



# Entry 1 School Information

Created: 06/16/2017 • Last updated: 07/31/2017

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 authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2017**) or you may not be assigned the correct tasks.

**a. SCHOOL NAME AND BEDS#** PAVE ACADEMY CS (NYC CHANCELLOR)

(Select name from the drop down menu)

**b. CHARTER AUTHORIZER** NYCDOE-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

**c. DISTRICT / CSD OF LOCATION** NYC CSD 15

## d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	732 Henry Street, Brooklyn, NY 11231	[REDACTED]	[REDACTED]	[REDACTED]

## d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Meera Parikh
Title	Director of Network Operations and Analytics
Emergency Phone Number (###-###-####)	[REDACTED]

**e. SCHOOL WEB ADDRESS (URL)** [www.paveschools.org](http://www.paveschools.org)

**f. DATE OF INITIAL CHARTER** 06/2008

**g. DATE FIRST OPENED FOR INSTRUCTION** 09/2008

# **h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

## MISSION STATEMENT

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

# **h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

KEY DESIGN ELEMENTS (Brief description of Key design elements are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Elementary School: ELA - Literacy and a love of language are at the core of student achievement and lifelong learning. At PAVE, we cultivate literacy by implementing a program that not only teaches students to read and write but also challenges them to think critically about the topics and questions explored in great texts. Through explicit instruction in language development, reading fluency and vocabulary, scholars at PAVE build a strong foundation as confident readers capable of in-depth literary analyses. Inter-curricular units of study enable scholars to master the skills necessary to comprehend complex texts and encourage critical thought as well as acquire important knowledge. PAVE intentionally develops thoughtful readers who have a strong balance of content knowledge and reading skills.
Variable 2	Elementary School: Math - Problem solving and investigation provide the foundation for mathematics at PAVE. PAVE develops scholars who employ numerical reasoning to do the 'heavy lifting' when problem solving. We expect our scholars to develop systematic strategies from a knowledge base of deep number sense, practical application, and fluency regarding operations as well as math content. All PAVE teachers utilize and receive training in an approach called Cognitively Guided Instruction. Our school-wide balanced math curriculum includes Investigations, a daily math meeting, and story problems. PAVE expects children to do more than simple learn math. We expect them to deeply understand the subject.
Variable 3	Elementary School: Data and Assessment - PAVE staff knows that continuous improvement in both teaching and learning

is the key to achievement for our scholars. Ongoing analysis of scholar performance data acts as the key driver to improve these two integral, interrelated instructional foundations. PAVE employs several practices to ensure that we keep the bar high for our scholars and move them towards achieving at high levels. PAVE believes that all results should be motivating – no matter how scholars are performing – and each performance is viewed as a new starting point from which they can improve. PAVE’s unique school-wide systems support the use of data as an engine for improving instructional practice and scholar learning. Instructional Leadership and Grade Teams hold regular data meetings to examine formative assessments and adjust teaching practices. Our Team constantly and closely examines academic progress to ensure our scholars maintain a college trajectory.

Variable 4

Elementary School: Teacher Training and Professional Development - Research shows that teachers have the single greatest influence over scholar achievement. PAVE values its teachers as professionals and provides a variety of outlets for continuous teacher training and development. Our staff participates in a two-week summer institute that focuses on foundational practices in classroom management and culture as well as curriculum and instruction. PAVE’s Instructional Leadership Team collaborates with expert consultants to lead workshops to ensure that teachers are prepared for the school year. Regular coaching and support continue throughout the year as we constantly reevaluate and improve pedagogical practices. Through classroom observations and weekly one-on-one coaching meetings, teachers work with their coach to implement feedback and hone instructional techniques. In addition to the Instructional Leadership Team, PAVE teachers often cite their colleagues as critical in their learning and growth as educators.

Variable 5

Elementary School: Inclusive Education - PAVE strongly believes that every child has unique strengths and that all of our scholars can succeed academically with the right supports in place. By balancing good instruction with a deep knowledge of how children learn, we ensure that all scholars experience rich literature, challenging mathematics, stimulating content, and meaningful social growth. To provide comprehensive support for all learners, the elementary school invests in:

- Co-teaching: Each classroom in Kindergarten – 4th grade has two full time, certified teachers. They work to differentiate learning for all scholars and ensure that scholars receive the individualized attention needed to achieve at high levels.
- Response to Intervention: We believe that academic struggles should be addressed as soon as possible. PAVE’s elementary school holds daily intervention groups led by

	<p>trained intervention teachers to ensure that scholars receive remediation and support right when they need it.</p> <ul style="list-style-type: none"> <li>• English as a Second Language (ESL): To ensure that our ELL scholars are successful, PAVE’s intervention team employs a model that balances support both in and out of the classroom. This model balances support both in and out of the classroom. By collaborating with classroom teachers and interventionists, the ESL Coordinator supports ELL scholars in becoming proficient English speakers, readers, and writers.</li> </ul>
Variable 6	<p>Middle School: ELA - We believe that, in order to become great readers, scholars must love and have a passion for reading. PAVE uses a multi-faceted approach that includes a 70-minute Literature class as well as daily writing and guided reading. To guarantee scholars’ access to grade-appropriate reading, each student receives a copy of every novel assigned in Literature to annotate in class and keep at home. This affords scholars the opportunity to reread novels, read to others, and build their home libraries. PAVE Middle School scholars read, write, and listen to complex texts. By using an integrated Social Studies curriculum, all literature is examined through a nuanced cultural and historical perspective.</p>
Variable 7	<p>Middle School: Math - Problem solving and investigation provide the foundation for mathematics learning at PAVE. PAVE develops scholars who reason mathematically and do the ‘heavy lifting’ when problem solving. We expect our scholars to develop systematic strategies using their knowledge of deep number sense, practical application, and fluency regarding operations as well as math content. All PAVE teachers utilize and receive training in an approach called Cognitively Guided Instruction, and we implement a balanced, cumulative review. PAVE expects children to do more than simply learn math. We expect them to deeply understand the subject.</p>
Variable 8	<p>Middle School: Academic Passion and Rigor - Research shows that teachers have the single greatest influence over scholar achievement. PAVE incorporates a passion for core content areas, data review protocols, and common core standards to ensure that our scholars are getting a top-notch education. Scholars in grades 5-8 attend departmentalized classes in core content areas led by teachers who are specialized in those subjects. PAVE thereby promotes scholars to be passionate about their work and allows teachers to teach rigorously. The Middle School team regularly reviews scholar achievement data and assessments to ensure that we are pushing scholars to perform at high levels. Teachers use their in-depth, nuanced knowledge to ignite a passion for all subjects. Because our teachers are the key factor in providing a high caliber education to our scholars, PAVE</p>

	provides a variety of opportunities for both on and off-site professional development.
Variable 9	Middle School: Competitive High School Preparation - e know that in order to ensure that our scholars are successful in college and beyond, PAVE must prepare our scholars for competitive high schools. In order to achieve this goal, we prepare all PAVE scholars to take the Specialized High School Exam in 7th grade and help them through the high school admissions process.
Variable 10	(No response)

