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

12. Net Assets With Donor Restrictions

At June 30, 2026 and 2025, net assets with donor restrictions in the amount of $290,000 and $ 152,320 were restricted for a summer school program. For the years ended June 30, 2026 and 2025, net assets with donor restrictions in the amount of $217,600 and $197,000 were released from donor restriction for summer program costs.

13. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Independent Auditors' Report

Board of Trustees
PAVE Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of PAVE Academy Charter School (the "School") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2026, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2026.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
October 28, 2026