

Application: The Academy Charter School - Hempstead

Keith Szczepanski - keithmszczepanski@gmail.com
2022-2023 Annual Report

Summary

ID: 0000000067

Status: Annual Report Submission

Last submitted: Nov 1 2023 07:57 PM (EDT)

Entry 1 School Info and Cover Page

Completed - Aug 1 2023

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 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, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

ACADEMY CHARTER SCHOOL 800000063985

a1. Popular School Name

TACS - Hempstead

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

HEMPSTEAD UFSD

e. Date of Approved Initial Charter

Feb 2 2009

f. Date School First Opened for Instruction

Sep 8 2009

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

SUNY School, not required.

h. School Website Address

<http://www.academycharterschool.org>

i. Total Approved Charter Enrollment for 2022-2023 School Year

1708

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

1847

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

k
1
2
3
4
5
6
7
8
9
10
11
12

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

	Yes, 3 sites
--	--------------

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 previous year (K-5, 6-9, etc.)	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	• 117 North Franklin Street, Hempstead, NY, 11550	516-408-2200	Hempstead	K-2	K-2	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Dezmarie Hines	Principal	516-408-2200		dhines@academycharterschool.org .
Operational Leader	Wayne Haughton	Director of Development	516-408-2200		whaughton@academycharterschool.org .
Compliance Contact	Dr. Nicholas Stapleton	Chief Academic Officer	516-408-2200		nstapleton@academycharterschool.org .
Complaint Contact	Dr. Nicholas Stapleton	Chief Academic Officer	516-408-2200		nstapleton@academycharterschool.org .
DASA Coordinator	Dr. Michelle Anthony	Director of Guidance	516-408-2200		manthony@academycharterschool.org .
Phone Contact for After Hours Emergencies	Wayne Haughton	Director of Development	516-408-2200		whaughton@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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

[Certificate Of Occupancy 117N Franklin Street.pdf](#)

Filename: Certificate Of Occupancy 117N Franklin Street.pdf **Size:** 704.4 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	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 2	• 127 North Franklin Street, Hempstead, NY, 11550	516-778-6071	Hempstead	9-12	9-12	No

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Travis Holloway	Principal	516-778-6071		tholloway@academycharterschool.org
Operational Leader	Wayne Haughton	Director of Development	516-778-6071		whaughton@academycharterschool.org
Compliance Contact	Dr. Nicholas Stapleton	Chief Academic Officer	516-778-6071		nstapleton@academycharterschool.org
Complaint Contact	Dr. Nicholas Stapleton	Chief Academic Officer	516-778-6071		nstapleton@academycharterschool.org
DASA Coordinator	Dr. Michelle Anthony	Director of Guidance	516-778-6071		manthony@academycharterschool.org
Phone Contact for After Hours Emergencies	Wayne Haughton	Director of Development	516-778-6071		whaughton@academycharterschool.org

m2b. Is site 2 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 2 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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

[Certificate of Occupancy High School -127.pdf](#)

Filename: Certificate of Occupancy High School -127.pdf **Size:** 459.2 kB

Site 2 Fire Inspection Report

This is required, marked optional for administrative purposes.

School Site 3

m3. SCHOOL SITES

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	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 3	159/ 159A North Franklin Street, Hempstead, NY, 11550	516-629-5957	Hempstead	3-8	3-8	No

m3a. Please provide the contact information for Site 3.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Heather Graham/Wayne Peterkin	Principals	516-629-5957		hgraham@academycharterschool.org wpeterkin@academycharterschool.org
Operational Leader	Wayne Haughton	Director of Development	516-408-2200		whaughton@academycharterschool.org
Compliance Contact	Dr. Nicholas Stapleton	Chief Academic Officer	516-629-5957		nstapleton@academycharterschool.org
Complaint Contact	Dr. Nicholas Stapleton	Chief Academic Officer	516-629-5957		nstapleton@academycharterschool.org
DASA Coordinator	Dr. Michelle Anthony	Director of Guidance	516-629-5957		manthony@academycharterschool.org
Phone Contact for After Hours Emergencies	Wayne Haughton	Director of Development	516-629-5957		whaughton@academycharterschool.org

m3b. Is site 3 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 3 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, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

[Certificate of Occupancy-159N Franklin Ext Permit date 6.23.21 \(1\).pdf](#)

Filename: Certificate of Occupancy-159N Franklin Ext Permit date 6.23.21 (1).pdf **Size:** 200.8 kB

Site 3 Fire Inspection Report

This is required, marked optional for administrative purposes.

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

None

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

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

No

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Dr. Nicholas Stapleton
Position	Chief Academic Officer
Phone/Extension	516-629-5957
Email	nstapleton@academycharterschool.org

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

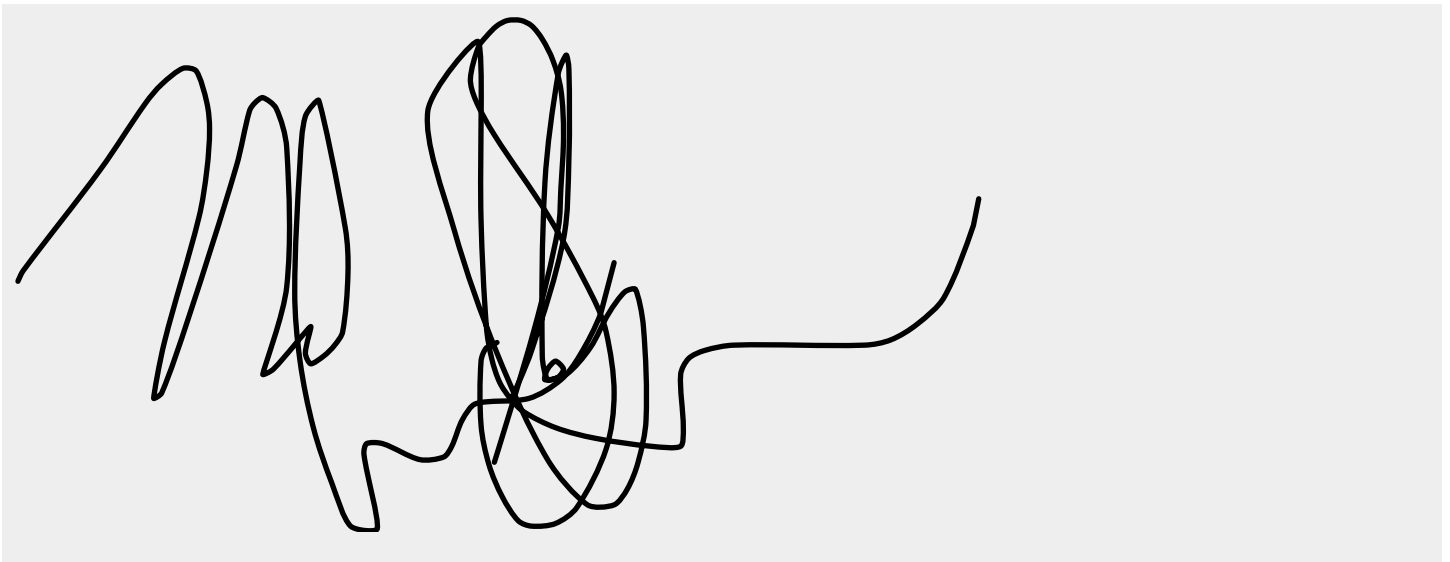
As outlined in ENTRY 10:

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.

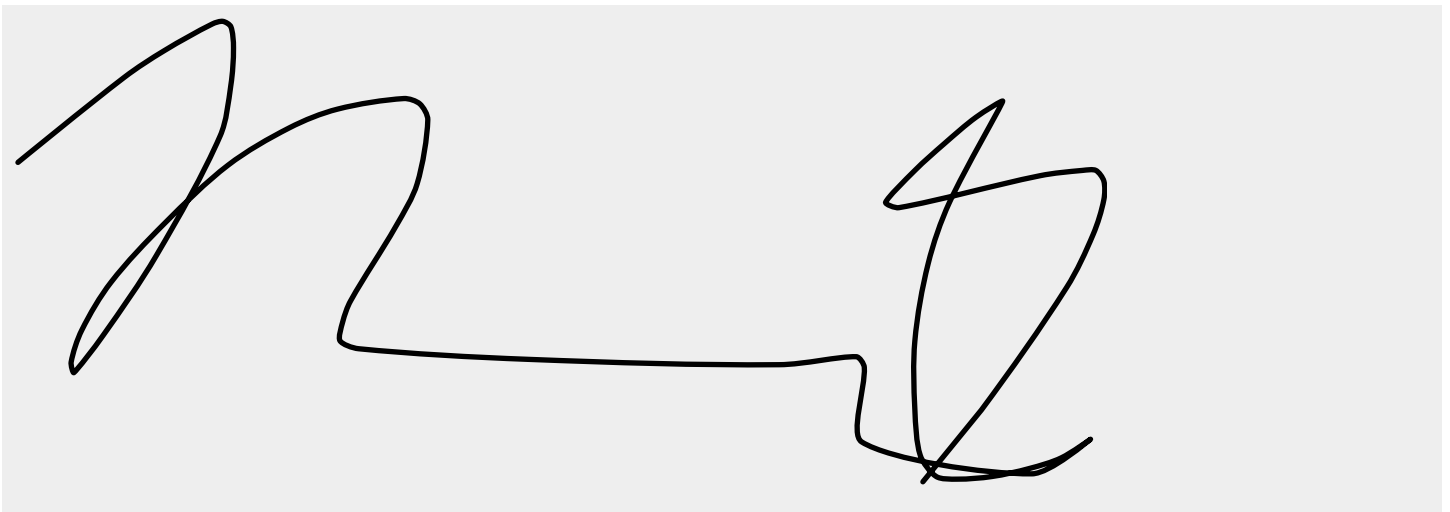
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized, featuring a series of loops and a long horizontal stroke extending to the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is stylized, with a large loop on the left and a long horizontal stroke extending to the right, ending in a small loop.

Date

Jul 29 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Aug 1 2023

Instructions

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

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

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

Form for Entry 2 Links to Critical Documents on School Website

School Name: The Academy Charter School - Hempstead

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://academycharterschool.org/wp-content/uploads/2022/07/TACS-Hempstead-2020-21-Annual-Report-FINAL.pdf
2. Board meeting notices, agendas and documents	https://academycharterschool.org/reports/
3. New York State School Report Card	https://data.nysed.gov/profile.php?instid=800000063985
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://academycharterschool.org/wp-content/uploads/2022/10/The-Academy-Charter-District-wide-Safety-Plan-2022-2023.pdf
6. Authorizer-approved FOIL Policy	https://academycharterschool.org/wp-content/uploads/2021/02/FOIL-Policy.pdf
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://academycharterschool.org/wp-content/uploads/2021/02/FOIL-Policy.pdf

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed - Oct 17 2023

Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2023.

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

[Accountability-Plan-Progress-Report-Template-2022-23-Grades-K-12 \(Hempstead Final 10172023\)](#)

Filename: Accountability-Plan-Progress-Report_q4AVqKO.pdf Size: 441.2 kB

Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

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, 2023**. 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 protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

[TACS \(Hempstead and Uniondale\) - 6-30-2023 FS FINAL](#)

Filename: TACS_Hempstead_and_Uniondale_-_6-30-2023_bTK2sty.pdf Size: 735.9 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Statement Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

[TACS Hempstead - 2022-23-Audited-Financial-Statement-Template-CSI SUNY FINAL](#)

Filename: TACS_Hempstead_-_2022-23-Audited-_rG9cHYv.xlsx Size: 175.6 kB

Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Oct 31 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

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.

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

[TACS Hemsptead - 2023-24-Budget-and-Quarterly-Report-Template SUNY-CSI](#)

Filename: TACS_Hemsptead_-_2023-24-Budget-a_7GuGeEl.xlsx Size: 542.8 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[TACS Board Disclosures Compelte](#)

Filename: TACS_Board_Disclosures_Compelte.pdf Size: 5.2 MB

Entry 7 BOT Membership Table

Completed - Aug 1 2023

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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 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 Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Robert Stewart	rstewart@cometocalvary.com	Chair	Executive, Academics, Operations & Technology	Yes	3	09/02/2022	09/01/2025	10
2	Dawn West	redawn226@gmail.com	Vice Chair	Executive, People & Legal	Yes	1	09/01/2020	08/31/2023	10
3	Stephen Rowley	srowley755@gmail.com	Trustee/Member	Finance, Operations & Technology	Yes	3	09/02/2022	09/01/2025	8
4	Roderick Roberts	ramahlife@aol.com	Trustee/Member	Operations & Technology, People & Legal	Yes	2	09/01/2020	08/31/2023	6
5	Roger Ball	rball@academychurchartschool.org	Trustee/Member	Academics	Yes	1	07/13/2021	07/12/2024	6
6	Marie Graham	atomfhs@hotmail.com	Trustee/Member	Academics, Finance	Yes	2	05/15/2021	05/14/2024	5 or less

7	Dale James	dale.james@gmail.com	Treasurer	Executive, Finance	Yes	2	05/22/2021	05/21/2024	9
8	Dorothy Burton	dorothymburton@aol.com	Trustee/ Member	Executive, People & Legal	Yes	2	07/13/2021	07/12/2024	10
9	Carol Beckles	almirabeckl@outlook.com	Secretary	Executive, People & Legal	Yes	1	09/01/2019	07/01/2023	10

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

Yes

1b. 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 2022- 2023
10	Claudette Harrison	cmharrison@yahoo.com	Trustee/Member	Academics, People & Legal	Yes	1	05/15/2018	07/01/2023	10
11	Barrington F.H. Goldson	goldsonhenry158@aol.com	Other	Executive	No	3			10
12									
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, 2023	11
b.Total Number of Members Added During 2022-2023	0
c. Total Number of Members who Departed during 2022-2023	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

3. Number of Board meetings held during 2022-2023

12

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

11

Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

0

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

11

Thank you.