**i. TOTAL ENROLLMENT ON JUNE 30, 2017** 474

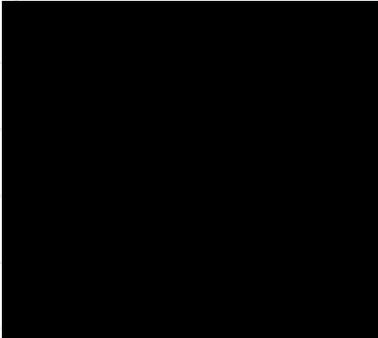
**j. GRADES SERVED IN SCHOOL YEAR 2016-17**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
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**k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?** Yes

**k2. NAME OF CMO/EMO AND ADDRESS**

NAME OF CMO/EMO	PAVE Schools, Inc.
PHYSICAL STREET ADDRESS	
CITY	
STATE	
ZIP CODE	
EMAIL ADDRESS	

**l1. FACILITIES**

Does the school maintain or operate multiple sites?

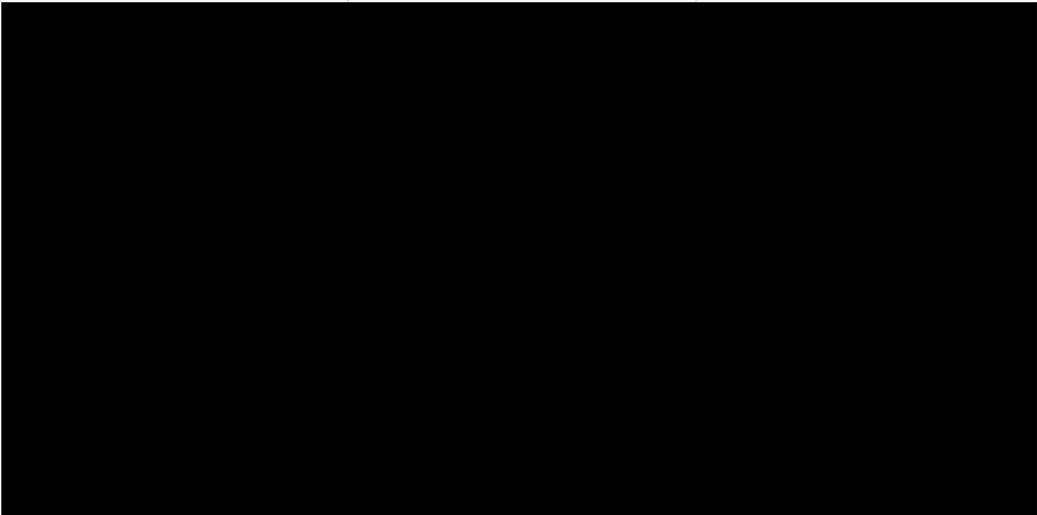
	No, just one site.
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## I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	732 Henry Street, Brooklyn, NY 11231		CSD 15	K-8	Yes	Own
Site 2						
Site 3						

### I2a. Please provide the contact information for Site 1.

	Name	ork Phone	Alternate Phone	Email Address
School Leader	Hannah Prussin			
Operational Leader	Geoff Fenelus			
Compliance Contact	Cooper estendarp			
Complaint Contact	Spencer Robertson			

**m1. Is the school or are the school sites co-located?** No

**n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions).** No

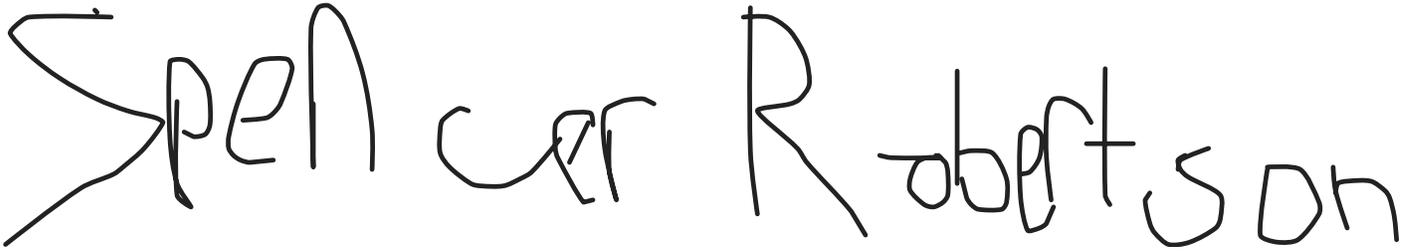
**o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.**

Meera Parikh, Director of Network Operations and Analytics

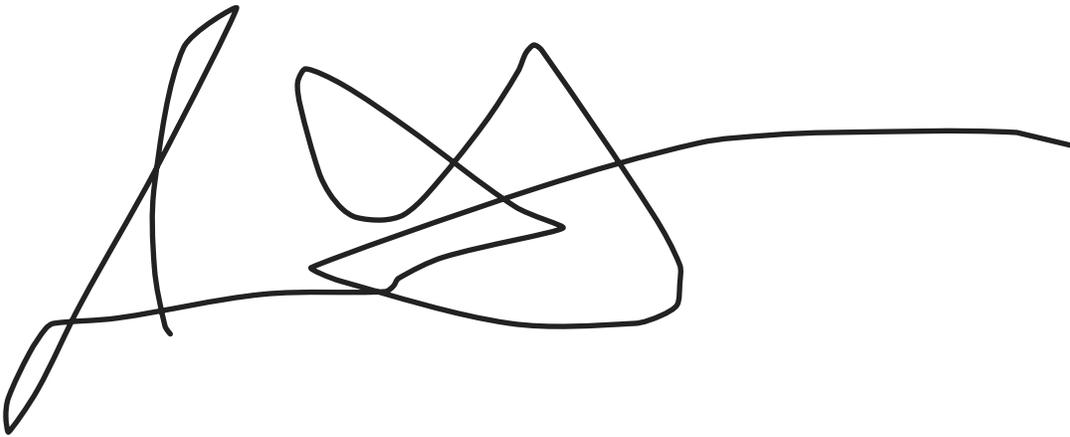
**p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in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

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink that reads "Spencer Robertson". The letters are cursive and connected, with a long horizontal line extending from the end of the word "Robertson".

