Application: The Academy Charter School - Uniondale

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

Summary

ID: 0000000068

Status: Annual Report Submission

Last submitted: Nov 1 2023 07:59 PM (EDT)

Entry 1 School Info and Cover Page

Completed - Aug 25 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 <u>Annual Report Portal</u>. 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) <u>before</u> 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-UNIONDALE 800000090128

a1. Popular School Name TACS - Uniondale 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 UNIONDALE UFSD e. Date of Approved Initial Charter Feb 1 2018 f. Date School First Opened for Instruction Sep 4 2018

g. Approved School Mission and Key Design Elements
(Regents, NYCDOE and Buffalo BOE authorized schools only)
Not required for SUNY authorized schools.
h. School Website Address
http://www.academycharterschool.org/
i. Total Approved Charter Enrollment for 2022-2023 School Year
1550
j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment
1216

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	
9	
10	
11	

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?

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

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for 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,
Site 1	100 Charles Lindberg Blvd, Uniondale, NY, 11553	516-591-3030		K-5, 9-11	K-12	enter No).

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Stephanie Douglas, Kerry Jourdain, Aylssa Workman, Dr. Pierre-Louis, Principals	Principals	516-591-3030		kjourdain@acad emycharterschoo l.org
Operational Leader	Donna Douglas	Sr. Chief of Operation	516-591-3030		ddouglas@acad emycharterschoo l.org
Compliance Contact	Dr. Nicholas Stapleton	Chief Academic Officer	516-591-3030		nstapleton@aca demycharterscho ol.org
Complaint Contact	Dr. Nicholas Stapleton	Chief Academic Officer	516-591-3030		nstapleton@aca demycharterscho ol.org
DASA Coordinator	Fatima Sosa	Social Worker	516-591-3030		fsosa@academy charterschool.or g.
Phone Contact for After Hours Emergencies	Wayne Haughton	Director of Development	516-410-1586		whaughton@aca demycharterscho ol.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 100 Charles Lind.pdf

Filename: Certificate Of Occupancy 100 Charles Lind.pdf Size: 450.4 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

Document 2023-06-19 114136.pdf

Filename: Document 2023-06-19 114136.pdf Size: 13.1 MB

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	516-408-2200
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

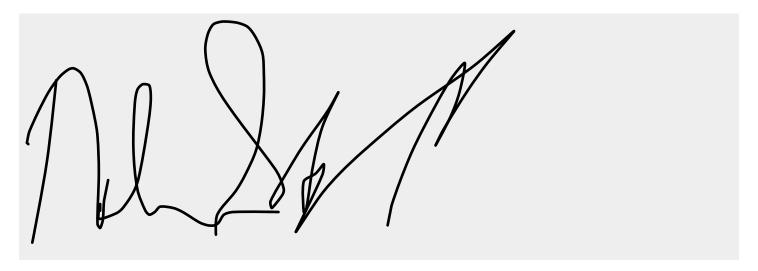
As outlined in ENTRY 10:

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.

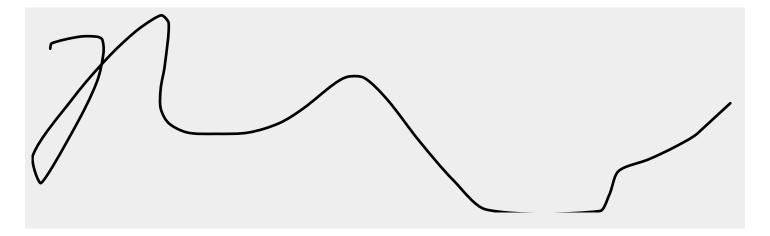
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Jul 31 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Aug 25 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;
- 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 <u>Emergency Response Plan Memo</u>;
- 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., Repost when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: The Academy Charter School - Uniondale

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-Uniondale-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 <u>Accountability Plan Progress Report</u>. 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.

