

Application: Middle Village Preparatory Charter School

Christian Quezada - Cquezada@middlevillageprep.org
Annual Reports

Summary

ID: 0000000130
Status: Annual Report Submission
Last submitted: Sep 21 2020 05:13 PM (EDT)

Entry 1 School Info and Cover Page

Completed Jul 30 2020

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

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

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

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL 342400861048

a1. Popular School Name

Middle Village Prep

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

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

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #24 - QUEENS

d. DATE OF INITIAL CHARTER

1/2013

e. DATE FIRST OPENED FOR INSTRUCTION

9/2013

h. SCHOOL WEB ADDRESS (URL)

www.middlevillageprep.org

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

450

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

397

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

Check all that apply

Grades Served

6, 7, 8

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

No

FACILITIES INFORMATION

m. FACILITIES

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

	No, just one site.
--	--------------------

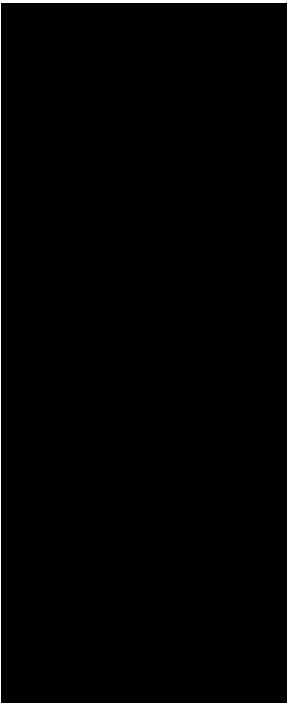
School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	6802 Metropolitan Avenue Middle Village, NY 11379	718-869-2933	NYC CSD 24	6-8	7-8

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Nancy Velez			nvelez@middlevillageprep.org
Operational Leader	Christian Quezada			cquezada@middlevillageprep.org
Compliance Contact	Christian Quezada			cquezada@middlevillageprep.org
Complaint Contact	Christian Quezada			cquezada@middlevillageprep.org
DASA Coordinator	Michele Allocca			cquezada@middlevillageprep.org
Phone Contact for After Hours Emergencies	Christian Quezada			cquezada@middlevillageprep.org

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

Private Space

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

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

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

Site 1 Certificate of Occupancy (COO)

[Certificate of Occupancy.pdf](#)

Filename: Certificate of Occupancy.pdf **Size:** 35.2 kB

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

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

No

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

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

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Christian Quezada
Position	Director of Operations
Phone/Extension	718-869-2933
Email	cquezada@middlevillageprep.org

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

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature appears to read "Nancy Bloz" in a cursive, stylized script. The first name "Nancy" is written with a large, looping 'N' and the last name "Bloz" follows in a similar cursive style.

Signature, President of the Board of Trustees



Date

Jul 8 2020

Thank you.



Entry 2 NYS School Report Card

Completed Jul 30 2020

Instructions

SUNY-authorized charter schools only

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

Entry 2 NYS School Report Card Link

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL 342400861048

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/profile.php?instid=800000076138>

Entry 3 Progress Toward Goals

Incomplete Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-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 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	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
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

--	--	--	--	--

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 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)

6. FINANCIAL GOALS

2019-2020 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				

7. Do have more financial goals to add?

(No response)

2019-2020 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 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Sep 21 2020

Instructions

SUNY-Authorized Charter Schools ONLY

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

MVP-2019-20-Accountability-Plan-Progress-Report

Filename: MVP 2019 20 Accountability Plan Progre ff93lcF.pdf **Size:** 1.2 MB

Entry 7 Disclosure of Financial Interest Form

Completed Jul 30 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

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

complete a signed:

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

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

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

MVP disclosure JCL

Filename: MVP disclosure JCL.pdf **Size:** 619.7 kB

Maltese disclosure form 2020

Filename: Maltese disclosure form 2020.pdf **Size:** 793.7 kB

MO-Disclosure

Filename: MO Disclosure.pdf **Size:** 128.4 kB

RD-Disclosure 2020

Filename: RD Disclosure 2020.pdf **Size:** 723.2 kB

Trustee Dr

Filename: Trustee Dr. MC Financial Disclosure Form 2020.pdf **Size:** 701.8 kB

Trustee-Financial-Disclosure-Form B-Mayer 2020

Filename: Trustee Financial Disclosure Form B Mayer 2020.pdf **Size:** 429.3 kB

Giordano disclosure form 2020

Filename: Giordano disclosure form 2020.pdf **Size:** 320.3 kB

MK-Disclosure 2020

Filename: MK Disclosure 2020.pdf **Size:** 909.7 kB

DK-Disclosure

Filename: DK Disclosure.pdf **Size:** 109.4 kB

Entry 8 BOT Membership Table

Completed Jul 30 2020

Instructions

Required of All charter schools

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

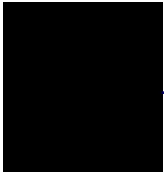
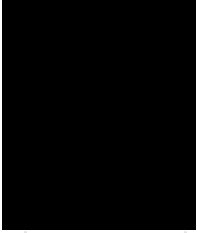

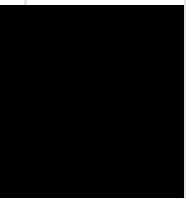
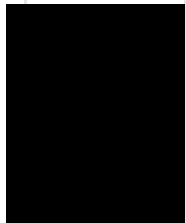

Entry 8 BOT Table

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

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL 342400861048

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Josephine Lume [REDACTED]	Chair	Finance & Executive	Yes	2	07/01/2019	06/30/2023	9
	Serphin Maltese [REDACTED]	Vice				07/01/20	06/30/20	

2		Chair	Executive	Yes	2	19	23	8
	Rosemary DeGenna							
3		Secretary	Education	Yes	3	09/01/2016	06/30/2021	6
	Margaret Ognibene							
4		Treasurer	Finance	Yes	3	09/01/2016	06/30/2021	5 or less
	Maureen Campbell							
5		Trustee/Member	Education	Yes	3	09/01/2016	06/30/2021	6
	Monica Konopka							
6		Trustee/Member	Education	Yes	2	07/01/2019	06/30/2020	5 or less
	Debora Kueber							
7		Trustee/Member	N/A	Yes	3	09/01/2016	06/30/2021	5 or less
	Betty Mayer							

8		Trustee/Member	Education	Yes	1	10/01/2019	06/30/2021	5 or less
9	Gail Giordano	Trustee/Member	N/A	Yes	1	10/28/2019	06/30/2021	5 or less

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2020	9
b.Total Number of Members Added During 2019-2020	2
c. Total Number of Members who Departed during 2019-2020	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2019-2020

9

4. Number of Board meetings scheduled for 2020-2021

11

Thank you.

Entry 9 Board Meeting Minutes

Completed Jul 30 2020 Hidden from applicant

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

[BOARD MEETING MINUTES 05 21 20](#)

Filename: BOARD MEETING MINUTES 05 21 20.docx.pdf **Size:** 797.2 kB

[BOARD MEETING MINUTES 03 25 20](#)

Filename: BOARD MEETING MINUTES 03 25 20.docx.pdf **Size:** 286.8 kB

[BOARD MEETING MINUTES 02 27 20](#)

Filename: BOARD MEETING MINUTES 02 27 20.docx.pdf **Size:** 1.1 MB

[BOARD MEETING MINUTES 01 09 20](#)

Filename: BOARD MEETING MINUTES 01 09 20.docx.pdf **Size:** 694.6 kB

[BOARD MEETING MINUTES 12 10 19](#)

Filename: BOARD MEETING MINUTES 12 10 19.pdf **Size:** 368.6 kB

[BOARD MEETING MINUTES 11 12 19](#)

Filename: BOARD MEETING MINUTES 11 12 19.pdf **Size:** 363.0 kB

[BOARD MEETING MINUTES 10 17 19](#)

Filename: BOARD MEETING MINUTES 10 17 19.pdf **Size:** 326.7 kB

[BOARD MEETING MINUTES 09 18 19](#)

Filename: BOARD MEETING MINUTES 09 18 19.docx.pdf **Size:** 332.9 kB

[BOARD MEETING MINUTES 08 14 19](#)

Entry 10 Enrollment & Retention

Completed Jul 30 2020

Instructions for submitting Enrollment and Retention Efforts

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

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

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

MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL 342400861048

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	For the 2019-2020 school year, MVP will used similar methods tried in previous years, as those have proven successful,namely:distribution and mailing of brochures, postcards, and via the Internet.	Efforts for the 2020-21 MVP's enrollment "campaign" will be stronger even more effective than previous years. These efforts include but are not limited to the following practices: sharing highlights with the community at large regarding services, support, flexible teaching models, and extra

Economically Disadvantaged	<p>This year, however, efforts will be intensified to include Open House opportunities prior to the "lottery" as well as, posting signs in nearby establishments to promote enrollment. In addition, we are planning to make public announcements via local radio stations. Finally, we will have our Guidance Counselors coordinate and arrange visits to schools within the community to speak to fifth grade students and parents about our school services and model. These processes will be closely monitored and modified, as needed.</p>	<p>curricular activities offered at the school; mailing postcards to all communities in the Queens area- message in these cards are translated in multiple languages; use of media sources such as the internet, Face Book, Tweeter, and Instagram; signs posted in as many establishments as possible (including local stores, banks, and other business agencies); "Open House" activities will be coordinated/scheduled; visits to community schools to speak to parents and fifth grade students will be coordinated /scheduled by our Guidance Counselors; These efforts are implemented at least four months prior to the "lottery".</p>
	<p>Our outreach to parents and families in the surrounding communities will be enforced and materials that are linguistically and culturally appropriate will be disseminated by school staff early on in the school year. We continued to publicize the lottery for the school, explain the academic support that will be given to students as well as share the Xtra curricular activities tailored to support our ENL students. We secured an administrative assistant for next year who will service our Spanish speaking parents (52% of our student population of Spanish descent). She will serve as the</p>	<p>Community and parent outreach is an on going process at MVP. Any and all pertinent information regarding the components of our program are shared/disseminated to our surrounding communities and to the extent possible, we include the entire District (District 24). We make sure that the</p>

<p>English Language Learners/Multilingual Learners</p>	<p>"go to"/contact person for translations, meetings with guidance staff members and teachers, and for any other communication. Also, we will target students who may demonstrate academic deficiencies or challenges with the curriculum to ensure they are provided with early intervention strategies, thus enabling them to successfully meet the promotion standards. This will serve as one of the primary reason for parents to keep them in our school. and offering families to take a tour of the school and sit with teachers and administration to discuss the best educational plan that will be offered to their child.</p>	<p>information is linguistically and culturally appropriate and that is it is translated in multiple languages. At MVP we take pride in the services we provide our ML student population, which includes individual and small group support as well as intervention services for students who may need additional support to improve language and academic development to our ENL student population. We continue to have multilingual staff members to assist our parents and students particularly when translation services are needed.</p>
<p>Students with Disabilities</p>	<p>As shared previously, we welcome ALL students to our MVP learning community, as such the strategies used to promote and "attract" students to MVP are the same as those used to promote our school to SWDs. This year we plan to add to our services/support</p>	<p>ALL students are welcomed to MVP, regardless of their intellectual, physical or social/emotional challenges. SWD students are highly encouraged to enroll in our school. The brochures and information shared to the general education student population and within our learning community includes a section with an overview of the services we provide to students with disabilities, including the</p>

	<p>scheduled meetings with parents to discuss ways in which they can assist their children at home as well as share resources(in and outside of the school) that they may want to consider using if need be.</p>	<p>use of ICT models across the grade levels in all content areas. We have been very successful in ensuring SWDs meet their IEP goals by evidence in the high promotion rate reflected every year. This information is also used as part of our efforts to motivate and encourage SDW students to join the MVP family.</p>
--	--	--

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	<p>We continue to remain in contact with our Economically Disadvantaged parents throughout the school year as we do with all of our parents regarding how we can they can be more engaged with their child's education and what if any hurdles they may need help with.</p>	<p>Improving the educational outcomes of economically disadvantaged students at MVP will continue to be a priority this year. We will "scale up" individualized (one to one support) and will ensure that teachers will possess the necessary materials and tools to meet the needs of this student population. Resources such as appropriate reading materials , services by select will be secured through Title I funds. Teachers and parents will be equipped with the resources and support required to assist ED students. Best teaching practices and effective teaching approaches will be embedded in all classrooms, including differentiated instruction and individualized assistance. This "safety net" will be intensified within subject areas such as Math and ELA. These efforts will double this year given the achievement gap that has grown</p>

		due to the pandemic.
English Language Learners/Multilingual Learners	<p>Our outreach to parents and families in the surrounding communities will be enforced and materials that are linguistically and culturally appropriate will be disseminated by school staff early on in the school year. We will continue to publicize the lottery for the school, explain the academic support that will be given to students as well as share the extra curricular activities tailored to support our ENL students. We secured an administrative assistant who services our Spanish speaking parents (52% of our student population of Spanish descent). She is "goto"/contact person for translations, meetings with guidance staff members and teachers, and for any other communication. Also, we targeted students who demonstrated academic deficiencies or challenges with the curriculum to ensure they are provided with early intervention strategies, thus enabling them to successfully meet the promotion standards. This will serve as one of the primary reason for parents to keep them in our school and offering families to take a tour of the school and sit with teachers and administration to discuss the best educational plan that will be offered to their child.</p>	<p>The active participation of our Multilingual parent community is critical to the success of the ENLs/Multilingual students who enroll at MVP. For this reason, we make sure that our communication is constant and that school information, especially our program services are shared with our parents in multiple languages. It is equally important that the ENL/Multilingual student population attending MVP receive appropriate and sufficient support from all teachers. Additional support will be given through small group instruction and one to one assistance, through the provision of grade appropriate, linguistically and rigorous instruction "delivered" by an ESL teacher. Benchmarks will be developed for our entitled English Language Learners to assess to what extent language proficiency and academics improve and to ensure ENL students' needs are met. The Blueprint foe English Language Learner /Multilingual Lerner Success is used as a primary resource to inform planning. This goes in line with the regulations set forth in CR Part 154 and the ESSA.</p>
		Our SWD student population enjoys every learning

Students with Disabilities

In the 2019-2020 school year, we offered multiple intervention opportunities to our Special Education students by using well known programs, such as Wilson and Orton Gillingham Programs. The Wilson program is designed to provide teachers with the skills and tools needed to help SDWs students become fluent, independent readers. It includes a multisensory, structured reading and spelling curricula while providing the tools to achieve our students' academic goals. The Wilson Reading program is language based, multisensory, structured, sequential, cumulative, cognitive, and flexible. All our Special Education teachers will be trained and certified in the implementation of Intervention strategies using these programs and teaching methods with our students with disabilities. In order to ensure that all our Special Education students benefit from this practice, the school's programming has embedded this support within the teachers' schedules. Providing SWDs students with ample opportunities and expanding current services will reinforce the efforts to successfully meet the goals/objectives set forth for our students with disabilities. We strive to ensure each year that our retention rate will reach

opportunity that's offered to their general education peers, as they are not treated differently nor are they grouped separately for teaching purposes. Our school teaching model includes ICT settings across the grades. This approach enables us to have a special education teacher in every classroom supporting our SWD students by providing "one to one assistance", small group and whole group learning. Additional opportunities are offered to our SWD students for reinforcement and intervention purposes in specific content areas or in areas that were determined to be deficient. Teachers received training last year in programs such as the Wilson and and Orton Gillingham programs, which are reading programs that include multi sensory, structured, sequential , cumulative and cognitive skills tailored to improve students' academic performance. These intervention support systems are available to all our SWD students. These supplemental services have helped our students improve their proficiency levels, thus allowing them to meet the IEP goals. Should Remote Learning options be included this year, students will receive appropriate support from the counselors on a daily basis. Teachers will offer small group and one to one assistance by using the "private"/break out rooms via Zoom. An additional time period will be embedded in the student's schedule to ensure

	100%.	that he/she receives an xtra period to answer questions or offer homework help.
--	-------	---

Entry 12 Percent of Uncertified Teachers

In Progress Last edited: Jul 30 2020 Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Entry 12 Uncertified Teachers

School Name: MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL 342400861048

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. 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 line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 13 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

Entry 14 School Calendar

Completed Aug 12 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

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

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

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

[Hybrid Model of MVP 2020-2021 School Calendar- Group A - Sheet1](#)

Filename: Hybrid Model of MVP 2020 2021 School C VMd4GDR.pdf **Size:** 49.7 kB

Entry 15 Links to Critical Documents on School Website

In Progress Last edited: Jul 30 2020 Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: Middle Village Preparatory Charter School

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Most Recent Lottery Notice Announcing Lottery	
5. Authorizer-Approved DASA Policy	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	
9. Link to School Reopening Plan	

Thank you.



Entry 16 COVID 19 Related Information

Completed Jul 30 2020

Instructions

Required of ALL charter schools

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

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are

encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: Middle Village Preparatory Charter School

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

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

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	394	349	390

Table 2: 2019-2020 Assessments and Grade Participation

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

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participants

															ting Stud ents
	NW EA- MAP Ass ess me nt- ELA	✕	✕	✕	✕	✕	✕	✓	✓	✓	✕	✕	✕	✕	NW EA- MAP Ass ess men t- Mat h
		✕	✕	✕	✕	✕	✓	✓	✓	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	

		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota															0
I															

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS

Please provide the full name of **ANY and ALL** instructional and non-instructional employees and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).

Middle Village Preparatory Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

Sept, 2020

By Nancy Velez, Michele Allocca and Christian Quezada

6802 Metropolitan Ave
Middle Village, NY 11379

718-869-2933



2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

Nancy Velez (Principal), Michele Allocca (Director of Curriculum) and Christian Quezada (Director of Operations) prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Mrs. Josephine Lume	Chair, Finance & Executive
Mr. Serphin Maltese	Vice Chair, Executive
Mr. Michael Michel	Founder/Advisor, Finance & Executive
Mrs. Maureen Campbell	Trustee, Education
Mrs. Rosemary Degennaro	Trustee, Education
Mrs. Monika J. Konopka	Trustee, Education
Mrs. Betty Mayer-Foley	Trustee, Education
Ms. Deborah Kueber	Trustee
Mrs. Margaret Ognibene	Trustee, Finance
Ms. Gail Giordano	Trustee
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees

Mrs. Josephine Lume has served as Board Chair since 01/01/2013

Ms. Nancy Velez has served as the Principal since 02/06/2017

Ms. Michele Allocca has served as Director of Curriculum since 06/24/2013

Mr. Christian Quezada has served as Director of Operations since 02/26/2013

SCHOOL OVERVIEW

Narrative description of the school, e.g. mission, when it opened, what grades served, number of students, demographic characteristics of students, etc. The description may also include key design elements or other unique aspects of the school program. In addition, this description should include a summary of the programmatic adjustments the school made as a response to the transition to remote learning in March 2020.