**Signature, President of the Board of Trustees**

A highly stylized and abstract handwritten signature in black ink. It consists of several overlapping loops and a long horizontal line extending to the right.

**Date**

2017/07/31

**Thank you.**



# Entry 2 NYS School Report Card Link

Created: 07/06/2017 • Last updated: 07/21/2017

## 1. NEW YORK STATE REPORT CARD

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

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<https://data.nysed.gov/reportcard.php?instid=800000061098&year=2016&createreport=1&allchecked=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&38ELA=1&38MATH=1&48SCI=1&naep=1&elemELA=1&elemMATH=1&elemSci=1&unweighted=1>



# Entry 3 Progress Toward Goals

Created: 06/26/2017 • Last updated: 07/21/2017

## PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2017. If the goals are based on student performance data that the school will not have access to before August 1, 2017 (e.g., the NYS Assessment results), please state this in the last column. The information can be updated when available. Please complete and submit no later than November 1, 2017.

## 1. ACADEMIC STUDENT PERFORMANCE GOALS

### 2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	ELA - 75% of NYS Tested students in at least their second year (cohort) will be proficient with a score of a 3 or 4.	NYS ELA exam scores  As NYS exam scores have not yet been released, progress toward this goal cannot yet be measured. We will update this information in the October submission.		
Academic Goal 2	ELA- The percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of all students in the same tested grades in similar schools.	NYS ELA exam scores  As NYS exam scores have not yet been released, progress toward this goal cannot yet be measured. We will update this information in the October submission.		
	ELA - Each grade level cohort will reduce by one-half	NYS ELA exam scores  As NYS exam scores have not yet been		

Academic Goal 3	the gap between the percent at or above Level 3 on the previous year's exam and 75 percent at or above Level 3 on the State ELA exam.	released, progress toward this goal cannot yet be measured. We will update this information in the October submission.		
Academic Goal 4	Math - 75% of NYS Tested students in at least their second year (cohort) will be proficient with a score of a 3 or 4.	NYS Math exam scores  As NYS exam scores have not yet been released, progress toward this goal cannot yet be measured. We will update this information in the October submission.		
Academic Goal 5	Math - The percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of all students in the same tested grades in similar schools.	NYS Math exam scores  As NYS exam scores have not yet been released, progress toward this goal cannot yet be measured. We will update this information in the October submission.		
Academic Goal 6	Math - Each grade level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's exam and 75 percent at or above Level 3 on the State Math exam.	NYS Math exam scores  As NYS exam scores have not yet been released, progress toward this goal cannot yet be measured. We will update this information in the October submission.		
Academ	Science - 75% of NYS Tested students in at least their second	NYS Science exam scores  As NYS exam scores have not yet been released, progress		

ic Goal 7	year (cohort) will be proficient with a score of a 3.	toward this goal cannot yet be measured. We will update this information in the October submission.		
Academic Goal 8	Science - The percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in similar schools.	NYS Science exam scores  As NYS exam scores have not yet been released, progress toward this goal cannot yet be measured. We will update this information in the October submission.		

**2. Do have more academic goals to add?** Yes

**2016-17 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Beginning in the 1st Grade, students will maintain writing portfolios (3 meaningful examples per year). Through the use of commonly applied writing rubrics that are standards-driven and externally vetted, these portfolios will demonstrate strong student writing growth each academic year. To quantifiably demonstrate that students have shown 'strong writing	Internally created rubrics  PAVE continues to maintain writing portfolios for each of their students beginning in 1st Grade. The writing rubrics used are aligned to Common Core standards, and PAVE continues to refine and improve the alignment of rubrics across the organization to better reflect the maturity of PAVE's curriculum. Teachers understand	Met	

	growth', a standards-driven rubric will be developed prior to PAVE's opening. Teachers will understand the rubric, and writing samples that are in a student's portfolio will demonstrate specific areas of growth in a student's writing ability.	the rubric and play an active role in the improvement process of PAVE's writing rubrics. Student writing samples are passed on as part of the students' overall portfolio when they matriculate to the next grade.		
Academic Goal 10				
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				

**3. Do have more academic goals to add?** No

**4. ORGANIZATIONAL GOALS**

**2016-17 Progress Toward Attainment of Organizational Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
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<p>Org Goal 1</p>	<p>Each year, PAVE will have a daily attendance rate that exceeds 95%.</p>	<p>ATS Attendance Data</p>	<p>Not Met</p>	<p>PAVE Academy's daily attendance rate was 93.5%. Although the goal was not met for 2016-17, the school leadership feels that the improvement strategies put in place in 2016-17 had a positive effect and will therefore continue and enhance these efforts in the coming year.</p> <p>The Operations Team will send daily communication to the academic leadership and student support team (comprised of social workers and dean's office staff) with the roster of absent students and attendance rates broken down by grade level.</p> <p>The social workers will track aggregate attendance statistics and work with families individually to find and implement improvement plans when needed. The social workers will also be stationed at the front doors to greet families during morning arrival. They will talk to parents as</p>
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				<p>they drop off their scholars and address any concerns then.</p> <p>The Dean's Office staff will create additional attendance incentive programs that include event auctions and prizes.</p> <p>The School will partner with social services providers to coordinate related services through community service centers, as needed.</p>
Org Goal 2	Each year, 95% of students enrolled at the conclusion of the previous school year will return the following September.	<p>Enrollment records for June 2016 and September 2016</p> <p>Progress toward this goal cannot yet be measured. We will update this information in the October submission.</p>		
Org Goal 3	Each year, student enrollment will be within 15% of full enrollment as defined by PAVE's contract. This will be maintained on an ongoing basis and monitored bimonthly.	Enrollment records	Met	
Org Goal 4	Each year, 2/3 of PAVE Parents will respond to the DOE Parent Survey. Parents	<p>NYC Learning Environment Parent Surveys</p> <p>Progress toward this goal cannot</p>		

	will communicate at least 80% satisfaction in the survey	yet be measured. We will update this information in the October submission.		
Org Goal 5	Each year PAVE will comply with all applicable laws, rules, regulations and contract terms, including but not limited to the New York Charter Schools Act, the Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Act, and federal Family Educational Rights and Privacy Act.	Board approved policies and meetings	Met	