<u>Accountability-Plan-Progress-Report-Template-2022-23-Grades-K-12 (Uniondale Final 10172023)</u>

Filename: Accountability-Plan-Progress-Repor_4VY8LEf.pdf Size: 466.7 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 <u>Annual Report Portal</u> 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 <u>Annual Report Portal</u> 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_-_6-3_OnNMsGN.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 Uniondale - 2022-23-Audited-Financial-Statement-Template-CSI SUNY FINAL

Filename: TACS_Uniondale_-_2022-23-Audited-_rsnv7Nn.xlsx Size: 174.9 kB

Entry 5 - Fiscal Year 2023-2024 Budget

Completed - Oct 31 2023

<u>SUNY-authorized charter schools</u> should download the <u>2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire</u> 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**.

<u>Regents, NYCDOE, and Buffalo BOE authorized charter schools</u> should upload a copy of the school's FY22 Budget using the <u>2023-2024 Budget Template</u> 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 Uniondale - 2023-24-Budget-and-Quarterly-Report-Template_SUNY-CSI

Filename: TACS_Uniondale_-_2023-24-Budget-a_u0px5iZ.xlsx Size: 541.0 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 25 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 <u>Disclosure of Financial Interest Form</u> 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_MtNRBTF.pdf Size: 5.2 MB

Entry 7 BOT Membership Table

Completed - Aug 25 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 allVOTING 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	Committe e Affiliation s	Voting Member Per By- Laws (Y/N)	Number of Complet ed 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	rtstewart @comet ocalvary. com	Chair	Executiv e, Academi cs, Operatio ns & Technolo gy	Yes	3	09/02/20 22	09/01/20 25	10
2	Dawn West	redawn2 26@gma il.com	Vice Chair	Executiv e, People & Legal	Yes	1	09/01/20 20	08/31/20 23	10
3	Stephen Rowley	srowley7 55@gma il.com	Trustee/ Member	Finance, Operatio ns & Technolo gy	Yes	3	09/02/20 22	09/01/20 25	8
4	Roderick Roberts	ramahlife @aol.co m	Trustee/ Member	Operations & Technology, People & Legal	Yes	2	09/01/20 20	08/31/20 23	6
5	Roger Ball	rball@ac ademych arterscho ol.org	Trustee/ Member	Academi cs	Yes	1	07/13/20 21	07/12/20 24	6
6	Marie Graham	atomfhs @hotmail .com	Trustee/ Member	Academi cs, Finance	Yes	2	05/15/20 21	05/14/20 24	5 or less

7	Dale James	dale.j.ja mes@gm ail.com	Treasure r	Executiv e, Finance	Yes	2	05/22/20 21	05/21/20 24	9
8	Dorothy Burton	dorothym burton@ aol.com	Trustee/ Member	Executiv e, People & Legal	Yes	2	07/13/20 21	07/12/20 24	10
9	Carol Beckles	almirabe ckl@outl ook.com	Secretar y	Executiv e, People & Legal	Yes	1	09/01/20 19	07/01/20 23	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	Committe e Affiliation s	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	Claudett e Harrison	cmharriss on@yah oo.com	Trustee/ Member	Academi cs, People & Legal	Yes	1	05/15/20 18	07/01/20 23	10
11	Barringto n F.H. Goldson	goldsonh enry158 @aol.co m	Other	Executiv e	No	3			
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 2022-202	3.	Number	of Board	meetings	held	during	2022-202
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12

4. Number of Board meetings scheduled for 2023-2024

Total number of Voting Members on June 30, 2023:

11

12

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

0

lotal 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 25 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 <u>enrollment and retention target calculator</u> 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 Uniondale community every year between January and March. The information session focused on the school's success, programs and curriculum. The school engaged in continuous advertisement including television (News 12 Long Island), radio (K-Joy) and newspapers (Newsday, and 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 Uniondale community every year between January and March. The information session will focus on the school's success, programs and curriculum. The school will engage in continuous advertisement including television (News 12 Long Island), radio (K-Joy) and newspapers (Newsday, and Home Town Shopper – Spanish and English), and distribution of flyers in various communities.
English Language Learners	Advertising was targeted towards immigrant communities from Latin America and conducted in Spanish. The school provided a Stand-Alone ESL program. All 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.