Middle Village Preparatory Charter School is an independent, public charter school which serves students in grades 6-8. It is located on Christ the King High School Campus. Admission to Middle Village Prep is conducted via lottery with District 24 as a priority. MVP expects to enroll an academically diverse population. The curriculum will be challenging for students who enter at or above grade level as well as flexible enough to support students who enter the school below grade level.

The mission of the Middle Village Preparatory Charter School (MVP) is to prepare students for success at a selective college prep high school of their choice. The MVP curriculum is a challenging curriculum designed to meet and surpass the New York State Education Department requirements. Essential to the instructional model is a longer school day and increased classroom instructional time that is devoted to curriculum subjects. Students will master skills and achieve subject proficiency by the end of the 8th grade.

The curriculum of MVP includes a requirement that all students study Latin for three years, a key language for building a strong vocabulary and understanding of languages such as Spanish and Italian.

Mathematics and English Language Arts continue to be the priority. We assign twice the amount of instructional time that is customarily devoted to these critical instructional areas. Science, Social Studies, the Arts, Physical Education, Health, and STEM along with time set aside for extracurricular activities are inserted into a student's daily schedule. All 8th grade students are required to take Regent-level courses, such as the Common Core Algebra 1, Earth Science, and United States History and Government. Students in Grade 8 also take a Latin Proficiency Exam that will give students who receive a passing grade 1 language credit when they enter high school.

Upon the events that unfolded as a result of the Covid19 pandemic, the administration made sound educational decisions to modify the instructional schedule to immediately include effective teaching strategies through Remote Learning. The 'Zoom' platform was used to deliver instructional and support services to all our students. Three days were devoted to offering, guiding and supporting teachers through intensive Professional development training sessions. The training included the revision of curriculums, creating lesson plans, navigating digital platforms, using on line resources, and creating Google phone accounts to ensure families and students could make on "real time", live connections with the teachers. This approach was also used so that students could contact teachers with follow up questions at the end of the day. Seventh and eight grade students had been provided with Chromebooks, as such we made it a priority to ensure our 6th grade students would receive Chromebooks as well. These students received "training" and tutorials on how to use the device. Student schedules were modified to reflect each day beginning at 9 a.m. with 40 minute teaching periods during the

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

day. The day ended at 2:30PM. Between 2:35 p.m. and 4:00 p.m. support was provided to select students, especially ENL and Special Education students, using a one to one or small group approach. Counseling sessions were embedded throughout the day. Google classes were set up for all subjects. Some challenges occurred that included Internet and reception issues. Those were addressed promptly by the Director of Technology. Other issues included video lagging, poor connection to the Wi-Fi, Chromebook charging issues, screen locking features and students changing using user ids that were not issued to them. Teachers were provided ample resources for planning purposes through June. Professional Development opportunities were given on a weekly, via webinars and Zoom.

Looking into the 2020-2021 school year, MVP will continue to monitor, assess and follow directions from the State Education Dept. as well as the Charter Schools Center to make necessary adjustments to the upcoming school year. As of the time when this report was prepared, MVP had submitted a Re-Opening Plan to SUNY and the State Education Dept. The plan outlines potential changes in the instructional program for the 2020-21 school year. The proposed plan includes Blended and Full time remote learning as instructional options for our students.

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	9	10	11	12	Total
2015-16							141	107	106					354
2016-17							147	124	102					373
2017-18							145	128	108					381
2018-19							148	130	120					398
2019-20							149	131	117					397

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

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

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

The ELA Goal for Middle Village Prep is to support and help students meet the expectations to reach 75% proficiency, or above. MVP believes that with dedicated reading and writing time, combined with rigorous literary skills instruction, every student has the ability to excel in reading and writing. The ELA curriculum exposes students to a variety of historical and contemporary text, including novels (both classical and current), poetry, journalism, non-fiction, and fiction

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school in Kindergarten – 8th grades. Provide a summary of the important changes to the English language arts program or staff as a result of the March 2020 transition to remote learning.

The ELA curriculum is aligned to the Common Core Learning Standards. This year we began to make the shift to incorporate the Next Generation Standards for ELA. Teachers added a variety of digital curriculum pieces and resources as well as reading texts and genres that include critical and extended thinking. Teachers incorporate a selection of teaching activities and strategies that enable students to focus on examining how authors use motives to make their points and support arguments with evidence.

In grade six through grade eight, the students continue to read grade-appropriate complex literature and informational text while further developing the ability to cite textual evidence. They look at how the structure within the selected text influence and contribute to the plot and the development of events or ideas. Students will continually be challenged to improve their ability to write and speak with more clarity, providing clear reasons and relevant evidence.

Our staff guides students through many learning experiential activities to help them discover how to answer questions through writing, since this is a critical component of ELA/Literacy. Embedding skills and strategies from the NGS in daily teaching is an ongoing process given the progression levels of the standards, as such many of the standards are being re-visited or re-taught, such as: compare and contrast different interpretations of a topic, identifying how authors shape their information and choose to highlight certain facts over others. Students will work with high-quality, complex nonfiction texts and great works of literature. MVP students across all grade levels take part in discussions and debates. This makes their reasoning clear to the listeners and readers, constructively evaluating others and use evidence while offering several sources to back up their own claims.

Teachers also incorporate rich vocabulary of academic words, which they use to speak and write with more precision. We continue to use the program Achieve 3000 across all grades as part of our daily instruction. This program encourages students to read at school and at home, a variety of articles focusing on standards and skills found throughout the ELA curriculum. As students read and complete articles with a passing rate of 75% and higher, their Lexile reading levels increase.

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

Our school instructional schedule and program was modified in mid-March when the COVID 19 pandemic “surfaced”. The number of instructional ELA periods decreased from 7 to 5 periods a week (an ELA period daily).

In order to successfully transition into Remote Learning, three full days were devoted to Professional Development to enable teachers to plan, revise their curriculum, get familiar with new digital platforms, practice with digital programs, including Zoom and gathered all resources they may have needed to resort to at home. Professional development was ongoing throughout the time teachers worked remotely. MVP provided support and training via webinars on a weekly basis. Topics always included a Technology component on how to better trouble shoot issues related to the “new” digital platform. Teachers were provided with numerous digital resources to incorporate into the virtual setting. Among them: free licenses to access free eBooks (Follet) on line for students, digital story books, LocoRobo (Coding with Chromebooks remotely/Robotics Virtual Curriculum)) Musical IQ, Virtula Field trips, etc. Teachers relied on their curriculum and the NGS to select the necessary skills and topics that students needed to focus on across grade levels. Programs such as Achieve 3000, NEWSELA, Amplify and Think Cerca were used to enhance remote learning. Digital platforms such as Nearpod, Pear Deck and ED Puzzle were incorporated to help students better comprehend the content taught, complete tasks assigned by the teachers and evaluate their progress.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in ELA during the 2019-20 school year. For example, a school might have administered a national norm-referenced exam, or an internally developed assessment aligned to the New York State standards.

Middle Village Prep administers the MAP Assessment Program in the areas of ELA and Math to students in grades 6 through 8 grade. The pre-test is administered in early October and the post test is administered in June. The administration of this test proved extremely helpful given the State test was no longer feasible under the circumstances that evolved due to COVID19. The data generated from the results of the MAP exam helped teachers drive future planning, including determining which areas needed to be re-visited/ re-taught. In addition, MAP data is used to make projected goals for the upcoming year. Other assessment and materials were utilized that enabled teachers make ongoing evaluations that reflected and captured student progress over time, among them: “Rally” and “Coach” books for ELA and Math. Teachers also used formative assessments, Mock Exams, and rubrics.

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. When possible, schools should provide evidence of absolute and comparative achievement as well as student growth. If students completed norm-referenced exams this year, schools may use those data as a basis for describing absolute, comparative, and growth performance as analyzed and described by the exam publisher. For example,

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

NWEA MAP RIT score analysis can describe the extent students performed on grade level in the context of NWEA's national sample, the normal curve equivalent, if available, can describe how students performed in comparison to their peers, and RIT growth scores can provide a basis for determining within year or year over year growth. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

The 2019-2020 school year completes Middle Village Prep Charter School seventh year. In keeping with our school goal of achieving 75% or higher proficiency across core subject areas, and in the absence of a State wide test due to COVID19, the post test results from the MAP test were used to determine student growth. The test had been administered in October and the post-test in early June. As reflected on the chart below, progress was noted as evidence by the slight growth of 4% in grade 6 and 14% in grade 7. The 8th grade students were not able to take part in the exam as there was a conflict on the administration of the test due to final assessments and preparation for the Latin Proficiency Exam. Programming such large number of students for testing during "Remote Learning" (via Zoom) compounded the challenges. Even though this is a projected score, the data was used to modify our curriculum for the 2020-2021 school year by incorporating the skills that were challenging to students and by planning and preparing accordingly.

ELA MAP (Measure of Academic Progress) TEST RESULTS

Grade	Not Tested	Tested	October 2019		June 2020		Difference	
			#	%	#	%		
Grade 6	6	143	94	72%%	109	76%	+ 4 %	
Grade 7	2	129	61	58%	85	72%	+14%	
Grade 8	1	116	96	83%	N/A	N/A		
Grades 3-8	9	388	251	71%	194	74%	+3%	

Note: MVP gathered student achievement data through several metrics, including teacher made formative tests, Test Ready, Rally Assessments, Crosswalk Coach, and Mock tests. As mentioned earlier, the MAP test was utilized to closely assess and measure student progress in the absence of a State test. The MAP (Measure of Academic Progress- a computerized adaptive test) was administered in early October and a post test was administered in early June. Though the MAP test cannot be compared to the ELA State test due to variation of skills/standards tested, the MAP test results provide a "bird's eyes" view/preliminary assessment of the progress students made during the 2019-202 school year. Unfortunately, due to the COVID19 pandemic, testing conditions were less than desirable, as such the test results shown above may not be a 100% reliable.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

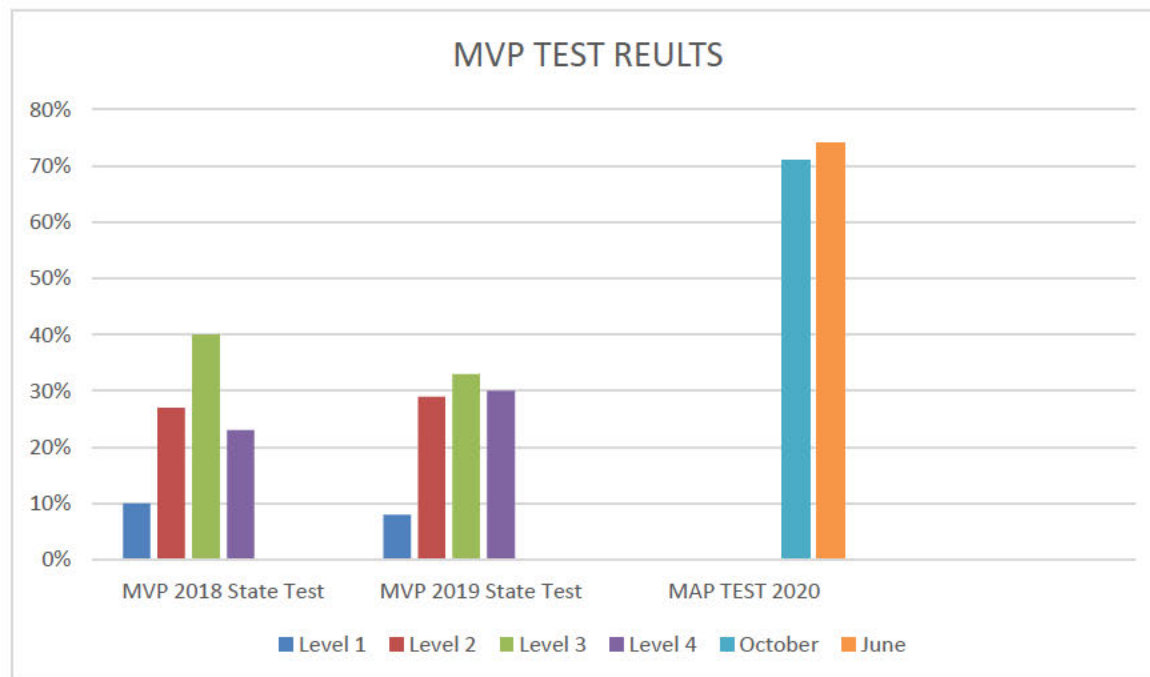
ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period¹. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school

MVP GRADES 6-8 STATE ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)

Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)		Additional Comments
			#	%	#	%	#	%	#	%	#	%	
Grade 6	3	145	21	14%	36	25%	37	26%	51	35%	88	61%	
Grade 7	1	127	10	8%	57	45%	42	33%	18	14%	60	47%	5% higher than the year before
Grade 8	0	121	2	2%	21	17%	48	40%	50	41%	98	81%	27% higher than the prior year
Grades 3-8	4	393	33	8%	114	29%	127	32%	119	30%	246	63%	



¹ A school's Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter, the Accountability Period includes the first year of operation through the fourth year of the charter term.

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

The 'Percent Proficient' chart above reflects yearly trends in terms of student proficiency levels. In 2018-19 MVP observed an increase in academic progress as evidenced by the percentage of students who obtained levels 3s and 4s. Though we do not have 2019-2020 data to support whether students were able to demonstrate progress in comparison to the prior year and although we are cognizant that some regression is possible due to the pandemic, our main goal moving forward will be to reduce levels 1 and 2 by a minimum of 5% and increase level 3's and 4s, also by a minimum of 5%. Achieving this goal will enable us to meet the 75% target included in our overall goals. In the absence of a State Test, MVP is using data generated from the administration of the MAP test (see details below). Please note that MVP was identified by the State Education Department as a Recognition school for the 2018-2019 school year. This is our second consecutive year as a Recognition school.

Middle Village Prep utilizes an additional assessment source to evaluate and monitor continued student progress. As mentioned earlier, Achieve 3000 is being used in the area of ELA and other content areas. It is a digital program that empowers teachers in English language arts, science, and social studies to easily differentiate literacy and content-area instruction to give every student the opportunity to be and stay on track for success after graduation. The program is designed to help students advance their nonfiction reading skills by providing differentiated online instruction. Students work on different reading passages with multiple choice questions and extended responses that help them strengthen vocabulary, improve writing skills, embeds assessment and content-matching to students' proficiency levels while enabling students to move their Lexile measures up steadily. Students work on Achieve 3000 at home on a daily basis by reading a minimum of two assigned articles.

The data below represents the number of students who scored at 75% or higher on a given reading activity. It takes about 6-8 articles to show growth in the Lexile Level of students. The number of students shown on the chart below reflects progress as students successfully read and respond to a number of assigned articles. It also shows College and Career Readiness. Achieve 3000 added a digital Math component this year which MVP will be used as an additional student growth measure during the 2020-2021 school year.

Achieve 3000 Data 2019-2020

Grade	Not Tested	Tested	Scored 75% or above	October 2019		Scored 75% or above	June 2020	
			1 st try	#	%	2 nd try	#	%
Grade 6	5	144	96.6%	68	45%	99.3%	63	41.7%
Grade 7	0	130	100%	42	32%	95.2%	43	35%
Grade 8	0	116	100%	40	34%	72.1%	40	34%
Grades 3-8	5	390	98%	150	37%	87%	146	37%

N/A

Goal 1: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD: THE STUDENTS IN MVP FOLLOW THE COMMON CORE NYS STANDARDS FOR ELA. TEACHERS CONTINUE TO USE A VARIETY OF RESOURCES TO INTRODUCE AND GO OVER IMPORTANT SKILLS NECESSARY FOR THEM TO IDENTIFY KEY VOCBULARY, AUTHOR'S POINT OF VIEW, CONTEXT CLUES AND WRITING STRATEGIES.

RESULTS AND EVALUATION: MIDDLE VILLAGE PREP HAS SEEN GROWTH IN MANY AREAS OVER TIME PARTICULARLY WITH THE MULTIPLE CHOICE QUESTIONS AND STUDENTS CITING EVIDENCE FROM THE READING.

ADDITIONAL EVIDENCE: ADDITIONAL EVIDENCE FROM THIS COMES FROM STUDENTS USING DIFFERENT SOFTWARE PROGRAMS SUCH AS ACHIEVE 3000 AND OTHER FREE SOFTWARE THAT WAS AVAILABLE DURING REMOTE LEARNING TO ENHANCE STUDENTS ABILITY TO CONTINUE TO WORK ON SKILLS AND STRATEGIES SURROUNDING THE ELA PROGRAM.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overall discussion of its attainment of this Accountability Plan goal.

The target goal for MVP of 75% in ELA was not met based on the MAP test projected scores, except for grade 6. We have seen growth in student work and assessments based on the targeted skills the teachers discussed/covered in the classroom. The ELA improvement we have referred to has been based on what the MAP test and Achieve 3000 revealed, and also based on teacher assessments. For example, there was an increase of 10%-15% in the lexile levels the students started with (recorded in October) versus the results obtained in early June. We have also observed growth in the school wide "Mock" exams that were administered from

November to February. For instance, in responding to multiple choice questions, students' scores improved in targeted areas and specific skills related to citing textual evidence and theme.

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

Middle Village Prep will expand on programs that proved to be effective resources particularly during the Remote Learning period, such as Newsela, Amplify, Exemplars, EngageNY, and Achieve 3000. Digital resources that enhanced instruction, for example, Nearpod and Pear Deck, will continue to be incorporated in daily lessons. These digital resources are interactive tools that engage students in individual and social learning. They greatly enhance student involvement in lessons. Monitoring and assessments will be used on a regular basis to identify students in need of additional support (or interventions), as well as focus areas that may need to be improved. An assessment benchmark was created to include "Mock" tests, school wide assessments and test prep. Teachers are expected to also use rubrics and digital portfolios as additional measures to evaluate student progress or the lack thereof. Teachers will continue to receive support through whole group training and individual Coaching provided by Teachers College and the International Center Leadership (HMH) to strengthen the Literacy and Writing across all content areas. Professional development in the area of technology is ongoing. AN Instructional Coach was secured to provide on-site daily coaching to 2nd year teachers.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

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

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

Goal 2: Mathematics

BACKGROUND

Provide a brief narrative discussing mathematics curriculum, instruction, assessment, and professional development at the school in Kindergarten – 8th grades. Provide a summary of the important changes to the mathematics program or staff as a result of the March 2020 transition to remote learning.