**5. Do you have more organizational goals to add?** No

**6. FINANCIAL GOALS**

## 2016-17 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Budgets for each school year will exhibit effective allocation of financial resources to ensure adherence to the school mission as measured by yearly balanced budgets submitted to NYC Public Schools. The budget will be reviewed month to month by the Finance Committee of the Board of Trustees.	Monthly financials reviewed by the Finance Committee of the Board of Trustees	Met	
Financial Goal 2	An annual audit will be conducted by an external entity and will demonstrate no major findings and that PAVE meets or exceeds Generally Accepted Accounting Practices.	Independent Audit conducted by: Fruchter, Rosen & Company, P.C. Certified Public Accountants; New York, NY  Results Pending. The official audit report will be submitted by Nov. 1, 2017.		
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



# Entry 4 Expenditures per Child

Created: 07/03/2017 • Last updated: 07/25/2017

## Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

### 1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

**Note:** The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	9156928
Line 2: Year End FTE student enrollment	483
Line 3: Divide Line 1 by Line 2	18943

## 2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2016-17 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

**Notes:**  
***The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:***  
**<http://www.p12.nysed.gov/psc/AuditGuide.html>.**  
**Employee benefit costs or expenditures should not be reported in the above calculations.**

Line 1: Relevant Personnel Services Cost (Row)	460288
Line 2: Management and General Cost (Column)	277120
Line 3: Sum of Line 1 and Line 2	737408
Line 5: Divide Line 3 by the Year End FTE student enrollment	1525

***Thank you.***



# Entry 5d Financial Services Contact Information

Last updated: 07/21/2017

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

## 1. School Based Fiscal Contact Information

School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
Cooper Westendarp	[REDACTED]	[REDACTED]

## 2. Audit Firm Contact Information

School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
Gus Saliba, PKF O'Connor Davies	[REDACTED]	[REDACTED]	1

## 3. If applicable, please provide contact information for the school's outsourced financial services firm.

Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm

# New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the -  
Board of Regents -

## 2017-18 Budget & Cash Flow Template

### General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in <b>BLUE</b>
2	Enter information into the <b>GRAY</b> cells
3	Cells containing <b>RED</b> triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at <a href="https://stateaid.nysed.gov/charter/">https://stateaid.nysed.gov/charter/</a> . Rows may be inserted in the worksheet to accommodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**PAVE ACADEMY CHARTER SCHOOL -  
PROJECTED BUDGET FOR 2017-2018 -**

**July 1, 2017 to June 30, 2018 -**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	7,813,506	996,223	26,010	-	-	8,835,739
Total Expenses	7,395,585	1,003,122	-	38,313	383,134	8,820,154
Net Income	417,922	(6,899)	26,010	(38,313)	(383,134)	15,585
Actual Student Enrollment	441	49				
Total Paid Student Enrollment	-	-				

**PROGRAM SERVICES**

**SUPPORT SERVICES**

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$14,827.00

Special Education < 20%

Special Education 20%- 59%

Special Education >60%

School District 5 (Enter Name)

\$10,810.00

\$19,819.00

7,265,230	-	-	-	-	7,265,230
-	-	-	-	-	-
-	105,936	-	-	-	105,936
-	776,888	-	-	-	776,888
-	-	-	-	-	-
7,265,230	882,824				8,148,054

Special Education Revenue

Grants

Stimulus

Other

Other State Revenue

-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
26,114	2,902	-	-	-	29,016

**TOTAL REVENUE FROM STATE SOURCES**

7,291,344	885,726				8,177,070
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**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other Federal Revenue

-	52,479	-	-	-	52,479
157,437	17,493	-	-	-	174,930
-	-	-	-	-	-
319,725	35,525	-	-	-	355,250

-	-	-	-	-	-
-	-	-	-	-	-

**TOTAL REVENUE FROM FEDERAL SOURCES**

477,162	105,497				582,659
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**LOCAL and OTHER REVENUE**

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

Other Local Revenue

-	-	-	-	-	-
45,000	5,000	-	-	-	50,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	26,010	-	-	26,010

**TOTAL REVENUE FROM LOCAL and OTHER SOURCES**

45,000	5,000	26,010			76,010
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**TOTAL REVENUE**

7,813,506	996,223	26,010			8,835,739
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**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

No. of Positions

Executive Management

Instructional Management

Deans, Directors & Coordinators

-

2.00

7.00

-	-	-	-	-	-
229,320	42,806	-	3,058	30,576	305,760
568,474	106,115	-	7,580	75,797	757,965

**PAVE ACADEMY CHARTER SCHOOL  
PROJECTED BUDGET FOR 2017-2018**

**July 1, 2017 to June 30, 2018**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	7,813,506	996,223	26,010	-	-	8,835,739
Total Expenses	7,395,585	1,003,122	-	38,313	383,134	8,820,154
Net Income	417,922	(6,899)	26,010	(38,313)	(383,134)	15,585
Actual Student Enrollment	441	49				-
Total Paid Student Enrollment	-	-				-

**PROGRAM SERVICES**

**SUPPORT SERVICES**

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	2.00	179,400	33,488	-	2,392	239,200
Administrative Staff	2.00	110,528	20,632	-	14,737	147,370
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>13</b>	<b>1,087,721</b>	<b>203,041</b>	<b>14,503</b>	<b>145,030</b>	<b>1,450,295</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	32.00	1,996,570	221,841	-	-	2,218,411
Teachers - SPED	4.00	321,471	-	-	-	321,471
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	6.00	350,966	38,996	-	-	389,962
Aides	-	-	-	-	-	-
Therapists & Counselors	2.00	153,084	17,009	-	-	170,093
Other	1.00	174,092	19,344	-	-	193,435
<b>TOTAL INSTRUCTIONAL</b>	<b>45</b>	<b>2,996,182</b>	<b>297,190</b>			<b>3,293,372</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>						
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>58</b>	<b>4,083,903</b>	<b>500,231</b>	<b>14,503</b>	<b>145,030</b>	<b>4,743,667</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		287,213	53,613	-	3,830	382,951
Fringe / Employee Benefits		472,694	88,236	-	6,303	630,258
Retirement / Pension		45,065	8,412	-	6,009	60,086
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>804,971</b>	<b>150,261</b>	<b>10,733</b>	<b>107,330</b>	<b>1,073,295</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>		<b>4,888,874</b>	<b>650,493</b>	<b>25,236</b>	<b>252,359</b>	<b>5,816,962</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		46,500	8,680	-	620	62,000
Legal		16,529	3,085	-	220	22,038
Management Company Fee		733,325	81,481	-	-	814,805
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		39,174	7,312	-	522	52,232
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		34,500	6,100	-	400	45,000
<b>TOTAL CONTRACTED SERVICES</b>		<b>870,027</b>	<b>106,658</b>	<b>1,763</b>	<b>17,627</b>	<b>996,075</b>

