Application: Academy Charter School - Uniondale

Keith Szczepanski - keithmszczepanski@gmail.com
2020-2021 Annual Report

Summary

ID: 0000000087
Status: Annual Report Submission
Last submitted: Jul 30 2021 02:06 PM (EDT)

Entry 1 School Info and Cover Page

Completed - Jul 30 2021

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 2020-2021 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, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

ACADEMY CHARTER SCHOOL-UNIONDALE 280202861142

a1. Popular School Name

TACS - Uniondale

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

UNIONDALE UFSD

d. DATE OF INITIAL CHARTER

2/2018

e. DATE FIRST OPENED FOR INSTRUCTION

9/2018

h. SCHOOL WEB ADDRESS (URL)

http://www.academycharterschool.org/

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

450

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

459

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 9

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 2021-2022?

	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	100 Charles Lindbergh Blvd., Uniondale NY 11553	516-591-3030		K-6, 9-10	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
Operational Leader	Bishop Barrington Goldson	516-408-2200	516-410-4931	bgoldson@academycharterschool.org
Compliance Contact	Wayne Haughton	516-408-2200	516-410-1586	whaughton@academycharterschool.org
Complaint Contact	Sandrea O'Neil	516-408-2200	516-551-9127	SOneil@academycharterschool.org
DASA Coordinator	Randolph Bruny	516-408-2200		rbruny@academycharterschool.org
Phone Contact for After Hours Emergencies	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.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, 2021.

Site 1 Certificate of Occupancy (COO)

Uniondale Certificate Of Completion Interior Alterations.pdf

Filename: Uniondale Certificate Of Completion Interior Alterations.pdf **Size:** 452.4 kB

Site 1 Fire Inspection Report

Fire Alarm Inspection- 100 Charles Lin.pdf

Filename: Fire Alarm Inspection- 100 Charles Lin.pdf **Size:** 256.5 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

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

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Dr. Nichloas Stapleton
Position	Chief Education Officer
Phone/Extension	516-408-2200
Email	nstapleton@academycharterschool.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click YES to agree.

Responses Selected:

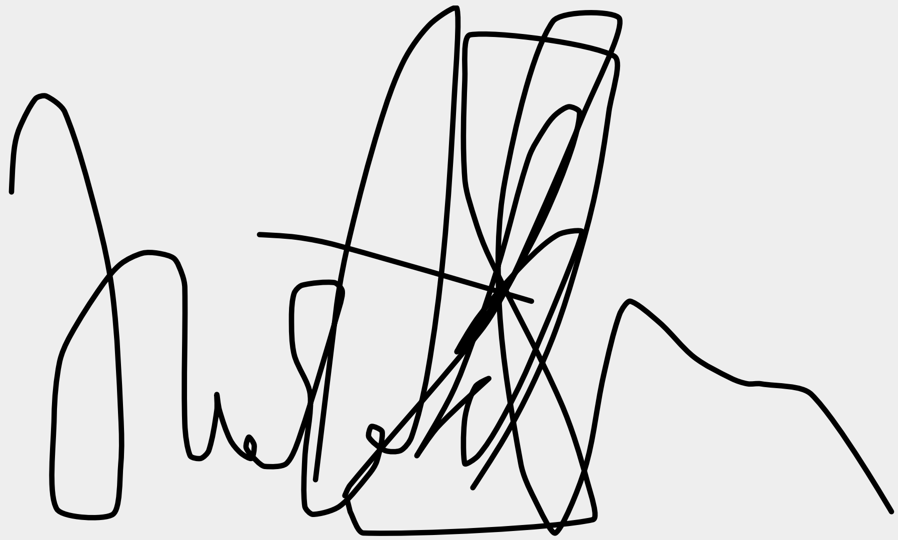
Yes

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

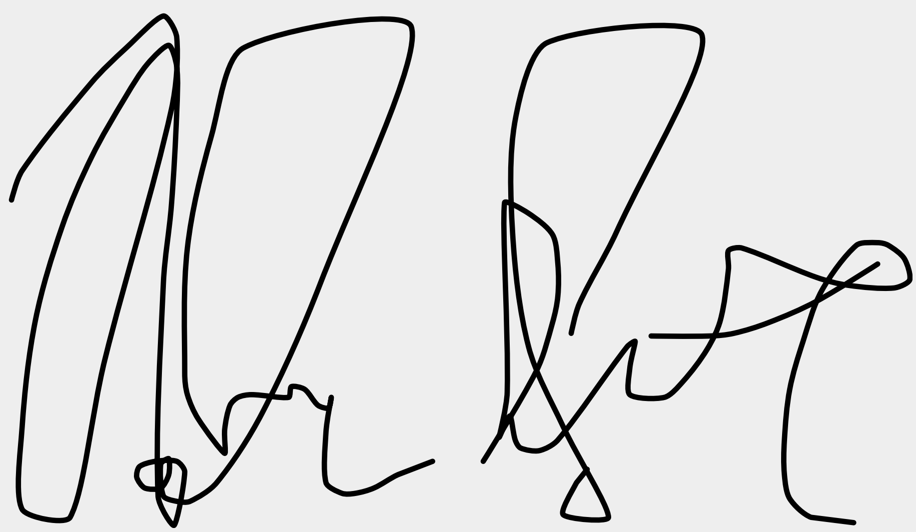
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 30 2021

Thank you. 

Entry 3 Accountability Plan Progress Reports

Completed - Aug 15 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report template. After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021.**

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2020-21-Accountability-Plan-Progress-Report-K-12 - Uniondale (Final)

Filename: 2020-21-Accountability-Plan-Progres_OSg782J.pdf **Size:** 736.6 kB

Entry 4 - Audited Financial Statements

Completed - Oct 31 2021

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021.** SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the Annual Report Portal no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

TACS - FS 2021 FINAL

Filename: TACS_-_FS_2021_FINAL_Pr8FI5r.pdf **Size:** 472.6 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Oct 31 2021

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at http://www.newyorkcharters.org/fiscal/. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[TACS Uniondale - 2020-21-Audited-Financial-Statement-Template CSI-SUNY FINAL]

Filename: TACS_Uniondale_-_2020-21-Audited-F_Xoeuizd.xlsx **Size:** 176.7 kB

Entry 5 – Fiscal Year 2021-2022 Budget

Completed - Oct 31 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 Projected Annual Budget template in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the 2021-2022 Budget and Quarterly Report Template on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

TACS Uniondale - 2021-22-Budget-and-Quarterly-Report-Template

Filename: TACS_Uniondale_-_2021-22-Budget-an_0OomAMN.xlsx **Size:** 541.7 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 30 2021

Required of ALL Charter Schools by August 2

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 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools:Disclosure of Financial Interest Form
- SUNY- Authorized Charter Schools: SUNY 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. Note: Docusign is accepted.

[TACS Board Disclosures Complete]

Filename: TACS_Board_Disclosures_Complete.pdf **Size:** 14.5 MB

Entry 7 BOT Membership Table

Completed - Jul 30 2021

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 7 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.

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1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee 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 2020-2021
1	Robert Stewart	rtstewart@cometocalvary.com	Chair	Executive, Academics, Operations & Technol	Yes	3	09/01/2019	09/01/2022	8

				ogy					
2	Dawn West	redawn226@aol.com	Vice Chair	None	Yes	3	09/01/2020	09/01/2023	6
3	Stephen Rowley	srowley755@gmail.com	Treasurer	Finance, Operations & Technology	Yes	3	09/01/2019	09/01/2022	8
4	Peter J. Goodman	pg@nygoodmanlaw.com	Trustee/ Member	People & Legal	Yes	3	09/01/2020	09/01/2023	5 or less
5	Roderick Roberts	ramahlife@aol.com	Trustee/ Member	Operations & Technology, People & Legal	Yes	3	09/01/2020	09/01/2023	7
6	Claudette Harrison	cmharrisson@yahoo.com	Trustee/ Member	Academics, People & Legal	Yes	1	05/15/2019	07/01/2022	8
7	Beth McKenzie	bam1459@aol.com	Trustee/ Member	Executive, People & Legal, Operations & Technology	Yes	1	05/15/2018	05/14/2021	8
8	Carol Beckles	chansonbeckles@tbh.org	Secretary	Executive, People & Legal	Yes	1	05/15/2019	07/01/2022	8

9	Marie Graham	atomfhs@hotmail.com	Trustee/ Member	Academics, Finance	Yes	1	05/15/2018	05/14/2021	7

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

Yes

1b. Current Board Member Information

	Trustee Name	Trustee 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 2020-2021
10	Dale James	dale.j.james@gmail.com	Treasurer	Executive, Finance	Yes	2	05/15/2021	05/15/2024	7
11	Dorothy Burton	dorothym burton@aol.com	Trustee/ Member	Executive, People & Legal	Yes	2	07/13/2021	07/13/2024	7
12	Roger Ball	ball@ford ham.edu	Trustee/ Member	Academics	Yes	2	07/13/2021	07/13/2024	6
13									
14									
15									

1c. Are there more than 15 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, 2021	12
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	12

3. Number of Board meetings held during 2020-2021

8

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 9 Enrollment & Retention

Completed - Jul 30 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	The Academy School conducted several information sessions for parents who live in the Uniondale community every year between January and March. The information session focused on the school’s success, programs and curriculum. The school engaged in continuous advertisement including television (News 12 Long Island), radio (K-Joy) and newspapers (Newsday, and HomeTown Shopper – Spanish and English), and distribution of flyers in various communities.	The Academy School conducts several information sessions for parents who live in the Uniondale community every year between January and March. The information session will focus on the school’s success, programs and curriculum. The school will engage in continuous advertisement including television (News 12 Long Island), radio (K-Joy) and newspapers (Newsday, and Home Town Shopper – Spanish and English), and distribution of flyers in various communities.
English Language Learners	Advertising was targeted towards immigrant communities from Latin America and conducted in Spanish. The school provided a Stand Alone ESL program. All advertisement includes language of accepting ESL and ENL students.	Advertising will be targeted towards immigrant communities from Latin America and conducted in Spanish. The school will provide a Stand Alone ESL program. All advertisement will include language of accepting ESL and ENL students.
Students with Disabilities	The school served Students with Disabilities and provide programs and staffing to service students according to their IEPs. The school conducted outreach to all the Committees on Special Education of the various school districts from which it enroll students. All advertisement include language of accepting Students with Disabilities	The school serves Students with Disabilities and provide programs and staffing to service students according to their IEPs. The school conducted outreach to all the Committees on Special Education of the various school districts from which it enrolls students. All advertisement include language of accepting Students with Disabilities

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	The school does not have a problem recruiting poor students as demonstrated by the current free and reduced lunch population of 77% which is much high than the school district.	The school does not have a problem recruiting poor students as demonstrated by the current free and reduced lunch population. We will continue to have an open policy and promote the Academic Intervention services to including additional instruction to supplement the school day and school year calendar as follows: daily after school program (Mondays to Fridays form 4 – 6 p.m.), Saturday school program form 9:00 a.m. to 1:00 p.m.; Summer School (4-6 weeks in July and August), and tutoring during the winter and spring breaks.
English Language Learners	During the 2020-2021 school year, the school population of ESL students increase significantly in the early elementary grades (K-2). This is due to the change in the demographics in the Uniondale community to reflect a growing Hispanic immigrant population. Thus, for the next several years, we anticipate a natural growth in the ESL population. Moreover, the school has increased the number of certified ESL teachers and has improved its curriculum to reflect programs that increase language acquisitions skills in the elementary grades (K-12).	In the 2021-2022 school year, the school will increase the number of certified ESL teachers and continue to improve its curriculum to reflect programs that increase language acquisitions skills in the elementary grades (K-12).
	The school has two (2) full-time	

Students with Disabilities	Director of Special Education; this has increased the oversight to as follows: K-6 (elementary), and secondary (9-10). For the 2020-2021 school year, the school doubled the number of certified special education teachers and has increase the number of ICT classes in the elementary and middle school grades.	The school has two (2) full-time Director of Special Education; this has increased the oversight to as follows: K-5 (elementary), and secondary (6-12). For the 2020-2021 school year, the school will increase the number of ICT classes in the elementary and middle school grades to include one (1) ICT class by grade.