The Mathematics program at Middle Village Prep Charter School is based on the New York Common Core standards however the shift was made last year to implement the Next Generation Standards. We continue to emphasize the development of mathematical literacy, skills to solve problems and to provide a balanced instruction in thinking and problem solving, using resources and materials to enhance teaching and learning by utilizing Smart Boards, differentiated instruction, team teaching that supports Students with Disabilities (SWD), small group instruction to support ENLs, use of a variety of assessments from traditional teacher made tests to standards-based, pre-assessments, conferences with students, mock state tests, and mock Regents exams. We recently included new digital platforms such as ED Puzzle and Delta math as digital resources to help students especially during remote learning.

When remote learning began in March, our school schedule and program changed, and the number of instructional Math periods went from 7 to 5 periods a week. Teachers were provided with many free digital resources to incorporate into the virtual setting. Teachers were able to receive training using digital tools such as padlet, edpuzzle, and delta math. Kahn academy was also used to incorporate videos of solving different types of problems. This was helpful for student to view when working independently on tasks. Teachers created their own videos modeling steps on how to solve problems. Teachers identified and determined the necessary skills and topics that students needed to focus on throughout the year by preparing curriculum maps across grade levels.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in mathematics during the 2019-20 school year. For example, a school might have administered a national norm-referenced exam, or an internally developed assessment aligned to the New York State standards.

In the absence of a Math State wide test, Middle Village Prep administered the MAP Assessment Program for Math to students in grades 6th and 7th grade in early October and again in early June. The 8th grade students were administered the Algebra 1 math test and the projected results were used to gauge the NYS Algebra Regents. The results of this exam provided data that allow teachers to develop projected levels of student proficiency. MVP also incorporated the use of the Rally books for Math to help with student assessment and student evaluation. Teachers develop school wide “Mock” Exams that are converted to a grade-specific scaled score and a performance level.

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. When possible, schools should provide evidence of absolute and comparative achievement as well as student growth. If students completed norm-referenced exams this year, schools may use those data as a basis for describing absolute, comparative, and growth performance as analyzed and described by the exam publisher. For example, NWEA MAP RIT score analysis can describe the extent students performed on grade level in the context of NWEA's national sample, the normal curve equivalent, if available, can describe how students performed in comparison to their peers, and RIT growth scores can provide a basis for determining within year or year over year growth. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

MVP GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)

Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & 4) Above	
			#	%	#	%	#	%	#	%	#	%
Grade 6	3	145	24	17%	51	35%	43	30%	27	19%	70	48%
Grade 7	1	127	6	5%	33	26%	53	42%	35	28%	88	69%
Regents 8		120	0	0%	7	6%	48	40%	65	54%	113	94%
Combined 8	120	120	0	0%	7	6%	48	40%	65	54%	113	94%
Grades 3-8	124	392	30	8%	91	23%	144	37%	127	32%	271	69%

According to the 2018-19 Accountability Dossier Report MVP was not able to meet the target of reaching 75% proficiency in the area of Math, however we continue to make every effort to surpass the 67% mark students reached last year. While 7th grade students are approaching the 75% target and students in grade 8 have exceeded targets in the area of Algebra, there is a clear need to improve our delivery of instruction particularly for students in grade 6. Our main goal will be to reduce levels 1 and 2 by a minimum of 5% next year, thus increasing levels 3's and 4s, also by a minimum of 5%. Such increase in student performance will enable us to meet the 75% target in the next school year.

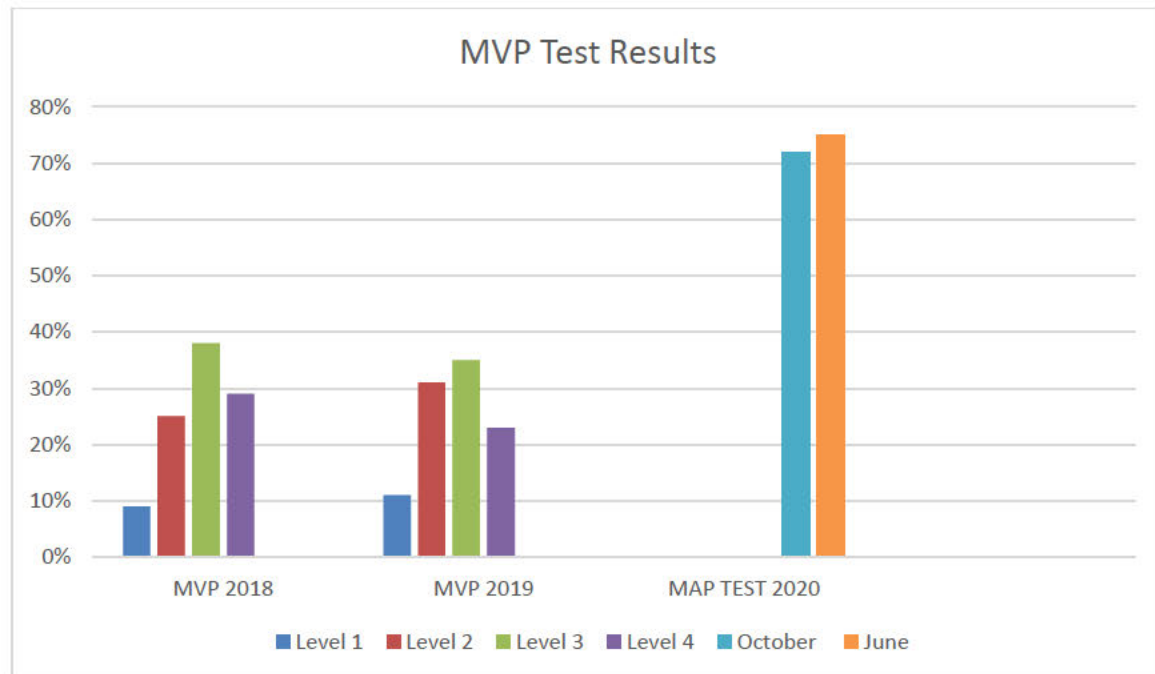
** MVP gathered student achievement data through several metrics, including teacher made formative tests, Test Ready, End of Unit tests, Crosswalk Coach, and Mock tests, however to better assess and measure student progress in the absence of a State test, the MAP (Measure of Academic Progress- a computerized adaptive test) was administered. A pre-test was given early October and a post test was administered in early June. Though the MAP test cannot be compared to the Math State test due to the content/skills tested, the test results provides a "bird eye's" view/preliminary assessment of the progress students made during the 2019-2020 school

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

year. Please note that due to the COVID19 pandemic, the test was administered on line. Monitoring of the test was done through a program called Go Guardian, however we are cognizant that the results shown below may not be a 100% reliable due to circumstances experienced during the pandemic.

Math MAP TEST RESULTS 2019-2020

Grade	Not Tested	Tested	October 2019		June 2020		Difference			
			#	%	#	%				
Grade 6	20	129	85	65%	88	66%	+1%			
Grade 7	2	129	93	72%	83	66%	- 6%			
Grade 8	1	116	94	81%	105	94%	+13			
Grades 3-8	23	374	374	72%	370	75%	+ 3			



The school's goal for mathematics proficiency level is 75% or higher across the grade levels. MVP's 6th and 7th grade students participate in the NYS Math exam while students in grade 8 take the Algebra 1 regents. The MAP assessment test was administered to the students in grade 6 and grade 7. Students in 8th grade took the Algebra 1 MAP Assessment. Grade 6

projected proficiency was 66%, Grade 7 was 66% while the Grade 8 Algebra 1 was at 94% proficient.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

Middle Village Prep Charter School administers the Algebra 1 Regents exam to all students in Grade 8. Students in the 7th grade begin with a Pre-Algebra course that incorporates both 7th and 8th grade standards to prepare the students for the 8th grade level where they begin to take a 9th grade level course.

Teachers use multiple resources to design and implement the 8th grade Algebra curriculum by using the Glencoe series text book/workbook, 8th Grade Crosswalk Coach Book, Castle Learning, Barron's Regent Algebra 1 prep book and Regents Mock exams. In place of the Algebra 1 regents, we administered the MAP Algebra 1 test. The students in the 8th grade have surpassed not only the 75% proficiency standard but have continued to increase the percentage of student passing with a 94% projected proficiency/passing rate. Another support that we provide to our students would have been a 6 week Algebra 1 Regents Prep course after school focusing on testing strategies and Regents questions.

Math teachers in grade 6 and 7 analyzed and disaggregate the data of the MAP test and have identified the standards in which students demonstrated the greatest challenges. They plan as a grade, to focus on the areas determined to need improvement. Several strategies were practiced in order reinforce concepts and skills to ensure student progress, among them: re-teaching select skills using different teaching approaches, providing extensive one to one support, doing more frequent small group instruction, maximizing the use of "team teachers" in order to drive instruction.

During remote learning teachers were able to utilize the zoom breakout room features in order to provide this small group instruction as well as meet with small groups of students during the end of the school day to review and model examples.

N/A

Goal 2: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD: STUDENTS IN GRADES 6 AND 7 CONTINUE TO WORK ON THE MATH STANDARDS SET FORTH BY NYS. STUDENTS WERE ADMINISTERED THE MAP TEST IN PLACE OF THE NYS TEST IN ORDER TO SHOW A PROJECTED SCORE BASED ON SKILLS LEARNED OVER TIME. THE 8TH GRADE STUDENTS HAVE USED THE DATA FROM MOCK TESTING GIVEN IN JANUARY TO CONTINUE TO BUILD UPON ALGEBRAIC SKILLS AND WORK ON QUESTIONS FROM PREVIOUS REGENTS EXAMS IN ORDER TO MASTER THE MATH STANDARDS FOR ALGEBRA 1

RESULTS AND EVALUATION: THE STUDENTS IN BOTH GRADE 6 AND GRADE 7 MAY NOT HAVE REACHED THE 75% PROFICIENCY RATE BUT HAVE SHOWN GROWTH IN MANY OF THE SKILLS THAT WAS GIVEN ON THE MAP ASSESSMENT TEST THAT WAS ADMINISTERED IN OCTOBER AND THEN AGAIN IN JUNE. THE 8TH GRADE STUDENTS PROJECTED PROFICIENCY RESULTS SURPASSED NOT ONLY THE 75% GOAL BUT OUR PROFICIENT RATE FROM THE YEAR BEFORE BY 2 POINTS.

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Present a narrative providing an overall discussion of its attainment of this Accountability Plan goal.

The target goal for MVP of 75% in Math was met by our 8th grade students but not in grade 6 or 7 according to the MAP test projected scores. We have seen growth in student work and assessments based on the targeted skills that were provided in the classroom. This is based on the use of ED Puzzle, and Delta Math programs that provide feedback to the teachers as students work on various assigned problems. We have seen many students achieve over 75% on the activities related to the assigned work given, and have made sure to keep students accountable to attending extra support. We have observed growth in the “Mock” exams results that were administered. Students did rather well in the extended response questions where students need to show and identify how they solved the problem in multiple step equations.

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

Middle Village Prep will expand and enhance software programs that proved to be resourceful and effective to teachers during Remote Learning in the spring, such as Kahn Academy, Delta Math and Padlet. We will also continue to use other on-line resources such as EngageNY, EnVision and Castle Learning. Math teachers will receive ongoing support through the services of the Instructional Coaches from Teachers College via one to one, small group in person training and via remote (webinars) .

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

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

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

Goal 3: Science

To attain Proficiency and beyond for all of our students. Middle Village Prep offers the 8th grade students the Earth Science Regents. Our goal is to reach 75% or above.

BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school and any important changes to the science program or staff prior to or during the 2019-20 school year. Provide a summary of the important changes to the science program or staff as a result of the March 2020 transition to remote learning.

Middle Village Prep's Science program has made the shift to use the New York State Next Generation Learning Standards fully this year. Students in grade 6 continue to work on general sciences with a strong emphasis on Life Science, which takes the student through discovery and learning of the living environment. Students continue to participate in a school wide science fair at the end of the school year demonstrating an experiment based on a skill/topic that they learned in science during the year and create a visual board of their topic along with a hypothesis including steps and results of their procedure.

Students in Grade 7 continue to examine the areas of energy, motion, forces, heat waves, light, sound, electricity and atomic structures and their applications. In grade 7, students visit Adventure Land for the Day to participate in Technology day.

In both Grade 6 and 7 we incorporated a new book series from Houghton Mifflin Harcourt Books (HMH) which is individual module books that is composed of 1 single topic with reading and workbook pages and lab for students to complete. There is also a digital component to the program that connects with google classroom.

The students in Grade 8 take the Earth Science Regents. Our Regents level program meets New York State Regents standards and participate in the June Regents. All Science programs have 30 hours of lab and laboratory activities with reports are an essential part of the program. We also make sure that students master the skills they need to grow towards scientific literacy, including an understanding of scientific explanations, and the ability to generate evidence, understand the scientific method and its applications over time through an exploratory student-centered problem solving approach in MVP's Science Lab.

Middle Village Prep continues to incorporate the school fab lab as a part of it's developing STEM program. Students in Grade 7 and Grade 8 receive Fab Lab two periods a week. This allows the students to work with hands on materials such as Laser Cutters, 3D printing, VR machine, Drone Flying and so much more. It is truly a great experience for the students to work hands on with machinery and create something based on their imagination. Science, Technology, Math and Engineering play a big role in the design and model of many of the lessons presented to students in the Fab Lab offering a new world for students to discover and the opportunity to possibly look in to a future career path.

During remote learning, students continued attending their normal scheduled classes virtually and still completed virtual labs with the use of many free available resources specifically from Flynn Scientific and Houghton Mifflin Harcourt, as we were able to make out workbooks digital for students. Students in the 8th grade continued to work on Regents questions in preparation for the Earth Science Regents at the end of the school year and were given a shorter version of the exam to use as a year end assessment.

METHOD

Provide narrative discussing how the school assessed and evaluated student achievement in science during the 2019-20 school year. For example, the school might have administered an internally developed exam aligned to state standards.

Students in grades 6 and 7 continued to perform well in Science based on teacher created material and assessment. Teachers were able to incorporate many virtual learning experiences such as education videos and virtual field trips. 8th Grade students also participated in many virtual websites including museums and planetariums. They were able to continue working on virtual labs and use real world experiences incorporated into their daily lessons.

RESULTS AND EVALUATION

Brief narrative highlighting results that directly addresses the goal. The narrative may include, for example, discussion of by how much the school exceeded or fell short of internal targets, as well as notable performance in specific grades and populations. When possible, schools should provide evidence of absolute and comparative achievement as well as student growth. If students completed norm-referenced exams this year, schools may use those data as a basis for describing absolute, comparative, and growth performance as analyzed and described by the exam publisher. For example, NWEA MAP RIT score analysis can describe the extent

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

students performed on grade level in the context of NWEA's national sample, the normal curve equivalent, if available, can describe how students performed in comparison to their peers, and RIT growth scores can provide a basis for determining within year or year over year growth. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Students in Grades 6-8 were given a year end assessment/project to complete that would show growth in topics that were addressed during the school year. The 6th and 7th grade students were able to demonstrate their science fair projects while the 8th grade worked on a teacher created regent assessment

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

The science fair project for grades 6 & 7 was completed remotely from home while students either recorded videos of themselves showing the experiment and their demonstration of a scientific topic. Students in Grade 8 continued to work with virtual labs and were able to have breakout room discussions and work independently with an assigned teacher to discuss problems assigned from the regents. Students were able to increase their multiple choice scores as they were able to deep dive into the lesson with the smaller breakout room sessions.

Goal 3: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD: STUDENTS IN GRADE 8 FOLLOW A HIGH SCHOOL LEVEL CURRICULUM THAT IS ALIGNED TO THE COMMON CORE LEARNING STANDARDS FOR EARTH SCIENCE. TEACHERS USE MULTIPLE RESOURCES SUCH AS TEXTBOOKS/WORKBOOKS, GUIDED NOTE PACKETS, ENGAGENY TESTING QUESTIONS AS WELL AS ADMINISTER UNIT TESTS AND MOCK EXAMS DURING THE SCHOOL YEAR. TEACHERS INCORPORATE A MINIMUM OF 30 HOURS OF LAB HOURS FOR STUDENTS TO PRACTICE EXPERIMENTS AND MAKE DISCOVERIES ON VARIOUS SCIENTIFIC TOPICS.

RESULTS AND EVALUATION: MIDDLE VILLAGE PREP HAS SHOWN AN INCREASE IN EARTH SCIENCE SCORES OVER TIME

ADDITIONAL EVIDENCE: ADDITIONAL EVIDENCE COMES FROM THE INCORPORATION OF ADDITIONAL SOFTWARE PROGRAMS SUCH AS CASTLE LEARNING. MIDDLE VILLAGE PREP ALSO OFFERS STUDENTS A 6 WEEK PREP CLASS IN PREPARATION FOR THE REGENTS EXAM AS WELL AS AFTERSCHOOL HELP FOR STUDENTS WHO NEED ADDITIONAL SUPPORT.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

In place of the NYS 8th Grade Science Exam, students are required to take the Earth Science Regents exam. Our goal is for students to become proficient with a minimum of a 75% passing rate.

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

Middle Village Prep was able to have Teacher College incorporating a Science coach to work with teachers on incorporating the Next Generation Standards into the NYS curriculum. In the beginning of the school year. We will also continue to support teachers by sending them to professional development workshops that will incorporate STEM activities into the classroom. MVP also included a new book series that is separated into different topics/modules as opposed to a whole textbook. The smaller modules provide students with models of questions and exercises that help promote project based learning as well as offer science articles with constructive response questions

GOAL 4: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

2019 20 ACCOUNTABILITY PLAN PROGRESS REPORT

accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

State the school's ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

The school's instructional approach has focused on specific strategies in order to improve student outcomes in ELA and Math as well as other core subject areas. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Greater emphasis is being placed in improving writing skills within the ELA curriculum, as well as across content areas like History, Science and Math. In addition, support has been provided to the faculty members through professional development opportunities and by higher education institutions such as Teachers College.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school's ESSA status during each year of the current Accountability Period.