Entry 9 Enrollment & Retention

Completed - Aug 1 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 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 2023-2024.

*SUNY-authorized charter schools

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	The Academy School conducted several information sessions for parents who live in the Hempstead 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 Home Town Shopper – Spanish and English), and distribution of flyers in various communities.	The Academy School conducts several information sessions for parents who live in the Hempstead 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 advertisements include the 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 advertisements will include the language of accepting ESL and ENL students.
Students with Disabilities	The school served Students with Disabilities and provides 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	The school serves Students with Disabilities and provides 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

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
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 higher 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 from 4 – 6 p.m.), Saturday school program from 9:00 a.m. to 1:00 p.m.; Summer School (4 weeks in July), and tutoring during the winter and spring breaks.
English Language Learners	During the 2022-2023 school year, the school population of ESL students increased significantly in the early elementary grades (K-2). This is due to the change in the demographics in the Hempstead 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).	During the 2023-2024 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).
Students with Disabilities	The school has two (2) fulltime Director of Special Education; this has increased the oversight to as follows: K-5 (elementary), and secondary (6-12). For the 2022-2023 school year, the school	The school has two (2) fulltime Director of Special Education; this has increased the oversight to as follows: K-5 (elementary), and secondary (6-12). For the 2023-2024 school year, the school will

	doubled the number of certified special education teachers and has increased the number of ICT classes in the elementary and middle school grades.	increase the number of ICT classes in the elementary and middle school grades to include one (1) ICT class by grade.
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Entry 10 – Teacher and Administrator Attrition

Completed - Aug 1 2023

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

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

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeeefingerprintoct19.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

Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

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

Entry 13 School Calendar

Completed - Aug 1 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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 also 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

[Copy of The Academy Charter School 2023-2024 Calendar \(1\)](#)

Filename: Copy_of_The_Academy_Charter_School_lkjUQ4.pdf Size: 103.6 kB

Optional Additional Documents to Upload (BOR)

Incomplete

Academy Charter School – Hempstead

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 16, 2023

By Wayne Haughton

117 North Franklin Street
Hempstead, NY 11550

516-408-2200



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Nicholas Stapleton, Chief Academic Officer prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Robert Stewart	Rtstewart@cometocalvary.com	Chairman/ Academic
Dawn West	Redawn226@gmail.com	Deputy Vice Chair/ People and Legal
Stephen Rowley	Srowley@gmail.com	Trustee/ Finance
Roderick Roberts	Ramahlife@aol.com	Trustee/ People and Legal
Roger Ball	Ball@fordham.edu	Trustee/ Academic
Marie Graham	Atomfhs@hotmail.com	Trustee/ Academic/ Finance
Dale James	Dale.j.James@gmail.com	Trustee/ Finance
Dorothy Burton	Dorothymburton@aol.com	Trustee/ Academic/ People and Legal
Carol Beckles	Almirabeckl@outlook.com	Trustee/ People and Legal
Claudette Harrison	Cmharrison@yahoo.com	Trustee/ People and Legal
Barrington Goldson	Goldsonhenry158@aol.com	Emeritus

Wayne Haughton has served as the executive director since 2012.

SCHOOL OVERVIEW

The Academy Charter School (“The Academy”) opened in the fall of 2009 with 165 students in grades K-2. The Academy has expanded to a K-12 institution serving 1,880 students in the 2022 - 2023. School year. Located in Hempstead, NY, a school district with approximately 76.9% free and reduced-price lunch, a growing percentage of English Language and Special Education learners, The Academy continues provide high quality learning experiences for its diverse community.

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. With the advent of COVID-19, the Academy expanded the social-emotional program to meet the needs of students and staff.

Mission:

“Create world class competitive scholars who will LEARN today, LEAD tomorrow, and SERVE in the future”

Vision:

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. The enriched –high-quality program encourages Academy scholars to exceed expectations, foster and appreciation for diversity in talents and artistic and creative potential. 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 expectations will promote the excellence we know our community’s children can achieve.

Key Design Elements:

The nine key design elements educational plan are intent to provide our students across various ability levels to achieve success, understanding their strengths and unique abilities, and develop the self- discipline and confidence required to excel in any environment.

Extended Learning Time – this includes extended school day of eight hours, two hours after school program, and support for students in a three-hour Saturday school program and during the winter/spring/summer breaks. Moreover, select high school students attend a six-week program geared towards preparation for Regent's exam.

Teacher Student Ratio/Moderate Class Size – Each Elementary School class has 25 to 27 students, two adults in every classroom. This allows for greater focus on student support including small groups and individualized instruction.

Standard Based New York State Next Generation Learning Standards.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Professional Development – Ongoing support for teachers. This includes a two-week pre-service teacher induction and training. Full time Math and English Language coaches in grades K-8, and content specific departmental chairs in the high school.

Character Development – Students in grades K-8 receive ongoing instruction and participate in discussions related to key core values geared towards character development using selected curriculum.

Data Usage – Ongoing scheduled assessments using a variety of assessment tools in K-12. These include Renaissance STAR Read & Math (K-8), Fountas and Pinnell (K-5), NWEA MAP (High School), Las Link (ESL), and other Interim Assessments aligned to New York State assessments (3- 8), and Regents Exams, Practice SAT & ACT. These assessments allow for measuring student progress and inform the instructional program.

Remediation & Enrichment- There is ongoing support for students during the school day and after school. There is also accelerated course work for middle school and high school.

Service Learning – Students in middle and high school are required to complete service learning and volunteering projects.

Technology -S.T.E.M- Schoolwide use of integrating technology as a learning tool and specific STEM instruction in grades K-12.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	152	152	230	125	125	123	122	122	125	108	179	123	92	1782
2021-22	150	150	155	236	129	131	132	123	123	122	124	158	118	1851
2022-23	152	148	151	152	237	129	129	130	126	135	124	116	151	1880

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

in the school on the state's annual enrollment-determination day (BEDS day) in the 2022-23 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>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th 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
2020-21	2017-18	2017	94	0	94
2021-22	2018-19	2018	110	0	110
2022-23	2019-20	2019	147	4	143

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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to 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 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	94	0	94
2021-22	2018-19	2018	110	0	110
2022-23	2019-20	2019	143	0	143

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	95	0	95
2021-22	2017-18	2017	94	0	94
2022-23	2018-19	2018	110	0	110

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 can 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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 1: HIGH SCHOOL GRADUATION

All students at the school will graduate from high school

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	126	80.95%
2022	141	88.65%

Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second 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)
2019	2020-21	110	90.5%
2020	2021-22	126	69.8%
2021	2022-23	126	60.3%

Graduation Goal Measures 3 & 4 - Absolute

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.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	94	87	92.6%
2018	2021-22	110	106	96.4%
2019	2022-23	143	136	95.1%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	95	95	100%
2017	2021-22	94	93	98.9%
2018	2022-23	110	106	96.4%

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	94	97	92.6%	485	72%
2018	2021-22	110	106	96.4%	465	83%
2019	2022-23	143	136	95.1%	N/A	N/A

Graduation Goal Measure 6 - 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.

¹ 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.

² 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
Additional Social Studies Regents	90	74	82.2%
Additional Math/Science Regents	142	134	94.4%
LOTE	53	53	100%
Overall	143	136	95.1%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	94	100%
2018	2021-22	100	100%
2019	2022-23	143	95.1%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy Charter School – Hempstead has continued to exceed its four-year graduation goal with the 2019 cohort with 95.1% of students graduating in four years. The 2019 cohort exceeded the goal by 20.1%.

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.	Not Met

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the percentage 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.	Met
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.	Met

EVALUATION OF THE GRADUATION GOAL

The Academy's 2019 cohort achieved all, but one of the measures of this Accountability Plan goal. 75% of the scholars in the 2021 cohort did not 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.

The Academy's 2021 and 2022 cohorts achieved the goal of 75% promotion, with the 2021 cohort 5.95 percentage points above the 75% goal. Most notably, the 2022 cohort exceeded the goal of 75% by 13.65 percentage points.

The Academy did not achieve its goal of 75% of students in the second-year high school Total Graduation Cohort scoring at or above proficient on least three different New York State Regents exams. The 2019 cohort exceeded this goal by 15.5-percentage points, due in large part to the state exemptions offered in 2020 and 2021. The removal of the exemptions saw a steep decline in the number of students meeting this benchmark. The 2020 cohort did not meet this goal, with 69.8% of students passing at least three Regents exams, 5.2-percentage points short of the goal. The 2021 cohort did not meet this goal, with 60.3% of students passing at least three Regents exams, 14.7-percentage points short of the goal.

ADDITIONAL CONTEXT AND EVIDENCE

The 2022-2023 school year was marked by a continued return to normalcy from the daily impact of COVID, however, the lasting impacts of COVID, namely learning loss continued. Using diagnostic testing (IXL), the Academy identified students with multi-year gaps in ELA and Math early in the year. To close these gaps the school continued to offer academic support opportunities in mathematics, English Language Arts, science, and social studies after school, on Saturdays, during mid-Winter and Spring recess.

The percent promoted for the 2022 cohort held steady from the 2020-2021 school year even as the difficulty of scholar course work increased. The Academy welcomed new students into the 2022 cohort, many of whom were under credited. Action plans were put into place to provide additional support through online credit recovery, after school tutoring and Saturday Academy. Additionally, the 2021

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

cohort percent promoted after the second year exceeded the same goal of the 2020 cohort 80.95% and 76.0%, comparatively. The Academy's commitment to provide academic support through after-school tutoring from teachers and peers, Saturday Academy, and intercession academies have helped scholars meet and exceed academic goals.

The 2021 cohort continued to face challenges due to the lasting impact of COVID. While the 2021 cohort did not meet the stated goal by earning at least a 65 on three exams, most scholars did earn Regent's credit towards graduation due to the Special Appeals. For the June 2023 Regents administration, an average of 82.2% of students tested earned credit through the Special Appeals.

The Academy took steps to prepare students for the Regents exam by providing mock Regents testing during the school day twice a year. Data from the mock exams was used to create flexible groupings in class, as well as assign after-school tutoring and Saturday Regents prep.

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. The teachers work with instructional leadership to align course goals with student achievement data collected during previous administration of Regents examinations. Students requiring academic support, based on Regents examination data, qualify and receive academic intervention services. Additional learning time and academic intervention services are provided in-school, after school, on Saturdays, and during the summer months.

The school has also departmentalized instruction and made provisions for instructional coaching to include content leads and three Assistant Principals. Assistant Principals have been given specific content areas of instructional oversight and work with content leads to support student achievement through instructional practice. Streamlined responsibilities have reduced the non-instructional tasks Assistant Principals manage, allowing for more focus on curriculum and instruction.

To ensure on-time graduation for scholars, the school provides curriculum and support for students to complete Regents examination requirements by the conclusion of their 11th grade year. For students requiring additional assistance in meeting the graduation requirements on time, the school provides additional learning time and academic intervention services in-school, after school, on Saturdays, and through credit recovery programming.

Further, the school's counselors monitor student progress toward graduation regularly. They work with the school principal, director of secondary education, assistant principals, students and families to identify the support needed to assist students in graduating on time.

For the upcoming 23-24 school year the Academy is utilizing the Teach Like a Champion organization to improve our teaching strategies in grades K-12. All instructional staff will engage in

intensive training during pre-service. Instructional leaders will be supported with ongoing training from Teach Like a Champion to ensure fidelity of implementation.

The Academy will continue to focus on the success of all sub-groups of students through increased professional development for co-teachers and data-driven instruction. The school has also shifted the organization of teachers so that special educators and ENL educators are departmentalized, and every core content area has a dedicated special education teacher.

GOAL 2: COLLEGE PREPARATION

All students will be prepared to attend college.

Scholars at The Academy Charter High School are supported throughout the entirety of the college application process. The school year starts with college counselor and family meetings for each student. Next, students are given expectations for what to expect throughout the school year. This includes gauging initial interests, creating a list of colleges, determining eligibility for financial aid and opportunity programs, and setting the scope of support the college counselor will provide. Students then meet with the college counselor for the duration of the year in small groups. During the student/counselor meetings, students are encouraged to build balanced college lists, complete their personal statement, and apply to CUNY, SUNY, and private/public out of state schools. Families are welcomed to meet with the college counselor to obtain assistance with completing financial aid forms such as the FAFSA, TAP, and CSS Profile, as well as any additional opportunity program and scholarship applications students may need to complete. The school will continue to support our families throughout the decision making and college commitment process by hosting financial aid review workshops and individualized sessions to support families in making informed decisions about the child's future college matriculation. In our first year, close working relationships were established between The Academy and colleges such as Nassau Community College, SUNY Stony Brook University, SUNY Brockport, SUNY University at Albany and the University of Rochester.