**SCHOOL OPERATIONS**

**PAVE ACADEMY CHARTER SCHOOL  
PROJECTED BUDGET FOR 2017-2018**

**July 1, 2017 to June 30, 2018**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	7,813,506	996,223	26,010	-	-	8,835,739
Total Expenses	7,395,585	1,003,122	-	38,313	383,134	8,820,154
Net Income	417,922	(6,899)	26,010	(38,313)	(383,134)	15,585
Actual Student Enrollment	441	49				
Total Paid Student Enrollment	-	-				

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	102,007	11,334	-	-	-	113,341
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	11,283	1,254	-	-	-	12,537
Supplies & Materials other	26,114	2,902	-	-	-	29,016
Equipment / Furniture	24,301	4,536	-	324	3,240	32,401
Telephone	10,995	2,052	-	147	1,466	14,660
Technology	33,690	6,289	-	449	4,492	44,920
Student Testing & Assessment	50,774	5,642	-	-	-	56,416
Field Trips	56,095	6,233	-	-	-	62,328
Transportation (student)	18,900	2,100	-	-	-	21,000
Student Services - other	55,800	6,200	-	-	-	62,000
Office Expense	91,180	17,020	-	1,216	12,157	121,573
Staff Development	91,514	10,487	-	56	562	102,618
Staff Recruitment	12,824	2,394	-	171	1,710	17,098
Student Recruitment / Marketing	1,800	200	-	-	-	2,000
School Meals / Lunch	342,000	38,000	-	-	-	380,000
Travel (Staff)	6,678	1,247	-	89	890	8,904
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>935,955</b>	<b>117,888</b>		<b>2,452</b>	<b>24,517</b>	<b>1,080,812</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	105,077	19,614	-	1,401	14,010	140,102
Janitorial	161,250	30,100	-	2,150	21,500	215,000
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	63,000	11,760	-	840	8,400	84,000
Equipment / Furniture	36,000	4,000	-	-	-	40,000
Security	161,250	30,100	-	2,150	21,500	215,000
Utilities	64,777	12,092	-	864	8,637	86,369
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>591,353</b>	<b>107,666</b>		<b>7,405</b>	<b>74,047</b>	<b>780,471</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>43,108</b>	<b>8,047</b>		<b>575</b>	<b>5,748</b>	<b>57,477</b>
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>66,268</b>	<b>12,370</b>		<b>884</b>	<b>8,836</b>	<b>88,357</b>
<b>TOTAL EXPENSES</b>	<b>7,395,585</b>	<b>1,003,122</b>		<b>38,313</b>	<b>383,134</b>	<b>8,820,154</b>
<b>NET INCOME</b>	<b>417,922</b>	<b>(6,899)</b>	<b>26,010</b>	<b>(38,313)</b>	<b>(383,134)</b>	<b>15,585</b>

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	441	49	490
Special Education < 20%			-
Special Education 20%- 59%			-
Special Education >60%			-
School District 5 (Enter Name)			-

**PAVE ACADEMY CHARTER SCHOOL**

**PROJECTED BUDGET FOR 2017-2018**

**July 1, 2017 to June 30, 2018**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	7,813,506	996,223	26,010	-	-	8,835,739
Total Expenses	7,395,585	1,003,122	-	38,313	383,134	8,820,154
Net Income	417,922	(6,899)	26,010	(38,313)	(383,134)	15,585
Actual Student Enrollment	441	49				-
Total Paid Student Enrollment	-	-				-

**PROGRAM SERVICES**

**SUPPORT SERVICES**

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
<b>TOTAL ENROLLMENT</b>	441	49	490			
<b>REVENUE PER PUPIL</b>	17,718	20,331	53			
<b>EXPENSES PER PUPIL</b>	16,770	20,472	-			









**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Trustee Name:

Michael Healy

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

PAVE Academy Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Board member

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

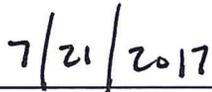
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<u>None</u>	<u>None</u>	<u>None</u>	<u>None</u>

*Please write "None" if applicable. Do not leave this space blank.*

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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
<i>Please write "None" if applicable. Do not leave this space blank.</i> None	None	None	None	None

Signature Date

*Please note that 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. Personal contact information provided below will be redacted.*

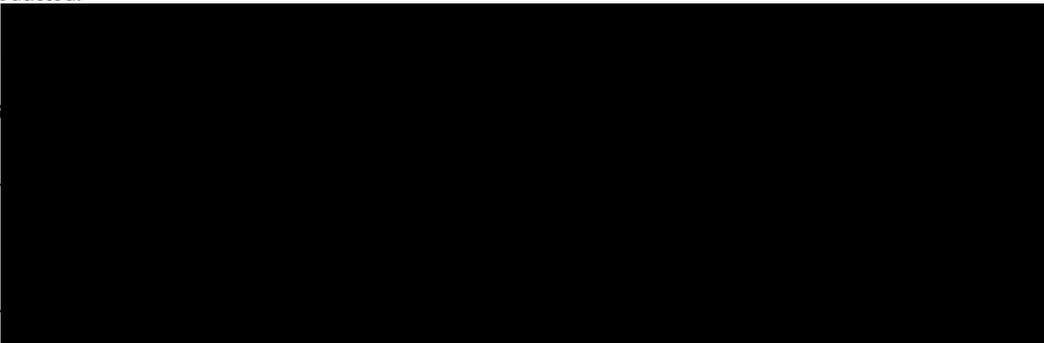
Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

Annie Hopkins

---

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

PAVE Academy

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1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Treasurer

2. Is the trustee an employee of any school operated by the Education Corporation?  
 **Yes**  **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

**Yes**  **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

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7/18/2017

Signature

Date

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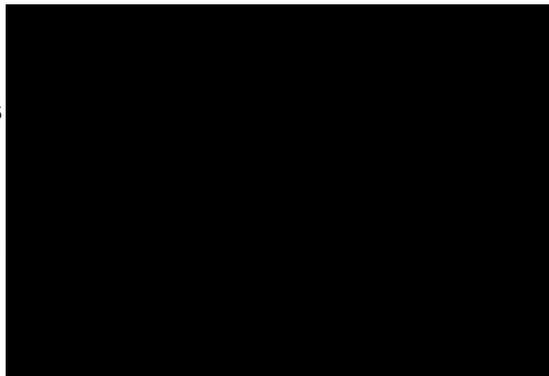
**Business Teleph**