Entry 10 – Teacher and Administrator Attrition

Completed - Jul 30 2021

Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Charter schools must ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf or visit the NYSED website at: http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf.

Attestation

Responses Selected:

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

Entry 13 School Calendar

Completed - Jul 30 2021

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 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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

Board of Regents-authorized charter schools are 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.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes

only.

[Copy of The Academy Charter School 2021-2022 Revised Calendar Start Date]

Filename: Copy_of_The_Academy_Charter_School__Va4QmoT.pdf **Size:** 150.0 kB

Entry 14 Links to Critical Documents on School Website

Completed - Jul 30 2021

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., 2019-2020 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 14 Links to Critical Documents on School Website

School Name: **Academy Charter School - Uniondale**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

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., 2019-20)	https://academycharterschool.org/reports/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://academycharterschool.org/reports/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://academycharterschool.org/reports/
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php?instid=800000090128
4. Lottery Notice announcing date of lottery	https://academycharterschool.org/enroll-3/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://academycharterschool.org/parentcorner/
6. District-wide Safety Plan	https://academycharterschool.org/parentcorner/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://academycharterschool.org/parentcorner/
7. Authorizer-Approved FOIL Policy	https://academycharterschool.org/schoolnotices/
8. Subject matter list of FOIL records	https://academycharterschool.org/schoolnotices/

Thank you. 

The Academy Charter School Uniondale

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 13, 2021

By Nicholas Stapleton

100 Charles Lindbergh Blvd
Uniondale, NY 11553

(516) 591-3030

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Nicholas Stapleton, Chief Academic Officer prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Robert Stewart	Chair	Executive, Academics, Operations & Technology
Dawn West	Vice Chair	Committees
Stephen Rowley	Treasurer	Finance, Operations & Technology
Peter J. Goodman	Trustee	People & Legal
Roderick Roberts	Trustee	Operations & Technology, People & Legal
Claudette Harrison	Trustee	Academics, People & Legal
Beth McKenzie	Trustee	Executive, People & Legal, Operations & Technology
Carol Beckles	Secretary	Executive, People & Legal
Maria Graham	Trustee	Academic & Finance
Dale James	Treasurer	Executive, Finance
Dorothy Burton	Trustee	Academics
Rodger Ball	Trustee	Academics

Dr. Nicholas Stapleton has served as the Chief Academic Officer since the school was founded.

SCHOOL OVERVIEW

The Academy Charter School-Uniondale ("The Academy") opened in the fall of 2018 with 180 students in grades K-2. Located in Uniondale, NY, The Academy continues to successfully serve a student population with a large percentage of English language learners, special education students, and economically disadvantaged students. In September 2020 the high school grades were added with a cohort of 125 ninth graders.

The Academy improves student academic achievement by focusing on the development of three important areas of children's growth: mastering core academic subjects, promoting character development, and fostering a lifelong behavior of giving back to the community. The Academy strives to have its children learn, lead, and serve.

The Mission of The Academy:

The Academy Charter School ("The Academy") will offer an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. We will employ a committed staff whose teaching and high academic and behavioral expectation will promote the excellence we know our community's children can achieve. Our students will graduate from The Academy with the content mastery and life skills needed to move into the top five percent of their middle and high school classes.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2017-18	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	78	52	50	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	180
2019-20	74	74	53	49	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	250
2020-21	73	81	80	52	54	N/A	N/A	N/A	N/A	123	N/A	N/A	N/A	463

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS Day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: http://www.p12.nysed.gov/irs/sirs/ht)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	N/A	N/A	N/A
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	N/A	N/A	N/A

PROMOTION POLICY

Promotion decisions for scholars in grades 9-12 are based on credit accumulation, successful completion of coursework, and passing of Regents exams.

Our promotion in doubt process provides families with formal notifications (promotion in doubt letters) that their child is at risk of not meeting promotion standards and being retained in the same grade for the upcoming school year. This notification will occur at the conclusion of the first semester (mid-year) and will be provided along with the second quarter report cards.

Throughout the course of the school year, several parent-teacher conferences are held in which parents are able to discuss student progress with their child's teacher. Report cards are also distributed at the conclusion of each academic quarter. Additionally, school counselors monitor the academic progress of the students within their assigned cohorts and meet with both students and parents to discuss the supports necessary to ensure successful completion of the school year.

The school principal, in consultation with counselors, makes promotion decisions for all students in mid-June. Promotion decisions are communicated to scholars and families by the end of the school year. High school scholars who do not meet promotion requirements in June have the right to attend summer school and be promoted in August if promotion standards are met at that time.

The following are the grade-by-grade promotion standards for the Academy Charter High School and reflect the minimum criteria for promotion from the scholar's current grade to the next grade.

Grade	Units of Credit	Passed Regents
9	5	1
10	11	3
11	17	4
12	22	5

As a result of the transition to remote learning in the Spring, NYSED provided guidance on the awarding of Regents exemptions based on successfully completing coursework aligned to the Regents courses. Scholars received exemption for the following Regents examinations if they received credit for the associated course:

- Mathematics: Algebra 1, Geometry, Algebra 2
- English Language Arts
- Science: Living Environment, Earth Science, Physics, Chemistry
- Social Studies: US History, Global History
-

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

All students at the school will graduate from high school.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

The Academy High School Uniondale met this goal for its first graduation cohort with 98.4% meeting the promotion requirements. The Academy provided on-going professional development for teachers on effective instructional practices and how to support the social and emotional needs of students. The school also provided professional develop for teachers to increase their knowledge-based related to standards-based curriculum and pedagogy. The Academy used data-driven instructional practices to consistently monitor and respond to the academic needs of students. The school will continue to support struggling students by providing academic services in all core academic subjects. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. The school engaged families through regular virtual Town Hall meetings with the purpose of keeping families informed.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	N/A	N/A
2020	122	98.4%

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regent's exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	N/A	N/A
2018	2019-20	N/A	N/A
2019	2020-21	N/A	N/A

ADDITIONAL EVIDENCE

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.[1]

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	N/A	N/A
2015	2019-20	N/A	N/A
2016	2020-21	N/A	N/A

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

[1] The state's guidance for the 4+1 graduation pathway can be found here: http://www.p12.nysed.gov/ciai/multiple-pathways/.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: http://www.p12.nysed.gov/ciai/multiple-pathways/. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	**N/A**
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy High School Uniondale met the only indicator that could be calculated for a school in its first year of operation.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	MET
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	N/A
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A

Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

The school will continue to support struggling students by providing academic services in all core academic subjects. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. The school will continue to provide professional development for all teachers on effective instructional practices. The school is working to expand supports for ELL students though the hiring of additional staff.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

All students will be prepared to attend college.

The school has not yet matriculated students to college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university.
- Achieving the college and career readiness benchmark on the SAT.
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school has not yet begun to offer college courses but plan to do so in the next two years. The school is in the process or formalizing articulation agreements with local colleges for dual enrollment courses, in which students can earn both high school and college credit.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
[Write indicator here]	N/A	N/A	N/A
[Write indicator here]	N/A	N/A	N/A
[Write indicator here]	N/A	N/A	N/A
[Write indicator here]	N/A	N/A	N/A
Overall	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A

ADDITIONAL EVIDENCE

The Academy High School Uniondale has started the work of preparing students for college and career by conducting extensive skills/career assessments of all students.

SUMMARY OF THE COLLEGE PREPARATION GOAL

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

ACTION PLAN

The school will continue to support struggling students by providing academic services in all core academic subjects. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students at the school will be proficient in the reading and writing of the English Language

BACKGROUND

The Integrated Language Arts Program of The Academy Charter School Uniondale is based on the premise that students come to school with a wide range of language abilities. To this end, speaking, listening, reading and writing form the basis for the curriculum in the English Language Arts. Through a developmentally appropriate and rigorous approach to Integrated English Language Arts, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in reading and writing. The Academy Charter School Uniondale uses a balanced learning approach whereby we incorporate research-based literacy programs along with the New York State Next Generation Learning Standards to ensure that our young people are prepared as they progress towards college and career readiness.

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the *ReadyGen* curriculum in the elementary grades, and other standards-based supplementary texts from the *EngageNY* modules, the *Scholastic Guided Reading Program®*, and the *Heinemann Fountas and Pinnell®* systems. The *Teachers College Writers Workshop* as a resource. in their balanced learning approach to instruction.

Students complete multiple learning experiences in which they are able to utilize their classroom, library, school library, and various media sources connected through various mulita-media systems. Each classroom library is leveled in accordance with best practices and students are able to choose from multiple genres, levels, and content when completing assigned tasks and/or independent reading activities.

METHOD

The Academy Charter School Uniondale administers *Renaissance STAR* Reading assessments to measure English Language Arts proficiency. The computer-adaptive STAR Reading assessments serve multiple purposes, including screening, progress monitoring, instructional planning, forecasting proficiency, standards mastery, and measuring growth. These highly reliable, valid, and efficient standards-based measures of student performance in reading provide valuable information regarding the acquisition of skills along a continuum of learning expectations. STAR Reading is highly rated for academic screening and academic progress monitoring by the National Center on Intensive Intervention.

Students are administered this literacy assessment at the beginning of the school year in September, the middle of the school year in January, and the end of the school year in June.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: STAR

RESULTS AND EVALUATION

Growth Measure: Each year, the school's STAR Median Student Growth Percentile in Reading of all 3rd through 8th grade students will be greater than 50.

Grade	Median SGP	Number of Students
3	42	49
4	58.5	54
ALL	**50**	**103**

The school met this measure for all students.

Closing the Gap - Measure 2: Each year, the school's STAR Median Student Growth Percentile in Reading of all 3rd through 8th grade students who were not on the pathway to proficiency in the fall will meet or exceed 55 in the spring administration.

Grade	Median SGP	Number of Students
3	51	32
4	61	19
ALL	**55**	**51**

The school met this measure for all students.

Closing the Gap-Measure 2: Each year, the STAR Median Student Growth Percentile in Reading of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.

Students with Disabilities			**General Education Students**		
Grade	Median SGP	Number of Students	Grade	Median SGP	Number of Students
3	34	7	3	42.5	42
4	12	5	4	60	49
ALL	**31.5**	**12**	**ALL**	**55**	**91**

The school did not meet this measure for all students.

Absolute Measure: Each year, 75% of 3rd through 8th grade students enrolled in at least their 2nd year at the school will be on the STAR pathway to proficiency.

Grade	All Students		Enrolled in at least their 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.48%	42	40.48%	42
4	67.35%	49	68.18%	44
ALL	54.95%	91	54.65%	86

The school did meet this measure for all students.