For the 2022-2023 academic year, the Academy continued a partnership with Molloy College to offer college credit for courses provided to high school scholars on our campus. Courses were taught by instructors hired by the Academy and vetted and approved by Molloy College faculty. Participating scholars received 3 [or 4] credits (from Molloy College) for completion of the college course with a grade of C or higher. Scholars had the opportunity to participate in the following courses:

- ENG 1100 – College Composition (3 cr.): College Composition seeks to initiate a dialogue among students that leads them to hone skill development by moving beyond their own "personal" position: the readings and classroom discussions give the sense that they are entering an ongoing conversation of consequence. Students are therefore required to integrate the thoughts and words of other writers of the class texts, online databases, other print and media sources and oral exchange into their own essays using the appropriate citing mechanism. Both in relation to their own experience and to a text or set of texts, student writers will learn how to articulate and develop a sophisticated argument within a specific rhetorical situation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- POL 1010 – American National Government (3 cr.): This course provides students with an overview of the American system of government which examines the impact of public opinions, group interests, and organizations on the institutions of American government. Particular attention is focused on issues which relate to the politics of public policy and the decision-making process. The nature of American democracy is examined and critically analyzed.
- ART 1020 – Drawing (3 cr.): Drawing is an introductory studio drawing course with emphasis on learning to see and developing basic drawing skills using various media by employing fundamental design and composition concepts. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. During the semester, students will explore different drawing techniques and media. Students will be encouraged to develop an expression of individual style. This is a hands-on art class in which you will be exposed to the basic principles of drawing. We will work from observation in order to translate three-dimensional objects and space onto a two-dimensional surface. Drawing is a way of seeing that should be developed in an increasingly personal way as the student works through the semester.
- MAT 2210 - Calculus I (4 cr.): Calculus is a transition course to upper-division mathematics and computer science courses. Students will extend their experience with functions as they study the fundamental concepts of calculus: limiting behaviors, difference quotients and the derivative, Riemann sums and the definite integral, antiderivatives and indefinite integrals, and the Fundamental Theorem of Calculus. Students review and extend their knowledge of trigonometry and basic analytic geometry. Important objectives of the calculus sequence are to develop and strengthen the students' problem-solving skills and to teach them to read, write, speak, and think in the language of mathematics. Students learn how to apply the tools of calculus to a variety of problem situations.

College Preparation Goal Measure 1 - Absolute

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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Regents diploma with advanced designation	143	42	29.4%
Advanced Placement ("AP") exam with a score of 3 or higher	74	32	43.2%
Passing a college level course offered at a college or university	68	66	97.1%
Achieving the college and career readiness benchmark on the SAT	143	25	17.5%
Overall	143	81	56.6%

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

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

⁴ Schools use any method listed above, 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate $=[(b)/(a)]*100$
2017	2020-21	94	87	92.6%
2018	2021-22	110	94	84.5%
2019	2022-23	143	118	82.5%

SUMMARY OF THE COLLEGE PREPARATION GOAL

The College Preparation goal with met with mixed success. The 2019 cohort exceeded the stated goal of 75% of graduates matriculating into college, but it did not achieve its goal of 75 percent of graduating students demonstrating college readiness.

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.	Not Met
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.	Met

⁵ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

EVALUATION OF THE COLLEGE PREPARATION GOAL

The Academy continued to exceed its goal of 75% of graduating students matriculating into a college or university in the year after graduation by 7.5 percentage points for the 2019 Cohort. The 2019 cohort was also larger than the previous two cohorts.

The 2019 cohort did not achieve its goal of having 75 percent of graduating students meet the college preparation indicator, 18.4-percentage points short of the goal.

ADDITIONAL CONTEXT AND EVIDENCE

While the Academy fell short of meeting the college preparation goal for the 2022-23 school year, we most notably increased student participation in AP, SAT, and college level courses. 51.7% of all students in the 2019 cohort took an AP course and 47.5% took a college level course and 100% of Academy students took the SAT. The percentage of scholars passing college classes also increased from 93.3% to 97.1%.

To achieve this goal in the future, the school will continue to expand opportunities for students to participate in Advanced Placement (AP) and college-level courses. The school currently offer the following AP Courses: Computer Science Principles, English Literature and Composition, English Language and Composition, Psychology, World History, and AP Biology. The Academy also offers the following college courses for credit through partnership with Molloy College: Drawing, American National Government, Calculus, and College Composition. To support students in achieving the college readiness benchmark on the SATs, we offered SAT prep on Saturdays. We also implemented a peer mentoring and tutoring program after school to provide additional one-on-one academic support.

The Academy will continue to implement a robust college preparation program for all scholars. Beginning in the first year of each cohort, the program provides targeted support to scholars as they matriculate through high school. To support these endeavors, we have added an Early College Counselor whose primary focus will be implementing curriculum and programs for scholars in their first, second, and third year. A College and Career Placement officer will work with scholars in the fourth year of their cohort.

ACTION PLAN

To achieve this goal for the 23-24 school year, the school will increase opportunities for students to participate in Advanced Placement and college level courses. The Academy will also expand its AP and college course offerings to include AP Comparative Government & Politics and Anatomy & Physiology. The school is making intentional shifts in school culture to provide increased access to college level courses. Counselors will meet with individual students and families to ensure that their schedules are aligned with future goals. To support students in achieving the college readiness benchmark on the SATs, we will continue to offer SAT prep after school. We also will continue to offer additional one-to-one tutoring (including peer tutoring) for students in preparation for Regents examinations.

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 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 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 *My View* (K-5), *My Perspectives and Houghton Mifflin* (6-8), and other standards-based supplementary texts from the *Rally Education, Literacy Footprints Guided Reading Program*®, and the *Heinemann Fountas and Pinnell*® Assessment systems. The *Teachers College Writers Workshop* and *Wilson's Foundations* (K-2) complete the balanced literacy learning approach.

Students complete multiple learning experiences in which they are able to utilize their classroom, library, school library, and various media sources connected through various multi-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.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	148	0	1	0	0	0	0	149
4	230	1	5	0	0	0	0	236
5	128	0	0	0	0	0	0	128
6	119	0	2	0	0	0	2	123
7	123	1	0	0	0	0	1	125
8	126	0	0	0	0	0	1	127
All	874	2	8	0	0	0	4	888

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	148	81	54.73%	131	71	54.20%
4	230	139	60.43%	205	124	60.49%
5	128	80	62.50%	114	71	62.28%
6	119	91	76.47%	106	83	78.30%
7	123	98	79.67%	106	85	80.19%
8	126	117	92.86%	105	98	93.33%
All	874	606	69.34%	767	532	69.36%

ELA Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

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

⁶ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	54.20%	131	N/A	N/A
4	60.49%	205	N/A	N/A
5	62.28%	114	N/A	N/A
6	78.30%	106	N/A	N/A
7	80.19%	106	N/A	N/A
8	93.33%	105	N/A	N/A
All	69.36%	767	N/A	N/A

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁸

2021-22 English Language Arts Comparative Performance by Grade Level

⁷ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁹		Effect Size
		Actual	Predicted	
3	93.3	74.3	36.7	2.10
4	84.4	71.8	37.8	1.80
5	79.5	51.9	28.4	1.45
6	91.5	72.2	34.0	2.37
7	89.9	57.0	26.7	1.97
8	81.6	75.0	39.0	1.78
All	86.9	67.8	34.2	1.92

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2022-23 school year using internal assessments.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: [Choose an item](#).

The school administered the *Renaissance* STAR Reading at the beginning of the year in September, and the end of the year in June.

At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams. Schools may modify and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

⁹ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Reading (NCE)

Grade	Beginning Of Year	End Of Year
Kindergarten	24.3	34.8
1st Grade	36.5	38.5
2nd Grade	35.1	37.6
3rd Grade	36.7	42.5
4th Grade	37.2	41.7
5th Grade	39.4	39.4
6th Grade	41.1	40.8
7th Grade	39.3	41.8
8th Grade	40.0	39.9

SUMMARY OF THE ELA GOAL

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

The Academy met one of the two ELA goals where data was available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
	[Write in additional measure here]	

EVALUATION OF ELA GOAL

In the 2022-23 school year, The Academy Charter School students did not meet the goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the state English language arts exam. Overall, the school missed the absolute goal by 5.64% percentage points. The Academy's Charter School's sixth, seventh and eighth grades exceeded the 75% proficiency goal.

ADDITIONAL CONTEXT AND EVIDENCE

The baseline data for the middle school grades (6-8) was encouraging. Most of the challenges were in the elementary grades (3-5).

ELA 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, and 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 2022-23 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

During the 2022-23 school year the school will continue the implementation of the Next Generation Learning Standards with a focus on lifelong long practice of readers and writers. Based on student achievement data and research, the Academy adopted a departmentalized instructional model for the fifth grade. Certified English Language Arts teachers will provide instruction in English Language Arts. This model allows teachers to increase content knowledge, develop expertise in a single subject matter and further their use of differentiation to support scholars.

The school used the analysis of student achievement to introduce an advanced reading program for grades 3-5. The Academy will provide professional development and implementation support for teacher assigned to teach *the Wit and Wisdom* curriculum in the advanced literacy program. The elementary buildings have systemically included online platforms such as IXL and Renaissance Freckle into small group instruction period time to provide targeted, self-paced, personalized learning. The Academy will refocus guided reading instruction with frequent progress checks. The teachers will receive ongoing instructional support from content experts.

Teachers will be provided with intensive daily professional development and support. There will be focus on content, pedagogy, practice, and rigor. Moreover, there will be ongoing professional development focused on social and emotional learning.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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.

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.¹⁰

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹¹

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)
2017	2020-21	94	74	15	75%
2018	2021-22	110	87	11	47.8%
2019	2022-23	143	1	48	33.8%

High School ELA Measure 2 - 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.

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

¹⁰ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹¹ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

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the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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)
2017	2020-21	94	74	20	100%
2018	2021-22	110	87	21	91.3%
2019	2022-23	143	1	108	76.0%

High School ELA Measure 3 - 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's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

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High School ELA Measure 7 - 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 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.

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.

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 8 th 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)
2017	2020-21	36	33	1	33.3%
2018	2021-22	35	2	7	21.2%
2019	2022-23	44	1	5	11.6%

High School ELA Measure 8 - 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 Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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.

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 8 th 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)
2017	2020-21	36	33	3	100%
2018	2021-22	34	34	N/A	N/A
2019	2022-23	44	1	24	54.8%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The Academy has not met the measures set forth in the English Language Arts Goal.

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.	Not Met
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.	Not Met
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 8 th 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.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th 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.	Not Met

EVALUATION OF HIGH SCHOOL ELA GOAL

The Academy Charter High School 2019 cohort did not meet measure 1 or measure 2 of the ELA goal. 33.8% of the 2019 cohort met measure 1, which is 31.2% below the benchmark and 76.0% met measure 2, which is 4.0% below the benchmark.

The Academy Charter High School 2019 cohort who were not proficient in 8th grade did not meet measure 7 or measure 8. 11.6 % of the 2019 cohort met measure 7, which is 38.4% below the benchmark and 54.8% met measure 8, which is 20.2% below the benchmark.

ADDITIONAL CONTEXT AND EVIDENCE

To improve in this area, the Academy has a renewed focus on reading at the secondary level. The ELA curricula were revised for alignment with the Next Generation standards as well as improving student reading stamina. The school also adopted the use of IXL to allow for systematic progress monitoring of student proficiency on the standards. In 2022-2023, the school contracted with specialized consultants to provide additional training to teachers and leaders in English, ESL and special education. Network leaders engaged in Data Wise training to improve the overall use of data at the Academy. Additionally, the school increased the amount of co-teaching available to students.

The Academy supported 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.

While the 2019 cohort did not meet these metrics, 83.2% of Academy students who took the ELA Regents during the June 2023 administration met measure 2. 95% of students who tested earned credit through with a score of 65 or the Special Appeal.

ACTION PLAN

The Academy will continue to support struggling students by providing additional support 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. The school will continue the use of IXL to allow for systematic progress monitoring of student proficiency on the standards.

For the upcoming 23-24 school year the Academy is utilizing the Teach Like a Champion organization to improve our teaching strategies in grades K-12. All instructional staff will engage in intensive training during pre-service. Instructional leaders will be supported with ongoing training from Teach Like a Champion to ensure fidelity of implementation. The Academy plans to increase the amount of collaboration between teachers within the Academy network to leverage the strengths of individual educators.

For English Language Learners, the Academy plans to recruit more ESL and bilingual teachers to support the language development of this population of students. This is in addition to continued professional development for all staff on supporting ELL's.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 4: MATHEMATICS

All students at the school will be proficient in mathematics

BACKGROUND

The Academy Charter School recognizes that curriculum, instruction and assessment must be dynamic throughout 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 the curriculum outlined in the charter. Teachers at the K-8 grade levels plan and implement learning experiences aligned with the *Next Generation State Standards*. Teachers utilize the Savvas *Envision*, and Great Minds, *Eureka* curriculums are utilized in the elementary and middle school grades, and other standards-based supplementary materials from the *Rally Education*. In high school, the Savvas *Envision* curriculum is being utilized for instruction

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	148	0	1	0	0	0	0	0	149
4	230	2	4	0	0	0	0	0	236
5	128	0	0	0	0	0	0	0	128
6	121	0	2	0	0	0	0	0	123
7	123	1	0	0	0	0	0	0	124
8	126	0	0	0	0	0	0	0	126
All	876	3	7	0	0	0	0	0	886

Performance on 2022-23 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

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Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	148	98	66.22%	131	85	64.89%
4	230	160	69.57%	205	138	67.32%
5	128	81	63.28%	114	71	62.28%
6	121	95	78.51%	106	86	81.13%
7	123	98	79.67%	104	86	82.69%
8	126	108	85.71%	104	89	85.58%
All	876	640	73.06%	764	555	72.64%

Math Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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

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

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	64.89%	131	N/A	N/A
4	67.32%	205	N/A	N/A
5	62.28%	114	N/A	N/A
6	81.13%	106	N/A	N/A

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7	82.69%	104	N/A	N/A
8	85.58%	104	N/A	N/A
All	72.64%	764	N/A	N/A

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	93.3	82.4	39.5	2.08
4	84.4	68.0	36.6	1.49
5	79.5	50.6	33.5	0.93
6	91.5	64.6	26.8	2.18
7	89.9	66.3	24.2	2.27
8	81.6	73.5	22.5	2.24
All	87.0	68.5	31.2	1.87

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

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MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Choose an item.