**Business Address**

**E-mail Address:**

**Home Telephone**

**Home Address:**




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**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

Allie Sweeney

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**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

PAVE ACADEMY CHARTER SCHOOL

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1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

N/A, TRUSTEE ONLY

2. Is the trustee an employee of any school operated by the Education Corporation?  
 Yes  No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes  No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p><del>Please write "None" if applicable. Do not leave this space blank.</del></p> <p style="font-size: 2em; font-weight: bold; color: blue;">NONE</p>			

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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
<i>Please write "None" if applicable. Do not leave this space blank.</i> <div style="display: flex; justify-content: space-around; align-items: center;"> <span style="border-bottom: 1px solid blue; width: 20%;"></span> <span style="font-size: 2em; color: blue; font-weight: bold;">NONE</span> <span style="border-bottom: 1px solid blue; width: 20%;"></span> </div>				

Ann Sweeney
7/19/2017

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Signature Date

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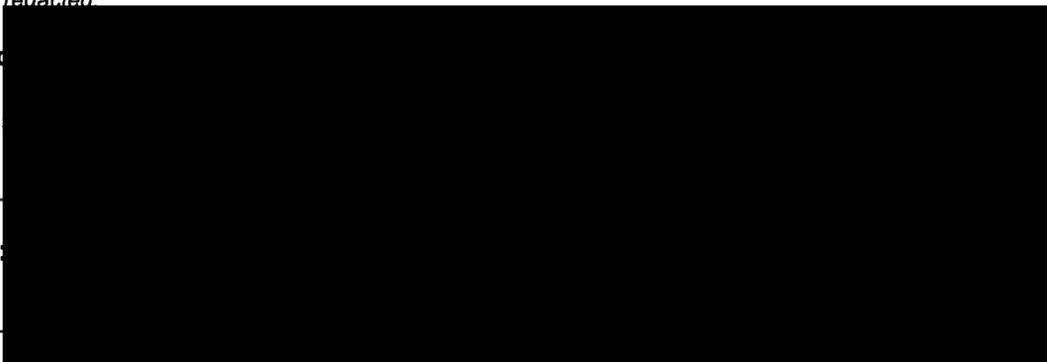
**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

Daniel Greenblatt

---

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

PAVE Red Hook

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1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
  
2. Is the trustee an employee of any school operated by the Education Corporation?  
 **Yes**  **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 **Yes**  **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p><i>NONE please write "None" if applicable. Do not leave this space blank.</i></p>			

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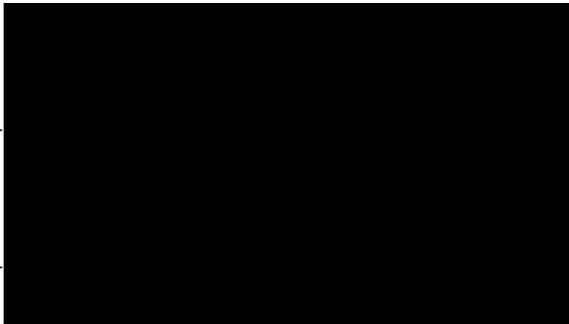
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
NONE				

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 Signature \_\_\_\_\_ Date 7/14/2017

*Please note that 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. Personal contact information provided below will be redacted.*

Business Telephone: n/a \_\_\_\_\_

Business Address:  \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_

**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

Jamie Greenthal

---

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

PAVE Academy Charter School

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1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
  
2. Is the trustee an employee of any school operated by the Education Corporation?  
 **Yes**  **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 **Yes**  **No**

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

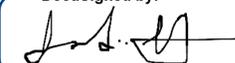
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	<i>Please write "None" if applicable. Do not leave this space blank.</i>		

--	--	--	--

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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	<i>Please write "None" if applicable. Do not leave this space blank.</i>			

DocuSigned by:  
  
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7/14/2017

Signature

Date

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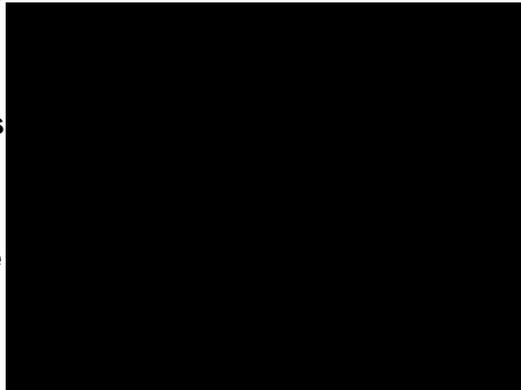
**Business Teleph**

**Business Address**

**E-mail Address:**

**Home Telephone**

**Home Address:**




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**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

**Trustee Name:**

Kim Lumpkin

---

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

PAVE School

---

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). N/A

2. Is the trustee an employee of any school operated by the Education Corporation?  
 **Yes**  **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 **Yes**  **No**

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

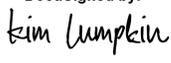
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None <i>Please write "None" if applicable. Do not leave this space blank.</i>			

--	--	--	--

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

DocuSigned by:  
  
 6B4DD41AAD4843A

7/18/2017

Signature

Date

*Please note that 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. Personal contact information provided below will be redacted.*

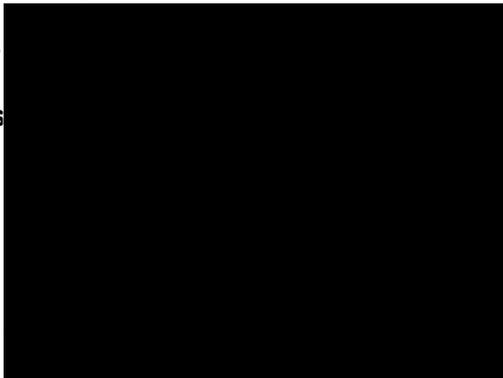
**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_



**Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee**

Melisa Melling

**Trustee Name:** Melisa Melling

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):** PAVE Academy

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
  
2. Is the trustee an employee of any school operated by the Education Corporation?  
 **Yes**  **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  
 **Yes**  **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p>NONE  <i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

DocuSigned by:  
  
7/18/2017

---

Signature Date

*Please note that 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. Personal contact information provided below will be redacted.*

**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_



# Entry 9 BOT Table

Last updated: 07/21/2017

(tab across or use scroll bar at bottom of table)