ADDITIONAL CONTEXT AND EVIDENCE

STAR READING NCE GROWTH

Grade	B.O.Y- ELA	E.O.Y- ELA	Growth (+ or -)
Kindergarten	41.3	41.3	0
1st Grade	54.5	60.4	5.9
2nd Grade	47.9	51.9	4
3rd Grade	38.3	42.5	4.2
4th Grade	49	55.4	6.4

During the 2020-21 school year, many students participated only in virtual instruction which has many limitations in providing teacher supervision and student accountability for learning.

ELA Goal: Additional Measure
[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Growth	Each year, the school's median student growth percentile of all 3rd through 8th grade students will be greater than 50.	Met
Closing The Gap	Each year, the school's median student growth percentile of all 3rd through 8th grade students who were not on the pathway to proficiency in the fall will meet or exceed 55 in the spring administration.	Met
Closing The Gap	Each year, the median student growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Not Met
Absolute	Each year, 75% of 3rd through 8th grade students enrolled in at least their 2nd year at the school will be on the pathway to proficiency	Not Met

ACTION PLAN

The school will continue to administer the internal assessment at strategic points during the school year. This will allow for assessment at the beginning, mid-way, and end of the school year using the sample schedule below. The school will schedule assessments to accommodate virtually learning but will administer the assessment in-person to the extent possible.

Monday	Tuesday	Wednesday	Thursday	Friday
	1 *Renaissance STAR* Window Opens Kindergarten, 3rd, and 6th Grade will take *Renaissance STAR* ELA test – 8:30 – 10am	2 1st, 4th, and 7th Grade will take *Renaissance STAR* ELA test- 8:30 – 10am	3 2nd, 5th, and 8th Grade will take *Renaissance STAR* ELA test- 8:30 – 10am	4 *Renaissance STAR* ELA MAKEUP Day for all Grades

7 NYS 4th and 8th Grade Science Testing Window Begins. *Renaissance STAR* ELA MAKEUP Day for all Grades	8 NYS 4th and 8th Grade Science Testing Makeup Day. Kindergarten, 3rd, and 6th Grade will take *Renaissance STAR* Math test – 8:30 – 10am	9 NYS 4th and 8th Grade Science Testing Makeup Day. 2nd, 5th, and 7th Grade will take *Renaissance STAR* Math test- 8:30 – 10am	10 4th, and 8th Grade will take *Renaissance STAR* Math test- 8:30 – 10am	11 *Renaissance STAR* Math MAKEUP Day for all Grades
14 *Renaissance STAR* Math MAKEUP Day for all Grades	15 *Renaissance STAR* ELA & Math MAKEUP Day for all Grades	16 *Renaissance STAR* ELA & Math MAKEUP Day for all Grades	17 *Renaissance STAR* Window Closes Renaissance STAR ELA & Math MAKEUP Day for all Grades	18

The school will continue to support struggling students by providing academic services in English Language Arts. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort[2]

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 3: Absolute Measure

[2] Based on the highest score for each student on the English Regents exam

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 3: Absolute Measure

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this goal. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

The school will continue to support struggling students by providing academic services in English Language Arts. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

The Academy Charter School Uniondale recognizes that curriculum, instruction and assessment must be dynamic through this period. In evaluating the strengths of our current curriculum and the needs of our varying student populations, we recognize that modifications would be required. Some modifications are driven by safety considerations, whereas others are predicated on instructional value.

The school will continue to use most of the curriculum outlined in the charter. Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the Pearson, *Envision, and Great Minds, Eureka* curriculums are utilized in the elementary grades, and other standards-based supplementary materials from the *EngageNY* modules. In the high school, the *Pearson* curriculum is being utilized for instruction.

In the elementary grades, for those students participating 100% online, students will also be provided access to virtual manipulatives from *Didax*. Moreover, the school will use electronic curriculum materials from the *Envision*, and *Eureka* outlined in the charter.

METHOD

The Academy Charter School administers *Renaissance STAR Math assessments to measure Mathematics proficiency. The computer-adaptive STAR Reading assessments serve multiple purposes, including screening, progress monitoring, instructional planning, forecasting proficiency, standards mastery, and measuring growth. These highly reliable, valid, and efficient standards-based measures of student performance in reading provide valuable information regarding the acquisition of skills along a continuum of learning expectations. STAR Math is highly rated for academic screening and academic progress monitoring by the National Center on Intensive Intervention.*

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: STAR

RESULTS AND EVALUATION

Growth Measure: Each year, the school's STAR Median Student Growth Percentile in Mathematics of all 3rd through 8th grade students will be greater than 50.

Grade	Median SGP	Number of Students
3	50.0	50
4	47.0	54
ALL	49.0	104

The school did not meet this measure for all students.

Closing The Gap Measure 1: Each year, the school's STAR Median Student Growth Percentile in Mathematics of all 3rd through 8th grade students who were not on the pathway to proficiency in the fall will meet or exceed 55 in the spring administration.

Grade	Median SGP	Number of Students
3	52.0	32
4	36.0	19
ALL	49	51

The school did not meet this measure for all students.

Closing the Gap Measure 2: Each year, the STAR Median Student Growth Percentile in Mathematics of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.

Students with Disabilities			**General Education Students**		
Grade	Median SGP	Number of Students	Grade	Median SGP	Number of Students
3	69.0	**7**	3	**47.0**	43
4	71.0	5	4	**45.0**	49
ALL	**70.0**	**12**	**ALL**	**46**	92

The school met this measure for all students.

Absolute Measure: Each year, 75% of 3rd through 8th grade students enrolled in at least their 2nd year at the school will be on the STAR Pathway to Proficiency.

Grade	All Students		Enrolled in at least their 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	38.78%	49	38.78%	49
4	64.81%	54	66.67%	48
ALL	52.43%	103	52.58%	97

The school did not meet this measure for all students.

ADDITIONAL EVIDENCE

STAR MATH NCE GROWTH

Grade	B.O.Y- Math	E.O.Y-Math	Growth (+ or -)
Kindergarten	N/A	N/A	N/A
1st Grade	55.3	50.0	-5.3
2nd Grade	44.7	44.4	-0.3
3rd Grade	47.4	52.6	5.2
4th Grade	51.6	56.2	4.6

During the 2020-21 school year, many students participated only in virtual instruction which has many limitations in providing teacher supervision and student accountability for learning.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Type	Measure	Outcome
Growth	Each year, the school's median student growth percentile of all 3rd through 8th grade students will be greater than 50.	Not Met
Closing The Gap	Each year, the school's median student growth percentile of all 3rd through 8th grade students who were not on the	Not Met

	pathway to proficiency in the fall will meet or exceed 55 in the spring administration.	
Closing The Gap	Each year, the median student growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Met
Absolute	Each year, 75% of 3rd through 8th grade students enrolled in at least their 2nd year at the school will be on the pathway to proficiency	Not Met

ACTION PLAN

The school will continue to administer the internal assessment at strategic points during the school year. This will allow for assessment at the beginning, mid-way, and end of the school year using the sample schedule below. The school will schedule assessments to accommodate virtually learning but will administer the assessment in-person to the extent possible.

Monday	Tuesday	Wednesday	Thursday	Friday
	1 *Renaissance STAR* Window Opens Kindergarten, 3rd, and 6th Grade will take *Renaissance STAR* ELA test – 8:30 – 10am	2 1st, 4th, and 7th Grade will take *Renaissance STAR* ELA test- 8:30 – 10am	3 2nd, 5th, and 8th Grade will take *Renaissance STAR* ELA test- 8:30 – 10am	4 *Renaissance STAR* ELA MAKEUP Day for all Grades
7 NYS 4th and 8th Grade Science Testing Window Begins. *Renaissance STAR* ELA MAKEUP Day for all Grades	8 NYS 4th and 8th Grade Science Testing Makeup Day. Kindergarten, 3rd, and 6th Grade will take *Renaissance STAR* Math test – 8:30 – 10am	9 NYS 4th and 8th Grade Science Testing Makeup Day. 2nd, 5th, and 7th Grade will take *Renaissance STAR* Math test- 8:30 – 10am	10 4th, and 8th Grade will take *Renaissance STAR* Math test- 8:30 – 10am	11 *Renaissance STAR* Math MAKEUP Day for all Grades
14	15	16	17	18

Renaissance STAR Math MAKEUP Day for all Grades	*Renaissance STAR* ELA & Math MAKEUP Day for all Grades	*Renaissance STAR* ELA & Math MAKEUP Day for all Grades	*Renaissance STAR* Window Closes Renaissance STAR ELA & Math MAKEUP Day for all Grades	

The school will continue to support struggling students by providing academic services in Mathematics. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					123	0.0%

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					122	98.3%

Based upon this year's results, 98.3 percent of the 2020 cohort already has earned Regent's credit.

Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [3]

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Based upon initial data from the 2020 cohort, 100% of the students have already met the Math Regents goal.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under these goals. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

[3] Based on the highest score for each student on the mathematics Regents exam

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

The school will continue to support struggling students by providing academic services in Mathematics. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

The Academy recognizes that curriculum, instruction and assessment must be dynamic through this period. In evaluating the strengths of our current curriculum and the needs of our varying student populations, we recognize that modifications would be required. Some modifications are driven by safety considerations, whereas others are predicated on instructional value.

The school will continue to use most of the curriculum outlined in the charter. The school will continue to use most of the curriculum outlined in the charter. Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the McGraw-Hill *is* utilized in the elementary grades, and other standards-based supplementary materials from the *EngageNY* modules. In the high school, the *Pearson* curriculum is being utilized for Living Environment instruction, and *Perfection Learning* for Earth Science.

In the elementary grades, for those students participating 100% virtually, students will also be provided access to virtual labs from *Gizmos*. In the high school students participating virtually will use the *Smart Science Education Inc.* curriculum virtually for labs. Moreover, the school will use electronic curriculum materials from the *McGraw-Hill, Inspire Science*, outlined in the charter.

METHOD

In the elementary grades a departmental teacher develop exams were administered to students. This was based mostly on theoretical concepts with no lab performance. Teachers then administered standards-based tests to evaluate student performance. Quarterly grades were calculated based on these assessments.

RESULTS AND EVALUATION

Awaiting the results of the New York State Grade 4 & Grade 8 Intermediate-Level Science Test

ADDITIONAL CONTEXT AND EVIDENCE

During the 2020-21 school year, many students participated only in virtual instruction which has many limitations in providing teacher supervision and student accountability for learning.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Students and staff made up a good effort for instructional learning but there were limitations on teaching science virtually and they were missing science labs impacted student achievement.

ACTION PLAN

The school will continue to support struggling students by providing academic services in science. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[4]

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Based upon initial data from the 2020 cohort, 95% of the students have already met the Science Regents goal.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					122	95.0%

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

All students at the school will demonstrate competency in the understanding and application of social studies.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

[4] Based on the highest score for each student on any science Regents exam

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The Academy High School Uniondale has only been in operation for one year and does not have a cohort for evaluation under this indicator.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A

2017	2020-21	N/A	N/A	N/A	N/A

EVALUATION

ADDITIONAL EVIDENCE

As a school in its first year of existence, all students took the Global History 1. 122 of the 122 students (100 %) passed the course.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found here.

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The Academy Charter School – Uniondale was in Good Standing for 2020-21. It has been in Good Standing each year it has been in existence.