	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 62%, 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 form 4 – 6 p.m.), Saturday school program form 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 Uniondale community to reflect a growing Hispanic immigrant population. Thus, for the next several years, we anticipate a natural growth in the ESL population. Moreover, the school has increased the number of certified ESL teachers and has improved its curriculum to reflect programs that increase language acquisitions skills in the elementary grades (K-12).	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) full time 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.

Entry 10 – Teacher and Administrator Attrition

Completed - Aug 25 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 <u>automatically</u> 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/employeefingerprintoct19.pdf or visit the NYSED website at: http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

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 <u>automatically</u> 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 25 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 <u>minimum instructional requirements</u> 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 <u>indicate the start and end date of the instructional year AND</u> the number of instructional hours and/or instructional days for each <u>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 <u>and ensure there is a monthly tally of instructional days.</u></u>

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_O2ZUr4Q.pdf Size: 103.6 kB

Incomplete

The Academy Charter School Uniondale

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 16, 2023

By Dr. Nicholas Stapleton

100 Charles Lindbergh Blvd Uniondale, NY 11553

(516) 591-3030



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

	Board Position					
Trustee's Name	Office (e.g., chair, treasurer,	Committees (e.g., finance,				
	secretary)	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 Uniondale began operation in September 2018. It continues to successfully serve a student population with a large percentage of English language learners, special education students, and economically disadvantaged students. In September 2020, the high school grades were added with a cohort of 125 ninth graders. In September 2021 the Academy Charter Middle School was added with a total enrollment of 100 students. During the same year, the elementary grades (K-5) were expanded to include additional students.

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.

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 Renascence 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	К	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	73	81	80	52	54	N/A	N/A	N/A	N/A	123	N/A	N/A	N/A	463
2021-22	102	100	99	100	98	97	99	N/A	N/A	117	120	N/A	N/A	932
2022-23	116	116	105	119	113	112	125	120	N/A	134	110	100	N/A	1270

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 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										
Courth	Year Entered		Number of Students	Number	Number in					
Fourth Year	9 th Grade	Cohort	Enrolled on BEDS Day in	Leaving	Accountability					
Cohort	Anywhere	Designation	October of the Cohort's	During the	Cohort as of					
Conort	Allywhere		Fourth Year	School Year	June 30th					
2020-21	2017-18	2017	N/A	N/A	N/A					
2021-22	2018-19	2018	N/A	N/A	N/A					
2022-23	2019-20	2019	N/A	N/A	N/A					

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the 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 <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)					
2020-21	2017-18	2017	N/A	N/A	N/A					
2021-22	2018-19	2018	N/A	N/A	N/A					
2022-23	2019-20	2019	N/A	N/A	N/A					

	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 <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)					
2020-21	2016-17	2016	N/A	N/A	N/A					
2021-22	2017-18	2017	N/A	N/A	N/A					
2022-23	2018-19	2018	N/A	N/A	N/A					

PROMOTION POLICY

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

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

Throughout the course of the school year, several parent-teacher conferences are held in which parents 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

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	Number in	Percent
	Cohort during	promoted
Designation	2022-23	
2021	110	96.4%
2022	128	96.1%

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

			Percent Passing at
Cohort	School Year	Number in	Least Three
Designation		Cohort	Regents (including
			exemptions)
2019	2020-21	N/A	N/A
2020	2021-22	108	63.9%
2021	2022-23	110	74%

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.

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

Cohort	School	Number in	Number who	Percent
Designation	Year	Cohort	Graduated	Graduating
2017	2020-21	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A

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

Cohort	School	Number in	Number who	Percent
Designation	Year	Cohort	Graduated	Graduating
2016	2020-21	N/A	N/A	N/A
2017	2021-22	N/A	N/A	N/A
2018	2022-23	N/A	N/A	N/A

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		Charter School			School District	
Designation	School Year	Number	Number who	Percent	Number in	Percent
Designation		in Cohort	Graduated	Graduating	Cohort	Graduating
2017	2020-21	N/A	N/A	N/A		
2018	2021-22	N/A	N/A	N/A		
2019	2022-23	N/A	N/A	N/A		

Graduation Goal Measure 6 - Absolute Measure

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.