As Middle Village Prep continues to grow, we are able to offer out students more programs that not only enhances their academic abilities but also prepares them for college and career readiness. Middle Village Prep has been named a Reward School based on performance in the 2019-2020 school year. We continue our mission to meet the goals set by the district and the state.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Middle Village Prep parents are an important part of our school community. We want parents to be involved in their child's education and work with their child, teacher and administration. When everyone is working together is when the child will meet not only their academic goals but grow to become more independent and take pride in their work.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

Provide a narrative explaining how the school developed, administered, collected and analyzed the survey. The school presents results as a percentage of all families in the school, not as a percentage of respondents only.

The School Survey sent to all parents in February to complete and return to give feedback about the school, its teachers and administrators. The PTA (Parent Teacher Association) offered support to families to help fill out the survey both on line and in person. Incentives were given to parents who returned the forms early to the school.

RESULTS

Provide a narrative of parents' responses.

The School Survey Comparison Results are not available due to Covid-19. In previous years, the school survey have reflected more than 80% of the parents are satisfied with the schools support and service.

2019-20 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
173	N/A	[47%]

2019-20 Parent Satisfaction on Key Survey Results

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Item	Percent of Respondents Satisfied
of families say that school staff regularly communicate with them about how families can help their child learn.	[97%]
[of families say that they have had the opportunity to volunteer time to support their school]	[88%]
[f families say that they are greeted warmly when they call or visit their school.	[100%]
f families say that teachers work closely with them to meet their child's needs.]	[85%]
[f families say that their school communicates with them in a language and in a way that they can understand]	[98%]

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure with a discussion of individual items, changes from previous years, areas of concern, etc.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September

METHOD

Middle Village Prep uses a system called TEACHEREASE.COM in order to track students' grades in the areas of Tests, Quizzes, Projects, Homework and Classwork. Students and Parents receive a progress report three times in the school year (October, January and April) to show parents are students are performing before the report card is distributed. Report cards are given to families 3 times during the year where Trimester 1 and Trimester 2, parent/teacher conferences are held to discuss academic growth or challenges that students may have. The report card is cumulative and the final grade is a combination of T1-T3. Students who are failings 2 subjects or more at any time during the year are notified by the school guidance counselor and parents are called into school to discuss possible causes and ways to get the students back on track.

RESULTS

Present a narrative describing number of students in various categories and the retention rate.

2019-20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
[397]	[120]	[250]	[90.2%]

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION

The school met the 90% retention rate target.

ADDITIONAL EVIDENCE

Year	Retention Rate
2017-18	93.7%
2018-19	91.5%
2019-20	90.2%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent

METHOD

Student attendance is entered each day through our system called teacherease.com. Once attendance is recorded in the teacherease.com system it is then uploaded into ATS.

RESULTS

The daily attendance rate of our students is above 95%.

2019-20 Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	96.8%
7	95.6%
8	94.9%
Overall	95.8%

EVALUATION

The school met its goal as evidenced by the data provided in the chart below. The school was able to maintain an attendance rate average of 95.8%. Students are encouraged to be consistent with their attendance and are acknowledged at school wide assemblies. Certificates of recognition are issued. Before school programs (Enrichment/ Support) are offered to students so that they can increase their level of performance thus building confidence and motivating them to attend on a daily basis. Students' attendance is recorded daily and maintained on ATS. The school reviews it on a weekly basis to identify trends, communicate with parents/students and to take appropriate measures with students who may be having difficulties attending school regularly. Attendance data is shared with the faculty and especially the Guidance Counselors, in order to identify common strategies to address any lateness or absenteeism issues.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2017-18	[95.8%]
2018-19	[96.12%]
2019-20	[95.8%]

APPENDIX B: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS N/A

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2018-19 and 2019-20. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

RESULTS

Cohort Growth on [XXX] Test from Spring 2019 to Spring 2020

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2018-19	Target	2019-20	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

ADDITIONAL EVIDENCE

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2017-18	
2018-19	
2019-20	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2016-17	[?/?]		
2017-18	[?/?]		
2018-19	[?/?]		
2019-20	[?/?]		



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

1. Name of education corporation: MIDDLE VILLAGE PREP CHARTER SCHOOL
2. Trustee's name (print): JOSEPHINE LUME
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): BOARD CHAIR

4. Home address:

5. Business address:

6. Daytime phone:

7. E-mail:

8. Is Trustee an employee of the education corporation? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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

Josephine Lume
Signature

7/13/2020
Date



Charter Schools Institute
The State University of New York

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

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

1. Name of education corporation: Middle Village Prep Charter School
2. Trustee's name (print): Serphin R. Maltese
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Vice Chairman

4. Home

5. Business

6. Daytime

7. E-mail

8. Is Trustee an employee of the education corporation? ☐ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None	None	None

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

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

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

Sophia R. Mattese
Signature

July 20, 2020
Date

Form Revised November 16, 2015



Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL

YEAR: _____

DATE RECEIVED: _____

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

1. Name of education corporation: MIDDLE VILLAGE PREP CHARTER SCHOOL
2. Trustee's name (print): MARGARET DENIBENE
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

TREASURER

4. Home address: _____

5. Business address: _____

6. Daytime phone: _____

7. E-mail: _____

8. Is Trustee an employee of the education corporation? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date: _____

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

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	NONE		

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

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	NONE			

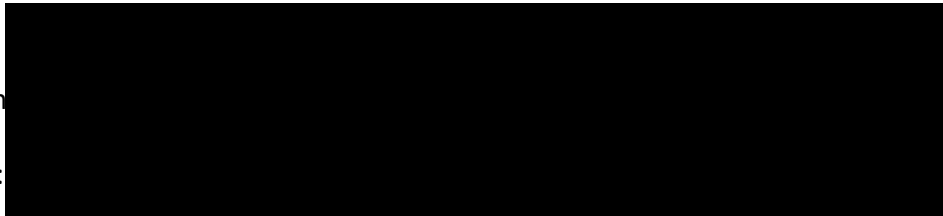
Margaret Ogubene
Signature

7/8/2020
Date

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

1. Name of education corporation: Middle Village Prep
2. Trustee's name (print): Rosemary DeGennaro
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Secretary

4. Home
5. Business
6. Daytime
7. E-mail:



8. Is Trustee an employee of the education corporation? Yes. x No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

10. Identify each individual, business, corporation, union association, firm, partnership, committee

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

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

Rosemary DeGennaro

Signature

7/26/2020

Date

Form Revised November 16, 2015



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

1. Name of education corporation Middle Village Preparatory Academy
2. Trustee's name (print): Dr. Maureen Campbell
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): member

4. Home address: _____
5. Business address: _____
6. Daytime phone: _____
7. E-mail: _____

8. Is Trustee an employee of the education corporation? ☐ Yes. ☐ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE	NONE	NONE	NONE

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

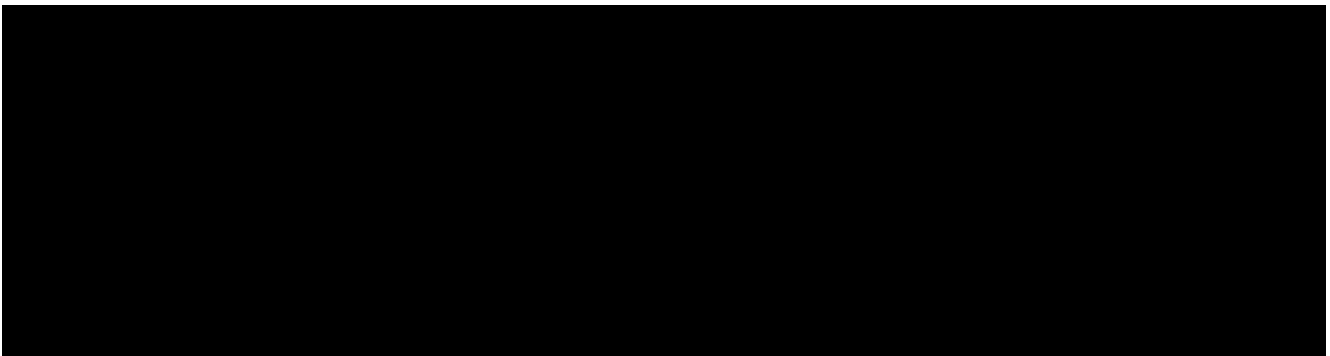
Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE	NONE	NONE	NONE	

Dr. Maureen Campbell 7/9/2020
Signature

Date

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

1. Name of education corporation: _____
2. Trustee's name (print): _____
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____



8. Is Trustee an employee of the education corporation? ____Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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

Betty Mayer Foley
Signature

7/17/2020
Date



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

1. Name of education corporation: Middle Village Preparatory Charter School
2. Trustee's name (print): Gail Giordano
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Trustee

4. Ho

5. Bu

6. Da

7. E-r

8. Is Trustee an employee of the education corporation? ☐ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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

Paul Bordano
Signature

7/21/20
Date



Charter Schools Institute
The State University of New York

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

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

1. Name of education corporation: MIDDLE VILLAGE PREP CHARTER SCHOOL
2. Trustee's name (print): Monica Konopka
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): TRUSTEE

4. Hon

5. Bus

6. Day

7. E-m

8. Is Trustee an employee of the education corporation? ☐ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-

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

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest

Monica Kinsphorn
Signature

7/8/20
Date



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

1. Name of education corporation: MVP Charter School
2. Trustee's name (print): Deborah Kueber
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Trustee, Board Member

4. Home _____
5. Business _____
6. Daytime _____
7. E-mail: _____

8. Is Trustee an employee of the education corporation? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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

Alvina Kuehn
Signature

7/7/2020
Date



BOARD MEETING MINUTES

March 25, 2020

☒ DRAFT

☐ APPROVED

Meeting was held in the Multi-Purpose Room

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law's requirement of media and public notice.

- MVP Website
- Media Advisory sent to the Times Newsweekly

Call to Order: Josephine Lume, Chair called the meeting to order at 6:17 p.m. via zoom meeting

Ms. Lume conducted a roll call

Board Members in Attendance:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chair, Josephine Lume | <input checked="" type="checkbox"/> Trustee, Maureen Campbell |
| <input checked="" type="checkbox"/> Vice Chair, Serphin R. Maltese | <input checked="" type="checkbox"/> Trustee, Betty Mayer |
| <input checked="" type="checkbox"/> Secretary, Rosemary DeGennaro | <input checked="" type="checkbox"/> Trustee, Deborah Kueber |
| <input type="checkbox"/> Treasurer, Margaret Ognibene | <input checked="" type="checkbox"/> Trustee, Monica Konopka |
| <input type="checkbox"/> Founder, Michael Michel (Non-Voting) | <input checked="" type="checkbox"/> Trustee, Gail Giordano |

Also present via Zoom was Principal, *Nancy Velez*, Director of Curriculum, *Michele Allocca*, Director of Operations, *Christian Quezada*, Director of Technology, *Marqus McIntosh*

Instructional Updates

REMOTE LEARNING EXPERIENCES

Despite the challenges faced when we first began to implement Remote Learning through the Zoom platforms to facilitate teaching and learning, we feel that teachers and students have been gradually demonstrated they are “more” comfortable navigating different on-line resources and balancing daily schedules. Challenges that may surface on a daily basis are addressed promptly, whether they are technology related issues or communicating with students/parents. Teachers have been provided with ample resources for planning purposes through June. They are constantly looking for ways to be creative and keep students motivated and engaged through the lessons. Students were using Google classroom and other digital tools prior to this crisis, as such the

transition to “remote learning” was not as difficult, except for the 6th grade students. They were not using laptops on a regular basis, as did the 7th and 8th grade students. They were provided with necessary tutorial sessions. A brief overview of RL experiences follows:

> **What a “Remote Learning” day looks like for our *students*:**

- Day begins by students logging into Zoom, attendance is taken by the teachers, and students “Check In” on Teacherease
- Student follow a given instructional schedule; within that schedule students have a block of time late in the afternoon (2:30-3:50 p.m) to communicate with the teachers for follow up questions, small group or one to one support
- Everyone-including teachers- have lunch at the same time
- The following lesson elements are reflected in daily delivery of teaching: Opening/Do Now (Current events, as appropriate); Learning Objective; Teacher modeling/Mini lesson-Guided practice; independent activities to apply skill(s) embedded in the lesson; (assessments via questions, discussions, and other evaluations); assignment/homework.
- Teachers get to see all students on “the grid”; students are able to share their comments and responses to questions and they also write messages in the “chat” box
- Students work with teachers in “break out” rooms. “Break out” rooms are specially used for students with IEPs and ELL students
- Some must care for their sibling’s

> **What “Remote Learning” day look like for our *Teachers*, among others:**

- Planning; reviewing and scoring student work; grading; videotaping;
- Provide support --one to one with students; small groups;
- Communicating with counselors (re: students’ needs; student behavior while on Zoom; referrals for additional support)
- Meeting with colleagues (through common planning);
- Meeting with supervisors
- Meeting content specific with principal and AP; meetings grade specific with Principal and AP
- Update/revise curriculum; review and select recommended on line resources
- Communicate with parents and students

> **What “Remote Learning” looks like for *Parents*:**

- Many are overwhelmed – too much to “balance”

- Helping their children at home - many times, more than one child in the household- need their assistance
- Doing their best confronting challenges that surface with technology (WiFi connectivity; audio; navigating the platform)
- Many are essential workers and are not able to support their children with school work/guidance;

> **What “Remote Learning” looks like for *Administrators*** (supervisors), among others:

- Meeting with teachers one to one (selected teachers)
- Meeting with grade level teachers, once a week
- Meeting with staff as a whole, every week
- Meeting with Counselors
- Observe lessons by joining Zoom, every day
- Provide written feedback to teachers on lessons observed
- Share/email, virtual/on line resources to teachers on a regular basis
- Contact students and parents, as needed
- Review students’ progress on Teacherease
- Attend weekly required webinars (SED/SUNY/Charter school Association and DOE)
- Attend other webinars for programs being incorporated into teaching, such as ThinkCERCA (literacy program), Newsela, Teaching Matters, READ Works
- Weekly conference calls with the admin team
- On-going planning, including coordinating and drafting plans for student re-entry

Curriculum Planning/Support to SWDs-ELLs

Purposeful planning continues to take place to ensure that curriculum scope and sequence, although modified to accommodate Remote Learning, is aligned to the State standards. A significant number of resources, including free Ebooks from Scholastic and Permabound, day by day lesson plans and activities, virtual fieldtrips and even virtual Disney rides have been provided to teachers until the end of June.

Leveraged resources within the school to provide on-going technical support and professional development- teachers attend select webinars and continue to participate in individual and whole

group training provided by Teaching Matters, Teachers College Coaches, Technology and Achieve 3000.

Small group instruction is provided to students in Zoom break-out rooms; one to one support takes place at the end of the day = conferences are held with students with IEPs and ELL students and phone calls are made by individual students to teachers, through their Google voice accounts. Counseling is provided to SDW students, as per IEP plan .

Non-Instructional Updates (Ms. Allocca)

-We continue to implement school wide activities that are welcome and expected by students, particularly when they are in need of social/emotional support systems: students' work is highlighted by sharing their recognition via Social media and the school's website; Recognizing students – **Student of the Month** (students receive recognition on social media and receive certificates from the teachers); celebrating students' talents, especially in the Arts; celebrating student Birthdates, etc.

-Teachers have shared that students who were "shy" or passive in the classroom setting are now contributing to discussions guided by the teacher

-Video of selected lessons are sent to students who have difficulty with RL or who were not in attendance

-Communication with parents whose native language is not English- administrator assistant makes follow up calls home and translates messages from counselors and teachers, when needed

An interview with the principal and the AP was conducted by SUNY on April 15th and a subsequent follow up conference call was held on May 15th. Three "questions" that led the conversation were: Successes experienced with RL; Challenges with RL and Non-Academic Challenges. A mandated 50 question survey from the Charter Association completed by the principal last Friday.

Concerns that have surfaced during RL:

- monitoring students who enter virtual classrooms (some have changed their names to get in- recently a student signed in using the principal's name). These few instances have been identified by teachers and were immediately addressed directly with the parent/student.
- Some students sign in but are not participating, teachers are able to monitor them through Go Guardian
- Students not completing homework in a timely fashion or at all (contact from teachers to parents; follow up by Counselors; follow up by administrators)
- Students who would normally do well, are now more passive
- Parents not returning calls; changing their phone numbers

Plans for the Re-Entry – “Transitioning” Back to School

- Plans are being drafted to include, among others: “Re-Entry” system for staff; “Re-entry” for students; PD support; Intervention for students, especially in the area of social/emotional development; intervention for SWD/ELLs; “Re-entry” for parents; curriculum updates/modifications; “flexible” schedules; support to students during the Summer, etc.

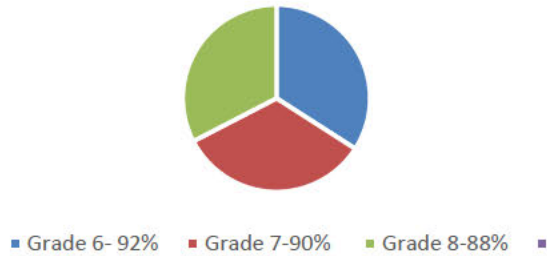
Attendance:

An attendance check-in is completed in the morning by the students by logging into teacherease.com and virtually checking in for the school day. Teachers also take attendance for each class period. Student attendance does fluctuate day to day but we are averaging the following:

Month of April

Grade 6- 92%; Grade 7-90%; Grade 8- 88%

Remote Learning Attendance for the Month of April



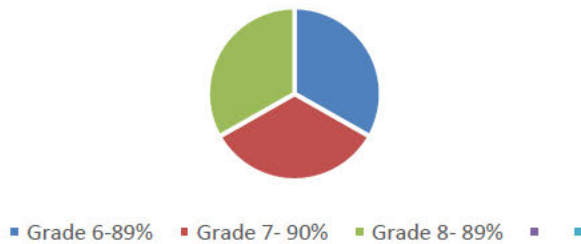
Month of May (as of May 15th)

Grade 6- 89%

Grade 7- 90%

Grade 8- 89%

Remote Learning Attendance for the Month of May



Professional Development Provided to Teachers

Training/support is provided to teachers every Wednesday from 2:45PM-4:00PM.

Technology:

On-going professional development/ technology training is scheduled to help teachers with on line assessments and to add other settings within the zoom platform. As an example, teachers received training on how to incorporate additional applications such as Flip-grid and Nearpod.