ADDITIONAL EVIDENCE

The Academy Charter School – Uniondale was in Good Standing for 2020-21. It has been in Good Standing each year it has been in existence.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

THE ACADEMY CHARTER SCHOOL

Financial Statements and Single Audit

For the years ended June 30, 2021 and 2020

THE ACADEMY CHARTER SCHOOL
Financial Statements
June 30, 2021 and 2020

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NCheng LLP
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Independent Auditors' Report

To the Board of Trustees of
The Academy Charter School
Hempstead, New York

We have audited the accompanying financial statements of The Academy Charter School, which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's responsibility for the financial statements

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

Auditors' responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to The Academy Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Academy Charter School as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other matters

Report on supplementary information required by New York State

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information shown on pages 22 to 27 are required by the New York State Department of Education who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information shown on pages 22 to 27 is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of bonds covenants calculations, shown on page 28, is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying schedule of expenditures of federal awards, shown on page 29, as required by the *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* is presented for purposes of additional analysis and is also not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other reporting required by government auditing standards
In accordance with *Government Auditing Standards*, we have also issued our report dated October 22, 2021 on our consideration of The Academy Charter School internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering The Academy Charter School internal control over financial reporting and compliance.

NCheng LLP

New York, New York
October 22, 2021

THE ACADEMY CHARTER SCHOOL
Statements of Financial Position
As of June 30,

	2021	2020
Assets		
Current assets		
Cash and cash equivalents	$ 9,822,477	$ 7,309,447
Accounts and grants receivable - net	1,248,677	1,336,393
Due from government agencies	656,675	635,684
Prepaid expenses	48,110	2,467
Total current assets	11,775,939	9,283,991
Property and equipment, net - Note 5	106,898,072	74,368,334
Other assets		
Restricted cash and escrow reserves - Note 4	57,336,887	12,131,193
Security deposits	72,090	192,090
Total assets	$ 176,082,988	$ 95,975,608
Liabilities and Net Assets		
Current liabilities		
Accounts and accrued expenses payable	$ 4,208,002	$ 1,550,887
Accrued salaries and other payroll-related expenses	3,434,749	2,407,411
Accrued interest payable	1,971,937	2,371,714
Bonds payable - current portion - Note 6	1,495,000	1,075,000
Loans payable - Note 13	-	2,500,000
Deferred revenue	60,355	74,681
Total current liabilities	11,170,043	9,979,693
Loans payable - long term portion - Note 13	-	4,349,550
Bonds payable (less current portion; net of unamortized deferred financing costs of $5,286,385 for 2021 and $3,755,857 in 2020) - Note 6	156,903,343	77,024,143
Total liabilities	168,073,386	91,353,386
Net assets without donor restrictions		
Undesignated	7,826,421	4,440,331
Reserve - contingency	183,181	181,891
Total net assets without donor restrictions	8,009,602	4,622,222
Total liabilities and net assets without donor restrictions	$ 176,082,988	$ 95,975,608

The accompanying notes are an integral part of these financial statements.

THE ACADEMY CHARTER SCHOOL
Statements of Activities
For the years ended June 30,

	2021	2020
Operating revenue and other support		
Public school districts		
General education	$ 44,096,873	$ 38,730,821
Grants, contracts and other support		
Federal and state grants	7,941,361	2,438,018
Contributions and private grants	2,087,972	510,259
Interest and other income	227,454	559,576
Total operating revenue and other support	54,353,660	42,238,674
Expenses		
Program expenses		
Regular education	37,038,585	31,477,567
Food service	2,295,703	1,913,446
Special education	2,011,949	1,403,461
Total program expenses	41,346,237	34,794,474
Supporting services		
Management and general	9,620,043	6,602,888
Total program and supporting services expenses	50,966,280	41,397,362
Change in net assets	3,387,380	841,312
Net assets without donor restrictions - beginning of year	4,622,222	3,780,910
Net assets without donor restrictions - end of year	$ 8,009,602	$ 4,622,222

The accompanying notes are an integral part of these financial statements.

THE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses
For the year ended June 30, 2021

	Program expenses				Supporting services	Total program and supporting services
	Regular education	Special education	Food service	Total programs	Management & general	
Salaries						
Administrative staff personnel	$ 4,864,586	$ 432,374	$ -	$ 5,296,960	$ 1,455,286	$ 6,752,246
Instructional personnel	13,687,979	458,522	-	14,146,501	-	14,146,501
Noninstructional personnel	317,370	-	667,777	985,147	2,997,219	3,982,366
Total salaries	18,869,935	890,896	667,777	20,428,608	4,452,505	24,881,113
Operating expenses						
Payroll taxes and fringe benefits	3,994,597	188,707	141,059	4,324,363	941,593	5,265,956
Retirement benefits	398,862	18,844	14,083	431,789	94,012	525,801
Financial and administrative	-	-	-	-	616,644	616,644
Administrative	148,498	6,995	-	155,493	40,476	195,969
Marketing and recruitment	131,009	6,245	-	137,254	34,873	172,127
Insurance	730,949	34,721	-	765,670	195,967	961,637
Legal and professional	647,612	31,011	-	678,623	516,845	1,195,468
Repairs and maintenance	1,023,826	47,876	37,481	1,109,183	245,536	1,354,719
Equipment leasing and maintenance	1,081,092	50,931	-	1,132,023	294,592	1,426,615
Staff development	342,559	16,371	-	358,930	90,715	449,645
Food costs	-	-	1,071,070	1,071,070	-	1,071,070
Student services and related activities	329,285	117,195	-	446,480	-	446,480
Supplies and instructional materials	623,303	29,313	-	652,616	170,423	823,039
Telephone and internet services	400,922	18,888	-	419,810	109,240	529,050
Occupancy	569,722	26,113	-	595,835	163,440	759,275
Other expenses	272,046	13,009	9,179	294,234	62,773	357,007
Interest expense - facilities loans	3,901,350	312,108	208,072	4,421,530	780,270	5,201,800
Interest expense - equipment lease	5,471	438	292	6,201	1,094	7,295
Depreciation	2,517,064	118,250	90,664	2,725,978	598,949	3,324,927
Amortization	1,050,483	84,038	56,026	1,190,547	210,096	1,400,643
Total operating expenses	18,168,650	1,121,053	1,627,926	20,917,629	5,167,538	26,085,167
Total expenses	$ 37,038,585	$ 2,011,949	$ 2,295,703	$ 41,346,237	$ 9,620,043	$ 50,966,280

The accompanying notes are an integral part of these financial statements.

THE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses
For the year ended June 30, 2020

	Program expenses				Supporting services	Total program and supporting services
	Regular education	Special education	Food service	Total programs	Management & general	
Salaries						
Administrative staff personnel	$ 4,093,015	$ 356,241	$ -	$ 4,449,256	$ 1,185,488	$ 5,634,744
Instructional personnel	11,504,583	207,908	-	11,712,491	-	11,712,491
Noninstructional personnel	179,115	-	780,504	959,619	1,705,945	2,665,564
Total salaries	15,776,713	564,149	780,504	17,121,366	2,891,433	20,012,799
Operating expenses						
Payroll taxes and fringe benefits	3,442,825	122,968	170,359	3,736,152	631,155	4,367,307
Retirement benefits	302,668	10,822	14,974	328,464	55,472	383,936
Financial and administrative	274,483	21,959	-	296,442	267,964	564,406
Administrative	185,825	6,468	-	192,293	43,519	235,812
Marketing and recruitment	151,283	5,742	-	157,025	34,704	191,729
Insurance	622,902	22,853	-	645,755	144,094	789,849
Legal and professional	526,958	19,705	-	546,663	534,956	1,081,619
Repairs and maintenance	796,820	26,715	39,860	863,395	148,300	1,011,695
Equipment leasing and maintenance	901,552	32,047	-	933,599	210,121	1,143,720
Staff development	315,898	10,553	-	326,451	74,655	401,106
Food costs	-	-	609,399	609,399	-	609,399
Student services and related activities	516,871	138,502	-	655,373	-	655,373
Supplies and instructional materials	656,926	22,665	-	679,591	154,152	833,743
Telephone and internet services	262,044	9,448	-	271,492	60,870	332,362
Occupancy	996,981	32,463	-	1,029,444	236,892	1,266,336
Other expenses	218,541	8,061	10,751	237,353	39,745	277,098
Interest expense - facilities loans	3,353,783	268,303	178,868	3,800,954	670,757	4,471,711
Interest expense - equipment lease	5,505	440	294	6,239	1,101	7,340
Depreciation	2,058,452	70,755	102,542	2,231,749	380,891	2,612,640
Amortization	110,537	8,843	5,895	125,275	22,107	147,382
Total operating expenses	15,700,854	839,312	1,132,942	17,673,108	3,711,455	21,384,563
Total expenses	$ 31,477,567	$ 1,403,461	$1,913,446	$ 34,794,474	$ 6,602,888	$ 41,397,362

The accompanying notes are an integral part of these financial statements.

THE ACADEMY CHARTER SCHOOL
Statements of Cash Flows
For the years ended June 30,

	2021	2020
Cash flows from operating activities		
Change in net assets	$ 3,387,380	$ 841,312
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	3,324,927	2,612,640
Amortization of debt issuance costs	1,400,643	147,382
Forgiveness of debt	(4,849,550)	-
Changes in operating assets and liabilities		
Accounts and grants receivable	87,716	269,389
Due from government agencies	(20,991)	(111,108)
Security deposits	120,000	(9,745)
Prepaid expenses	(45,643)	14,951
Accounts and accrued expenses payable	2,657,115	(2,113,992)
Accrued salaries and other payroll-related expenses	1,027,338	557,940
Accrued interest payable	(399,777)	(26,980)
Deferred revenue	(14,326)	(65,239)
Net cash provided by operating activities	6,674,832	2,116,550
Cash flows from investing activities		
Acquisition of property, plant and equipment	(35,854,665)	(9,327,960)
Net cash used in investing activities	(35,854,665)	(9,327,960)
Cash flows from financing activities		
Payments on bonds payable	(1,225,000)	(910,000)
Refunded bonds	(21,975,000)	-
Proceeds from bonds issuance	102,098,557	-
Draws on line of credit	-	1,950,000
Payments on line of credit	-	(2,600,000)
Proceeds from loans	-	6,349,550
Repayments of loans	(2,000,000)	-
Obligations under capital leases	-	(13,282)
Net cash provided by financing activities	76,898,557	4,776,268
Net increase/(decrease) in cash, cash equivalents, and restricted cash	47,718,724	(2,435,142)
Cash, cash equivalents, and restricted cash - beginning of year	19,440,640	21,875,782
Cash, cash equivalents, and restricted cash - end of year	$ 67,159,364	$ 19,440,640
Supplemental cash flow disclosures		
Interest paid	$ 6,880,610	$ 5,623,923
Interest capitalized	$ 2,240,268	$ -
Reconciliation of cash, cash equivalents and restricted cash balances:		
Cash and cash equivalents	$ 9,822,477	$ 7,309,447
Restricted cash and escrow reserves:		
Restricted cash – contingency	183,181	181,891
Restricted cash – held by trustee	39,547,346	3,268,616
Interest reserve	5,229,230	1,717,263
Debt Service	12,177,107	6,874,270
Repairs and replacement	200,023	89,153
Total restricted cash and escrow reserves	57,336,887	12,131,193
Total cash, cash equivalents and restricted cash	$ 67,159,364	$ 19,440,640

The accompanying notes are an integral part of these financial statements.

Note 1 Organization

The Academy Charter School ("TACS"), a 501(c)(3) tax-exempt organization, is a public charter school located in Hempstead, New York. The School opened in February 2009 and commenced operating classes for kindergarten through second grade in September 2009, and added third through eleventh grade classes in 2010 through 2019. In fiscal year 2020, TACS added twelfth grade reaching full capacity during the 2019-20 school year. The TACS charter was renewed in 2019 for an additional five years. The mission of TACS is to offer an interdisciplinary curriculum in a technology-rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. Enrollment is open to all potential student candidates, with a preference for those residing in the immediate area.