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.

Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type⁵

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

Pathway Exam Passing Rate by Fourth Year Accountability Cohor

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	N/A	N/A
2018	2021-22	N/A	N/A
2019	2022-23	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy High School Uniondale has only been in operation for three years and does not have a cohort for evaluation for every measure of this goal. However, the school is demonstrating progress toward this goal as indicated measures 1.

Туре	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	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.

	New York State Regents exams required for graduation by the completion of their second year in the cohort.	
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

EVALUATION OF THE GRADUATION GOAL

The Academy High School Uniondale did not have a graduation cohort in the fourth year during the 2022-2023 school year. However, the school exceeded the goal for measure 1 - for its first- and second- graduation cohorts with 96.4% and 96.1%, respectively.

The 2021 cohort did not meet measure 2 - 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. 74% of students in the 2021 cohort met the benchmark. While this is 1% below the benchmark, it does mark an increase of 10.1% from the 2020 cohort.

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 Academy provided on-going professional development for teachers on effective instructional practices and how to support the social and emotional needs of students. The school also provided professional development for teachers to increase their knowledge-based related to standards-based curriculum and pedagogy. The Academy used data-driven instructional practices to consistently monitor and respond to the academic needs of students. The school will continue to support struggling students by providing academic services in all core academic subjects. Students received targeted support during the school day using an intervention period for all students. They also had an extended school day and opportunities such as Saturday tutoring, Winter and Spring Break intervention.

ACTION PLAN

The school will continue to support struggling students by providing additional academic support. 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.

The Academy High School Uniondale has only been in operation for two years and does not have a cohort for evaluation under this indicator. The school will offer college courses through a partnership with SUNY Farmingdale beginning in the 2022-2023 school year in addition to AP English Language.

Courses:

BCS 102 - Computer Concepts & Applications

This is an introductory course in the use of personal computers in today's society. Students will receive instruction in basic computer concepts and terminology, the fundamentals of the Windows operating system and have hands on experience at the beginning to intermediate level using Microsoft Word, Excel, and PowerPoint. The Internet will be used to supplement textbooks and lecture materials.

HPW 105 – Medical Terminology

This course is the study of medical terminology. The focus is on prefixes, suffixes, word roots and their combining forms by an introduction to medical word building and the general structure of the body and its various body systems. Students will learn word construction, spelling, usage, comprehension, and phonetic 'sounds like' pronunciations as well as some common medical abbreviations. This course is just right for Health Studies students who are considering a career in dental hygiene, nursing, or medical technology.

BUS 111 - Introduction to Business

This course introduces the student to the fundamentals of American Business and its contemporary environment. It provides an overview of organizational, national, and international trends and their impact on enterprises both large and small. The course develops an understanding of important business concepts, principles, and practices that explain how businesses are formed, how they operate to accomplish their goals, and why/how their success depends on effective management, production, marketing and finance/accounting.

NTR 200 - Food Science

This course stresses the practical application of nutritional science throughout life. It discusses nutritional changes that occur during various life stages such as pregnancy, infancy, adolescence, adulthood, and old age. Students explore the biological aspects of all major nutrients and relate them to chronic diseases. Basic chemistry principles are applied to major nutrient groups. Recommendations for adequate nutrient intake are presented and related to food consumption habits. This course evaluates nutritional supplement claims and discusses changes in athlete nutrient requirements in training and during competition.

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.

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
[Write indicator here]	N/A		
[Write indicator here]			
[Write indicator here]			
[Write indicator here]			

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.

	[Total number of	[Number of 2019 Cohort	[Percentage of 2019
Overall	2019 Cohort	graduates achieving <i>at</i>	Cohort graduates
	graduates. <i>Not a sum</i>	<i>least one</i> indicator]	achieving at least one
	of entire column] ⁵		indicator]

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.