The school administered the *Renaissance* STAR at the beginning of the year in September, and the end of the year in June.

Math (NCE)

Grade	Beginning of Year	End of Year
Kindergarten	N/A	N/A
1st Grade	45.3	49.0
2nd Grade	39.7	42.9
3rd Grade	43.4	49.9
4th Grade	44.7	54.1
5th Grade	48.4	55.0
6th Grade	48.7	56.2
7th Grade	52.5	64.8
8th Grade	53.2	63.5

SUMMARY OF THE MATHEMATICS GOAL

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

The Academy met one of the two Math goals where data was available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics	N/A

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	exam will be greater than that of students in the same tested grades in the school district of comparison.	
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

In the 2022-23 school year, The Academy Charter School students did not meet the goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the state English language arts exam. Overall, the school missed the absolute goal by 2.36% percentage points. The Academy's Charter School's sixth, seventh and eighth grades exceeded the 75% proficiency goal.

ADDITIONAL CONTEXT AND EVIDENCE

The baseline data for the middle school grades (6-8) was encouraging. Most of the challenges were in the elementary grades (3-5).

MATHEMATICS 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 2022-23 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

During the 2022-23 school year, the school will continue implementing the *Next Generation Standards*. Based on student achievement data and research, the Academy adopted a departmentalized instructional model for the fifth grade. This model allows teachers to increase math content knowledge, develop expertise in a single subject matter, and further their use of differentiation to support scholars. Professional development will be designed to include lesson studies conducted by Eureka Math content specialists. The Academy will provide daily math support during common planning with increased focus on student work analysis data meetings. The elementary buildings have systemically included online platforms such as IXL and Renaissance Freckle into small group math instruction to provide targeted, self-paced, personalized learning.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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)
2017	2020-21	94	67	20	74.1%
2018	2021-22	110	6	43	41.3%
2019	2022-23	143	45	28	28.6%

High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

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)
2017	2020-21	94	0	90	95.7%

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2018	2021-22	110	3	103	96.3%
2019	2022-23	143	45	46	46.9%

High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - 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 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.

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

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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 8 th 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)
2017	2020-21	44	3	2	11.8%
2018	2021-22	29	25	1	25.0%
2019	2022-23	46	20	0	0.0%

High School Math Measure 8 - 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 Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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 mathematics requirement for graduation.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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)
2017	2020-21	44	0	44	100%
2018	2021-22	29	25	3	75%
2019	2022-23	46	20	2	7.7%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy has not met the measures set forth in the Mathematics Goal.

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.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	Not Met

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	or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
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 8 th 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.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th 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.	Not Met

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy's 2019 cohort did not meet measure 1, 28.6% of students met the goal, 36% of students scored below the benchmark. For measure 2, 46.9% of students met the benchmark, 33.1% of students scored below the benchmark. For measures 7 and 8, the percentage of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam was 0.0% and 7.7% respectively.

While the 2019 cohort did not meet these metrics, 49.3% of Academy students who took a mathematics Regents during the June 2023 administration met Measure 2 with 78.3% of students who tested earned credit through with a score of 65 or the Special Appeal.

ADDITIONAL CONTEXT AND EVIDENCE

The Academy supported 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. For the 2022-2023 school year, the school employed content expert consultants to provide

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additional training to teachers and department chairs on curriculum and pedagogy. The school has adopted the IXL platform for systematic progress monitoring of standards mastery. Special education teachers have been reorganized to be included in each department and there will be increased co-teaching and smaller classes.

The mathematics curricula were revised for alignment with the *Next Generation Standards* as well as improving student reading stamina. The school also adopted the use of IXL to allow for systematic progress monitoring of student proficiency on the standards. In 2022-2023, the school contracted with specialized consultants to provide additional training to teachers and leaders in mathematics, ESL and special education. Network leaders engaged in Data Wise training to improve the overall use of data at the Academy. Additionally, the school increased the amount of co-teaching available to students.

Teachers will be provided with intensive daily professional development and support. There will be a focus on content, pedagogy, practice, and rigor. Moreover, there will be ongoing professional development focused on social and emotional learning.

ACTION PLAN

The Academy will continue to support struggling students by providing additional support 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. The school will continue the use of IXL to allow for systematic progress monitoring of student proficiency on the standards.

For the upcoming 23-24 school year the Academy is utilizing the Teach Like a Champion organization to improve our teaching strategies in grades K-12. All instructional staff will engage in intensive training during pre-service. Instructional leaders will be supported with ongoing training from Teach Like a Champion to ensure fidelity of implementation. The Academy plans to increase the amount of collaboration between teachers within the Academy network to leverage the strengths of individual educators.

For English Language Learners, the Academy plans to recruit more ESL and bilingual teachers to support the language development of this population of students. This is in addition to continued professional development for all staff on supporting ELL's.

GOAL 5: SCIENCE

Write the school's science goal here.

BACKGROUND

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 *Next Generation Science Standards*. Teachers utilize the SAVVAS *Elevate Science* program in middle and elementary grades. In high school, the SAVVAS curriculum is being utilized for Living Environment, Chemistry and Physics. The *Perfection Learning* curriculum is implemented for Earth Science.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in the 8th grade only in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

The Science test was not administered to the 4th graders in the 2022-2023 school year. The overall percentage of 8th grade students achieving proficiency is 61.17%. Students struggled with the lab component of the assessment.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
8	103	63	61.17%
All	103	63	61.17%

Science Measure 2 - Comparative

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

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

2022-23 State Science Exam
Charter School and District Performance by Grade Level

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	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A	N/A	N/A	N/A
8	103	63	61.17%	N/A	N/A	N/A
All	103	63	61.17%	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

The 4th grade students did not take the science exam this year. Overall, 61.17 were proficient in the 8th grade. The school fell short by 13.83%.

ADDITIONAL CONTEXT AND EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	Living Environment	18	18	100%
8	2021-22	Living Environment	24	24	100%
8	2022-23	Living Environment	26	25	96.1%

ACTION PLAN

The Academy modified the science curriculum to respond to the *Next Generation Science Learning Standards* and to facilitate increased hands-on lab instruction. The new curriculum is SAVVAS *Elevate Science*. To improve in this area for the 2023 – 2024 School year, teachers will participate in intensive professional development and focus on understanding the content knowledge, instructional practice, and assessment.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

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). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science 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)
2017	2020-21	94	0	79	94.0%
2018	2021-22	110	4	83	78.3%
2019	2022-23	143	70	44	60.3%

High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The Academy did not meet the High School Science Goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65	Not Met

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	on a New York State Regents science exam by the completion of their fourth year in the cohort.	
Comparative	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.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The Academy's 2019 cohort did not meet the target goal of 75 percent of students scoring at least 65 on the New York State Regents science exam by the completion of their fourth year in the cohort by 14.7%.

ADDITIONAL CONTEXT AND EVIDENCE

As shown by data in the chart below, students through the 2020 cohort are already exceeding the goal of 75 percent of students scoring at least 65 on the New York State Regents science exam by the completion of their fourth year in the cohort. Thus, the school has already met this measure's target for the next academic year.

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	142	72.5%	119	88.7%	110	99.0%
2019	169	22.5%	174	92.3%	150	98.0%
2020			113		126	91.2%
2021					126	43.7%

ACTION PLAN

For the upcoming 23-24 school year the school will continue to support struggling students by providing academic services in science. Support includes after-school and Saturday tutoring. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy.

The Academy is utilizing the Teach Like a Champion organization to improve our teaching strategies in grades K-12. All instructional staff will engage in intensive training during pre-service. Instructional leaders will be supported with ongoing training from Teach Like a Champion to ensure fidelity of implementation. The Academy plans to increase the amount of collaboration between teachers within the Academy network to leverage the strengths of individual educators.

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For English Language Learners, the Academy plans to recruit more ESL and bilingual teachers to support the language development of this population of students. This is in addition to continued professional development for all staff on supporting ELL's.

GOAL 6: SOCIAL STUDIES

Write the school's social studies goal here.

BACKGROUND

Teachers utilize the SAVVAS curriculum is being utilized for Global History and US History.

Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	94	1	82	88.2%
2018	2021-22	110	6	73	70.1%
2019	2022-23	143	134	8	88.9%

Social Studies Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	94	92	2	100%
2018	2021-22	110	106	2	50%
2019	2022-23	143	8	66	48.1%

Social Studies Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

The Academy met the social studies goal for US History and did not meet the goal Global History.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Met
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65	

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	on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Not Met
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

The Academy's 2019 cohort not only met measure 1, but exceeded the goal. For measure 1, 88.9% of the 2019 cohort met the benchmark, 13.9% above the stated goal of 75%. For measure 3, 48.1% of the cohort met the goal, 26.9% below the stated goal of 75%.

ADDITIONAL CONTEXT AND EVIDENCE

As shown by data in the chart below, 65% of students in the 2020 cohort have passed the Global History exam. Through additional tutoring and academic interventions, we are confident that they will meet the benchmark in their fourth year.

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	142	0.0%	119	86.6%	110	99.1%
2019	169	0.0%	174	4.6%	150	45.3%
2020			113	0.0%	126	65.0%
2021					126	0%

ACTION PLAN

For the upcoming 23-24 school year the school will continue to support struggling students by providing academic services in history. Support includes after-school and Saturday tutoring. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy.

The Academy is utilizing the Teach Like a Champion organization to improve our teaching strategies in grades K-12. All instructional staff will engage in intensive training during pre-service. Instructional leaders will be supported with ongoing training from Teach Like a Champion to ensure fidelity of implementation. The Academy plans to increase the amount of collaboration between teachers within the Academy network to leverage the strengths of individual educators.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

For English Language Learners, the Academy plans to recruit more ESL and bilingual teachers to support the language development of this population of students. This is in addition to continued professional development for all staff on supporting ELL's.

GOAL 7: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in (LSI) Local Support & Improvement: the state has not identified the school for comprehensive or targeted improvement.

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

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	(LSI) Local Support & Improvement

THE ACADEMY CHARTER SCHOOL

**Financial Statements with Supplementary
Information**

For the years ended June 30, 2023 and 2022

THE ACADEMY CHARTER SCHOOL

Financial Statements

June 30, 2023 and 2022

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Independent Auditor's Report

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

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of The Academy Charter School ("TACS") (a nonprofit organization), which comprise the statements of financial position as of June 30, 2023 and 2022, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of TACS as of June 30, 2023 and 2022, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Emphasis of Matter

As discussed in Note 2 to the financial statements, in 2023, TACS adopted new accounting guidance, Accounting Standards Update ASU 2016-02, *Leases (Topic 842)*. Our opinion is not modified with respect to that matter.

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of TACS's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about TACS's ability to continue as a going concern for a reasonable period of time.

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

Other Matters

Report on Supplementary Information Required by New York State Education Department

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 21 to 26 is 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 21 to 26 is fairly stated, in all material respects, in relation to the financial statements as a whole.

Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of bonds covenants calculations, shown on page 27, and schedule of expenditures of federal awards, shown on page 28, as required by Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are 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 31, 2023 on our consideration of TACS's 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 solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of TACS's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering TACS's internal control over financial reporting and compliance.