Effective December 2017, The Academy Charter School – Uniondale location received its charter approval from The State University of New York Charter School Institute. In 2020, The Academy Charter School – Uniondale obtained a charter modification authorizing it to operate classes from kindergarten through sixth grade and ninth through eleventh grades.

The Academy Charter School, Hempstead location, is referred to as "The Academy – Hempstead" and The Academy Charter School – Uniondale is referred to as "The Academy – Uniondale". Collectively, The Academy – Hempstead and The Academy – Uniondale will be referred to as "The School".

Note 2 Summary of significant accounting policies

Basis of accounting. The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America ("U.S. GAAP").

Recently adopted accounting pronouncements.

- **Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made (Topic 958)**. In June 2018, the FASB issued ASU 2018-08, Not-for-Profit Entities (Topic 958): *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. Effective July 1, 2019, the School adopted ASU 2018-08. Key provisions of this guidance include clarification regarding the accounting for grants and contracts as exchange transactions or contributions, and improved guidance for conditional versus unconditional contributions.

- **Revenue from Contracts with Customers (Topic 606).** In May 2014, the FASB issued ASU 2014-09, Revenue from Contracts with Customers (Topic 606), which establishes a new contract and control-based revenue recognition model, changes the basis for deciding when revenue is recognized over time or at a point in time, and expands disclosures about revenue.

Note 2 Summary of significant accounting policies – (continued)

Recently adopted accounting pronouncements. – (continued)
For contributions, the School evaluates whether they are conditional or unconditional. Contributions are considered to be conditional when both barriers, the right of return of the assets and the right of release from the obligation, must be overcome for the School to be entitled to the revenue.

Review of various provisions of both standards resulted in no significant changes in the way the School recognizes revenue.

Financial statement presentation. The School reports information regarding its financial position and activities according to the following net asset classifications:

Net assets without donor restrictions. Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the School.

Net assets with donor restrictions. Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the School or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

Revenue recognition. The School recognizes revenue from the state and local governments based on the School's charter status and the number of students enrolled. Such revenue is recorded when services are performed, in accordance with the charter agreement. The New York State Department of Education mandates the rate per pupil. Revenue from these transactions is recognized ratably over the related school year.

Grants and contracts revenue is recognized when qualifying expenditures are incurred and/or services are provided to the students during the applicable school year. Funds received in advance or any unspent funds for which qualifying expenditures have not been incurred are recorded as deferred revenue. Any unspent amounts might be returned to the granting agency or the granting agency can approve that those amounts be applied to a future grant period.

Use of estimates. The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Cash and cash equivalents. The School considers all short-term, highly liquid investments, such as money market funds, to be cash equivalents.

Note 2 Summary of significant accounting policies – (continued)

Accounts and grants receivable. Accounts and grants receivables are recorded at net realizable value. The allowance for doubtful accounts is the School's best estimate of the amount of probable credit losses in existing receivables. Management determines the allowance based on historical write-off experience and reviews its allowance for doubtful accounts periodically. Past due balances are reviewed individually for collectability. Allowances recorded at June 30, 2021 and 2020 are $388,323 and $168,567, respectively.

Restricted cash and escrow reserves. Restricted cash and escrow reserves relate to reserve and escrow accounts that are required to be maintained by the School in accordance with the bond indenture and charter requirements.

Deferred revenue. Funds received in advance for which qualifying expenditures have not been incurred are reflected as deferred revenue from state and local government grants in the accompanying statements of financial position.

Donated goods and services. The School receives donated services from unpaid volunteers. No amounts have been recognized in the accompanying statement of activities, since the services do not meet the specialized skill criteria for recognition under U.S. GAAP.

Property and equipment. Property and equipment are recorded at cost. Donated assets are capitalized at the estimated fair value at date of receipt. Maintenance and repairs are charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of $500. Effective July 1, 2021, the School modified its capitalization policy to increase threshold to $5,000. Depreciation is computed using the straight-line method over estimated useful lives of the respective asset. The estimated depreciable lives of the different classes of property are as follows:

Asset	Useful Life
Building	39 years
Building improvements	39 years
Furniture and fixtures	7 years
Machinery and equipment	3 years
Computer and office equipment	3 years

Depreciation charges for computer equipment financed through capitalized lease obligations are included in depreciation expense. Depreciation for construction-in-progress will commence over the estimated useful lives of the respective assets when the assets are placed in service.

Note 2 Summary of significant accounting policies – (continued)

Functional allocation of expenses. The costs of providing program and other activities have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among program and supporting services benefited. Such allocations are determined by management on an equitable basis. The expenses that are allocated include the following:

Expense	Method of allocation
Salaries and benefits	Direct allocation; then time and effort
Legal and professional fees	Direct allocation; then time and effort
Repairs and maintenance	Time and effort

Debt issuance costs. Debt issuance costs, net of accumulated amortization, are reported as a direct deduction from the face amount of the bonds payable to which such costs relate. Amortization of debt issuance costs is reported as a component of interest expense and is computed using a straight-line method over the term of the related debt. Accounting principles generally accepted in the United States of America require that the effective yield method be used to amortize financing costs; however, the effect of using the straight-line method is not materially different from the results that would have been obtained under the effective yield method. Amortization expenses for the years ended June 30, 2021 and 2020 was $1,400,643 and $147,382, respectively. During the year ended June 30, 2021, unamortized debt issuance costs in the amount of $1,239,250 were written off as a result of the related debt extinguishment as described in Note 6.

Income taxes. The School is tax-exempt under Section 501(c)(3) of the Internal Revenue Code (IRC) and has been classified as a publicly supported organization as described in IRC sections 509(A)(1) and 170(B)(1)(A)(II).

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken and recognize a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by taxing authorities. Management has analyzed the tax positions taken and has concluded that, as of June 30, 2021, there are no uncertain positions taken or expected to be taken that would require recognition or disclosure in the accompanying financial statements. Periods ending June 30, 2018 and subsequent remain subject to examination by the taxing authorities.

Operating risk. The coronavirus outbreak may have an adverse effect on the results of operations. Given the uncertainty around the extent and timing of the potential future spread or mitigation of the coronavirus and around the imposition or relaxation of protective measures, the School cannot reasonably estimate the impact to future results of operations.

Note 2 Summary of significant accounting policies – (continued)

New accounting pronouncements. In February 2016, the FASB issued ASU 2016-02, *Leases* which is effective for fiscal years beginning after December 15, 2021, with early adoption permitted. In addition to expanded disclosure requirements regarding leasing activities, the new standard significantly changes current lessee accounting for operating leases. Under the new standard all lessees will be required to recognize a right-of-use asset and a lease liability in the statement of financial position for all leases of property and equipment, except for certain leases classified as short-term leases. The new standard requires lessors to account for leases using an approach that is substantially equivalent to existing guidance for sale-type leases, direct financing leases and operating leases; however, it expands disclosure requirements for lessors.

FASB issued ASU 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets,* which becomes effective for the June 30, 2022. This ASU focuses on improving transparency in the reporting of contributed nonfinancial assets and requires a separate line-item presentation on the statement of activities and additional disclosures.

The School is in the process of evaluating the impact these standards will have on the future financial statements.

Note 3 Liquidity and availability

At June 30, 2021 and 2020, financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the balance sheet date, comprise the following:

	2021	2020
Cash and cash equivalents	$ 9,822,477	$ 7,309,447
Accounts and grants receivable – net	1,248,677	1,336,393
Due from government agencies	656,675	635,684
Total financial assets available for general expenditures within one year	$ 11,727,829	$ 9,281,524

None of the financial assets are subject to donor or other contractual restrictions which would make them unavailable for general expenditures within one year of the balance sheet date. The School structures its financial assets to be available as its general expenditures, liabilities and other obligations come due. To help manage unanticipated liquidity needs, the School may borrow from the available credit line.

Note 4 Restricted cash and escrow reserves

Restricted cash and escrow reserve accounts as of June 30, 2021 and 2020 were as follows:

	2021		
	The Academy - Hempstead	The Academy - Uniondale	Total
Restricted cash – contingency	$ 81,059	$ 102,122	$ 183,181
Restricted cash – held by trustee	4,104,124	35,443,222	39,547,346
Interest reserve	1,033,326	4,195,904	5,229,230
Debt Service	7,407,115	4,769,992	12,177,107
Repairs and replacement	100,012	100,011	200,023
Total	$ 12,725,636	$ 44,611,251	$ 57,336,887

	2020		
	The Academy - Hempstead	The Academy - Uniondale	Total
Restricted cash – contingency	$ 80,782	$ 101,109	$ 181,891
Restricted cash – held by trustee	2,600,927	667,689	3,268,616
Interest reserve	996,248	721,015	1,717,263
Debt Service	5,132,795	1,741,475	6,874,270
Repairs and replacement	89,153	-	89,153
Total	$ 8,899,905	$ 3,231,288	$ 12,131,193

Note 5 Property and equipment

Property and equipment consist of the following as of June 30,:

	2021		
	The Academy - Hempstead	The Academy - Uniondale	Total
Land	$ 790,000	$ -	$ 790,000
Building	53,872,158	16,313,429	70,185,587
Building improvements	4,256,074	1,385,837	5,641,911
Furniture and fixtures	2,316,671	325,933	2,642,604
Machinery and equipment	5,000	74,035	79,035
Educational equipment	400,992	-	400,992
Computer and office equipment	4,555,481	1,293,934	5,849,415
Software	-	50,956	50,956
Construction in progress	11,143,653	23,317,823	34,461,476
Total property and equipment	77,340,029	42,761,947	120,101,976
Less: accumulated depreciation	(11,578,751)	(1,625,153)	(13,203,904)
Property and equipment, net	$ 65,761,278	$ 41,136,794	$ 106,898,072

	2020		
	The Academy - Hempstead	The Academy - Uniondale	Total
Land	$ 790,000	$ -	$ 790,000
Building	53,872,158	16,313,429	70,185,587
Building improvements	4,119,523	127,330	4,246,853
Furniture and fixtures	2,255,431	141,152	2,396,583
Machinery and equipment	5,000	5,795	10,795
Educational equipment	276,934	-	276,934
Computer and office equipment	3,348,036	339,423	3,687,459
Construction in progress	271,712	2,381,388	2,653,100
Total property and equipment	64,938,794	19,308,517	84,247,311
Less: accumulated depreciation	(9,069,378)	(809,599)	(9,878,977)
Property and equipment, net	$ 55,869,416	$ 18,498,918	$ 74,368,334

Note 6 Bonds payable

On March 23, 2011, The Town of Hempstead Local Development Corporation provided financing through the issuance of $10,505,000 in Tax-Exempt Education Revenue Bonds (the "Series 2011A Bonds"), bearing interest at 8.25% per annum, with principal due at varying amounts annually through maturity on February 1, 2041, as well as $235,000 in Taxable Education Revenue Bonds (the "Series 2011B Bonds"), bearing interest at 8% per annum. The Series 2011B Bonds were repaid fully on February 1, 2014. The proceeds of the bonds were used to purchase and renovate a two-story building at Hempstead, New York, to be used as classroom, cafeteria, kitchen, and administration space for The Academy – Hempstead. On July 1, 2020, the outstanding Series 2011A Bonds were refunded using the proceeds from the Series 2020 Bonds described below.