Technology Support provided by Coach-Derek Tranchina

- Mr. Tranchina provides technology support to teachers by sharing different software applications that enhance teaching activities used in Remote Learning. He created and provided a google classroom page for teachers to access different remote learning strategies and templates
- Mr. Tranchina includes:
 - Maximizing the use of Zoom features, such as:
 - Hosting/Co-Host Features
 - Breakout Room features
 - Settings and Controls involving Passwords and Waiting Rooms
 - White board functions and Screen Sharing
 - Google Classroom
 - Assessments and Quiz generator
 - How to submit work- the difference of email submission vs submitting directly to classroom
 - Grading in Google Classroom
 - Feedback to students via google classroom
 - Google Applications
 - Difference between a google doc vs google sheets
 - Creating folders in google drive for student work
 - Uploading google docs/google sheets into google classroom
 - Teacher applications to use in the classroom
 - NearPod
 - Pear Deck
 - Flip-Grid
 - Digital Art
 - Google Drawings
 - Screen Casting
 - Digital Choice Boards

Achieve 3000- Coach- Romana Bertolotti

- Remote Learning Strategies using the Achieve 3000 platform

- Assessment and Data using Achieve Articles to improve Reading Lexile Levels

Teaching Matters- Coach- Molly Perez

- Ms. Perez is an instructional coach that works directly with our History/SS Teachers throughout the school year. During remote learning, she able to observe lessons and provides feedback during one to one sessions with teachers. She offers guidance and support for next steps in lesson planning and curriculum modification.
- Meets with teachers weekly and schedules debriefing sessions on the same day to provide suggestions “on the spot”
- Summaries are also provided to administration

Teachers College- Instructional Coach- Brian Verpek

- Mr. Verpek has been working with our school for the last three years. He conducts workshops for the entire staff and also works with individual selected teachers who need additional support.
- He meets with teachers weekly to observe virtual lessons and provides one-to-one debriefing with teachers
- Topics Mr. Verpek has addressed include:
 - Transitioning to Remote Learning- Effective lesson planning and efficient implementation of the plans
 - Using Higher Level Thinking Questions to Promote Discussion during Remote Learning and Engage student response

Student Activities During Remote Learning

April 6th-April 10- Virtual Spirit Week- Each day a different theme let the students and teachers show off how they are working from home

Monday- Super Hero Day

Tuesday- MVP SCHOOL Spirit- Green & Gold

Wednesday- Pajama Day!

Thursday- Favorite Sports Team/Jersey Day

Friday- What are you reading Friday?

MVP PTA

The PTA was scheduled to hold a Talent Show at the end of March. Students were practicing for the event throughout January and February in order to prepare for the event. The PTA is working with GRYC to host a Virtual Talent Show for Students.

Graduation Preparations:

Preparations for Graduation have started, and time has been used to meet with teachers to begin having discussions regarding students who are being considered for academic awards.

Other Preparations:

- Congratulatory signs for the Valedictorian and Salutatorian have been ordered
- Names for the diploma have been submitted for printing
- Graduation Caps/Gowns have been ordered and delivery is expected for the 1st week of June
- Yearbook has been completed and in the process of being printed
- Graduation shirts and year end gifts have been purchased
- PTA gift to the graduates have been ordered and will be delivered to the school the week of May 26th

Financials:

Our new student lottery was conducted live via YouTube on Monday April 13th. A link to the recording has been posted on our website. Parents/Guardians have been notified of their student's seat number. We will also send out information to parents regarding registration and uniforms.

NYSTL funds have been utilized. The funds were used to purchase workbooks, reading materials, library books and educational software.

The Form 990 has been reviewed and will be filed pending board approval.

Victory Partners and Mr. Quezada are preparing a draft budget for 2020-21 school year. From the information we have gathered regarding per pupil funding we anticipate a positive budget. SUNY-CSI has also provided guidance indicating that if needed, the budget should be adjusted quarterly. Victory Partners has reviewed our financial statements (attached) as of April 30th. Their analysis indicates that we are in an adequate financial position.

We have begun painting the classrooms which have not been painted since the opening of the

school in 2013. We are also proceeding with the air conditioning installation. We also built a wall by the train tracks to avoid possible trespassers.

Motion to adjourn @ 6:42 p.m.



BOARD MEETING MINUTES

March 25, 2020

☐ DRAFT

☒ APPROVED

Meeting was held in the Multi-Purpose Room

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law's requirement of media and public notice.

- MVP Website
- Media Advisory sent to the Times Newsweekly

Call to Order: Josephine Lume, Chair called the meeting to order at 7:30 p.m.

Ms. Lume conducted a roll call via conference call

Board Members in Attendance:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chair, Josephine Lume | <input checked="" type="checkbox"/> Trustee, Maureen Campbell |
| <input checked="" type="checkbox"/> Vice Chair, Serphin R. Maltese | <input type="checkbox"/> Trustee, Betty Mayer |
| <input checked="" type="checkbox"/> Secretary, Rosemary DeGennaro | <input type="checkbox"/> Trustee, Deborah Kueber |
| <input type="checkbox"/> Treasurer, Margaret Ognibene | <input checked="" type="checkbox"/> Trustee, Monica Konopka |
| <input checked="" type="checkbox"/> Founder, Michael Michel (Non-Voting) | <input type="checkbox"/> Trustee, Gail Giordano |

An update was given regarding the remote learning. Intensive training was provided to our teachers last week from Mon-Thursday on "Remote Learning". Teachers were given time to prepare lessons, gather resources, review curriculum and prepare assessments. They practiced with the systems and with each other. We also asked the teachers to create a GVoice account, which allows students to call them after the lessons are taught. Schedules for all students and teachers were prepared and sent in a timely fashion. Students received tutorials, guidelines, and support on how to navigate Zoom.

Every student in our school has a laptop device. We were able to distribute laptops to the 6th grade who normally do not receive laptops. Students had been exposed to using the laptops so a longer Tutorial on using Zoom was offered to them. This was a great effort as Mr. Quezada and Mr. McIntosh distributed all laptops in one day.

We launched remote learning yesterday. Attendance is taken daily as students sign in to "Zoom", the platform we are currently using. We have encountered some Tech issues such as audio, and some students signing in with other names. This is being addressed by three staff

members who are constantly assessing the situations and providing the necessary support to teachers. They trouble shoot throughout the day. A notice was sent to our parents reminding them and the students, of the expectations to follow then using remote learning/video conferencing.

Principal and AP join the classes every day and participate in the lessons being taught, as well as communicate with students and teachers. Observations made reflect teachers navigating the system while delivering instruction, assessing students, calling out their names to elicit responses. Student interactions with the teachers and engagement is reflected. Students are able to ask questions (Live) and get their responses. Teachers are re-teaching as needed and are assigning homework and projects, mirroring routines followed in a classroom. Planning time was allocated within the teachers' schedule to enable them to continue to plan, assess, score and upload grades unto Teacherease. Special Ed teachers and Counselors also use Zoom to support SDW and conduct video conferencing. Teachers assess student completion of work through Google docs. They also use other on-line platforms, such as Castle Learning, Achieve 3000, Pair Deck, and Delta (Math). All subjects are being taught. Weekly conference/meetings will be held with teachers and administrators.

While we are expecting some challenges ahead, understandably so, we are totally confident that we will successfully get our students the instruction and support services they need.

A History teacher was hired for the 8th grade prior to the closing. She was trained last week and has been working hard to ensure she facilitates the curriculum content properly. She is working closely with the teacher(s) that covered the program. She has recorded 100% attendance in her on line classes.

Attendance

8th grade – 98%

7th – 93%

6th – 96%

MVP lottery will be postponed and will hold the lottery which may be audio recorded or video recorded. Details will follow.

Discussions were held regarding the air conditioning project that has been held off due to the legal matter with the Diocese which has now ended. A motion was made by Mrs. Konopka to allocate the monies for the air conditioning project in the amount of \$629,773.10. It was seconded by Mrs. DeGennaro and unanimously approved.

Motion to adjourn @ 6:42 p.m.



BOARD MEETING MINUTES

February 27, 2020

☒ DRAFT

☐ APPROVED

Meeting was held in the Multi-Purpose Room

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law's requirement of media and public notice.

- MVP Website
- Media Advisory sent to the Times Newsweekly

Call to Order: Josephine Lume, Chair called the meeting to order at 6:18 p.m.

Ms. Lume conducted a roll call

Board Members in Attendance:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chair, Josephine Lume | <input checked="" type="checkbox"/> Trustee, Maureen Campbell |
| <input checked="" type="checkbox"/> Vice Chair, Serphin R. Maltese | <input type="checkbox"/> Trustee, Betty Mayer |
| <input checked="" type="checkbox"/> Secretary, Rosemary DeGennaro | <input type="checkbox"/> Trustee, Deborah Kueber |
| <input checked="" type="checkbox"/> Treasurer, Margaret Ognibene | <input checked="" type="checkbox"/> Trustee, Monica Konopka |
| <input checked="" type="checkbox"/> Founder, Michael Michel (Non-Voting) | <input checked="" type="checkbox"/> Trustee, Gail Giordano |

Also present was **Principal**, Nancy Velez, **Director of Operations**, Christian Quezada, **Director of Curriculum**, Michele Allocca.

There was a quorum present.

Minutes from January 9, 2020 were circulated via email with copies provided as well. A motion by Mrs. Ognibene was made to approve the prior board minutes, Mrs. Campbell seconded the motion and it was unanimously approved.

Instructional Updates

Additional supplementary materials for test practice purposes were provided to ELA, Math and Algebra teachers. These new selection of books are standard based, given the teachers a unique opportunity to embed select skills and State standards into their daily lessons.

Meetings are being held every other Wednesday with "senior" teachers as part of an effort to ensure teachers are given the opportunity to share thoughts and ideas with the administrative

team. We are mirroring the concept of "School Leadership teams" which is widely used in the NYC public school system. Our common goal is a "solutions oriented" focus to address school wide challenges and concerns, as well as brainstorming innovative ideas for future school wide activities.

MVP has added a provisional staff member to support the work being implemented in the Fab Lab. The teacher has a technology background and is being currently trained so that moving forward, the instruction and curriculum implemented in the Fab Lab can be strengthen and maximized in a more efficient manner.

We have selected a teacher to take on the role as the Senior Activities Coordinator to take the lead and coordinate all 8th grade (senior) activities. This is an area that had been managed by the former director of student support services.

Ongoing discussions have been taking place related to the possible adoption of new materials/books for the 6th grade Math Curriculum for next year. We are presently exploring a program called "envision Math 2.0" (a Scott Foresman/Addison Wesley product). This program is an updated program that has up to date content and seems to be a better "product" than our current "New York Math" books from McGraw Hill. A determination will be made based on current needs and teacher input.

A History teacher with a Special Education background was interviewed and has accepted to fill in the vacancy for the 8th grade History position. The teacher is to begin on March 16th.

Assistant Principal's debriefing on Non-Instructional Updates

Staffing Updates

Current # of Teachers on Staff	Newly Hired	Staff Transitioned	Vacancies	Total
28	2	0	1 (Special Ed 6 th grade)	30

School Enrollment/Attendance

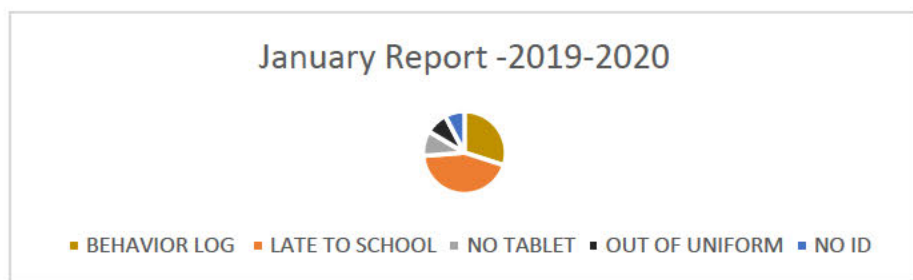
	Total Enrollment	# entered	# left	Total
Grade 6	150	0	0	150
Grade 7	130	0	0	130
Grade 8	117	0	0	117
Total School Enrollment	397	0	0	397

Attendance Rate: 96.2%

January Suspensions/Defention Data

Suspensions

Summary of Incidents	Count	Action Taken	Days
Infraction Type			
Physical Altercation	0	0	0
Other Reason	4	Out-of School Suspension	8
TOTAL:	4		8



Behavior Log	28%
Late To School	41%
No Tablet	8%
Out of Uniform	10%
No ID	13%

Athletics

The spring season has started for Athletics. Students will begin to try out for Track, Cheerleading, Soccer, Media and Basket Ball the week of February 24th. The soccer team will have their first game on Wednesday, March 11th.

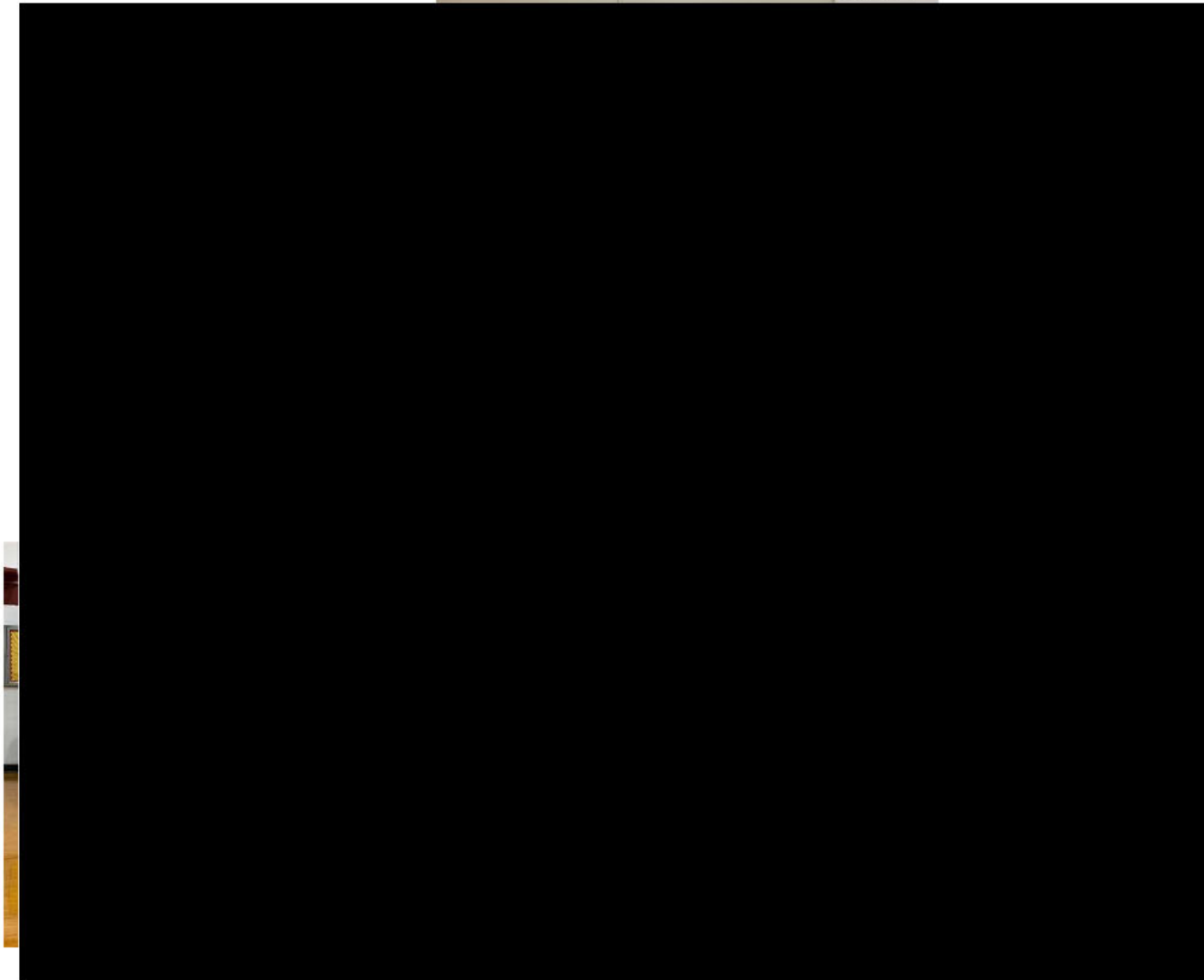
MVP Events in January/February

Pennies for Patients

MVP participated in a fundraising event for Pennies for Patients. Weekly activities were held to raise and donate money for Leukemia research. Activities included football "jerseys" dress down day, pie a teacher competition, walk-a-thon, Bingo, school bake sale and selling of flowers on Valentine's Day. We have raised \$1800 so far and hoping to reach our goal of \$2000. The campaign ends on February 28th.

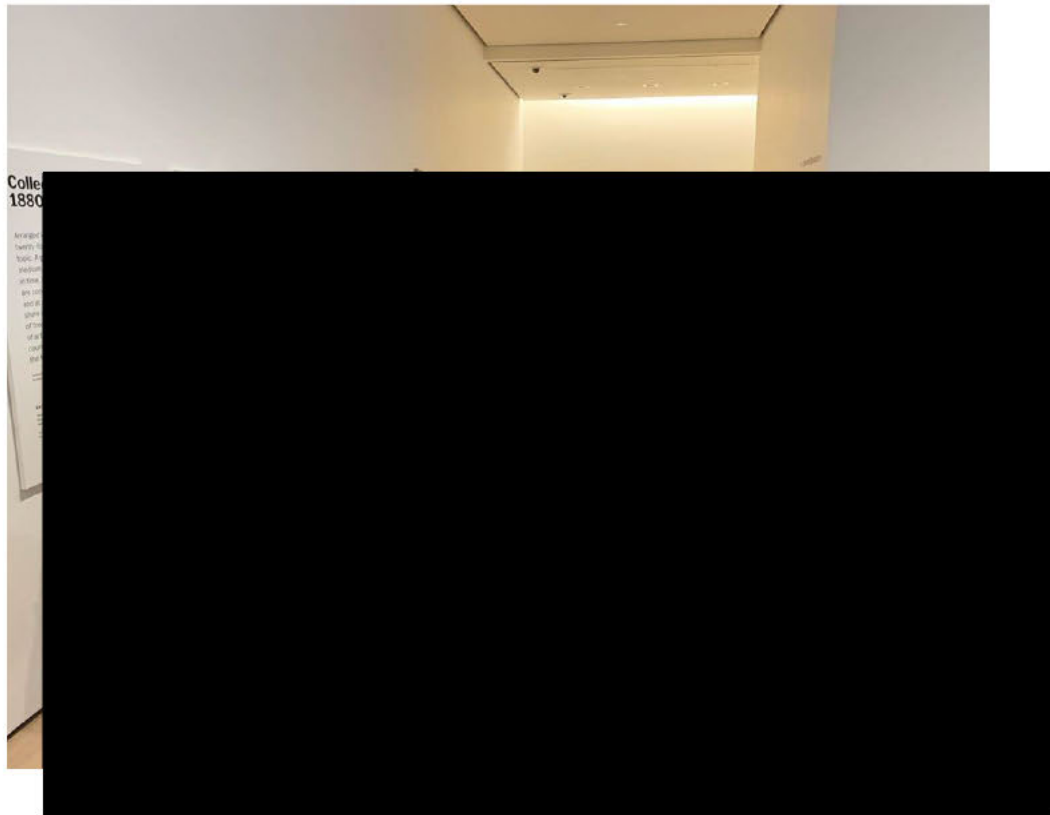
National School Choice Week

Students worked on different activities that reflected and demonstrated why (school) MVP is important to them and how it has changed their education outlook by attending school. Each grade level worked on different activities during the week including written essays, dances and art projects, all representing their thoughts on the importance and meaning MVP brings to their lives. Students also earned National School Week items such as yellow scarfs, stickers and posters to remind them of the celebration.