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 Year^o

		Number of	Number Enrolled	Matriculation
		Graduates	in 2 or 4-year	Rate
Cohort	Graduation Year		Program in	
		(a)	Following Year	=[(b)/(a)]*100
			(b)	
2017	2020-21	N/A		
2018	2021-22	N/A		

⁵ This number should match the number of graduates reported under the high school graduation goal.

⁶ 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

2019	2022-23	N/A	

SUMMARY OF THE COLLEGE PREPARATION 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.

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

EVALUATION OF THE COLLEGE PREPARATION GOAL

The Academy High School Uniondale has only been in operation for 3 years and does not have a cohort for evaluation under this indicator. The school will expand to serve 9th through 12th grade by the 2023-24 school year.

ADDITIONAL CONTEXT AND EVIDENCE

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

ACTION PLAN

To achieve this goal, the school will increase opportunities for students to participate in Advanced Placement and college level courses. The school has hired a college counselor to work with students during their junior year beginning the college application process. The school is making intentional shifts in school culture to provide increased access to college level courses. Counselors met 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. 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

Enter the school's English Language Arts goal here

BACKGROUND

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school in kindergarten -12^{th} grades. Provide a summary of any important changes to the ELA program or staff during the 2022-23 school year.

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

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the *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 Fundations* (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 mulita-media systems. Each classroom library is leveled in accordance with best practices and students are able to choose from multiple genres, levels, and content when completing assigned tasks and/or independent reading activities.

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

	Total		Not Tested					Total
Grade	Tested	Absent	Refusal	ELL/IEP	Admin	Medically	Other	Enrolled
				_	error	excused	reason	
3	113	0	0	0	0	0	1	114
4	108	0	1	0	0	0	0	109
5	107	0	1	0	0	0	1	109
6	120	0	0	0	0	0	0	120
7	110	0	3	0	0	0	0	113
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	558	0	5	0	0	0	2	565

Performance on 2022-23 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year⁷

		All Students		Enrolled i	in at least their S	econd Year
Grade	Number	Number	Percent	Number	Number	Percent
	Tested	Proficient	Proficient	Tested	Proficient	Proficient
3	113	71	62.83%	88	57	64.77%
4	108	79	73.15%	80	59	73.75%
5	107	64	59.81%	84	52	61.90%
6	120	68	56.67%	80	47	58.75%
7	110	76	69.09%	78	55	70.51%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	558	358	64.16%	410	270	65.85%

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

⁷ 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.

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

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

	Percent of Students at or Above Proficiency				
	Charter Sch	ool Students	All Distric	t Students	
Grade	In At Least 2 nd Year		All Distric	cotudents	
	Percent	Number	Percent	Number	
	Proficient	ent Tested Profi		Tested	
3	64.77%	88	N/A	N/A	
4	73.75%	80	N/A	N/A	
5	61.90%	84	N/A	N/A	
6	58.75%	80	N/A	N/A	
7	70.51%	78	N/A	N/A	
8	N/A	N/A	N/A	N/A	
All	65.85%	410	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.⁹

⁸ 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.

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically		Percent of Students at Levels 3&4 ¹⁰		
Grade	Disadvantaged	Actual	Predicted	Effect Size	
3	76.0	74.5	38.4	1.88	
4	70.4	52.1	35.7	0.93	
5	66.0	50.6	34.0	1.04	
6	79.8	65.3	48.7	0.99	
7					
8					
All	73.3	61.0	39.4	1.22	

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

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 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 <u>Appendix A</u>. Paste the completed tables here.

Reading (NCE)

Grade	Beginning of Year	End of Year
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¹⁰ 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.

Kindergarten	35.1	49.4
1st Grade	41.5	51.3
2nd Grade	41.0	44.3
3rd Grade	41.4	46.0
4th Grade	44.6	46.1
5th Grade	35.6	37.5
6th Grade	38.2	41.8
7th Grade	34.1	40.9

SUMMARY OF THE ELA GOAL

This national norm referenced test does not test New York State Next Generation Standards

Туре	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 9.15% percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

The baseline data is encouraging.