On December 23, 2013, The Town of Hempstead Local Development Corporation provided financing through the issuance of $12,970,000 in Tax-Exempt Education Revenue Bonds (the "Series 2013A Bonds"), bearing interest at 7.65% per annum, with principal due at varying amounts annually through maturity on February 1, 2044, as well as $545,000 in Taxable Education Revenue Bonds (the "Series 2013B Bonds"), bearing interest rate at 7.25% per annum, with principal due at varying amounts annually through maturity on February 1, 2019. The proceeds of the bonds were used to purchase and renovate a four-story building at Hempstead, New York, to be used as classroom and administration space for The Academy – Hempstead. On July 1, 2020, the outstanding Series 2013A Bonds were refunded using the proceeds from the Series 2020 Bonds described below.

On August 10, 2017, The Town of Hempstead Local Development Corporation provided financing through the issuance of $35,900,000 in Tax-Exempt Education Revenue Bonds (the "Series 2017A Bonds"), bearing interest from 5.45% to 6.24% per annum, with principal due at varying amounts annually through maturity on February 1, 2047, as well as $2,685,000 in Taxable Education Revenue Bonds (the "Series 2017B Bonds"), bearing interest rate at 6.59%% per annum, with principal due at varying amounts annually through maturity on February 1, 2024. The proceeds of the bonds were used for the acquisition, construction, equipment, and furnishing of an approximately 112,500 square foot building for The Academy – Hempstead.

On June 26, 2018, The Town of Hempstead Local Development Corporation provided financing through the issuance of $19,520,000 in Tax-Exempt Education Revenue Bonds (the "Series 2018A Bonds"), bearing interest from 6.47% to 7.24% per annum, with principal due at varying amounts annually through maturity on February 1, 2048, as well as $1,945,000 in Taxable Education Revenue Bonds (the "Series 2018B Bonds"), bearing interest rate at 7.24%% per annum, with principal due at varying amounts annually through maturity on February 1, 2027. The proceeds of the bonds were used for the acquisition and renovation of building for The Academy – Uniondale.

Note 6 Bonds payable – (continued)

On July 1, 2020, The Town of Hempstead Local Development Corporation provided financing through the issuance of $35,860,000 in Tax-Exempt Education Revenue Bonds (the "Series 2020A Bonds"), bearing interest from 4.76% to 5.73% per annum, with principal due at varying amounts annually through maturity on February 1, 2050, as well as $22,135,000 in Tax-Exempt Education Revenue Refunding Bonds (the "Series 2020B Bonds"), bearing interest rate from 4.76% to 5.66% per annum, with principal due at varying amounts annually through maturity on February 1, 2044, and a $945,000 Taxable Education Revenue Bond (the "Series 2020C Bonds"), bearing interest at 6.00% due at varying amounts annually through maturity on February 1, 2025. The proceeds of the bonds are to be used to finance and refinance the costs of certain charter school facilities for both Hempstead and Uniondale campuses. Portion of proceeds to be used to refund outstanding amounts on Series 2011A and Series 2013A bonds. Additionally, the funds to be used for construction, equipping and furnishing of a 30,000 square foot, 3 story building for the Hempstead elementary school annex; interior renovation, equipping and furnishing of a Uniondale campus building; and a construction of additional 40,000 square foot facilities at the Uniondale campus.

On May 21, 2021, The Town of Hempstead Local Development Corporation provided financing through the issuance of $45,965,000 in Tax-Exempt Education Revenue Bonds (the "Series 2021A Bonds"), bearing interest from 4.05% to 4.60% per annum, with principal due at varying amounts annually through maturity on February 1, 2051, and a $650,000 Taxable Education Revenue Bond (the "Series 2021B Bonds"), bearing interest at 5.00% due in full on February 1, 2025. The proceeds of the bonds are to be used to finance and refinance the costs of certain charter school facilities for Uniondale campus such as the acquisition and construction of an approximately 93,000 square foot, four-story addition to Uniondale's existing building situated on an approximately 5.7 acre parcel of land leased from Nassau County (the "Land"), all located at 100 Charles Lindbergh Boulevard, Uniondale, New York, and the acquisition and installation of certain equipment, furnishings and personal property for use in the Improvements (the "Equipment"; and together with the Improvements, the "2021 Facility"), which 2021 Facility is to be used as classrooms, administrative areas and related educational uses as a charter high school, (B) paying capitalized interest on the Series 2021 Bonds; (C) funding a debt service reserve, if required, for the Series 2021 Bonds, and (D) paying certain costs of issuance of the Series 2021 Bonds. Additionally, the funds to be used for construction, equipping and furnishing of a 30,000 square foot, 3 story building for the Hempstead elementary school annex; interior renovation, equipping and furnishing of a Uniondale campus building; and a construction of additional 40,000 square foot facilities at the Uniondale campus.

Note 6 Bonds payable – (continued)

The summary of bonds payable is as follows as of June 30,:

	2021	2020
Series 2011 Bonds	$ -	$ 9,655,000
Series 2013 Bonds	-	12,705,000
Series 2017 Bonds	37,440,000	38,030,000
Series 2018 Bonds	21,365,000	21,465,000
Series 2020 Bonds	58,790,000	-
Series 2021 Bonds	46,089,728	-
Total bonds payable	163,684,728	81,855,000
Less: current portion	(1,495,000)	(1,075,000)
Less: unamortized debt issuance costs	(5,286,385)	(3,755,857)
Long-term bonds payable - net	$ 156,903,343	$ 77,024,143

Future minimum principal payments for the next five years and in the aggregate thereafter are as follows:

June 30,	The Academy - Hempstead	The Academy - Uniondale	Total
2022	$ 1,200,000	$ 295,000	$ 1,495,000
2023	1,275,000	315,000	1,590,000
2024	1,585,765	719,235	2,305,000
2025	1,679,527	1,705,473	3,385,000
2026	1,765,256	1,799,744	3,565,000
Thereafter	66,392,025	84,952,703	151,344,728
Total bonds payable	73,897,573	89,787,155	163,684,728
Less: current portion	(1,200,000)	(295,000)	(1,495,000)
Less: unamortized debt issuance costs	(2,182,090)	(3,104,295)	(5,286,385)
Long-term bonds payable - net	$ 70,515,483	$ 86,387,860	$ 156,903,343

As of June 30, 2021, the School was in compliance with all debt covenants pursuant to the bond agreements.

Note 7 Concentrations of credit and revenue risks

The School maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts. The management of the School believes it is not exposed to significant credit risk on cash and cash equivalents.

For the years ended June 30, 2021 and 2020, the School received approximately 81% and 92% of its operating revenue, which is subject to specific requirements, from per pupil funding primarily from the Districts of Hempstead and Uniondale, respectively. Additionally, the School's grants receivable consists of approximately 100% from the New York State Education Department and one other organization.

Note 8 Line of credit

In June 2020, the School obtained a revolving line of credit with a financial institution in the amount of $1,500,000. The line of credit bears interest of 5.75% and is due and payable upon demand by the bank. As of June 30, 2021 and 2020, the outstanding line of credit total balances were $0 for both years.

Note 9 Contingencies

The School participates in several federal and state programs. These programs require that the School comply with certain laws, regulations, contracts, and agreements applicable to the programs in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government grants and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or results of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

The School is party to various legal proceedings incidental to their activities. Certain claims, suits and complaints arising in the ordinary course of business have been filed or are pending against the School. In the opinion of management and legal counsel, all such matters are without merit or are of such kind or involve such amounts that would not have a significant effect on the financial position or results of operations of the School, if disposed of unfavorably.

Note 10 Retirement plan

The School offers a 401(k) plan for all qualifying employees. Employees are eligible for the plan immediately upon employment. Participation in the plan is voluntary. Employees can make contributions (pre-tax and Roth), up to IRS limits for each calendar year. The School matches an employee's contribution up to 4% of the employee's annual compensation. For the years ended June 30, 2021 and 2020, the School's matching contributions were $525,801 and $383,936, respectively. Such plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the plan's participants and beneficiaries.

Note 11 Accrued salary and other payroll-related expenses

Accrued payroll and other payroll-related expenses consist of amounts earned by the staff during the school year, but paid over the summer months, including the related payroll taxes and benefits. As of June 30, 2021 and 2020, accrued payroll amounted to $2,964,785 and $2,032,062, respectively. The other payroll-related accruals as of June 30, 2021 and 2020 amounted to $469,964 and $375,349, respectively.

Note 12 Ground lease agreement

The School assumed a ground lease for the land on which the acquired Uniondale property is located. The ground lease is a 99-year lease at the time it was originated in December of 1980. The School has assumed the lease in 2018 until the end of lease term in 2079. The lease payments are subject to incremental increase, however the current lease payments are approximately $68,000 per annum for the next 10 years.

Note 13 Loans payable

A) To provide relief efforts to nonprofits and other small businesses during the pandemic, the government extended the Paycheck Protection Program ("PPP"), administered by the Small Business Administration to provide relief efforts to nonprofits and other small businesses with certain qualified business expenses pursuant to the Coronavirus Aid Relief and Economic Security Act ("CARES Act"). In April 2020, the School obtained a $4,349,550 term loan under the PPP. The loan accrues interest at 1% per annum and matures on April 15, 2022. Payments are not required for the first six months after the funding of the loan. The loan is uncollateralized and is fully guaranteed by the Federal government.

On June 14, 2021, the PPP loan was forgiven and recognized as a federal grant on the statement of activities for the full amount of $4,349,550.

Note 13 Loans payable – (continued)

B) In August 2018, the School obtained a loan from Charter School Growth Fund ("CSGF") in the amount of $500,000 for the financial management and financing of the Uniondale facilities development. The loan is convertible to a grant upon meeting specific requirements and milestones as agreed with the lender. No payments of principal or interest are required until maturity. The loan bears interest of 1% per annum and has a maturity date of June 30, 2028. In July 2020, the School met the terms for forgiveness of the loan and it was converted into a grant, and recognized as a contribution in the statement of activities.

C) In May 2020, the School obtained a short-term bridge loan from Charter School Growth Fund ("CSGF") in the amount of $2,000,000 to assist with cashflow for the preconstruction costs incurred while awaiting financing from the 2020 Series Bonds issuance. The loan bears interest of 2.75% per annum and has a maturity date of July 14, 2020. The loan was paid in full on the maturity date, including the interest accrued.

Total loans outstanding at June 30, 2021 and 2020 were $0 and $6,849,550, respectively.

Note 14 Subsequent events

Management has evaluated events and transactions for potential recognition or disclosure through October 22, 2021, which is the date the financial statements were available to be issued and has concluded that no subsequent events occurred that require an adjustment to or disclosure in the financial statements.