NChing LLP

New York, New York
October 31, 2023

THE ACADEMY CHARTER SCHOOL

Statements of Financial Position

As of June 30,

	2023	2022
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 12,020,832	\$ 9,844,337
Restricted cash and escrow reserves - bond principal and interest	3,236,159	2,259,563
Accounts receivable - net	1,130,702	1,304,244
Grants receivable - government agencies	1,454,263	3,246,936
Due from affiliate - current portion	11,803,963	250,209
Prepaid expenses	82,677	37,334
Total current assets	29,728,596	16,942,623
Property and equipment, net	139,773,949	117,277,032
Operating lease right-of-use assets	3,891,911	-
Other assets		
Restricted cash and escrow reserves	13,889,385	38,857,171
Due from affiliate - long-term portion	-	2,911,728
Security and other deposits	1,118,908	124,657
Total assets	<u>\$ 188,402,749</u>	<u>\$ 176,113,211</u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts payable and accrued expenses	\$ 1,935,711	\$ 2,176,686
Accrued salaries and other payroll-related expenses	6,469,509	5,271,537
Accrued interest payable	2,844,883	1,938,943
Bonds payable - current portion	2,305,000	1,590,000
Line of credit	5,000,000	2,500,000
Lease liabilities - operating leases - current portion	589,936	-
Total current liabilities	19,145,039	13,477,166
Lease liabilities - operating leases - long-term portion	3,383,611	-
Bonds payable (long-term portion; net of unamortized deferred financing costs of \$4,907,662 in 2023 and \$5,097,024 in 2022)	153,387,066	155,502,704
Total liabilities	175,915,716	168,979,870
Net assets without donor restrictions		
Undesignated	12,301,441	6,949,649
Reserve - contingency	185,592	183,692
Total net assets without donor restrictions	12,487,033	7,133,341
Total liabilities and net assets	<u>\$ 188,402,749</u>	<u>\$ 176,113,211</u>

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

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

	<u>2023</u>	<u>2022</u>
<u>Operating revenue and other support</u>		
Public school districts		
Regular education	\$ 67,846,567	\$ 58,153,626
Special education	<u>1,345,052</u>	<u>929,042</u>
Total state and local per pupil operating revenue	69,191,619	59,082,668
Grants, contracts and other support		
Contributions and private grants	7,135,072	433,376
Federal and state grants	6,218,399	7,248,237
Interest and other income	<u>1,078,055</u>	<u>824,850</u>
Total operating revenue and other support	<u>83,623,145</u>	<u>67,589,131</u>
<u>Expenses</u>		
Program expenses		
Regular education	56,015,405	49,363,050
Food service	4,077,518	3,893,313
Special education	<u>1,312,862</u>	<u>1,524,916</u>
Total program expenses	61,405,785	54,781,279
Supporting services		
Management and general	<u>16,863,668</u>	<u>13,684,113</u>
Total program and supporting services expenses	<u>78,269,453</u>	<u>68,465,392</u>
Change in net assets	5,353,692	(876,261)
Net assets without donor restrictions - beginning of year	<u>7,133,341</u>	<u>8,009,602</u>
Net assets without donor restrictions - end of year	<u><u>\$ 12,487,033</u></u>	<u><u>\$ 7,133,341</u></u>

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, 2023

	Program expenses				Supporting services	Total program and supporting services
	Regular education	Special education	Food service	Total programs	Management & general	
Salaries						
Administrative staff personnel	\$ 5,626,640	\$ 369,463	\$ 145,907	\$ 6,142,010	\$ 3,565,210	\$ 9,707,220
Instructional personnel	22,149,314	437,813	-	22,587,127	-	22,587,127
Noninstructional personnel	14,925	-	950,339	965,264	5,019,458	5,984,722
Total salaries	27,790,879	807,276	1,096,246	29,694,401	8,584,668	38,279,069
Operating expenses						
Payroll taxes and fringe benefits	6,145,729	117,754	283,860	6,547,343	2,352,274	8,899,617
Retirement benefits	440,009	6,755	21,266	468,030	161,434	629,464
Financial and administrative	41,104	-	-	41,104	547,584	588,688
Administrative	47,126	-	408	47,534	16,060	63,594
Marketing and recruitment	53,435	-	-	53,435	-	53,435
Insurance	345,633	5,193	16,679	367,505	225,065	592,570
Legal and professional	613,205	9,647	120,393	743,245	364,024	1,107,269
Repairs and maintenance	2,428,213	15,757	73,638	2,517,608	351,635	2,869,243
Equipment leasing and maintenance	1,164,315	18,300	40,913	1,223,528	297,200	1,520,728
Staff development	563,902	7,676	1,147	572,725	-	572,725
Food costs	260,608	-	1,927,827	2,188,435	92,989	2,281,424
Student services and related activities	3,831,334	58,175	2,700	3,892,209	7,633	3,899,842
Supplies and instructional materials	1,704,669	22,342	-	1,727,011	23,967	1,750,978
Telephone and internet services	404,733	7,159	19,260	431,152	286,310	717,462
Occupancy	1,111,820	110,686	46,820	1,269,326	245,912	1,515,238
Other expenses	210,777	-	6,794	217,571	70,610	288,181
Interest expense - facilities loans	4,858,059	70,923	232,544	5,161,526	1,835,342	6,996,868
Depreciation	3,835,902	54,146	184,298	4,074,346	1,379,350	5,453,696
Amortization	163,953	1,073	2,725	167,751	21,611	189,362
Total operating expenses	28,224,526	505,586	2,981,272	31,711,384	8,279,000	39,990,384
Total expenses	\$ 56,015,405	\$ 1,312,862	\$ 4,077,518	\$ 61,405,785	\$ 16,863,668	\$ 78,269,453

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, 2022

	Program expenses				Supporting services	Total program and supporting services
	Regular education	Special education	Food service	Total programs	Management & general	
Salaries						
Administrative staff personnel	\$ 3,238,046	\$ 297,352	\$ -	\$ 3,535,398	\$ 3,231,053	\$ 6,766,451
Instructional personnel	21,444,653	473,529	-	21,918,182	-	21,918,182
Noninstructional personnel	269,303	-	926,711	1,196,014	4,794,620	5,990,634
Total salaries	24,952,002	770,881	926,711	26,649,594	8,025,673	34,675,267
Operating expenses						
Payroll taxes and fringe benefits	6,264,265	194,056	233,084	6,691,405	921,521	7,612,926
Retirement benefits	571,306	-	-	571,306	88,717	660,023
Financial and administrative	-	-	-	-	674,456	674,456
Administrative	179,767	3,239	3,865	186,871	38,885	225,756
Marketing and recruitment	227,834	7,381	-	235,215	-	235,215
Insurance	267,204	8,324	9,980	285,508	97,118	382,626
Legal and professional	667,647	15,822	54,861	738,330	155,370	893,700
Repairs and maintenance	1,728,954	69,143	515,691	2,313,788	143,555	2,457,343
Equipment leasing and maintenance	1,081,444	35,730	76,472	1,193,646	251,239	1,444,885
Staff development	651,128	21,206	1,887	674,221	148,447	822,668
Food costs	220,914	-	1,634,189	1,855,103	78,825	1,933,928
Student services and related activities	1,748,169	69,917	-	1,818,086	-	1,818,086
Supplies and instructional materials	1,195,458	36,683	-	1,232,141	-	1,232,141
Telephone and internet services	383,989	12,553	13,332	409,874	119,369	529,243
Occupancy	370,460	14,344	104,973	489,777	148,427	638,204
Other expenses	207,205	2,491	429	210,125	33,593	243,718
Interest expense - facilities loans	5,026,651	154,029	185,647	5,366,327	1,609,791	6,976,118
Interest expense - equipment lease	139,871	3,420	4,454	147,745	40,012	187,757
Depreciation	3,340,753	101,767	122,887	3,565,407	1,066,563	4,631,970
Amortization	138,029	3,930	4,851	146,810	42,552	189,362
Total operating expenses	24,411,048	754,035	2,966,602	28,131,685	5,658,440	33,790,125
Total expenses	\$ 49,363,050	\$ 1,524,916	\$ 3,893,313	\$ 54,781,279	\$ 13,684,113	\$ 68,465,392

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,

	2023	2022
Cash flows from operating activities		
Change in net assets	\$ 5,353,692	\$ (876,261)
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	5,453,696	4,631,970
Amortization of debt issuance costs	189,362	189,362
Noncash operating lease expense	81,636	-
Changes in operating assets and liabilities		
Accounts and grants receivable	173,542	(55,567)
Grants receivable - government agencies	1,792,673	(2,590,261)
Due from affiliates	(8,642,026)	(3,161,937)
Security and other deposits	(994,251)	(52,567)
Prepaid expenses	(45,343)	10,776
Accounts payable and accrued expenses	(240,975)	(2,031,317)
Accrued salaries and other payroll-related expenses	1,197,972	1,836,788
Accrued interest payable	905,940	(32,994)
Deferred revenue	-	(60,355)
Net cash provided by/(used in) operating activities	<u>5,225,918</u>	<u>(2,192,363)</u>
Cash flows used in investing activities		
Acquisition of property and equipment	<u>(27,950,613)</u>	<u>(15,010,930)</u>
Cash flows from financing activities		
Payments on bonds payable	(1,590,000)	(1,495,000)
Draws on line of credit	10,210,313	5,200,000
Payments on line of credit	<u>(7,710,313)</u>	<u>(2,700,000)</u>
Net cash provided by financing activities	<u>910,000</u>	<u>1,005,000</u>
Net decrease in cash, cash equivalents, and restricted cash	(21,814,695)	(16,198,293)
Cash, cash equivalents, and restricted cash - beginning of year	<u>50,961,071</u>	<u>67,159,364</u>
Cash, cash equivalents, and restricted cash - end of year	<u><u>\$ 29,146,376</u></u>	<u><u>\$ 50,961,071</u></u>
Supplemental cash flow disclosures		
Interest paid	<u>\$ 5,977,718</u>	<u>\$ 5,294,209</u>
Interest capitalized	<u>\$ 2,086,360</u>	<u>\$ 2,086,360</u>
Reconciliation of cash, cash equivalents and restricted cash balances:		
Cash and cash equivalents	\$ 12,020,832	\$ 9,844,337
Restricted cash and escrow reserves:		
Bond principal reserves	1,846,812	901,333
Bond interest reserves	1,389,347	1,358,230
Restricted cash - held by trustee	32,343	23,396,830
Debt service reserve fund	12,619,869	12,191,419
Capitalized interest reserve	740,739	2,784,887
Repairs and replacements	310,842	300,343
Restricted cash - contingency	<u>185,592</u>	<u>183,692</u>
Total restricted cash and escrow reserves	<u>17,125,544</u>	<u>41,116,734</u>
Total cash, cash equivalents and restricted cash	<u><u>\$ 29,146,376</u></u>	<u><u>\$ 50,961,071</u></u>

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

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2023 and 2022

Note 1 Organization

The Academy Charter School (“TACS”), a 501(c)(3) tax-exempt organization, is a public charter school located in Hempstead and Uniondale, New York. TACS opened its first campus in Hempstead 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 Hempstead added twelfth grade reaching full capacity during the 2019-20 school year. TACS Hempstead charter was renewed in 2019 for an additional five years. TACS Uniondale charter was renewed in 2022 and approved through July 31, 2024. 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. Subsequently 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 “TACS.”

Note 2 Summary of significant accounting policies

Basis of accounting. The financial statements of TACS have been prepared in conformity with accounting principles generally accepted in the United States of America (“U.S. GAAP”) on the accrual basis of accounting.

Financial statement presentation. TACS 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 TACS.

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 TACS or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2023 and 2022

Note 2 Summary of significant accounting policies – (continued)

Revenue recognition. TACS recognizes revenue from the state and local governments based on TACS'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 Education Department 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.

For contributions, TACS 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 TACS to be entitled to the revenue.

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. TACS considers all short-term, highly liquid investments, such as money market funds, to be cash equivalents.

Accounts and grants receivable. Accounts and grants receivables (including grants receivable from government agencies) are recorded at net realizable value. The allowance for doubtful accounts is TACS'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, 2023 and 2022 are \$291,505 and \$291,981, respectively.

Restricted cash and escrow reserves. Restricted cash and escrow reserves relate to reserve and escrow accounts that are required to be maintained by TACS 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. TACS 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.

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2023 and 2022

Note 2 Summary of significant accounting policies – (continued)

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. TACS capitalizes additions and significant improvements in excess of \$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:

<u>Asset</u>	<u>Useful Life</u>
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.

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:

<u>Expense</u>	<u>Method of allocation</u>
Salaries and employee 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 amounted to \$189,362 for both years ended June 30, 2023 and 2022.

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2023 and 2022

Note 2 Summary of significant accounting policies – (continued)

Income taxes. TACS 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 TACS 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, 2023, 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, 2020 and subsequent remain subject to examination by the taxing authorities.

Adoption of New Accounting Standard: Leases. As of July 1, 2022, TACS adopted Accounting Standards Update (ASU) 2016-02, *Leases* (Topic 842), which was amended in some respects by subsequent ASUs, collectively Accounting Standards Codification 842 (ASC 842), and supersedes existing lease guidance. The standard requires TACS to record operating lease right-of-use assets and corresponding lease liabilities on the statement of financial position and disclose key quantitative and qualitative information about lease contracts.

Under ASC 842, TACS determines if a contract is a leasing arrangement at inception. Operating lease right-of-use assets represent the right to control the use of an identified asset for the lease term and lease liabilities represent the obligation to make lease payments arising from the lease. Operating lease right-of-use assets and liabilities are recognized at the commencement date based on the present value of lease payments over the lease term. TACS uses the risk-free rate of return and recognizes operating lease expense for operating leases on a straight-line basis over the lease term.

TACS leases facility space and various office equipment under non-cancelable operating leases. Leases with an initial term of 12 months or less are not recorded on the statement of financial position and are expensed on a straight-line basis.

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2023 and 2022

Note 3 Liquidity and availability

At June 30, 2023 and 2022, 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:

	2023	2022
Cash and cash equivalents	\$ 12,020,832	\$ 9,844,337
Accounts receivable – net	1,130,702	1,304,244
Grants receivable – government agencies	1,454,263	3,246,936
Due from affiliate – current portion	11,803,963	250,209
Total financial assets available for general expenditures within one year	<u>\$ 26,409,760</u>	<u>\$ 14,645,726</u>

These financial assets are not subject to donor or other contractual restrictions which would make them unavailable for general expenditures within one year of the balance sheet date. TACS structures its financial assets to be available as its general expenditures, liabilities and other obligations come due. To help manage unanticipated liquidity needs, TACS may borrow from the available credit line described in Note 8.