MOMA

7th grade students and Ms. Veloz took a trip to the MOMA in order to help them make the connections between the art work that they learned and real life art making this will allow the students to see the original work behind many of their projects and experiences modern art with their own eyes through the works of Picasso, Monet, and Van Gogh.



Financial

NYSED's School Nutrition Program conducted an administrative review our meals program. Overall they were very pleased with our food management of the school and recommended an action plan for some small items that need to be corrected.

The Form 990 Draft is being prepared by our auditors. A copy of the draft will be sent to members of the finance committee for review before it is sent to the entire Board of Trustees for approval.

Student lottery applications went live on the school website on February 1st.

NYSTL funds will be used by the March deadline. The funds will be used to purchase workbooks and reading materials.

Victory Partners and I will begin to prepare a draft budget for 2020-21 school year.

Victory Partners has reviewed our financial statements (attached) as of January 31st. Their analysis indicates that we are in an adequate financial position.

Mr. Michel updated the board regarding legal matters.

Next board meeting will be held on April 7th prior to the lottery.

Motion to adjourn @ 6:42 p.m.



BOARD MEETING MINUTES
January 9, 2020

☐ DRAFT

☒ APPROVED

Meeting was held in the Multi-Purpose Room

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law's requirement of media and public notice.

- MVP Website
- Media Advisory sent to the Times Newsweekly

Call to Order: Josephine Lume, Chair called the meeting to order at 6:18 p.m.

Ms. Lume conducted a roll call

Board Members in Attendance:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chair, Josephine Lume | <input type="checkbox"/> Trustee, Maureen Campbell |
| <input type="checkbox"/> Vice Chair, Serphin R. Maltese | <input type="checkbox"/> Trustee, Betty Mayer |
| <input type="checkbox"/> Secretary, Rosemary DeGennaro | <input checked="" type="checkbox"/> Trustee, Deborah Kueber |
| <input checked="" type="checkbox"/> Treasurer, Margaret Ognibene | <input checked="" type="checkbox"/> Trustee, Monica Konopka |
| <input checked="" type="checkbox"/> Founder, Michael Michel (Non-Voting) | <input checked="" type="checkbox"/> Trustee, Gail Giordano |

Also present was **Principal**, Nancy Velez, **Director of Operations**, Christian Quezada, **Director of Curriculum**, Michele Allocca.

There was a quorum present.

Minutes from November 12, 2019 and December 10, 2019 were circulated via email with copies provided as well. A motion by Mrs. Konopka was made to approve the prior board minutes, Mrs. Ognibene seconded the motion and it was unanimously approved.

PRINCIPAL'S BRIEFING

Instructional Updates

Meetings have been held in December with the faculty and individual teachers to solidify plans and readiness for the upcoming State tests and Regents. Supplementary materials/resources were secured for ELA and Math prep (Reaching for the New Standards; Becoming Better Readers; Rehearsing and Exploring the Standards in Reading; Rally assessments—for Math; Becoming a Better Math Student; Rehearsing and Exploring the Standards; NY Support Coach).

A timeline has been developed so that teachers can focus on the already identified areas and skills that need to be strengthen.

All new teachers (8) and second year teachers (6) have been observed a minimum of two times during this first semester, and all received written reports that include feedback on the lesson observed as well as recommendations suggested. All other 14 teachers (three years or more, Effective and highly effective teachers) have been observed at least once.

Non-Instructional Updates

Staffing Updates

Current # of Teachers on Staff	Newly Hired	Staff Transitioned	Vacancies	Total
28	1	2	2 (History, 6 th gr. Spec. Ed.)	29

School Enrollment/Attendance as of December 15th

	Total Enrollment	# entered	# left	Total
Grade 6	149	1	0	150
Grade 7	130	0	0	130
Grade 8	117	0	0	117
Total School Enrollment				397

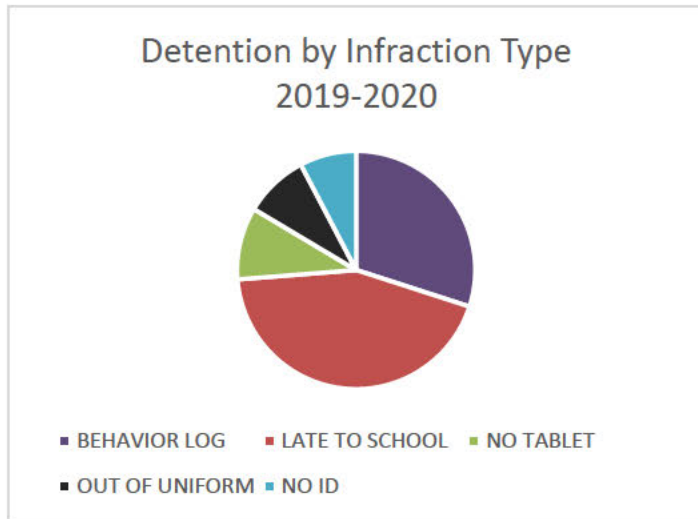
December Suspensions/Detentions Data

Suspensions

Summary of Incidents	Count	Action Taken- Days	Days
Infraction Type			
Physical Altercation	1	Out of School Suspension	3 days
Other Reason	6	Out of School Suspension	11 days
Use of inappropriate or foul language	1	In-School Suspension	1 day
TOTAL:	8		15 days

Attendance: 96.4%

Detention: 157 students



Late to School: 44%

No Tablet: 10%

No ID: 8%

Out of Uniform: 9%

Behavior logs issued: 30%

Academic Challenges

The chart below indicates the number of students failing 2 subjects by grade level.

Grade 6	Grade 7	Grade 8
13	22	13

Progress Reports go live January 29, 2020

Non- Instructional Updates

ELA/Math State Test Prep

January 11th begins the free test prep that Middle Village Prep offers to MVP students in the areas of ELA and Math. Each test prep program runs for 10 weeks leading up to the state test exam.

<u>ELA STATE TEST</u>	<u># Registered</u>		<u>Math STATE TEST</u>	<u># Registered</u>
Grade 6	75		Grade 6	70
Grade 7	55		Grade 7	56
Grade 8	21			

Pennies for Patients

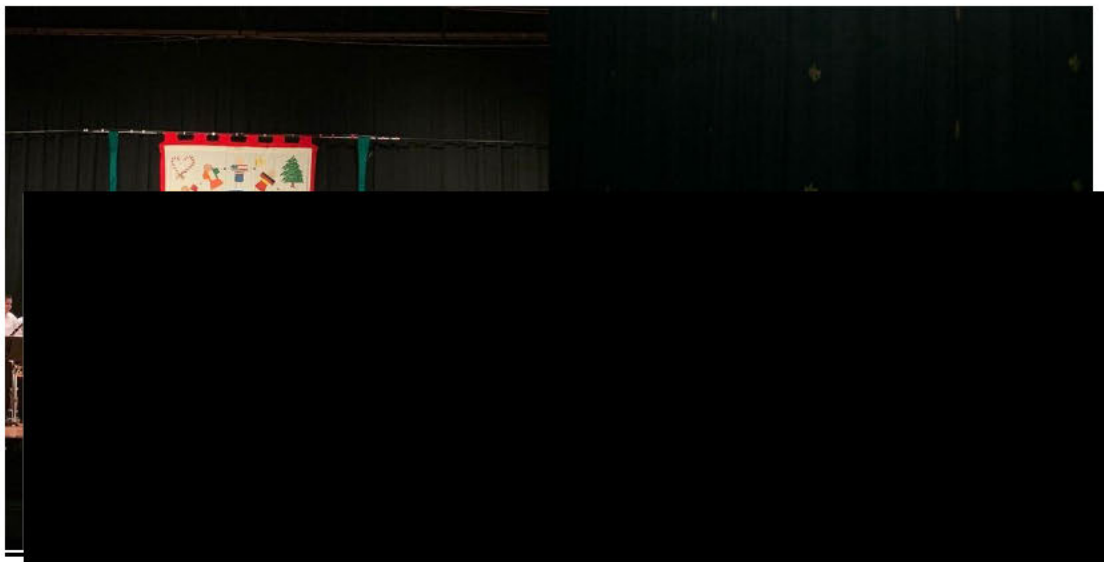
MVP will be participating in a fundraising event for Pennies for Patients. Students will participate in weekly activities to raise and donate money for Leukemia research. Some activities are a football dress down and pie a teacher competition, walk-a-thon, Bingo, school bake sale and selling of flowers for Valentine's Day.

National School Choice Week

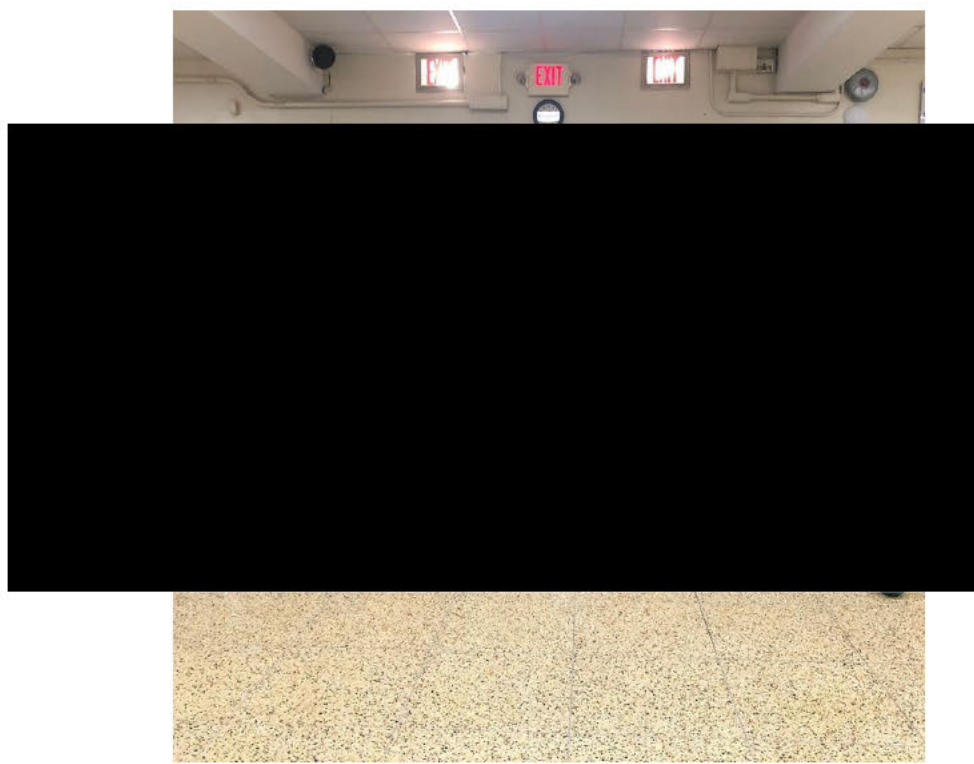
January 27th is the Kick off week for National School Choice. Students will work on different activities that show why their school is important to them and how it has changed them by attending the school. Each grade level will work on different activities during the week including written essays, dances and art projects all discussing and representing why MVP is important to them. Students will also have the opportunity to earn National School Week items such as yellow scarfs, stickers and posters to remind them of the celebration.

MVP EVENTS

Winter Concert



UGLY SWEATER DAY!



Ring day Ceremony is on January 22nd

Financial

We will begin our recruiting efforts for our 2020-21 lottery during the second week of January. Applications will be available on the school website on February 1st.

Victory Partners has reviewed our financial statements (attached) as of December 31st. Their analysis indicates that we are in an adequate financial position.

Chair Mrs. Lume motioned to go into executive session at 6:40 p.m.

Motion to come out of executive session at 7:11 p.m.

Motion was made by Mrs. Lume to accept the resignation of the Director of Student Services. Mrs. Lume also motioned to proceed with advertising in house for an instructional coach and the board will be made aware of applicants that have applied. At that point, a decision can be made to proceed with how the interview process will happen. It was seconded by Mrs. Konopka and unanimously approved.

Mr. Michel updated the board regarding legal matters.

Motion to adjourn @ 7:16 p.m.



BOARD MEETING MINUTES
December 10, 2019

☐ DRAFT

☒ APPROVED

Meeting was held in the Multi-Purpose Room

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law's requirement of media and public notice.

- MVP Website
- Media Advisory sent to the Times Newsweekly

Call to Order: Josephine Lume, Chair called the meeting to order at 6:13 p.m.

Ms. Lume conducted a roll call

Board Members in Attendance:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Chair, Josephine Lume (via conference call) | <input type="checkbox"/> Trustee, Maureen Campbell |
| <input checked="" type="checkbox"/> Vice Chair, Serphin R. Maltese | <input checked="" type="checkbox"/> Trustee, Betty Mayer |
| <input type="checkbox"/> Secretary, Rosemary DeGennaro | <input type="checkbox"/> Trustee, Deborah Kueber |
| <input type="checkbox"/> Treasurer, Margaret Ognibene | <input type="checkbox"/> Trustee, Monica Konopka |
| <input type="checkbox"/> Founder, Michael Michel (Non-Voting) | <input checked="" type="checkbox"/> Trustee, Gail Giordano |

Also present was **Principal**, Nancy Velez, **Director of Operations**, Christian Quezada, **Director of Curriculum**, Michele Allocca.

There was not a quorum present.

PRINCIPAL'S UPDATES

Instructional Updates

The city's School Quality Report was released and is now available on line. These reports share information about school performance, set expectations for schools, and promote school improvement. The reports include: 1) a "**School Quality Snapshot**", which essentially summarizes the report for families and community members to learn about school performance and quality 2) a **School Performance Dashboard**, which offers information on data for educators to investigate multiple years of school performance, and 3) a **School Quality Guide**, which educators use to further assess school data. The report is publicly available for community members interested in more information.

These reports include information from multiple sources, including the NYC School Survey, and student performance in courses and on state tests. The NYC School Survey is administered annually to students in grades 6-12, and to parents and teachers of students in all grades (K through 12). The School Quality Reports are organized around the **Framework for Great Schools, which includes six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family Community Ties, and Trust**—that drive student achievement and school improvement. MVP’s 2018-2019 School Quality Report reflects the following:

<u>ELEMENT</u>	<u>RATING</u>
➤ Rigorous Instruction	3
➤ Collaborative Teachers	3
➤ Supportive Environment	4
➤ Effective School Leadership	3
➤ Strong Family-Community Ties	3
➤ Trust	3
KEY: 4	Excellent
3	Good
2	Fair
1	Needs Improvement

The surveys will be administered again next year. We will strive and are hopeful to reach levels of “excellence” in all areas, next time the report is issued.

An opportunity to provide extended learning activities within our History Curriculum

Our 7th Grade Social Studies Curriculum will be enhanced this year by our students’ participation in the **NYC Junior Ambassadors Program**. The Office of International Affairs, in partnership with the United Nations and the NYC Department of Education, have been implementing this program for 5 consecutive years. This program is a NYC initiative that focuses on empowering 7th graders in all five boroughs to become actively engaged with the United Nations and its mission of addressing the most pressing challenges in the world. MVP applied for this very competitive program, and we were notified in late November that we are one of 19 schools selected to participate this year. Through this program, students are empowered to help create a better world through learning about the UN and the Sustaining Development Goals, which seek to address poverty, climate change and inequalities. Our 7th grade teacher, Ms. Davis, is committed to embedding the UN goals into the SS curriculum and will “roll out” the program next month. United Nations diplomats will be visiting our 7th grade classes and our students will in turn, participate in a tour of the UN headquarters.

Assistant Principal's Debriefing on Non-Instructional Updates

Staffing Updates

Current # of Teachers on Staff	Newly Hired	Staff Transitioned	Vacancies	Total
28	1	0	2 (one Special Ed 6 th grade and one History 8 th gr.)	29

School Enrollment/Attendance

	Total Enrollment	# entered	# left	Total
Grade 6	149	1	0	150
Grade 7	131	0	1	130
Grade 8	117	0	0	117
Total School Enrollment				397

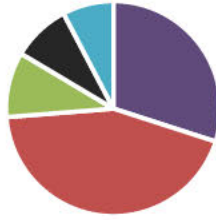
Attendance Rate: 96.4%

November Suspensions/Detention Data

Suspensions

Summary of Incidents	Count	Action Taken- Days	Days
Infraction Type			
Physical Altercation	1	Out of School Suspension	3 days
Other Reason	1	Out of School Suspension	2 days
TOTAL:	2		5 days

December Report -2019-20



■ BEHAVIOR LOG ■ LATE TO SCHOOL ■ NO TABLET ■ OUT OF UNIFORM ■ NO ID

Behavior Log	30%
Late To School	43%
No Tablet	10%
Out of Uniform	9%
No ID	8%

Total Detentions: 157

Academics of Student's - The chart below indicates the number of students failing 2 subjects by grade level.

Grade 6	Grade 7	Grade 8
12	18	9

Report Card Distribution

MVP Parent/Teacher Conferences will take place on Wednesday December 4th for families with the last name of A-L and Wednesday December 11th for families with the last name of M-Z from 3PM -6PM.