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, 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 2023-24 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

During the 2023-2024 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.¹¹

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹²

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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

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

¹¹ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹² 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.

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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

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

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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

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

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

EVALUATION OF HIGH SCHOOL ELA GOAL

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

ADDITIONAL CONTEXT AND EVIDENCE

To improve in this area, the Academy has a renewed focus on reading at the secondary level. The ELA curricula are being revised for alignment with the *Next Generation Standards* as well as improving student reading stamina. The school has also adopted the use of *IXL* to allow for systematic progress monitoring of student proficiency on the standards. Additionally, the school is increasing co-teaching, adding more academic support teachers, and employing a consultant to train English department leaders.

ACTION PLAN

The school will continue to support struggling students by providing academic services in English Language Arts. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. To improve in this area, the Academy has a renewed focus on reading at the secondary level. The ELA curricula are being revised for alignment with the *Next Generation Standards* as well as improving student reading stamina. The school has also adopted the use of *IXL* to allow for systematic progress monitoring of student proficiency on the standards. Additionally, the school is utilizing content expert consultants to develop English department leaders, special educators and ESL teachers.

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.

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 4: MATHEMATICS

All students at the school will be proficient in mathematics

BACKGROUND

The Academy Charter School Uniondale 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-7 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

	Total								
Grade	Tested	Absent	Refusal	ELL/IEP	Admin	Medically	Other	Took Regents	Total Enrolled
		, 1,000.11			error	excused	reason		
3	113	0	0	0	0	0	1	0	114
4	108	0	1	0	0	0	0	0	109
5	107	0	1	0	0	0	1	0	109
6	117	0	2	0	0	0	0	0	119
7	107	1	4	0	0	0	0	0	112
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

All	552	1	8	0	0	0	2	0	563

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

Condo		All Students		Enrolled i	in at least their S	econd Year
Grade	Number	Number	Percent	Number	Number	Percent
	Tested	Proficient	Proficient	Tested	Proficient	Proficient
3	113	88	77.88%	88	69	78.41%
4	108	88	81.48%	80	64	80.00%
5	107	68	63.55%	84	53	63.10%
6	117	77	65.81%	78	52	66.67%
7	107	71	66.36%	76	55	72.37%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	552	392	71.01%	406	293	72.17%

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 Leve

	Percent of Students at or Above Proficiency					
Grade	Charter School Students	All District Students				
	In At Least 2 nd Year	All District Students				

	Percent	Number	Percent	Number
	Proficient	Tested	Proficient	Tested
3	78.41%	88	N/A	N/A
4	80.00%	80	N/A	N/A
5	63.10%	84	N/A	N/A
6	66.67%	78	N/A	N/A
7	72.37%	76	N/A	N/A
8	N/A	N/A	N/A	N/A
All	72.17%	406	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

Cuada	Percent		Percent of Students at Levels 3&4			
Grade	Economically Disadvantaged	Actual	Predicted	Effect Size		
3	76.0	76.5	38.9	1.78		
4	70.4	50.5	35.4	0.76		
5	66.0	36.0	32.1	0.21		
6	79.8	38.6	27.3	0.59		
7	N/A	N/A	N/A	N/A		
8	N/A	N/A	N/A	N/A		
All	73.3	50.8	33.4	0.86		

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.

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.

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.

Math (NCE)

Grade	Beginning of Year	End of Year
Kindergarten	N/A	N/A
1st Grade	50.3	51.9
2nd Grade	41.9	46.1
3rd Grade	47.3	55.0
4th Grade	50.5	57.6
5th Grade	47.0	52.7
6th Grade	43.2	50.1
7th Grade	42.1	57.7

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.

This national norm referenced test does not test New York State Next Generation Standards

Туре	Measure	Outcome

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

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 Mathematics exam. Overall, the school missed the absolute goal by 2.83% percentage points.

ADDITIONAL CONTEXT AND EVIDENCE

The baseline data is encouraging.

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 2023-24 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

During the 2023-24 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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

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.