## 1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Jamie Greenthal	[REDACTED]	Chair/Board President	Executive and Governance; Academic Oversight	Yes	Education	3 terms served; Elected: June 2014	11
2	Daniel Greenblatt	[REDACTED]	Trustee/Member	Executive and Governance; Academic Oversight	Yes	Education	3 terms served; Elected: June 2014	10
3	Michael Healy	[REDACTED]	Secretary	Executive and Governance; Community	Yes	Finance	3 terms served; Elected: June	7

				Development			2014	
4	Annie Hopkins		Treasurer	Academic Oversight; Finance	Yes	HR/Recruitment	1.5 terms served ; Elected January 2016	5 or less
5	Melisa Melling		Trustee/Member	Finance	Yes	Finance	3 terms served ; Elected: June 2014	5 or less
6	Allie Sweeney		Trustee/Member	Executive and Governance; Academic Oversight	Yes	Finance	3 terms served ; Elected: June 2014	9
7	Kim Lumpkin		Trustee/Member			Business Management	1.5 terms served ; Elected January 2016	9
8								
9								
10								
11								
12								
13								
14								
15								
16								

17								
18								
19								
20								

**2. Total Number of Members on June 30, 2016** 7

**3. Total Number of Members Joining the Board 2016-17 School Year** 0

**4. Total Number of Members Departing the Board during the 2016-17 School Year** 1

**5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes** 7

**6. Number of Board Meetings Conducted in the 2016-17 School Year** 11

**7. Number of Board Meetings Scheduled for the [2017-18](#) School Year** 11

**Thank you.**



# Entry 10 - Board Meeting Minutes

Created: 07/21/2017 • Last updated: 07/26/2017

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## [Instructions for submitting minutes of the BOT monthly meetings](#)

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2016--June 2017.

**A. Provide a URL link to the Monthly Board Meeting Minutes which are posted on the School's web page.** <https://paveschools.org/schools/our-schools/pave-academy-charter-school-board-meeting-minutes/>

**OR**

**B. Upload All Monthly Board Meeting Minutes**

Combine into one .PDF file

(No response)



# Entry 11 Enrollment and Retention of Special Populations

Created: 07/22/2017 • Last updated: 07/23/2017

## Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	<p>In the 2016-2017 school year, 84% of the total student population was economically disadvantaged, based on eligibility for free and reduced price lunch. At this percentage, we surpassed our target by 19%. The following strategies were used during the recruitment period to specifically attract FRPL eligible students:</p> <ul style="list-style-type: none"> <li>• Meal program was covered at school open house, on application, and during tours</li> <li>• Support was offered to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program</li> <li>• Recruitment occurred throughout neighborhoods surrounding the school and in the local district</li> <li>• PAVE Academy applied for and was granted access to NYSED's Community Eligibility Option, through which 100% of students receive free lunch, breakfast, and snack at no cost to families</li> <li>• All mass school brochures, mailings, and the enrollment application highlighted the special programs provided to students at no cost to families.</li> </ul>	<p>As the school substantially surpassed the target for enrollment of economically disadvantaged students, we will continue these recruitment strategies in the coming year.</p>
	<p>Of PAVE's total enrollment, 8% of students were classified as English Language Learners (12% below target). The following strategies</p>	

English Language Learners	<p>were utilized to recruit ELL students:</p> <ul style="list-style-type: none"> <li>• Direct mail advertising and enrollment outreach in languages other than English</li> <li>• Other advertising in languages other than English</li> <li>• Outreach by multi-lingual staff</li> <li>• Outreach to immigrant communities</li> <li>• All school wide advertising and school materials are translated in languages other than English</li> <li>• A Google language translator application was installed on the school's website</li> <li>• School information session(s) are held in trusted cultural centers in the community to attract more families who speak a language other than English</li> </ul>	<p>In the coming year, PAVE will increase its efforts to recruit English Language Learners by specifically targeting neighborhoods with high concentrations on Non-English speaking families and hosting more information sessions in community-based organizations that serve these families. The school will also seek additional advertising opportunities in online and print publications in languages other than English.</p>
Students with Disabilities	<p>In 2016-17, the percentage of students with disabilities was 18%. meeting our enrollment target. Our efforts to recruit students with special needs included:</p> <ul style="list-style-type: none"> <li>• Direct mail advertising and enrollment outreach that highlighted programs and support provided for special needs students</li> <li>• Support and programs for students with disabilities included on the school website</li> <li>• Inclusion of special attention provided for these students in marketing materials and other advertising.</li> </ul>	<p>As the school met the target for enrollment of students with disabilities, we will continue these recruitment strategies in the coming year.</p>

## Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
Economically Disadvantaged	<p>PAVE retained 98% of its economically disadvantaged students, surpassing the target of 92.8%. We accomplished this by providing additional supports for students and families who need them, such as free uniforms, and by covering the cost of program fees, such as field trip expenses, whenever necessary. The school staff also worked collaboratively to ensure that all families were aware of the supports we provide and that we maintained an inclusive environment at all times.</p>	<p>Given the high retention rate of economically disadvantaged students, we will utilize the same strategies in the coming year.</p>
English Language Learners	<p>The school retained 98% of its English Language Learners, surpassing the target of 93.6%. The following efforts were made:</p> <ul style="list-style-type: none"> <li>• Translators are made available for families at school events, such as parent-teacher conferences, report card nights, etc.</li> <li>• A full-time ELL teacher is employed.</li> <li>• A “Bi-Lingual Family Night” is hosted each year.</li> <li>• Three of the Main Office staff are fluent in languages other than English</li> </ul>	<p>Given the high retention rate of English Language Learners, we will utilize the same strategies in the coming year in terms of translation services, special programs and the creation of an inclusive environment. We will continue to assess the academic needs of all English Language Learners throughout the year and implement program changes as needed to ensure that all needs are being met.</p>
Students with Disabilities	<p>PAVE retained 97% of Students with Disabilities, exceeding the goal of 94.2%. We achieved this by ensuring that IEP's were carefully monitored and that all mandated services were implemented in combination with supplemental supports such as afterschool interventions, test prep, etc. PAVE employs two full-time Learning Support Coordinators and three interventionists in addition to those special educators who provide mandated services to students with IEPs. Families are continually informed of each student's progress, as determined by internal assessments and teacher observation as well as more formal and state assessments.</p>	<p>Given the high retention rate of Students with Disabilities, we will utilize the same strategies in the coming year in special programs and the creation of an inclusive environment. We will continue to assess the academic needs of all Students with Disabilities throughout the year and implement program changes as needed to ensure that all needs are being met.</p>



# Entry 12 Classroom Teacher and Administrator Attrition

Last updated: 07/21/2017

Report changes in teacher and administrator staffing.

## Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

### Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	45	22	19	3	42

### Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	18	10	8	0	16

Thank you



# Entry 13 Uncertified Teachers

Last updated: 07/21/2017

**FTE Count of All Teachers 42  
(Certified and Uncertified) as of  
June 30, 2017**

**FTE Count of All Certified 21  
Teachers as of June 30, 2017**

## Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

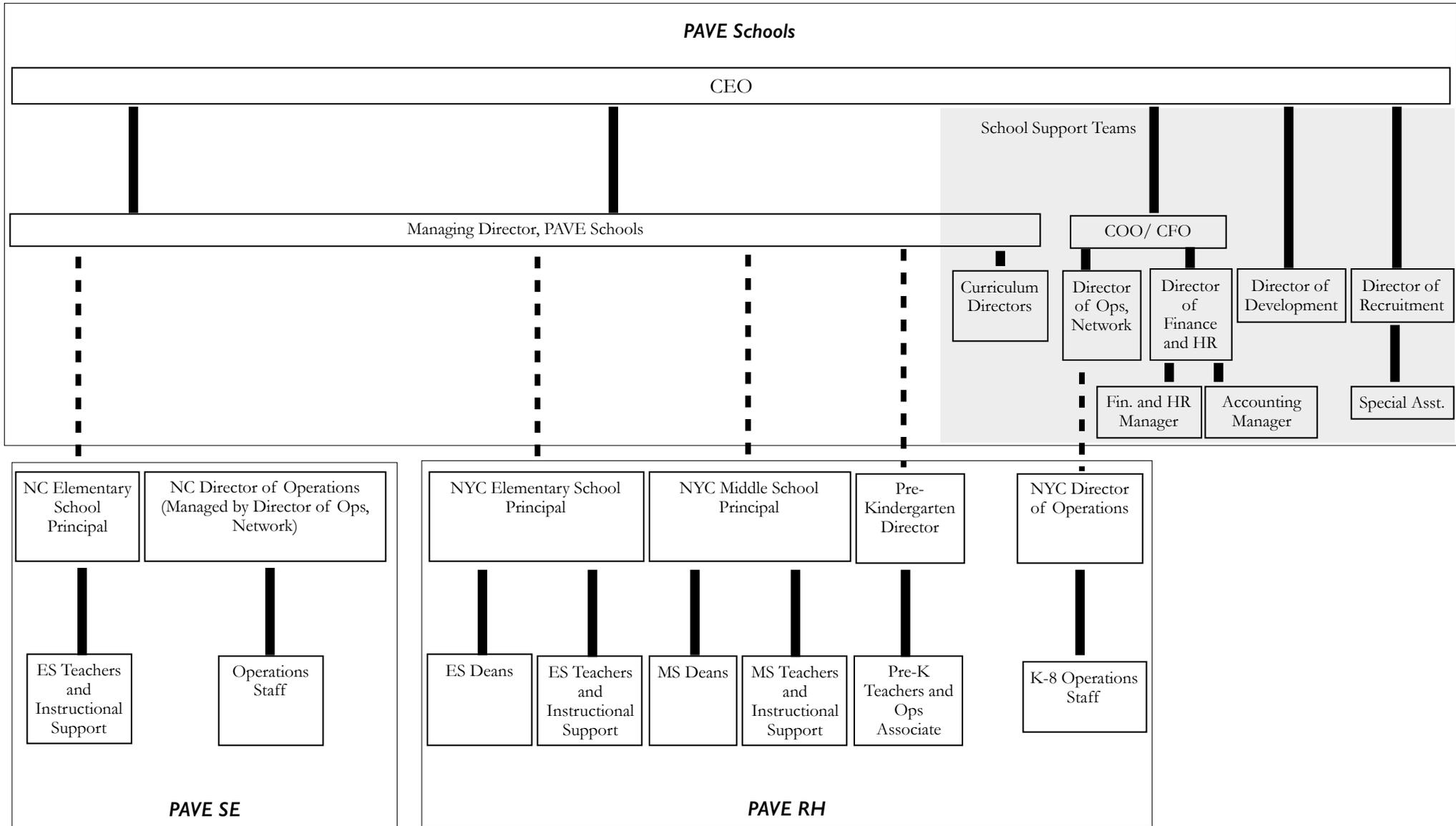
**FTE count of uncertified teachers on June 30, 2017, and each uncertified teacher should be counted only once.**

1. Total FTE count of uncertified teachers (6-30-17)	21
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	20
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	1
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	0

**Thank you.**

# PAVE Schools Staffing Org Chart

2016-2017



— Solid lines indicate formal reporting hierarchy within an organization

— Thick dashed lines indicate reporting relationship through management contract

Thin Box indicates formal corporate entity governed by an independent Board of Directors

# PAVE Red Hook | 2017-2018 CALENDAR

<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #4b618c; color: white;"> <th colspan="7">JULY 2017</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	JULY 2017							S	M	T	W	Th	F	S							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						<ul style="list-style-type: none"> <li><span style="display: inline-block; width: 10px; height: 10px; background-color: #4b618c; margin-right: 5px;"></span> First and Last Day of School</li> <li><span style="display: inline-block; width: 10px; height: 10px; background-color: #a6c9ec; margin-right: 5px;"></span> Interim Assessment Days</li> <li><span style="display: inline-block; width: 10px; height: 10px; background-color: #f1c232; margin-right: 5px;"></span> State Test Days</li> <li><span style="display: inline-block; width: 10px; height: 10px; background-color: #e67e22; margin-right: 5px;"></span> Teacher Workdays</li> <li><span style="display: inline-block; width: 10px; height: 10px; background-color: #95a5a6; margin-right: 5px;"></span> No School - Vacation</li> <li><span style="display: inline-block; width: 10px; height: 10px; background-color: #bdc3c7; margin-right: 5px;"></span> Report Card Nights</li> <li><span style="display: inline-block; width: 10px; height: 10px; background-color: #f1c232; margin-right: 5px;"></span> 8th Grade Promotion</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #4b618c; color: white;"> <th colspan="7">JANUARY 2018</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table> <p style="text-align: center;">20 Student School Days</p>	JANUARY 2018							S	M	T	W	Th	F	S		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				<p><b>1-2</b> New Year's Day Observed  <b>15</b> M.L. King Day  <b>23</b> Progress Reports Sent Home</p>
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