Honors

Principal's List: Students who have received an average of 98 or higher in all academic subjects.

First Honors: Students who have received an average of 93 or higher in all academic subjects.

Second Honors: Students who have received an average of 85 or higher in all academic subjects.

Grade 6 -Principal List	Grade 6- 1 st Honors	Grade 6- 2 nd Honors
3	21	48

Grade 7- Principal List	Grade 7- 1 st Honors	Grade 7- 2 nd Honors
1	16	20

Grade 8- Principal List	Grade 8- 1 st Honors	Grade 8- 2 nd Honors
3	9	28

College and Career Student Panel

MVP guidance counselors coordinated with Long Island University and Queens College to ask for student volunteers that could join a panel that would address our 8th graders regarding their High School and College choices. The five speakers who addressed the students all had a unique story and were able to relate to the students on many levels. They spoke to the student about different career choices and expectations of work assignments along with the same message to "Choose what you want to do and not what your friends do" along with the message "Join activities and clubs in order to meet people"

Events

Thanksgiving Feast for all students. Trip to the 9/11 museum.

Financial

We will submit our 2020-21 Lottery application and recruitment materials for approval by SUNY-CSI.

Once the materials are approved we will begin our advertisements and mailings.

Victory Partners has reviewed our financial statements (attached) as of November 30th and their analysis indicates that we are in an adequate financial position.

Meeting adjourned at 6:36 pm

Minutes submitted by Veronica Cokley



BOARD MEETING MINUTES
November 12, 2019

☐ DRAFT

☒ APPROVED

Meeting was held in the Multi-Purpose Room

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law's requirement of media and public notice.

- MVP Website
- Media Advisory sent to the Times Newsweekly

Call to Order: Josephine Lume, Chair called the meeting to order at 6:13 p.m.

Ms. Lume conducted a roll call

Board Members in Attendance:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chair, Josephine Lume | <input checked="" type="checkbox"/> Trustee, Maureen Campbell |
| <input checked="" type="checkbox"/> Vice Chair, Serphin R. Maltese | <input checked="" type="checkbox"/> Trustee, Betty Mayer |
| <input type="checkbox"/> Secretary, Rosemary DeGennaro | <input checked="" type="checkbox"/> Trustee, Deborah Kueber |
| <input checked="" type="checkbox"/> Treasurer, Margaret Ognibene | <input type="checkbox"/> Trustee, Monica Konopka |
| <input type="checkbox"/> Founder, Michael Michel (Non-Voting) | <input checked="" type="checkbox"/> Trustee, Gail Giordano |

Also present was **Director of Operations**, Christian Quezada, **Director of Curriculum**, Michele Allocca.

There was a quorum present.

Minutes from October 17, 2019 were circulated via email with copies provided as well. A motion by Mrs. Ognibene was made to approve the October 17, 2019 board minutes, Mrs. Campbell seconded the motion and it was unanimously approved.

PRINCIPAL'S UPDATES

Instructional/Academics

We are in receipt of the Annual School Quality Report. The Department of Education produces this type of report to help families understand the quality of their school. These reports draw from multiple sources, including feedback from students, teachers, and parents from the NYC School Survey; and a variety of student achievement measures. The point system given for each area is 4.0 (bottom of target range, approaching target, meeting target, exceeding target). The rating issued to MVP is 3.49 (Meeting the targets). There were some areas in which MVP exceeded the

target, such as: attendance average = 4.31; 9th grade credit accumulation of former 8th grade students 4.67. The full report will be available on the internet within a week.

Student Academic Progress Reports reflect that of 398 students, 48 are not meeting the target, as they have fallen below 75% in two subjects. See breakdown below by grade level:

Grade 6	Grade 7	Grade 8
7 (3 Gen Ed, 4 SWD)	23 (17 Gen Ed; 6 SWD)	18 (14 Gen Ed; 4 SWD)

Non-Instructional Updates

We are moving towards a more inclusive and shared leadership model that will afford select teachers additional opportunities to help make the school culture more collaborative, strengthening student academic achievement, improving teaching and learning and enabling them play a role in school-based decision-making, when and as applicable. In February we will select two staff members from the first and second year group of teachers. Our first meeting will be this Wednesday. The teachers invited to join the team (five of the veterans and highly effective teachers) are very excited about the idea and are looking forward to such collaboration.

Staffing Updates

Current # of Teachers on Staff	Newly Hired	Staff Transitioned	Total
27	1 (effective Dec. 2 nd)	0	28

Student Enrollment/Attendance

	# students enrolled	# entered	# left	Total
Grade 6	149	1	0	150
Grade 7	131	0	0	131
Grade 8	117	0	0	117
Total School Enrollment	397	1	0	398

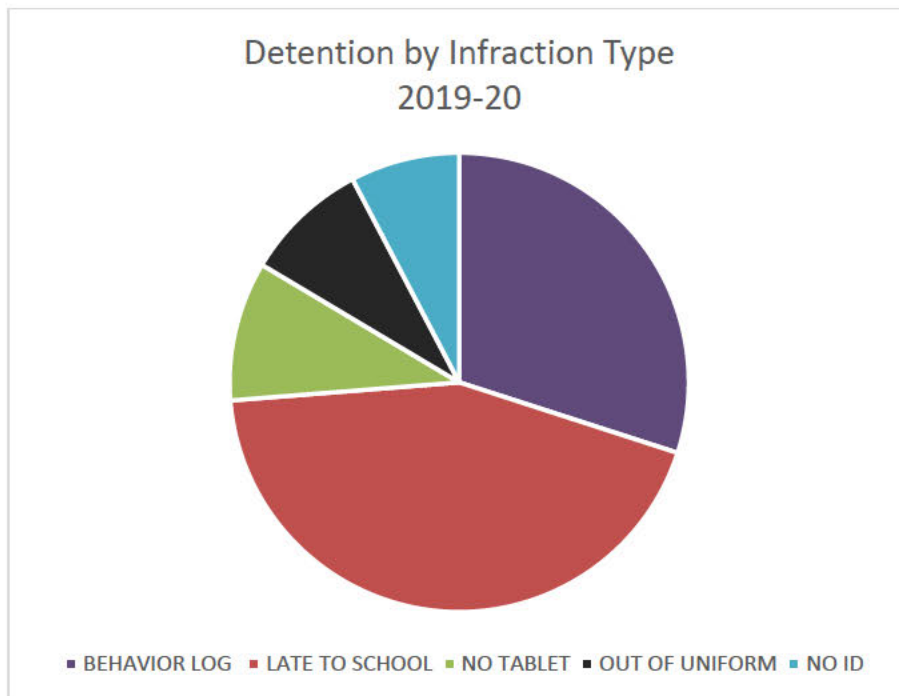
Attendance: 96.6% for the month of October

Suspension/Detention Data

Suspensions

Infraction Type	Number of students	Action Taken	Duration
Physical Altercation	1	"In House" Suspension	1 day
Use of inappropriate or foul language:	1	Out-of School Suspension	3 days
Other	3	Out-of School Suspension	1 day for each student
TOTAL:	5		

School Detention: 149 students for the month of October



School Highlights

Fab Lab

7th and 8th grade students have been working with electricity and completing circuits. Nadeer is also doing training with the Fab Lab Teachers and Mr. McIntosh over the next several weeks with machines such as the laser cutter and the vinyl cutting machine.

High School Visit

The 8th graders visited Newtown HS on October 22nd. They asked great questions and were attentive during the tour. In addition to learning about the history of the building and school (123 years old this year!), they also had the opportunity to visit and speak with teachers within the specialized programs that Newtown has to offer.... Engineering, Business and Art. MVP students learned about AP classes and College Now classes offered at Newtown and how helpful this could be for their future when they attend College.

MVP Walks for Breast Cancer Awareness Month

To raise awareness to students about Breast Cancer Awareness month that is celebrated in October, MVP students celebrated a "Think Pink" day. Students were able to come to school dressed in Pink and walked laps around the school gym along with participating in other school activities such as a bake sale, purchasing pink carnations and bracelets. MVP raised over \$600 dollars in all the sales that will be donated to the Susan G. Komen Foundation

Financial

All requirements for the 2018-19 have been completed and submitted for the SUNY-CSI annual report.

The 1st Quarter (Q1) Financial report has been submitted to SUNY-CSI.

We've begun working with our auditors to prepare the Form 990. An automatic extension will be filed.

We are updating our advertisements and application for the 2020-21 lottery. The items will be sent to SUNY-CSI for approval

Victory Partners has reviewed our financial statements (attached) as of October 31st and their analysis indicates that we are in an adequate financial position.

MVP's holiday party will be held on December 13th.

Board requested financials be enlarged in the future.

Meeting adjourned at 6:28 pm

Next board meeting is scheduled for Tuesday, December 10, 2019

Minutes submitted by Veronica Cokley



BOARD MEETING MINUTES
October 17, 2019

☐ DRAFT

☒ APPROVED

Meeting was held in the Multi-Purpose Room

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law's requirement of media and public notice.

- MVP Website
- Media Advisory sent to the Times Newsweekly

Call to Order: Josephine Lume, Chair called the meeting to order at 6:07 p.m.

Ms. Lume conducted a roll call

Board Members in Attendance:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chair, Josephine Lume | <input checked="" type="checkbox"/> Trustee, Maureen Campbell |
| <input checked="" type="checkbox"/> Vice Chair, Serphin R. Maltese | <input type="checkbox"/> Trustee, Betty Mayer |
| <input checked="" type="checkbox"/> Secretary, Rosemary DeGennaro | <input type="checkbox"/> Trustee, Deborah Kueber |
| <input checked="" type="checkbox"/> Treasurer, Margaret Ognibene | <input checked="" type="checkbox"/> Trustee, Monica Konopka |
| <input checked="" type="checkbox"/> Founder, Michael Michel (Non-Voting) | |

Also present was **Principal**, Nancy Velez, **Director of Operations**, Christian Quezada, **Director of Curriculum**, Michele Allocca.

There was a quorum present.

Minutes from September 18, 2019 were circulated via email with copies provided as well. A motion by Mr. Maltese was made to approve the September 18, 2019 board minutes with the amendment to remove the vote to approve Gail Giordano until the board number is increased, Mrs. Ognibene seconded the motion and it was unanimously approved.

A motion was made by Mrs. Lume to increase MVP's set number of board members from 8 to 9. Follow up discussion as to SUNY's request for this motion increase. It was seconded by Mrs. Campbell and unanimously approved.

Mr. Maltese motioned to add Ms. Gail Giordano to the MVP board as Trustee with a one year term, it was seconded by Mrs. Campbell and unanimously approved.

OCTOBER BOARD OF TRUSTEES MEETING

PRINCIPAL'S REPORT

Instructional/Academic Updates

The first round of academic reports are being sent to the parents on October 18th. A list of students who are failing two subject areas has been compiled and meetings to meet with parents have been arranged to discuss next steps. A total of 9 students in the sixth grade have two failing subjects. A total of 30 7th grade students have two failing subjects. A total of 14 8th grade students have two failing subjects. Intervention services are beginning next Monday. Teachers who received specialized training in the summer, as well as select Special Education teachers, will be assisting the students that have been identified as needing the additional support. There will be support given in ELA and Math.

In addition to the student academic report, teaching staff have been provided with other student progress and achievement data such as the MAP assessment (ELA and Math) and Achieve 3000. MAP stands for Measures of Academic Progress. The MAP test is designed to measure student achievement in the moment, and growth over time, regardless of grade level, so it is quite different. While the state test usually return information in the fall after the test is taken, MAP gives quick feedback to teachers, administrators, students and parents. Achieve 3000 is an On-Line Program for Blended Learning in Reading. All students begin by taking a Lexile placement test (grade reading levels). The program focuses on helping students develop reading comprehension, vocabulary, and writing skills. Lessons taught follow a five-step literacy routine: Introduce a topic; read an article; complete a multiple-choice comprehension quiz; respond to a high level questions with a written and/or oral argument; and take an opinion poll and provide support for responses.

Triangulating data is critical to proper and effective planning, as well as decision making for grouping purposes and delivery of instruction. Meetings are being held with teachers to ensure that data gathered through assessments such as the MAP and Achieve 3000 assessments are understood, analyzed and reviewed purposefully.

New resources (such as books and software) for the Science and Health department have been purchased and distributed to appropriate staff. These materials are acquired to enhance teaching and learning in the classroom. Digital copies of the resources were also secured to ensure that students can access them at home through their Chromebook. The use of Chromebooks is being monitored closely given a decrease noted in its usage.

Non-Instructional Updates

Staffing Updates

Vacancies – we are still in need of a Special Education teacher (6th grade level- Social Studies and Science). This week six teachers applied for the position. Interviews are being scheduled.

Schoolwide incidents-

So far this month: 1 infraction

Last week we were honored with the visit of the Education Committee members, Dr. Campbell, Mrs. DeGennaro and Mrs. Mayer. We want to thank them for having conducted the first Principal's evaluation of the current school year. The visit provided us with the opportunity to have a productive discussion around several school wide areas, including but not limited to: school culture, teaching and learning (teacher practices), school data (teacher observations/feedback; student performance), assessments and professional development. Next steps, such as a follow up visit and areas in need of improvement and recommendations, were discussed. Mrs. Mayer was invited to return to visit ELA classroom and engage in conversations with select ELA teachers.

Attendance

MVP's attendance rate remained above our targeted 95%; we currently sit at 96.9% with the average number of students in attendance daily at 383.

Athletics

MVP's Track Team's first meet is scheduled for Saturday, September 21st in Van Cortland Park.

The Soccer team is in an ongoing league where student-athletes will have four games scheduled in the month of October and November. The first game is on October 16th at Flushing Meadow Park.

Cheerleaders will be attending a Cheer Clinic at Hofstra University. The Cheerleaders will be assigned Cheer Big Brothers/Sisters to work on different cheer routines.

The MVP media program is continuing to work on developing the skills for photography editing, video editing, and creating flyers for the MVP sporting events. Some of the members will be attending the first soccer game in order to interview players and record footage of the game.

High School Fair

On October 2nd, the guidance counselors hosted MVP's 5th Annual High School Fair for the 7th and 8th graders. Twenty-One schools were in attendance. Some schools included were Christ the King HS, St. Francis Prep, Martin Luther School, Archbishop Molloy HS, MESA Charter School, New Visions AMS IV, and Williamsburg Charter. Between the 7th and 8th grade, over 60 families were in attendance

Harvest Festival

In collaboration with the Day Care, Middle Village Prep 6th grade students work on coordinating and participating in the Harvest Festival Day. Students buddy up with the day care to visit and learn about the different farm animals. They enjoy the day by playing games, picking and decorating pumpkins and enjoying a snack together. The MVP students even prepare a lesson to teach the students about the animals on the farm

Financial

We are continuing to work with the NYC Charter School Center to assist faculty members in efficiently completing their requirements.

Financial statements have been reviewed by the Audit Committee with recommendation to approve. Mrs. Lume motioned to approve the financial statements, seconded by Mrs. Ognibene and unanimously approved.

Motion to go into executive session @ 6:42 pm

Motion to end executive session @ 6:59 pm.

Motion was made by Ms. Konopka to approve a bonus for faculty, staff and administration with the terms set forth by the board, seconded by Mrs. DeGennaro and approved unanimously.

Meeting adjourned at 7:01 pm

Next board meeting is scheduled for Tuesday, November 12, 2019

Minutes submitted by Veronica Cokley



BOARD MEETING MINUTES
September 18, 2019

☐ DRAFT

☒ APPROVED

Meeting was held in the Multi-Purpose Room

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law's requirement of media and public notice.

- MVP Website
- Media Advisory sent to the Times Newsweekly

Call to Order: Josephine Lume, Chair called the meeting to order at 6:08 p.m.

Ms. Lume conducted a roll call

Board Members in Attendance:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chair, Josephine Lume | <input checked="" type="checkbox"/> Trustee, Maureen Campbell |
| <input checked="" type="checkbox"/> Vice Chair, Serphin R. Maltese | <input checked="" type="checkbox"/> Trustee, Betty Mayer |
| <input checked="" type="checkbox"/> Secretary, Rosemary DeGennaro | <input checked="" type="checkbox"/> Trustee, Deborah Kueber |
| <input checked="" type="checkbox"/> Treasurer, Margaret Ognibene | <input type="checkbox"/> Trustee, Monica Konopka |
| <input checked="" type="checkbox"/> Founder, Michael Michel (Non-Voting) | |

Also present was **Principal**, Nancy Velez, **Director of Operations**, Christian Quezada, **Director of Curriculum**, Michele Allocca.

There was a quorum present.

Minutes from the May 15, 2019, June 12, 2019 and August 14, 2019 were circulated via email with copies provided as well. A motion by Mr. Maltese was made to approve the previous three board minutes, Mrs. Ognibene seconded the motion and it was unanimously approved.

A motion was made by Mrs. Lume to ratify the email vote which was unanimously approved and needs ratification for Betty Mayer to join the MVP Board of Trustees. Mrs. Mayer will fill in for the vacant spot with her term expiration date of 6/30/2021.

Instructional Updates

This school year is off to a good start. We provided professional development to all teachers during the week of August 21. Our Orientation day was probably one of the smoothest we've experienced. At least 100 parents participated in the Orientation.

We are 98% staffed. Our Music teacher accepted a position as a Director of Music at a school in Levittown Long Island. She was immediately replaced with Mr. Matthew Rippert, an experienced teacher whose school (?? which school did he come from?) was closed recently. Our 6th grade Math teacher relocated to Florida in late July. She was replaced with a new teacher, Ms. Jessica Koziol. We have a new 6th grade Science teacher Mrs. Katherine Gruber. Ms. Bursig, former 6th grade Science teacher was assigned a split program this year, so she is now covering 7th and 8th gr Science, and continues to lead our Robotics program. Our 6th grade Social Studies teacher, who had been in MVP since late April, resigned last week. As stated by him, he was having too many challenges with the grade level and felt his skills would be best used at a high school level. He was replaced with a new teacher, Mr. Benito Gambino. We were able to hire a Special Education teacher, Mrs. Sofia Panagos to cover our 7th gr Social Studies and Science ICT classes. This position was vacant for a whole year, last year. We still need a Special Education teacher for one of our 6th grade ICT classes. We also secured an ELA/ Writing Teacher to support our efforts to improve writing skills across all grade levels.