THE ACADEMY CHARTER SCHOOL
Statements of Financial Position: The Academy – Hempstead
As of June 30,

	2021	2020
Assets		
Current assets		
Cash and cash equivalents	$ 5,209,336	$ 6,787,466
Accounts and grants receivable - net	964,614	1,127,758
Due from government agencies	574,924	339,221
Due from The Academy - Uniondale	437,636	243,448
Prepaid expenses	48,110	2,467
Total current assets	7,234,620	8,500,360
Property and equipment, net	65,761,278	55,869,416
Other assets		
Restricted cash and escrow reserves	12,725,636	8,899,905
Security deposits	42,165	162,165
Total assets	$ 85,763,699	$ 73,431,846
Liabilities and Net Assets		
Current liabilities		
Accounts and accrued expenses payable	$ 2,873,803	$ 1,326,803
Accrued salaries and other payroll-related expenses	2,818,477	2,128,472
Accrued interest payable	1,018,343	1,771,406
Bonds payable - current portion	1,200,000	975,000
Loans payable	-	2,500,000
Deferred revenue	49,787	74,681
Total current liabilities	7,960,410	8,776,362
Loans payable - long term portion	-	4,349,550
Bonds payable (less current portion; net of unamortized deferred financing costs of $2,182,090 in 2021 and $2,709,365 in 2020)	70,515,483	56,705,635
Total liabilities	78,475,893	69,831,547
Net assets without donor restrictions		
Undesignated	7,104,625	3,418,408
Reserve - contingency	183,181	181,891
Total net assets without donor restrictions	7,287,806	3,600,299
Total liabilities and net assets without donor restrictions	$ 85,763,699	$ 73,431,846

THE ACADEMY CHARTER SCHOOL
Statements of Activities: The Academy – Hempstead
For the years ended June 30,

	2021	2020
Operating revenue and other support		
Public school districts		
General education	$ 34,824,352	$ 33,647,136
Grants, contracts and other support		
Federal and state grants	7,194,948	1,869,593
Contributions and private grants	2,086,935	487,092
Interest and other income	6,782	118,737
Total operating revenue and other support	44,113,017	36,122,558
Expenses		
Program expenses		
Regular education	29,573,453	27,395,509
Food service	1,703,510	1,633,109
Special education	1,620,686	1,294,357
Total program expenses	32,897,649	30,322,975
Supporting Services		
Management and general	7,527,861	5,665,276
Total program and supporting services expenses	40,425,510	35,988,251
Change in net assets	3,687,507	134,307
Net assets without donor restrictions - beginning of year	3,600,299	3,465,992
Net assets without donor restrictions - end of year	$ 7,287,806	$ 3,600,299

THE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses: The Academy – Hempstead
For the year ended June 30, 2021

	Program expenses				Supporting services	Total program and supporting services
	Regular Education	Special Education	Food Service	Total Programs	Management & General	
Salaries						
Administrative staff personnel	$ 4,082,708	$ 361,271	$ -	$ 4,443,979	$ 1,213,084	$ 5,657,063
Instructional personnel	10,927,323	373,391	-	11,300,714	-	11,300,714
Noninstructional personnel	238,384	-	499,660	738,044	2,258,461	2,996,505
Total salaries	15,248,415	734,662	499,660	16,482,737	3,471,545	19,954,282
Payroll taxes and fringe benefits	3,250,232	156,595	106,504	3,513,331	739,967	4,253,298
Retirement	324,693	15,644	10,640	350,977	73,922	424,899
Financial and administrative	-	-	-	-	503,687	503,687
Administrative	116,791	5,627	-	122,418	30,416	152,834
Marketing and recruitment	117,764	5,674	-	123,438	30,670	154,108
Insurance	632,397	30,469	-	662,866	164,697	827,563
Legal and professional	609,712	29,376		639,088	497,968	1,137,056
Repairs and maintenance	735,761	35,449	24,109	795,319	167,508	962,827
Equipment leasing and maintenance	851,757	41,037	-	892,794	221,826	1,114,620
Staff development	316,157	15,232	-	331,389	82,338	413,727
Food costs			788,207	788,207	-	788,207
Student services and activities	286,322	88,363	-	374,685	-	374,685
Supplies and instructional materials	480,960	23,172	-	504,132	125,259	629,391
Telephone and internet services	316,052	15,227	-	331,279	82,311	413,590
Occupancy	304,761	14,683	-	319,444	79,370	398,814
Other expenses	252,666	12,173	8,279	273,118	57,523	330,641
Interest expense - facilities loans	2,815,994	225,280	150,186	3,191,460	563,199	3,754,659
Interest expense - equipment lease	5,471	438	292	6,201	1,094	7,295
Depreciation	1,917,582	92,388	62,835	2,072,805	436,568	2,509,373
Amortization	989,966	79,197	52,798	1,121,961	197,993	1,319,954
Total operating expenses	14,325,038	886,024	1,203,850	16,414,912	4,056,316	20,471,228
Total expenses	$ 29,573,453	$ 1,620,686	$ 1,703,510	$ 32,897,649	$ 7,527,861	$ 40,425,510

THE ACADEMY CHARTER SCHOOL
Statements of Financial Position: The Academy – Uniondale
As of June 30,

	2021	2020
Assets		
Current assets		
Cash and cash equivalents	$ 4,613,141	$ 521,981
Accounts and grants receivable - net	284,063	208,635
Due from government agencies	81,751	296,463
Total current assets	4,978,955	1,027,079
Property and equipment, net	41,136,794	18,498,918
Other assets		
Restricted cash and escrow reserves	44,611,251	3,231,288
Security deposits	29,925	29,925
Total assets	$ 90,756,925	$ 22,787,210
Liabilities and Net Assets		
Current liabilities		
Accounts and accrued expenses payable	$ 1,334,199	$ 224,084
Accrued salaries and other payroll-related expenses	616,272	278,939
Accrued interest payable	953,594	600,308
Bonds payable - current portion	295,000	100,000
Deferred revenue	10,568	-
Due to The Academy - Hempstead	437,636	243,448
Total current liabilities	3,647,269	1,446,779
Bonds payable (less current portion; net of unamortized deferred financing costs of $3,104,295 in 2021 and $1,046,492 in 2020)	86,387,860	20,318,508
Total liabilities	90,035,129	21,765,287
Net assets without donor restrictions	721,796	1,021,923
Total liabilities and net assets without donor restrictions	$ 90,756,925	$ 22,787,210

THE ACADEMY CHARTER SCHOOL
Statements of Activities: The Academy – Uniondale
For the years ended June 30,

	2021	2020
<u>Operating revenue and other support</u>		
Public school districts		
General education	$ 9,272,521	$ 5,083,685
Grants, contracts and other support		
Federal and state grants	746,413	568,425
Contributions and private grants	1,037	23,167
Interest and other income	220,672	440,839
Total operating revenue and other support	10,240,643	6,116,116
<u>Expenses</u>		
Program Expenses		
Regular education	7,465,132	4,082,058
Food service	592,193	280,337
Special education	391,263	109,104
Total program expenses	8,448,588	4,471,499
Supporting Services		
Management and general	2,092,182	937,612
Total program and supporting services expenses	10,540,770	5,409,111
Change in net assets	(300,127)	707,005
Net assets without donor restrictions - beginning of year	1,021,923	314,918
Net assets without donor restrictions - end of year	$ 721,796	$ 1,021,923

THE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses: The Academy – Uniondale
For the year ended June 30, 2021

	Program expenses				Supporting services	Total program and supporting services
	Regular Education	Special Education	Food Service	Total Programs	Management & General	
Salaries						
Administrative staff personnel	$ 781,878	$ 71,103	$ -	$ 852,981	$ 242,202	$ 1,095,183
Instructional personnel	2,760,656	85,131	-	2,845,787	-	2,845,787
Noninstructional personnel	78,986	-	168,117	247,103	738,758	985,861
Total salaries	3,621,520	156,234	168,117	3,945,871	980,960	4,926,831
Payroll taxes and fringe benefits	744,365	32,112	34,555	811,032	201,626	1,012,658
Retirement	74,169	3,200	3,443	80,812	20,090	100,902
Financial and administrative	-	-	-	-	112,957	112,957
Legal and professional	37,900	1,635	-	39,535	18,877	58,412
Administrative	31,707	1,368	-	33,075	10,060	43,135
Marketing and recruitment	13,245	571	-	13,816	4,203	18,019
Insurance	98,552	4,252	-	102,804	31,270	134,074
Repairs and maintenance	288,065	12,427	13,372	313,864	78,028	391,892
Equipment leasing and maintenance	229,335	9,894	-	239,229	72,766	311,995
Staff development	26,402	1,139	-	27,541	8,377	35,918
Food costs	-	-	282,863	282,863	-	282,863
Student services and activities	42,963	28,832	-	71,795	-	71,795
Supplies and instructional materials	142,343	6,141	-	148,484	45,164	193,648
Telephone and internet services	84,870	3,661	-	88,531	26,929	115,460
Occupancy	264,961	11,430	-	276,391	84,070	360,461
Other expenses	19,380	836	900	21,116	5,250	26,366
Interest expense - facilities loans	1,085,356	86,828	57,886	1,230,070	217,071	1,447,141
Depreciation	599,482	25,862	27,829	653,173	162,381	815,554
Amortization	60,517	4,841	3,228	68,586	12,103	80,689
Total operating expenses	3,843,612	235,029	424,076	4,502,717	1,111,222	5,613,939
Total expenses	$ 7,465,132	$ 391,263	$ 592,193	$ 8,448,588	$ 2,092,182	$ 10,540,770

THE ACADEMY CHARTER SCHOOL
Other Supplementary Information – Schedule of Bonds Covenants Calculations
For the year ended June 30, 2021

	Minimum Requirement		Actual
Debt service coverage ratio	1.15		2.07
Days cash on hand	45		78

The debt service coverage ratio is calculated as follows:

Increase in net assets	$ 3,387,380		
Add back: Interest expense	5,201,800		
Depreciation and amortization	4,725,570		
Net revenues available for debt service	$ 13,314,750		
Debt service payments – bonds			
Interest expense	$ 5,201,800		
Principal	1,225,000		
Total current debt service – bonds	$ 6,426,800		
Net revenues available for debt service	$ 13,314,750	=	2.07
Total current debt service – bonds	$ 6,426,800		

The days cash on hand is calculated as follows:

Total expenses	$ 50,966,280		
Less: Depreciation and amortization	(4,725,570)		
Net expenses	46,240,710		
Days	365		
Cash used per day	$ 126,687		
Cash at year end	$ 9,822,477	=	78
Cash used per day	$ 126,687		

THE ACADEMY CHARTER SCHOOL
Schedule of Expenditures of Federal Awards
For the year ended June 30, 2021

Federal Grantor/Program or Cluster Title	Federal CFDA #	Pass-through grantor and number	Federal expenditures
Child Nutrition Cluster:			
United States Department of Agriculture			
National School Lunch Program	10.555	NYS Education Department, 280201860934	$ 222,147
Summer Food Service Program	10.559	NYS Education Department, 280201860934	1,638,592
Total United States Department of Agriculture			1,860,739
Total Child Nutrition Cluster			1,860,739
United States Department of Education			
Title I Grants to Local Education Agencies	84.010A	NYS Education Department, 0021-21-4495	351,386
Title I Grants to Local Education Agencies	84.010A	NYS Education Department, 0021-21-5465	41,868
Total Title I Grants to Local Education Agencies			393,254
English Language Acquisition State Grants	84.365A	NYS Education Department, 0293-21-4495	30,694
Total English Language Acquisition State Grants			30,694
Supporting Effective Instruction State Grants	84.367A	NYS Education Department, 0147-21-4495	43,806
Supporting Effective Instruction State Grants	84.367A	NYS Education Department, 0147-21-5465	7,543
Total Supporting Effective Instruction State Grants			51,349
Student Support and Academic Enrichment program	84.424A	NYS Education Department, 0204-21-4495	16,750
Student Support and Academic Enrichment program	84.424A	NYS Education Department, 0204-21-5465	10,000
Total Student Support and Academic Enrichment program			26,750
Elementary and Secondary School Emergency Relief Fund	84.425D	NYS Education Department, 5890-21-4495	331,998
Elementary and Secondary School Emergency Relief Fund	84.425D	NYS Education Department, 5890-21-5465	39,240
Total Elementary and Secondary School Emergency Relief Fund			371,238
Total United States Department of Education			873,285
Total Expenditures of Federal Awards			$ 2,734,024

The accompanying notes are an integral part of this schedule.