Note 4 Restricted cash and escrow reserves

Restricted cash and escrow reserve accounts as of June 30, 2023 and 2022 were as follows:

	2023			2022		
	The Academy - Hempstead	The Academy - Uniondale	Total	The Academy - Hempstead	The Academy - Uniondale	Total
Restricted cash and escrow reserves						
Bond principal reserves	\$ 720,745	\$ 1,126,067	\$ 1,846,812	\$ 822,503	\$ 78,830	\$ 901,333
Bond interest reserves	878,504	510,843	1,389,347	1,002,392	355,838	1,358,230
Total bond principal and interest reserve	1,599,249	1,636,910	3,236,159	1,824,895	434,668	2,259,563
Other restricted cash and escrow reserves:						
Restricted cash - held by trustee	20,284	12,059	32,343	213,601	23,183,229	23,396,830
Debt service reserve fund	7,680,721	4,939,148	12,619,869	7,415,821	4,775,598	12,191,419
Capitalized interest reserve	-	740,739	740,739	220	2,784,667	2,784,887
Repairs and replacements	207,228	103,614	310,842	200,229	100,114	300,343
Restricted cash - contingency	81,221	104,371	185,592	81,140	102,552	183,692
Total other restricted cash and reserves	7,989,454	5,899,931	13,889,385	7,911,011	30,946,160	38,857,171
Total restricted cash and escrow reserves	<u>\$ 9,588,703</u>	<u>\$ 7,536,841</u>	<u>\$ 17,125,544</u>	<u>\$ 9,735,906</u>	<u>\$ 31,380,828</u>	<u>\$ 41,116,734</u>

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2023 and 2022

Note 5 Property and equipment

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

	2023		
	The Academy - Hempstead	The Academy - Uniondale	Total
Land	\$ 790,000	\$ -	\$ 790,000
Building	64,250,655	32,187,771	96,438,426
Building improvements	5,072,166	1,444,339	6,516,505
Furniture and fixtures	3,418,983	2,017,738	5,436,721
Machinery and equipment	23,335	615,112	638,447
Educational equipment	474,425	27,807	502,232
Computer and office equipment	5,944,889	4,431,568	10,376,457
Construction in progress	-	42,364,729	42,364,729
Total property and equipment	79,974,453	83,089,064	163,063,517
Less: accumulated depreciation	(17,430,286)	(5,859,282)	(23,289,568)
Property and equipment, net	<u>\$ 62,544,167</u>	<u>\$ 77,229,782</u>	<u>\$ 139,773,949</u>

	2022		
	The Academy - Hempstead	The Academy - Uniondale	Total
Land	\$ 790,000	\$ -	\$ 790,000
Building	64,250,655	31,062,538	95,313,193
Building improvements	4,920,145	2,017,257	6,937,402
Furniture and fixtures	3,401,221	1,769,471	5,170,692
Machinery and equipment	5,000	577,073	582,073
Educational equipment	474,425	27,807	502,232
Computer and office equipment	5,672,300	3,177,142	8,849,442
Construction in progress	-	16,967,870	16,967,870
Total property and equipment	79,513,746	55,599,158	135,112,904
Less: accumulated depreciation	(14,354,264)	(3,481,608)	(17,835,872)
Property and equipment, net	<u>\$ 65,159,482</u>	<u>\$ 52,117,550</u>	<u>\$ 117,277,032</u>

Note 6 Bonds payable

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 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.

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2023 and 2022

Note 6 Bonds payable – (continued)

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 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.

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 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 were used to finance and refinance the costs of certain charter school facilities for both Hempstead and Uniondale campuses, as well as refund outstanding amounts on Series 2011A and Series 2013A bonds. Additionally, the funds were used for the construction, equipping, and furnishing of a 30,000 square foot, three story building for the Hempstead elementary school annex; interior renovation, equipping and furnishing of the 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 (A) 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, three story building for the Hempstead elementary school annex; interior renovation, equipping and furnishing of the Uniondale campus building; and a construction of additional 40,000 square foot facilities at the Uniondale campus.

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2023 and 2022

Note 6 Bonds payable – (continued)

The summary of bonds payable at June 30, 2023 and 2022 are as follows:

	<u>2023</u>	<u>2022</u>
Series 2017 Bonds	\$ 36,135,000	\$ 36,810,000
Series 2018 Bonds	20,755,000	21,070,000
Series 2020 Bonds	57,620,000	58,220,000
Series 2021 Bonds	<u>46,089,728</u>	<u>46,089,728</u>
Total bonds payable	160,599,728	162,189,728
Less: current portion	(2,305,000)	(1,590,000)
Less: unamortized debt issuance costs	<u>(4,907,662)</u>	<u>(5,097,024)</u>
Long-term bonds payable - net	<u><u>\$ 153,387,066</u></u>	<u><u>\$ 155,502,704</u></u>

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

<u>June 30,</u>	The Academy - Hempstead	The Academy - Uniondale	Total
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
2027	1,847,053	1,887,947	3,735,000
2028	1,945,816	1,979,184	3,925,000
Thereafter	<u>62,599,156</u>	<u>81,085,572</u>	<u>143,684,728</u>
Total bonds payable	71,422,573	89,177,155	160,599,728
Less: current portion	(1,585,765)	(719,235)	(2,305,000)
Less: unamortized debt issuance costs	<u>(2,020,683)</u>	<u>(2,886,979)</u>	<u>(4,907,662)</u>
Long-term bonds payable - net	<u><u>\$ 67,816,125</u></u>	<u><u>\$ 85,570,941</u></u>	<u><u>\$ 153,387,066</u></u>

As of June 30, 2023, TACS was in compliance with all debt covenants pursuant to the bond agreements.

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2023 and 2022

Note 7 Concentrations of credit and revenue risks

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

For the years ended June 30, 2023 and 2022, TACS received approximately 83% and 87% of its operating revenue, which is subject to specific requirements, from per pupil funding primarily from the Districts of Hempstead and Uniondale, respectively. Additionally, TACS's grants receivable consists of approximately 100% from the New York State Education Department and one other organization.

Note 8 Line of credit

TACS has a \$7,000,000 revolving line of credit with a financial institution. The line of credit bears interest of 8.25% per annum, secured by the non-real estate assets of TACS, and is due and payable upon demand by the bank. As of June 30, 2023 and 2022, the outstanding line of credit total balances were \$5,000,000 and \$2,500,000, respectively.

Note 9 Contingencies

TACS participates in several federal and state programs. These programs require that TACS 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, in the opinion of the management, the ultimate outcome of such audits would not 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.

TACS 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 TACS. 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 TACS, if disposed of unfavorably.

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2023 and 2022

Note 10 Due from affiliate

TACS is an affiliate of The Academy Charter School 2 (“TACS2”), another not-for-profit organization. TACS advanced funds to TACS2 to assist with startup, organizational, and construction costs. As of June 30, 2023 and 2022, the total amount due from TACS2 was \$11,803,963 and \$3,161,937, respectively. \$955,476 and \$250,209 of the outstanding amount was incurred by TACS2 for operating costs paid by TACS for the years ended June 30, 2023 and 2022, respectively. In addition, as of June 30, 2023 and 2022, \$6,246,157 and \$2,911,728 of the outstanding amounts due to TACS, were used for the acquisition and renovation of a former hardware store known as the “Early Learning Facility”, and the remaining \$4,602,330 outstanding at June 30, 2023 relates to the “New School Facility.” The amounts are expected to be repaid within the next year. Please refer to Note 14 for additional disclosures regarding repayment. The advances bear no interest and are subject to repayment based upon board approval.

Note 11 Retirement plan

TACS 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. TACS matches an employee’s contribution up to 4% of the employee’s annual compensation. For the years ended June 30, 2023 and 2022, TACS’s matching contributions were \$629,464 and \$660,023, 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. Effective January 1, 2022, TACS amended its defined contribution 401(k) Plan to allow TACS2 to become a participating Plan sponsor. As a result of this amendment, TACS2 employees are eligible to participate in the plan immediately upon employment.

Note 12 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, 2023 and 2022, accrued payroll amounted to \$5,100,832 and \$4,198,010, respectively. The other payroll-related accruals as of June 30, 2023 and 2022 amounted to \$1,368,677 and \$1,073,527, respectively.

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2023 and 2022

Note 13 Leases

FASB ASU 2016-02 (as amended), *Leases* ("Topic 842") was adopted during the year ended June 30, 2023. The most significant change in the new leasing guidance is the requirement to recognize right-of-use ("ROU") assets and lease liabilities for operating leases on the statement of financial position. TACS elected to adopt Topic 842 effective July 1, 2022 and utilized all of the available practical expedients permitting TACS to not reassess (i) the lease classification of existing leases; (ii) whether existing and expired contracts are or contain leases; and (iii) initial direct costs for existing leases. Adoption of the standard resulted in TACS recording an operating lease ROU asset of \$3,891,911, and lease liabilities of \$3,973,547 as of June 30, 2023. Operating lease ROU assets and liabilities are recognized at the commencement date, or the date on which the lessor makes the underlying asset available for use, based upon present value of the lease payments over the respective lease term. Lease expense is recognized on a straight-line basis over the lease term. Variable lease costs such as common area maintenance and property taxes are expensed as incurred. TACS determines if an arrangement is a lease at the inception of a contract and recognizes operating lease expense on a straight-line basis over the lease term. Leases with an initial term of twelve months or less are not recorded on the statement of financial position and are expensed on a straight-line basis.

In 2018, TACS 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 and expires in December of 2079. The lease payments are subject to increases on 5–10-year intervals in accordance with the payment escalation schedule in the lease agreement.

TACS leases office space in Garden City, NY expiring in July 2024. TACS is required to pay all executory costs (utilities, property taxes, maintenance, and insurance). Termination of the lease is generally prohibited unless there is a violation under the lease agreement. Any renewal options are excluded from the calculation of lease liabilities unless exercising the renewal option is reasonably assured.

TACS also leases various office equipment. Equipment leases do not have escalating lease payments schedule and are constant for the duration of the lease. Most of the equipment leases are on 5-year lease terms.

Total operating lease costs for the year ended June 30, 2023 were as follows:

Lease costs:

Operating lease cost (cost resulting from lease payments)	\$ 562,202
Short-term lease costs	749,370
Variable lease costs (costs excluded from lease payments)	231,304

Total lease costs	\$ 1,542,876
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THE ACADEMY CHARTER SCHOOL**Notes to the Financial Statements**

June 30, 2023 and 2022

Note 13 Leases – (continued)

The aggregate future lease payments below summarize the remaining future undiscounted cash flows for operating leases as of June 30, 2023, and a reconciliation to operating lease liabilities reported on the statements of financial position:

<u>June 30,</u>	The Academy - Hempstead	The Academy - Uniondale	Total
2024	\$ 519,251	\$ 70,685	\$ 589,936
2025	365,695	70,685	436,380
2026	322,627	76,340	398,967
2027	283,731	76,340	360,071
2028	168,960	76,340	245,300
Thereafter	13,852	4,507,129	4,520,981
Total future undiscounted lease payments	1,674,116	4,877,519	6,551,635
Less: Present value discount	(97,041)	(2,481,047)	(2,578,088)
Lease liabilities	<u>\$ 1,577,075</u>	<u>\$ 2,396,472</u>	<u>\$ 3,973,547</u>

Operating lease terms and discount rate at June 30, 2023 are as follows:

Weighted average of remaining lease terms (years)	35.13 years
Weighted average discount rate	2.92%

Note 14 Subsequent events

Management has evaluated events and transactions for potential recognition or disclosure through October 31, 2023, which is the date the financial statements were available to be issued and has concluded that, except for the following, no subsequent events occurred that require an adjustment to or disclosure in the financial statements.

On July 27, 2023, the Town of Babylon L.D. Corporation II provided financing through the issuance of \$39,250,000 in Tax-Exempt Education Revenue Bonds (the “Series 2023A Bonds”), bearing interest from 5.75% to 6.65% per annum, with principal due at varying amounts annually through maturity on February 1, 2053, as well as a \$805,000 Taxable Education Revenue Bond (the “Series 2023B Bonds”), bearing interest at 7.25% due at varying amounts annually through maturity on February 1, 2027.

\$6,246,157 of the proceeds were used to repay TACS for the funds loaned to TACS2 for the costs of acquisition and renovation of an approximately 9,800 square feet 1-story building for the Early Learning Facility. In addition, TACS received \$4,602,230 which represents funds loaned to TACS2 to make preconstruction payments to attorneys, architects, engineers, and the contractor. TACS, TACS2 and Friends of the Academy, Inc. (“FTOA”, a New York not-for-profit corporation) are co-obligors on these bonds.