This year we adopted two instructional programs: A) the **"Hallway Heroes"** Program (Chicken Soup for the Soul, Create Your Best Future), a literacy based program that will be implemented by the Counselors. This program will enhance and develop social and emotional skills such as self-awareness, self-management, relationships, goal setting and decision making. The program integrates lessons to prevent bullying and cyber bullying; it incorporates project based learning and includes a Writing Journal that motivates students to enhance their writing skills through writing prompts. B) The second program we are implementing to reinforce our students' writing skills is Columbia Teachers' College (Lucy Calkins) **Units of Study in Opinion/Argument, Information, and Narrative Writing**, grades 6-8. Our new Writing Teacher Ms. Ruppert will be implementing this program in the 7th grade. Ms. Ruppert is working closely with two other teachers who are also embedding these resources for grades 6th and 8th. The NYC DOE Writing Curriculum will serve as the "blue print" for the scope of this work.

Finally, we sent three teachers in late August to receive training in the Wilson Program. The Wilson program is a level I Certification program designed to prepare teachers to effectively implement WRS (Wilson Reading System) Steps 1-6 with students who are reading and spelling below grade level, as well as those diagnosed with a language-based learning disability. Our teachers are certified and can now provide Intervention services and support to students with IEPs that include intensive: Vocabulary, word understanding, and word-learning skills ; Sentence-level text reading with ease, expression, and understanding Listening comprehension with age-appropriate narrative and informational text; Reading comprehension with narrative and expository text of increasing levels of difficulty.

Our progress and achievement rates with Regents examinations reflect that our students performed and outperformed the State, the city and the district, at a rather satisfactory level:

Algebra - 94%

students passed

US History- 75% of the students passed

Earth Science – 70% passed

Unfortunately, we were not able to make progress as planned, in the areas of ELA and Math. In ELA, although **80% of our 8th** grade students passed the ELA test (including all students with an IEP), and

although we outperformed the State by **17%**, our schoolwide performance rate is 62% proficient (1% less than last year).

In Math, our 6th grade students underperformed. Although we did better in comparison to the State by **11%** (in Levels 3 and 4), our overall school wide performance rate (in grades 6 and 7th) **was 57%**. We are not excusing our deficiencies, however it should be noted that last year we were not able to hire a 7th grade Math teacher. The two classes that underperformed in the 7th grade were taught by a Special Education teacher, who although was supported and provided with training, and did her best, was not able to get the majority of the students to meet proficiency levels. At the 6th grade levels, both teachers were new. Both were trained and received on site support but were not able meet the goals last year.

This year, to ensure that our students will be able to demonstrate drastic progress, the Math and ELA teachers will receive weekly Coaching and support, by "lead teachers" have been assigned to assist each one of them. They will continue to attend outside of the school training, as they become available.

TACH/SHSAT Test Prep

Middle Village Prep is offering testing prep classes for the 8th grade students for the Catholic High School Entrance Exam (TACH) and also the Specialized High School Exam (SHSAT) beginning on Friday, September 20th. 34 students have enrolled for the SHSAT Prep course and 37 students have enrolled for the TACH course. Each course runs for 6 weeks and will end the weekend of the exam.

MAP Testing:

MAP assessments are used to measure a student's growth in Mathematics and Reading. The fall assessment gathers baseline. The winter assessment measures progress. ... It is used to chart a student's academic growth from year to year. MAP is a computer adaptive test, which means every student gets a unique set of test questions based on responses to previous questions. Questions will start off easy and progressively become more challenging until the students shows difficulty in answering questions. The MAP exam helps teachers to determine what level the student is performing on and will let the teacher see the standards that the child is mastering, approaching or still having difficulty with.

Chromebook Distribution

Chromebooks were distributed to our 7th and 8th grade students on Monday this week. Teachers will be receiving professional development over the next few months to learn different strategies and applications to use in the classroom with the Chromebook.

Attendance

For the three weeks school has been in session, MVP's attendance rate remained above our targeted 95%; we currently sit at 95.9% with the average number of students in attendance daily at 379. Of the 395 students enrolled, two students are above 5 absences. These parents have been contacted and notified of MVP's attendance policy.

In addition, MVP has adopted a daily tardy email that is sent out to the parents of students that arrive late to school via Teacherease. This allows for parents to get real-live update on student attendance, and allows for them to actively monitor attendance daily.

Athletics

On September 9th, MVP hosted the 2019 Fall Tryout Session for Athletics. We hosted 136 students for one of the 60 spots on one of our four fall teams: cheerleading, soccer, track, and media.

The track roster has been finalized, and we began practice on Monday, September 16th. Their first track meet is scheduled for Saturday, September 21st in Van Cortlandt Park.

Soccer rosters are finalized as well, with 16 participants coming from our three grades, including three students from the 6th grade. This season, our team is in an ongoing league where student-athletes will have four games on Wednesdays in October. The championship will be played the first weekend in November, possibly being hosted at Yankee Stadium!

The cheerleading team will begin practice on Monday, September 16th. While they will be gearing up to cheer MVP on at their games, Mr. Arbitello is planning our participation in multiple competitions.

Lastly, the MVP media program will continue to take on several students in developing the skills for photography editing, video editing, and creating flyers for the MVP sporting events. They too will attend the MVP competitions/games with the cameras/video equipment to document everything!

Discipline

During boot camp, all 6th grade students and parents were informed on the information presented in the code of conduct, including student attendance and prohibited conduct. 7th and 8th grade students were spoken with in the afternoon sessions reminding them of our policies and procedures.

8th Grade Parent Meeting

On September 25th, the guidance counselors will host the 8th grade parents for a workshop presenting the high school applications process. This workshop will allow for parents to see hands on demonstration of what the application looks like, the second year usage of the MySchools.com account. and much more!

Financial

The audited financial statements will be reviewed by the audit committee and once approved by the board will be submitted to complete the SUNY-CSI annual report. Preparation of the Form 990 will begin after the annual report is submitted.

Mrs. Lume motioned to ratify the 2019/20 budget which was circulated via email and approved, it was seconded by Mrs. Ognibene and unanimously approved. Mrs. Mayer-Foley and Mrs. Giordano were excluded from this vote since it was prior to their serving on the Board.

Mrs. Lume motioned to increase the 2019/20 salary for the Administration/Staff 4%, it was seconded by Mrs. Kueber and unanimously approved.

Victory Partners has reviewed our financial statements (attached) as of August 31st and their analysis indicates that we are in an adequate financial position.

Meeting adjourned at 6:36 pm
Next board meeting will be October 17, 2019

Minutes submitted by Veronica Cokley



BOARD MEETING MINUTES
August 14, 2019

☐ DRAFT

☒ APPROVED

Meeting was held in the Multi-Purpose Room

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law's requirement of media and public notice.

- MVP Website
- Media Advisory sent to the Times Newsweekly

Call to Order: Josephine Lume, Chair called the meeting to order at 6:10 p.m.

Ms. Lume conducted a roll call

Board Members in Attendance:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Chair, Josephine Lume | <input type="checkbox"/> Trustee, Maureen Campbell |
| <input checked="" type="checkbox"/> Vice Chair, Serphin R. Maltese | <input type="checkbox"/> Trustee, Kaiko Hayes |
| <input checked="" type="checkbox"/> Secretary, Rosemary DeGennaro | <input type="checkbox"/> Trustee, Deborah Kueber |
| <input type="checkbox"/> Treasurer, Margaret Ognibene | <input type="checkbox"/> Trustee, Monica Konopka |
| <input type="checkbox"/> Founder, Michael Michel (non-voting) | <input type="checkbox"/> Parent Rep, Jodi Mercado |

Also present was **Director of Operations**, Christian Quezada, **Director of Curriculum**, Michele Allocca, Gail Giordano (potential board member), Betty Mayer-Foley (pending vote for board member)

There was not a quorum present.

Mrs. Lume stated that Ms. Gail Giordano's resume will be circulated again via email and an electronic vote will be taken to approve Ms. Giordano as a board member of MVP. This result will be ratified at the next board meeting when there is a quorum.

Principal's Report

School wide Summary Updates

School Opening Readiness

1- MVP administration has been coordinating and planning this Summer to ensure that we are off to a great start next week, as teachers are due to return. As a way of welcoming them back to school, hot breakfast will be served. Professional Development activities have been planned for the entire week. On Monday, the faculty will be meeting with the principal in the morning. At this particular session, academic goals, State test results, expectations, best practices (what worked, what didn't, etc.), will be part of a collective discussion. Hallway boards have been beautifully decorated in anticipation of our students' return. On Monday, August 26th we will welcome our incoming 6th graders and

their parents in the morning (“Boot Camp”) and in the afternoon, we will be offering a “mini” orientation session for our returning 7th and 8th grade students. We will be welcoming 410 students on Tuesday, August 27th.

2- The preliminary State test results (which only include whether students Met or Did not meet the State standards) reflect the following:

AREA: ELA

Grade	DID NOT MEET	MET
	Criteria (Level 1)	Criteria
6	1	145 (Total tested was 145)
7	1	126 (Total tested was 126)
8	0	120

AREA: MATH

Grade		
6 th	10	135 (2 of the 10 students who didn't meet, have IEPs)
7 th	1	125

**** Three students (parents) declined to take test. (6th and 7th grades)**

The Regents results are as follows:

- Algebra - 94% passing (an increase of 9 % from las year)
- History – 75% passing (a decrease of 7% from last year, but still met the 75% target)
- Earth Science - 70% (an increase 6%)

Staffing Updates

Two staff members left MVP in late July. A 6th grade Math teacher and a Counselor. One relocated to Florida and the other accepted a job at BOCES. A third member is on Maternity leave. When the position for Guidance was posted, 45 applications were submitted to MVP. Six candidates were interviewed. Two more interviews were scheduled for August 17th. Most candidates were extremely articulate, some have experience and others are completely new to the system. We are still conducting interviews for a 7th grade Math. We interviewed an ICT teacher, offered the position but the teacher said she would think about it and let us. Interviews continue to be set up for Special Ed teachers.

Financial

The July& August (Projected) enrollment invoices have been submitted. The financial portion of the annual CSI report has been submitted. The audited financial statements will be submitted by the November 1st deadline.

The NYSED annual report have been submitted.

All staff with expired/missing CPR certifications will be re-trained at the start of the school year.

The audit fieldwork is taking place this week we expect our auditors to present the complete financial statements at the October meeting.

Victory Partners has reviewed our financial statements as of July 31st and their analysis indicates that we are in an adequate financial position.

Executive session was called @ 6:46 pm.

The Finance Committee reviewed and recommends approval of the salaries for the Administrative team for the new fiscal year. Since there is no quorum present, it will be approved by email and we will ratify it at the September board meeting.

Meeting adjourned at 7:01 pm

Next board meeting will be September 18, 2019

Minutes submitted by Veronica Cokley

2020					2021					
August	September	October	November	December	January	February	March	April	May	June
1 Sa	1 Tu- 2	1 Th- Remote	1 Su	1 Tu- 26	1 Fr New Year's	1 Mo- 40	1 Mo-46	1 Th- Remote	1 Sa	1 Tu- 70
2 Su	2 We- Remote	2 Fr- Remote	2 Mo-17	2 We- Remote	2 Sa	2 Tu- 41	2 Tu- 47	2 Fr- no school	2 Su	2 We- Remote
3 Mo	3 Th- Remote	3 Sa	3 Tu- 18	3 Th- Remote	3 Su	3 We- Remote	3 We- Remote	3 Sa	3 Mo- 62	3 Th- Remote
4 Tu	4 Fr- Remote	4 Su	4 We- Remote	4 Fr- Remote	4 Mo- 33	4 Th- Remote	4 Th- Remote	4 Su	4 Tu- 63	4 Fr- Remote
5 We	5 Sa	5 Mo- 10	5 Th- Remote	5 Sa	5 Tu- 34	5 Fr- Remote	5 Fr- Remote	5 Mo- no school	5 We- Remote	5 Sa
6 Th	6 Su	6 Tu- 11	6 Fr- Remote	6 Su	6 We- Remote	6 Sa	6 Sa	6 Tu- no school	6 Th- Remote	6 Su
7 Fr	7 Mo Labor Day	7 We- Remote	7 Sa	7 Mo- 27	7 Th- Remote	7 Su	7 Su	7 We- no school	7 Fr- Remote	7 Mo- 71
8 Sa	8 Tu- 3	8 Th- Remote	8 Su	8 Tu- 28	8 Fr-Remote	8 Mo- 42	8 Mo- 48	8 Th- no school	8 Sa	8 Tu- 72
9 Su	9 We- Remote	9 Fr- Remote	9 Mo- 19	9 We- Remote	9 Sa	9 Tu- 43	9 Tu- 49	9 Fr- no school	9 Su	9 We- Remote
10 Mo	10 Th- Remote	10 Sa	10 Tu- 20	10 Th- Remote	10 Su	10 We- Remote	10 We-Remote	10 Sa	10 Mo- 64	10 Th-Remote
11 Tu	11 Fr- Remote	11 Su	11 We Veterans	11 Fr- Remote	11 Mo- 35	11 Th- Remote	11 Th-Remote	11 Su	11 Tu- 65	11 Fr- Remote
12 We	12 Sa	12 Mo Columbus	12 Th- Remote	12 Sa	12 Tu- 36	12 Fr- Remote	12 Fr-Remote	12 Mo- 56	12 We- Remote	12 Sa
13 Th	13 Su	13 Tu- 12	13 Fr-Remote	13 Su	13 We- Remote	13 Sa	13 Sa	13 Tu- 57	13 Th- Remote	13 Su
14 Fr	14 Mo- 4	14 We- Remote	14 Sa	14 Mo- 29	14 Th- Remote	14 Su	14 Su	14 We- Remote	14 Fr- Remote	14 Mo- 73
15 Sa	15 Tu- 5	15 Th- Remote	15 Su	15 Tu-30	15 Fr-Remote	15 Mo President	15 Mo- 50	15 Th- Remote	15 Sa	15 Tu- 74
16 Su	16 We- Remote	16 Fr- Remote	16 Mo- 21	16 We- Remote	16 Sa	16 Tu- no school	16 Tu- 51	16 Fr- Remote	16 Su	16 We- Remote
17 Mo	17 Th- Remote	17 Sa	17 Tu-22	17 Th-Remote	17 Su	17 We- no school	17 We- Remote	17 Sa	17 Mo- 66	17 Th- Remote
18 Tu	18 Fr- Remote	18 Su	18 We- Remote	18 Fr-Remote	18 Mo Martin L.	18 Th- no school	18 Th- Remote	18 Su	18 Tu- 67	18 Fr- Remote
19 We	19 Sa	19 Mo- 13	19 Th- Remote	19 Sa	19 Tu- 37	19 Fr- no school	19 Fr- Remote	19 Mo- 58	19 We- Remote	19 Sa
20 Th	20 Su	20 Tu- 14	20 Fr- Remote	20 Su	20 We- Remote	20 Sa	20 Sa	20 Tu- 59	20 Th- Remote	20 Su
21 Fr	21 Mo- 6	21 We- Remote	21 Sa	21 Mo- 31	21 Th- Remote	21 Su	21 Su	21 We- Remote	21 Fr- Remote	21 Mo- 75
22 Sa	22 Tu- 7	22 Th- Remote	22 Su	22 Tu-32	22 Fr- Remote	22 Mo- 44	22 Mo- 52	22 Th- Remote	22 Sa	22 Tu- 76
23 Su	23 We- Remote	23 Fr- Remote	23 Mo- 23	23 We-Remote	23 Sa	23 Tu- 45	23 Tu- 53	23 Fr- Remote	23 Su	23 We- Remote
24 Mo-	24 Th- Remote	24 Sa	24 Tu- 24	24 Th- no school	24 Su	24 We- Remote	24 We- Remote	24 Sa	24 Mo- 68	24 Th
25 Tu-	25 Fr- Remote	25 Su	25 We- Remote	25 Fr Christmas	25 Mo- 38	25 Th- Remote	25 Th- Remote	25 Su	25 Tu- 69	25 Fr
26 We-	26 Sa	26 Mo- 15	26 Th Thanks-giv	26 Sa	26 Tu- 39	26 Fr- Remote	26 Fr- Remote	26 Mo- 60	26 We- Remote	26 Sa
27 Th-	27 Su	27 Tu- 16	27 Fr- no school	27 Su	27 We- Remote	27 Sa	27 Sa	27 Tu- 61	27 Th- Remote	27 Su
28 Fr-	28 Mo- 8	28 We- Remote	28 Sa	28 Mo-no school	28 Th- Remote	28 Su	28 Su	28 We- Remote	28 Fr- Remote	28 Mo
29 Sa	29 Tu- 9	29 Th- Remote	29 Su	29 Tu-no school	29 Fr- Remote		29 Mo- 54	29 Th- Remote	29 Sa	29 Tu
30 Su	30 We- Remote	30 Fr- Remote	30 Mo- 25	30 We-no school	30 Sa		30 Tu- 55	30 Fr- Remote	30 Su	30 We
31 Mo- 1		31 Sa		31 Th-no school	31 Su		31 We- Remote		31 Mo Memorial Day	
			76 days in person							
			104 remote learning days							

Certificate of Occupancy

CO Number: 402433648F

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

A. Borough: Queens Address: 68-02 METROPOLITAN AVENUE Building Identification Number (BIN): 4089211	Block Number: 03667 Lot Number(s): 23 Building Type: Altered	Certificate Type: Final Effective Date: 01/12/2010
<i>For zoning lot metes & bounds, please see BISWeb.</i>		
B. Construction classification: 1 (Prior to 1968 Code) Building Occupancy Group classification: PUB (Prior to 1968 Code) Multiple Dwelling Law Classification: None		
No. of stories: 4 Height in feet: 28 No. of dwelling units: 0		
C. Fire Protection Equipment: None associated with this filing.		
D. Type and number of open spaces: None associated with this filing.		
E. This Certificate is issued with the following legal limitations: None		
Borough Comments: None		



Borough Commissioner



Commissioner



Certificate of Occupancy

CO Number: 402433648F

Permissible Use and Occupancy

All Building Code occupancy group designations are 1968 designations, except RES, COM, or PUB which are 1938 Building Code occupancy group designations.

Floor From To	Maximum persons permitted	Live load lbs per sq ft	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
------------------	---------------------------------	-------------------------------	--	---------------------------------	---------------------	--------------------

NOTE: PLACE OF ASSEMBLY SPACES (13) SHALL BE USED FROM EXISTING SCHOOL SPACE 'AFTER HOURS'

END OF SECTION

Borough Commissioner

Commissioner

END OF DOCUMENT