Note 1 Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of The Academy Charter School for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of Office of Management and Budget (OMB) Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of The Academy Charter School, it is not intended to, and does not, present the financial position, changes in net position or cash flows of The Academy Charter School.

Note 2 Summary of Significant Accounting Policies

The accompanying schedule of expenditures of federal awards is presented using the accrual basis of accounting. The information in this Schedule is presented in accordance with the requirements of *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. The amounts reported as expenditures in this Schedule may differ from certain financial reports submitted to federal funding agencies, due to those reports being submitted on either the cash or modified cash basis of accounting.

Note 3 Indirect Cost Rate

The Academy Charter School has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

NCheng LLP
accountants and advisors

40 Wall Street, 32nd Floor
New York, NY 10005
T 212 785 0100
F 212 785 9168
www.ncheng.com

Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

To the Board of Trustees of
The Academy Charter School
Hempstead, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Academy Charter School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 22, 2021.

Internal control over financial reporting

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

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

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

Compliance and other matters

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

Purpose of this report

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

NCheng LLP

New York, New York
October 22, 2021

NCheng LLP
accountants and advisors

40 Wall Street, 32nd Floor
New York, NY 10005
T 212 785 0100
F 212 785 9168
www.ncheng.com

Independent Auditors' Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance

To the Board of Trustees of
The Academy Charter School
Hempstead, New York

Report on Compliance for Each Major Federal Program
We have audited The Academy Charter School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of The Academy Charter School's major federal programs for the year ended June 30, 2021. The Academy Charter School's major federal programs are identified in the summary of auditors' results section of the accompanying Schedule of Findings and Questioned Costs.

Management's Responsibility
Management is responsible for compliance with the federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs

Auditors' Responsibility
Our responsibility is to express an opinion on compliance for each of The Academy Charter School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about The Academy Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of The Academy Charter School's compliance.

Opinion on Each Major Federal Program

In our opinion, The Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Report on Internal Control over Compliance

Management of The Academy Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered The Academy Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of The Academy Charter School's internal control over compliance.

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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

NChing LLP

New York, New York
October 22, 2021

THE ACADEMY CHARTER SCHOOL
Schedule of Findings and Questioned Costs
For the year ended June 30, 2021

Schedule I – Summary of auditors' results

Financial statements

Type of report the auditors issued on whether the financial statements audited were prepared in accordance with GAAP:	Unmodified
Internal control over financial reporting:	
• Material weakness(es) identified?	___ yes _X_ no
• Significant deficiency(ies) identified?	___ yes _X_ none reported
Noncompliance material to financial statements noted?	___ yes _X_ no

Federal awards

Internal control over major federal programs:	
• Material weakness(es) identified?	___ yes _X_ no
• Significant deficiency(ies) identified that are not Considered to be material weakness(es)?	___ yes _X_ none reported
Type of auditor's report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	___ yes _X_ no

Identification of major federal programs:

CFDA number(s)	Name of Federal Program or Cluster
10.555, 10.559	Child Nutrition Cluster

Dollar threshold used to distinguish between Type A and Type B programs:	$750,000
Auditee qualified as low-risk auditee?	_X_ yes ___ no

THE ACADEMY CHARTER SCHOOL
Schedule of Findings and Questioned Costs
For the year ended June 30, 2021

Section II – Financial Statement Findings

None

Section III – Federal Award Findings and Questioned Costs

None

THE ACADEMY CHARTER SCHOOL
Summary Schedule of Prior Audit Findings
For the year ended June 30, 2021

Financial Statement Findings

None

Federal Award Findings and Questioned Costs

None

THE ACADEMY CHARTER SCHOOL
Corrective Action Plan
For the year ended June 30, 2021

None

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	ACADEMY CHARTER SCHOOL
Name of trustee (print):	ROBERT STEWART
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	BOARD CHAIRMAN
Email Address:	

Home Address	
Please complete with ***changes*** only:	
Street:	111 CATHEDRAL AVENUE
City, State Zip:	HEMPSTEAD NY, 11550
Phone:	516-850-2702

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ● No

1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

NameERROR: undefined RelatiOFFENDING COMMAND: user16	Financial	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
STACK:		N/A		

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
ROBERT STEWART (COO) MINISTER	CALVARY TABERNACLE	(COO) MINISTER	RENTS AUDITORIUM FOR GRADUATION + CONCERTS	$19,000	WE SECURED COMPETITIVE BIDS. I DIDN'T VOTE DISCOUNT PRICE BELOW MARKET VALUE	ONGOING

Trustee Signature

Signature:	[signature] 7/14/21

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	The Acadamy Charter School
Name of trustee (print):	Marie Graham
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	atomfns@hotmail.com

Home Address	
Please complete with ***changes*** only:	
Street:	2000 Front St
City, State Zip:	East Meadow NY 11554
Phone:	516 794 2165

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ☒ No

1*a*) Description of the position:	N/A
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	The Academy Charter School
Name of trustee (print):	Peter J. Goodman
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	pgoodman@bfslawfirm.com

Home Address	
Please complete with ***changes*** only:	
Street:	5 Prospect Avenue
City, State Zip:	Sea Cliff, New York
Phone:	516-361-4875

Business Address	
Please complete with ***changes*** only:	
Business Name:	Berger, Fischoff, Shumer, Wexler & Goodman LLP
Street:	6901 Jericho Turnpike; Suite 230
City, State Zip:	Syosset, New York 11791
Phone:	516-747-1136

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	
Name of trustee (print):	STEPHEN ROWLEY
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	srowley755@gmail.com

Home Address	
Please complete with ***changes*** only:	
Street:	SAME
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	THE ACADEMY CHARTER SCHOOL
Street:	100 Charles Lindebergh Blvd
City, State Zip:	Uniondale, New York 11553
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ◉ Yes ○ No

1*a*) Description of the position:	Part time INSTRUCTOR
1*b*) Salary:	$40,000.00
1c) Start date:	9-8-20

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A	N/A	N/A	N/A	N/A

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Trustee Signature

Signature: Stephen Rowley

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Academy Charter School
Name of trustee (print):	Dorothy M. Burton
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	Dorothymburton@aol.com

Home Address	
Please complete with ***changes*** only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].

○ Yes ● No

1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Dorothy Burke 7/13/21

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	The Academy Charter School
Name of trustee (print):	Carol A. Hanson-Beckles
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	

Home Address	
Please complete with ***changes*** only:	
Street:	No Change
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	Not employed at this time
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ◉ No

1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
Beverley Hanson Sister	None	N/A	Would not be involved in voting or participate if she is the party.	N/A

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Hanson Beckles

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	THE Academy Charter Sch
Name of trustee (print):	Claudette Harrison
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	cmharrisson @ yahoo

Home Address	
Please complete with ***changes*** only:	
Street:	5 Vanata Ct
City, State Zip:	Hempstead NY
Phone:	516 489-2069

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ☑ No

1*a*) Description of the position:

1*b*) Salary:

1*c*) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☑ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☑ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: Claudette Harrison

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	The Academy Charter School
Name of trustee (print):	Dale James
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member, Board of Trustees
Email Address:	dale.j.james@gmail.com

Home Address	
Please complete with ***changes*** only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with ***changes*** only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)]. ○ Yes ○ No

1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:	Dale James Digitally signed by Dale James Date: 2021.07.13 08:06:17 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

SUNY Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	
Name of trustee (print):	Roger Ball
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair of Educational Committee
Email Address:	ball@fordham.edu

Home Address	
Please complete with ***changes*** only:	
Street:	419 Mile Square Road
City, State Zip:	Yonkers NY 10701
Phone:	914-319-6217

Business Address	
Please complete with ***changes*** only:	
Business Name:	NYC DOE
Street:	730 Bryant Ave
City, State Zip:	Bronx NY 10465
Phone:	719-328-1972

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1*a*), 1*b*), and 1*c*)].

○ Yes ○ No

1*a*) Description of the position:	
1*b*) Salary:	
1*c*) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:	Roger Ball

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

The Academy Charter School
2021 -2022 Calendar

TOTAL DAYS STUDENTS ARE IN ATTENDANCE = 184

SEPTEMBER					SD	18
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER					SD	20
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER					SD	18
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER				SD		17
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY					SD	20
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY					SD	15
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH					SD	23
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL					SD	15
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY					SD	21
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE				SD		17
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

	7/2/2021
1-Sep	First Day of School
6-Sep	Labor Day School Closed
Sep 7 - Sep 8	Rosh Hashanah
16-Sep	Yom Kuppur
11-Oct	Columbus Day
2-Nov	Election Day
11-Nov	Veterans Day
24-Nov	12 Noon Dismissal
Nov 25 - Nov 26	Thanksgiving Recess
23-Dec	12 Noon Dismissal
Dec 24- Jan -2	Holiday Recess
17-Jan	Dr. Martin Luther King Jr School Closed
Jan 25 - Jan 28	Regents Exams
Feb 21 -Feb 25	Winter Break
March 29 - March31	Grades 3-8 ELA State Test
April 15- April 22	Spring Break
April 11 - May 20	NYSESLAT State Test
April 26 - April 28	Grades 3-8 Math Satae Test
May 9 - May 20	NYSESLAT Reading & Writing State Test
May 24 - June 3	Grade 8 Science Performance Test
30-May	Memorial Day School Closed
6-Jun	Grade 8 Science Written
June 15 - June 24	Regents Exams
20-Jun	Juneteenth School Closed
24-Jun	Last Day of School

Blue	First & Last Day of School
Red	Early Dismissal at 2:00pm
Green	NYS Testing
Yellow	School Closed

CHECKMATE SECURITY Systems Inc.

65 JOHN STREET, BABYLON, NY 11702
PHONE: (631) 669-3303 FAX: (631) 669-7259
www.CheckmateSecurity.com
Licensed by the NYS Department of State
Lic. No. 12000017610

July 19, 2021

The Academy Charter School
100 Charles Lindbergh Blvd.
Uniondale, NY 11553

Dear Mr. Wayne Haughton,

This letter is to confirm that the fire alarm at the above noted location is being monitored with a daily test signal to our central station and is scheduled for the annual fire inspection in June 2022.

Yours truly,

Checkmate Security Systems Inc.

Jeanne S. Havdoglous

Jeanne S. Havdoglous

Town of Hempstead
Department of Buildings
1 Washington Street
Hempstead, N.Y. 11550-4923

Certificate of Completion

Printed 08/28/2019

Fee: $0.00

This certifies that Certificate of Completion No. 201813208 **Dated:** 08/28/2019
has been issued on the following described property.

Section: 44 **Block:** F **Lot(s):** 03600 **Bldg\Unit:**

Address: 100 CHARLES LINDBERGH BLVD Uniondale, NY 11553

Location: S/E/C CHARLES LINDBERGH BLVD

Project: CONSTRUCT INTERIOR ALTERATIONS TO EXISTING SPACE "ACADEMY CHARTER SCHOOL"

Building Permit No: 201813208 **Date:** 12/12/2018

Size of Lot: IRRG **Zone:** IND **Declared Cost:** $2,000,000.00

Owner: ACADEMY CHARTER SCHOC **Board of Zoning Appeals Case No:**

Address: 117 N FRANKLIN ST
HEMSPTEAD , NY 11550

Certificate Number: 201813208

John E Rottkamp
Commissioner