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

	2023	2022
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 4,807,549	\$ 3,065,293
Restricted cash and escrow reserves - bond principal and interest	1,599,249	1,824,895
Accounts receivable - net	700,845	682,545
Grants receivable - government agencies	708,793	2,528,058
Due from The Academy - Uniondale	5,445,326	3,055,342
Due from affiliate - current portion	11,751,461	250,209
Prepaid expenses	44,124	33,217
Total current assets	25,057,347	11,439,559
Property and equipment, net	62,544,167	65,159,482
Operating lease right-of-use assets	1,577,075	-
Other assets		
Restricted cash and escrow reserves	7,989,454	7,911,011
Due from affiliate - long-term portion	-	2,911,728
Security and other deposits	495,096	94,732
Total assets	<u><u>\$ 97,663,139</u></u>	<u><u>\$ 87,516,512</u></u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts payable and accrued expenses	\$ 1,130,107	\$ 1,419,005
Accrued salaries and other payroll-related expenses	4,053,671	3,365,072
Accrued interest payable	1,739,570	997,775
Bonds payable - current portion	1,585,765	1,275,000
Line of credit	5,000,000	2,500,000
Lease liabilities - operating leases - current portion	519,251	-
Total current liabilities	14,028,364	9,556,852
Lease liabilities - operating leases - long-term portion	1,057,824	-
Bonds payable (long-term portion; net of unamortized deferred financing costs of \$2,020,683 in 2023 and \$2,101,387 in 2022)	67,816,125	69,321,186
Total liabilities	<u>82,902,313</u>	<u>78,878,038</u>
Net assets without donor restrictions		
Undesignated	14,679,605	8,557,334
Reserve - contingency	81,221	81,140
Total net assets without donor restrictions	<u>14,760,826</u>	<u>8,638,474</u>
Total liabilities and net assets	<u><u>\$ 97,663,139</u></u>	<u><u>\$ 87,516,512</u></u>

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

	2023	2022
<u>Operating revenue and other support</u>		
Public school districts		
Regular education	\$ 41,159,611	\$ 38,869,632
Special education	974,384	679,806
Total state and local per pupil operating revenue	42,133,995	39,549,438
Grants, contracts and other support		
Contributions and private grants	7,066,687	102,896
Federal and state grants	4,089,941	5,619,980
Interest and other income	500,333	66,018
Total operating revenue and other support	53,790,956	45,338,332
<u>Expenses</u>		
Program expenses		
Regular education	33,483,974	31,273,041
Food service	2,517,672	2,603,015
Special education	868,137	1,098,704
Total program expenses	36,869,783	34,974,760
Supporting Services		
Management and general	10,798,821	9,012,904
Total program and supporting services expenses	47,668,604	43,987,664
Change in net assets	6,122,352	1,350,668
Net assets without donor restrictions - beginning of year	8,638,474	7,287,806
Net assets without donor restrictions - end of year	\$ 14,760,826	\$ 8,638,474

THE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses: The Academy – Hempstead

For the year ended June 30, 2023

		Program expenses				Supporting services	Total program and supporting services
	Number of Positions	Regular Education	Special Education	Food Service	Total Programs	Management & General	
Salaries							
Administrative staff personnel	56	\$ 3,544,794	\$ 234,479	\$ 89,255	\$ 3,868,528	\$ 2,151,232	\$ 6,019,760
Instructional personnel	172	12,817,163	313,527	-	13,130,690	-	13,130,690
Noninstructional personnel	79	10,875	-	578,126	589,001	3,167,297	3,756,298
Total salaries	307	16,372,832	548,006	667,381	17,588,219	5,318,529	22,906,748
Payroll taxes and fringe benefits		4,037,916	92,697	190,269	4,320,882	1,679,797	6,000,679
Retirement benefits		288,056	5,590	14,193	307,839	112,585	420,424
Financial and administrative		33,354	-	-	33,354	336,163	369,517
Administrative		41,504	-	204	41,708	11,560	53,268
Marketing and recruitment		44,139	-	-	44,139	-	44,139
Insurance		216,615	4,204	10,673	231,492	183,589	415,081
Legal and professional		504,870	9,647	84,363	598,880	244,468	843,348
Repairs and maintenance		1,505,873	11,468	52,171	1,569,512	176,975	1,746,487
Equipment leasing and maintenance		878,338	16,377	6,961	901,676	213,453	1,115,129
Staff development		280,413	5,432	1,147	286,992	-	286,992
Food costs		159,231	-	1,177,981	1,337,212	56,820	1,394,032
Student services and activities		2,203,990	46,859	900	2,251,749	-	2,251,749
Supplies and instructional materials		1,008,395	17,169	-	1,025,564	22,148	1,047,712
Telephone and internet services		368,888	7,159	18,176	394,223	239,443	633,666
Occupancy		325,229	5,479	38,297	369,005	100,844	469,849
Other expenses		130,297	-	6,001	136,298	50,897	187,195
Interest expense - facilities loans		2,921,186	56,078	142,385	3,119,649	1,206,213	4,325,862
Depreciation		2,107,553	40,899	103,845	2,252,297	823,726	3,076,023
Amortization		55,295	1,073	2,725	59,093	21,611	80,704
Total operating expenses		17,111,142	320,131	1,850,291	19,281,564	5,480,292	24,761,856
Total expenses		<u>\$ 33,483,974</u>	<u>\$ 868,137</u>	<u>\$ 2,517,672</u>	<u>\$ 36,869,783</u>	<u>\$ 10,798,821</u>	<u>\$ 47,668,604</u>

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

	2023	2022
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 7,213,283	\$ 6,779,044
Restricted cash and escrow reserves - bond principal and interest	1,636,910	434,668
Accounts receivable - net	429,857	621,699
Grants receivable - government agencies	745,470	718,878
Due from affiliate	52,502	-
Prepaid expenses	38,553	4,117
Total current assets	10,116,575	8,558,406
Property and equipment, net	77,229,782	52,117,550
Operating lease right-of-use assets	2,314,836	-
Other assets		
Restricted cash and escrow reserves	5,899,931	30,946,160
Security and other deposits	623,812	29,925
Total assets	<u><u>\$ 96,184,936</u></u>	<u><u>\$ 91,652,041</u></u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts payable and accrued expenses	\$ 805,605	\$ 757,681
Accrued salaries and other payroll-related expenses	2,415,838	1,906,465
Accrued interest payable	1,105,313	941,168
Bonds payable - current portion	719,235	315,000
Due to The Academy - Hempstead	5,445,325	3,055,342
Lease liabilities - operating leases - current portion	70,685	-
Total current liabilities	10,562,001	6,975,656
Lease liabilities - operating leases - long-term portion	2,325,787	-
Bonds payable (long-term portion; net of unamortized deferred financing costs of \$2,886,979 in 2023 and \$2,995,637 in 2022)	85,570,941	86,181,518
Total liabilities	98,458,729	93,157,174
Net assets without donor restrictions		
Undesignated	(2,378,164)	(1,607,685)
Reserve - contingency	104,371	102,552
Total net assets without donor restrictions	(2,273,793)	(1,505,133)
Total liabilities and net assets	<u><u>\$ 96,184,936</u></u>	<u><u>\$ 91,652,041</u></u>

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

	2023	2022
<u>Operating revenue and other support</u>		
Public school districts		
Regular education	\$ 26,686,956	\$ 19,283,994
Special education	370,668	249,236
	<u>27,057,624</u>	<u>19,533,230</u>
Grants, contracts and other support		
Federal and state grants	2,128,458	1,628,257
Interest and other income	577,722	758,832
Contributions and private grants	68,385	330,480
	<u>29,832,189</u>	<u>22,250,799</u>
<u>Expenses</u>		
Program Expenses		
Regular education	22,531,431	18,090,009
Food service	1,559,846	1,290,298
Special education	444,725	426,212
	<u>24,536,002</u>	<u>19,806,519</u>
Supporting Services		
Management and general	6,064,847	4,671,209
	<u>30,600,849</u>	<u>24,477,728</u>
Change in net assets	(768,660)	(2,226,929)
Net assets without donor restrictions - beginning of year	<u>(1,505,133)</u>	<u>721,796</u>
Net assets without donor restrictions - end of year	<u>\$ (2,273,793)</u>	<u>\$ (1,505,133)</u>

THE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses: The Academy – Uniondale

For the year ended June 30, 2023

		Program expenses				Supporting services	Total program and supporting services
	Number of Positions	Regular Education	Special Education	Food Service	Total Programs	Management & General	
Salaries							
Administrative staff personnel	22	\$ 2,081,846	\$ 134,984	\$ 56,652	\$ 2,273,482	\$ 1,413,978	\$ 3,687,460
Instructional personnel	136	9,332,151	124,286	-	9,456,437	-	9,456,437
Noninstructional personnel	42	4,050	-	372,213	376,263	1,852,161	2,228,424
Total salaries	200	11,418,047	259,270	428,865	12,106,182	3,266,139	15,372,321
Payroll taxes and fringe benefits		2,107,813	25,057	93,591	2,226,461	672,477	2,898,938
Retirement benefits		151,953	1,165	7,073	160,191	48,849	209,040
Financial and administrative		7,750	-	-	7,750	211,421	219,171
Administrative		5,622	-	204	5,826	4,500	10,326
Marketing and recruitment		9,296	-	-	9,296	-	9,296
Insurance		129,018	989	6,006	136,013	41,476	177,489
Legal and professional		108,335	-	36,030	144,365	119,556	263,921
Repairs and maintenance		922,340	4,289	21,467	948,096	174,660	1,122,756
Equipment leasing and maintenance		285,977	1,923	33,952	321,852	83,747	405,599
Staff development		283,489	2,244	-	285,733	-	285,733
Food costs		101,377	-	749,846	851,223	36,169	887,392
Student services and activities		1,627,344	11,316	1,800	1,640,460	7,633	1,648,093
Supplies and instructional materials		696,274	5,173	-	701,447	1,819	703,266
Telephone and internet services		35,845	-	1,084	36,929	46,867	83,796
Occupancy		786,591	105,207	8,523	900,321	145,068	1,045,389
Other expenses		80,480	-	793	81,273	19,713	100,986
Interest expense - facilities loans		1,936,873	14,845	90,159	2,041,877	629,129	2,671,006
Depreciation		1,728,349	13,247	80,453	1,822,049	555,624	2,377,673
Amortization		108,658	-	-	108,658	-	108,658
Total operating expenses		11,113,384	185,455	1,130,981	12,429,820	2,798,708	15,228,528
Total expenses		\$ 22,531,431	\$ 444,725	\$ 1,559,846	\$ 24,536,002	\$ 6,064,847	\$ 30,600,849

THE ACADEMY CHARTER SCHOOL**Other Supplementary Information – Schedule of Bonds Covenants Calculations**

For the year ended June 30, 2023

	<u>Minimum Requirement</u>	<u>Actual</u>
Debt service coverage ratio	1.15	2.10
Days cash on hand	45	60

The debt service coverage ratio is calculated as follows:

Increase in net assets	\$ 5,353,692		
Add back: Interest expense	6,996,868		
Depreciation and amortization	<u>5,643,059</u>		
Net revenues available for debt service	<u>\$ 17,993,619</u>		
Debt service payments – bonds			
Interest expense	\$ 6,996,868		
Principal	<u>1,590,000</u>		
Total current debt service – bonds	<u>\$ 8,586,868</u>		
Net revenues available for debt service	<u>\$ 17,993,619</u>	=	2.10
Total current debt service – bonds	<u>\$ 8,586,868</u>		

The days cash on hand is calculated as follows:

Total expenses	\$ 78,269,453		
Less: Depreciation and amortization	<u>(5,643,059)</u>		
Net expenses	72,626,394		
Days	<u>365</u>		
Cash used per day	<u>\$ 198,976</u>		
Cash at year end	<u>\$ 12,020,832</u>	=	60
Cash used per day	<u>\$ 198,976</u>		

THE ACADEMY CHARTER SCHOOL
Schedule of Expenditures of Federal Awards
For the year ended June 30, 2023

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-through Entity Identifying Number	Passed-through to subrecipients	Total Federal Expenditures
Child Nutrition Cluster:				
United States Department of Agriculture Programs:				
Pass-Through New York State Education Department:				
School Breakfast Program	10.553	280201860934	\$ 48,524	\$ 959,933
National School Lunch Program	10.555	280201860934	145,573	2,747,110
COVID-19 Supply Chain Assistance Fund	10.555	280201860934	-	90,533
Summer Food Service Program	10.559	280201860934	-	90,016
<i>Total United States Department of Agriculture Programs</i>			<u>194,097</u>	<u>3,887,592</u>
Total Child Nutrition Cluster			<u>194,097</u>	<u>3,887,592</u>
United States Department of Education Programs:				
Pass-Through New York State Education Department:				
Title I Grants to Local Education Agencies	84.010A	0021-23-4495	-	295,799
Title I Grants to Local Education Agencies	84.010A	0021-23-5465	-	151,666
Total Title I Grants to Local Education Agencies				<u>447,465</u>
English Language Acquisition State Grants	84.365A	0293-23-4495	-	49,183
English Language Acquisition State Grants	84.365A	0293-23-5465	-	20,087
Total English Language Acquisition State Grants				<u>69,270</u>
Supporting Effective Instruction State Grants	84.367A	0147-23-4495	-	49,793
Supporting Effective Instruction State Grants	84.367A	0147-23-5465	-	23,095
Total Supporting Effective Instruction State Grants				<u>72,888</u>
Student Support and Academic Enrichment program	84.424A	0204-23-4495	-	23,828
Student Support and Academic Enrichment program	84.424A	0204-23-5465	-	8,558
Total Student Support and Academic Enrichment program				<u>32,386</u>
COVID-19 - Education Stabilization Fund subprograms:				
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	5891-21-4495	-	438,676
COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	5891-21-5465	-	62,978
Total COVID-19 - Elementary and Secondary School Emergency Relief (ESSER) Fund				<u>501,654</u>
COVID-19 - American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)	84.425U	5880-21-4495	-	607,747
COVID-19 - American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)	84.425U	5880-21-5465	-	318,763
Total COVID-19 - American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)				<u>926,510</u>
Total COVID-19 - Education Stabilization Fund subprograms			<u>-</u>	<u>1,428,164</u>
<i>Total United States Department of Education Programs</i>			<u>-</u>	<u>2,050,173</u>
United States Department of Agriculture Programs:				
Pass-Through New York State Education Department:				
COVID-19 - Pandemic EBT Administrative Costs	10.649	280201860934	-	2,512
<i>Total United States Department of Agriculture Programs</i>			<u>-</u>	<u>2,512</u>
Federal Communications Commission Programs:				
Pass-Through Universal Service Administrative Company:				
COVID-19 - Emergency Connectivity Fund Program	32.009	Not available	-	280,000
<i>Total Federal Communications Commission Programs</i>			<u>-</u>	<u>280,000</u>
Total Expenditures of Federal Awards			<u>\$ 194,097</u>	<u>\$ 6,220,277</u>

See accompanying notes to schedule of expenditures of federal awards.

THE ACADEMY CHARTER SCHOOL

Notes to the Schedule of Expenditures of Federal Awards

For the year ended June 30, 2023

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, 2023. 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.

Independent Auditor's 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 (a nonprofit organization), which comprise the statement of financial position as of June 30, 2023, 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 31, 2023.

Report on 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) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of The 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 or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

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

Purpose of This Report

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

NChing LLP

New York, New York
October 31, 2023

Independent Auditor's 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

Opinion on 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, 2023. The Academy Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

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, 2023.

Basis for Opinion on Each Major Federal Program

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). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of The Academy Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination The Academy Charter School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to The Academy Charter School's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on The Academy Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about The Academy Charter School's compliance with the requirements of each major federal program as a whole.

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding The Academy Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of The Academy Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances 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 The Academy Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on 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 a 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 Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed

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 31, 2023

THE ACADEMY CHARTER SCHOOL
Schedule of Findings and Questioned Costs
For the year ended June 30, 2023

Schedule I – Summary of auditor’s results

Financial statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified?
- Significant deficiency(ies) identified?

___ yes X no
___ 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?
- Significant deficiency(ies) identified that are not considered to be material weakness(es)?

___ yes X no
___ 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:

Federal Assistance

Listing Number(s)	Name of Federal Program or Cluster
-------------------	------------------------------------

Child Nutrition Cluster:

10.553	School Breakfast Program
10.555	National School Lunch Program
10.559	Summer Food Service Program

COVID-19 Education Stabilization Fund subprograms:

84.425D	COVID-19 Elementary & Secondary Education Schools Emergency Relief (ESSER) Fund
84.425U	COVID-19 American Rescue Plan – Elementary & Secondary Education Emergency Relief (ARP-ESSER)

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, 2023

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, 2023

Financial Statement Findings

2022-001 - Teacher Certification

Criteria: New York State Education Department (“NYSED”) requires that teachers must be certified. However, there is a teacher certification exemption that allows charter schools to have uncertified teachers for 30% of their teaching staff, or 5 teachers, whichever is less. The charter schools can also have an additional 10 uncertified teachers provided that five of these teachers are teaching math, science, computer science, technology, or career and technical education.

Condition: The number of TACS’s uncertified teachers exceeds the maximum uncertified teachers allowed.

Cause: There has been a pronounced shortage of teachers that affects hiring in NYS and nationwide. The pandemic has exacerbated this situation. That said, given the school’s best efforts, TACS did not hire enough certified teachers. TACS did not enforce that returning teachers remain current with their certification.

Effect: TACS is not compliant with NYSED regulations as noted above.

Recommendation: We recommend that TACS hire teachers who are New York State certified in the subject and grade level for their assignment.

Questioned Costs: N/A

Views of Responsible Officials and Planned Corrective Actions: See page 38

2023 Follow up: Condition still exists.

Federal Award Findings and Questioned Costs

None

THE ACADEMY CHARTER SCHOOL
Corrective Action Plan
For the year ended June 30, 2023

2022-001 – Teacher Certification

Views of Responsible Officials and Corrective Action Plan:

TACS recognizes that there is a shortage of certified teachers in the United States including New York State. Thus, due to the competition in filling vacant positions, the Academy has recruited some very experienced teachers internationally. This has been made possible by an agreement between the sponsoring agencies Cordell Hull Foundation for International Education, and Teachers Council Inc. whereby teachers commit to 3-5 years on a J1 visa. These recruits received an intensive six weeks preservice onboarding program before they are placed in the classrooms. Moreover, they receive ongoing daily support and coaching from a certified master lead teacher by grade (K-5), and department leads (9-12). Recognizing that our schools need to be in compliance with the New York State Education Department (NYSED) teacher certification requirements, the Academy has partnered with New York Institute of Technology (NYIT) to provide coursework to all our uncertified staff in meeting the requirement. Through this program, uncertified teachers are placed on a pathway to become certified by enrolling in the required coursework on a continuous basis until the requirement is met. TACS has also partnered with Adelphi University in offering coursework for the TESOL certification. Both programs are financed by reduced tuition rate and scholarships from the afore-mentioned universities combined with a fifty percent tuition stipend provided to each enrolled staff.

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Carol A. Hanson-Beckles

Name of Charter School Education Corporation:

The Academy Charter School

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

None

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

☒ **Yes** ☐ **No**

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

Sister is employed as a teacher. There is no benefit. I would not be involved if any disciplinary action is required.

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

☐ **Yes** ☒ **No**

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☒ **None**

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

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

Business Telephone:

516-705-2180

Business Address:

Mercy Medical Center 1000 North Village Ave Rockville Center 11570

E-mail Address:

carol.hanson-beckles@chsli.org

Home Telephone:

516-564-4256

Home Address:

16 Monroe Place Hempstead New York 11550

**Carol Hanson-
Beckles**

 Digitally signed by Carol Hanson-
Beckles
Date: 2023.07.21 09:13:05 -04'00'

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Dawn West

Name of Charter School Education Corporation:

The Academy Charter School

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

Vice-Chair

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☒ **None**

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

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

Business Telephone:

718.396.7415

Business Address:

76-02 Northern Blvd. Jackson Heights NY 11372

E-mail Address:

Dawn.West@lplfinancial.com

Home Telephone:

516.633.5533

Home Address:

226 Cedar St. Hempstead NY 11550



7/21/23

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

DOROTHY BURTON

Name of Charter School Education Corporation:

ACADEMY CHARTER SCHOOL

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

BOARD OF TRUSTEE - TRUSTEE

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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



None

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

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

Business Telephone:

718-262-8032

Business Address:

90-25 161ST STREET, SUITE 501, JAMAICA NY 11432

E-mail Address:

dorothymburton@aol.com

Home Telephone:

516-415-5020

Home Address:

417 Woodland Estates Drive Baldwin NY 11510



Signature

7/17/2023

Date

Acceptable signature formats include:

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

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:
Roderick Roberts

Name of Charter School Education Corporation:
The Academy Charter School

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

- ☐ Yes ☒ No

- ☐
- Yes
- ☒
- No

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

☐ Yes ☒ No

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

- ☒
- None

Page 3 of 5

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



None

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

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

Business Telephone:

718-654-4789

Business Address:

3360 fish ave bx ny 10469

E-mail Address:

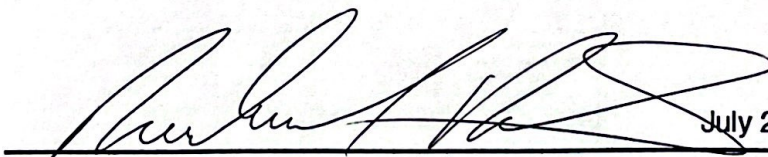
ramahlife@aol.com

Home Telephone:

N/A

Home Address:

42 frost Hill Rd Pleasant Valley NY 12569


Signature Date July 29th 2023

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Name of Charter School Education Corporation:

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

None

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

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Business Telephone:



Business Address:

E-mail Address:

Home Telephone:

Home Address:

Signature

Date

Acceptable signature formats include:

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last revised 04/2022

Date: 7-21-23

From: Stephen Rowley

Tel. #: 646-643-3067

TO: Mrs. Barracks TACS

Fax #: F: (516) 407-5263

Total number of pages: 6

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Stephen Rowley

Name of Charter School Education Corporation:

The Academy Charter School

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

Trustee

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☒ **None**

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

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

Business Telephone:

N/A

Business Address:

N/A

E-mail Address:

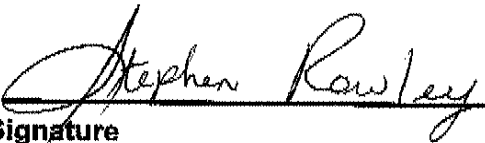
srowley755@gmail.com

Home Telephone:

646-643-3067

Home Address:

139-57 230 Place, Laurelton, New York 11413

	7/20/2023
Signature	Date

Acceptable signature formats include:

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

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Marie Graham

Name of Charter School Education Corporation:

The Academy Charter Schools

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

Board of Trustees

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

☐ Yes ☒ No

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

n/a

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

☐ Yes ☒ No

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

N/A

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

☐ Yes ☒ No

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

N/A

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

☐ Yes ☒ No

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

N/A

- ☐
- None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Monthly rent	reimbursible housing for teachers	Board approval of lease. Trustee abstained from voting. Executed lease	House own but Trustee and spouse

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

☒ None

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

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

Business Telephone:

Business Address:

E-mail Address:

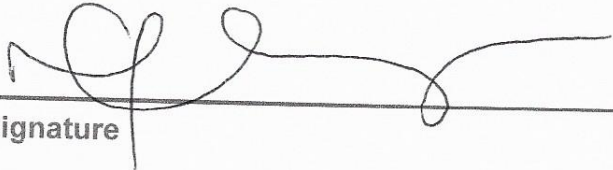
atomfhs@hotmail.com

Home Telephone:

56-782-1635

Home Address:

17 Langley Lane, Old Westbury, Ny 11568

 7/22/2023
Signature Date

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

The Academy Charter School
2023 -2024 Calendar

TOTAL DAYS STUDENTS ARE IN ATTENDANCE = 186

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	
DECEMBER						SD	16
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							
MARCH						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							
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							

OCTOBER						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					
JANUARY						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				
APRIL						SD	16
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					

NOVEMBER						SD	19
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			
FEBRUARY						SD	16
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			
MAY						SD	22
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	1	

3/22/2023	
4-Sep	Labor Day School Closed
5-Sep	First Day of School
20-Sep	2:00 pm Dismissal
25-Sep	Yom Kippur
9-Oct	Columbus Day
18-Oct	2:00 pm Dismissal
1-Nov	2:00 pm Dismissal
10-Nov	Veterans Day
22-Nov	12 Noon Dismissal
Nov 23 - Nov 24	Thanksgiving Recess
13-Dec	2:00 pm Dismissal
Dec 25- Jan -1	Holiday Recess
10-Jan	2:00 pm Dismissal
15-Jan	Dr. Martin Luther King Jr. School Closed
7-Feb	2:00 pm Dismissal
Feb 19 -Feb 23	Winter Break
13-Mar	2:00 pm Dismissal
27-Mar	2:00 pm Dismissal
March 29- April 1	Holiday Break
April 22- April 26	Spring Break
1-May	2:00 pm Dismissal
27-May	Memorial Day School Closed
5-Jun	2:00 pm Dismissal
19-Jun	Juneteenth
26-Jun	Last Day of School

	First & Last Day of School
	Early Dismissal at 2:00 pm
	School Closed
	12 Noon Dismissal

Nº 53940

CERTIFICATE
Approval of Building Alteration

Date July 8, 2021
Fee \$ 25.00

VILLAGE OF HEMPSTEAD
Building Department — Inspection Services
99 JAMES A. GARNER WAY, HEMPSTEAD, N. Y.

THIS IS TO CERTIFY that the Building Alteration and/or Addition in
premises 159 NO. Franklin Street

Street Address

has been completed in accordance with the provisions of the Building Code
and Zoning Ordinance of the Village of Hempstead, N. Y.

Type of Alteration construct an addition to middle school
Builder RFP Construction Owner Academy Charter School
Zone Bds. B 117 NO. Franklin St.
Building Permit No. 27524 Hempstead NY 11550
Building Permit Date June 23, 2020

Joseph Simon

Superintendent of Inspectors

FEE \$500⁰⁰

Certificate of Occupancy

VILLAGE OF HEMPSTEAD
BUILDING DEPARTMENT

99 NICHOLS COURT
HEMPSTEAD, N.Y.

Nº 7421

Rec. No. 141275

Date Jul. 19, 2019

This certifies that the building located on Section 34 Block No. 291

Lots 88 Street Address 127 No. Franklin St.

Location w/s No. Franklin St. 0' n/o Jackson St.

conforms substantially to the approved plans on file in this office. Permit No. 26482 Date Jul. 27, 2017

and to all requirements of the Building Zone Ordinance and Building Code of the Village of Hempstead, N.Y.

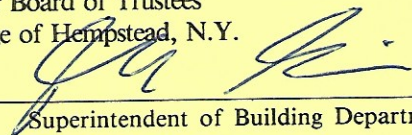
Zone Bus. B Occupancy Construct 5-story high school

w/ parking garage

This certificate issued to Academy Charter School Owner of aforesaid Building

Address 117 No. Franklin St., Hempstead, NY

By Order Board of Trustees
Village of Hempstead, N.Y.



Superintendent of Building Department

CERTIFICATE

No 52391

Approval of Building Alteration

Date Oct. 16, 2012

Fee \$25.00

VILLAGE OF HEMPSTEAD

Building Department — Inspection Services
99 NICHOLS COURT, HEMPSTEAD, N. Y.

THIS IS TO CERTIFY that the Building Alteration and/or Addition in
premises 117 No. Franklin St.

Street Address

has been completed in accordance with the provisions of the Building Code
and Zoning Ordinance of the Village of Hempstead, N. Y.

Type of Alteration int. + ext. alterations for Charter Sch. K-5
Builder Red Rock Industries Owner 117 Millenium Realty LLC
Zone Bus. B 117 No. Franklin St.
Building Permit No. 24776 Hempstead, NY
Building Permit Date 12-7-2010

Arthur Chenault

Superintendent of Inspectors