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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

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

Wh	Who Were Not Proficient in the 8 th 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	N/A	N/A	N/A	N/A		
2018	2021-22	N/A	N/A	N/A	N/A		

N/A

N/A

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

N/A

2022-23

2019

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

Туре	Measure	Outcome
	Each year, 65 percent of students in the high school Accountability Cohort	
Absolute	will meet or exceed Common Core expectations (currently scoring at or	N/A
Absolute	above Performance Level 4 on a Regents mathematics exam) by the	147.75
	completion of their fourth year in the cohort.	
	Each year, 80 percent of students in the high school Accountability Cohort	
Absolute	will at least partially meet Common Core expectations (currently scoring at	N/A
	or above Performance Level 3 on a Regents mathematics exam) by the	N/A
	completion of their fourth year in the cohort.	
	Each year, the Performance Index (PI) in mathematics of students	
Absolute	completing their fourth year in the Accountability Cohort will meet the state	N/A
Absolute	Measure of Interim Progress (MIP) set forth in the state's ESSA	NA
	accountability system.	
	Each year, the percentage of students in the Total Cohort meeting or	
Comparative	exceeding Common Core expectations on a Regents mathematics exam will	N/A
Comparative	exceed the percentage of comparable students from the district meeting or	N/A
	exceeding Common Core expectations.	
	Each year, the percentage of students in the Total Cohort partially meeting	
Comparative	Common Core expectations on a Regents mathematics exam will exceed the	N/A
Comparative	percentage of comparable students in the district at least partially meeting	IN/ A
	Common Core expectations.	
	Each year, the Performance Index (PI) in Regents mathematics of students in	
Comparative	the fourth year of their high school Accountability Cohort will exceed that of	N/A
	comparable students from the school district of comparison.	
	Each year, 50 percent of students in the high school Accountability Cohort	
Growth	who did not score proficient on their New York State 8 th grade mathematics	N/A
	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.	
	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	
Growth	exam will at least partially meet Common Core expectations (currently	N/A
	scoring at least Performance Level 3 on a Regents mathematics exam) by the	
	completion of their fourth year in the cohort.	

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

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

ADDITIONAL CONTEXT AND EVIDENCE

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 mathematics curricula are being revised for alignment with the *Next Generation Standards* as well as the <u>5 Practices for Orchestrating Productive Mathematics Discussions</u>. The school has also adopted the use of *IXL* to allow for systematic progress monitoring of student proficiency on the standards. Additionally, the school is utilizing content expert consultants to develop mathematics department leaders, special educators and ESL teachers.

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 mathematics curricula are being revised for alignment with the Next Generation standards as well as the <u>5 Practices for Orchestrating Productive Mathematics Discussions</u>. The school has also adopted the use of *IXL* to allow for systematic progress monitoring of student proficiency on the standards. Additionally, the school is utilizing content expert consultants to develop mathematics department leaders, special educators and ESL teachers.

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 5: SCIENCE

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

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 Science test was not administered to the 4th graders in the 2022-2023 school year. The school did not have an 8th grade configuration in the 2022-2023 school year.

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				
Grade	Number Tested	Number Proficient	Percent Proficient		
4	N/A	N/A	N/A		
8	N/A	N/A	N/A		
All	N/A	N/A	N/A		

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.

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

	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	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	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.

Туре	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.	N/A
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

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

N/A

ADDITIONAL CONTEXT AND EVIDENCE

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

Performance on a Regents Science Exam

Of 8 th Grade All Students by Year					
	Year	Regents	Number	Number	Percent
Grade	rear	Exam	Tested	Passing	Passing
8	2018-19	NA	NA	NA	NA
8	2021-22	NA	NA	NA	NA
8	2022-23	NA	NA	NA	NA

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, the Science maps have been updated, and more intensive professional development will 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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

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

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

Туре	Measure	Outcome
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.	N/A
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
	[Write in optional measure here]	

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The Academy High School Uniondale has only been in operation for three years and does not have a cohort for evaluation under this indicator. However, the 2020 cohort has exceeded this goal with 91.7% of students passing a science Regents with a score of 65 or higher. The 2021 cohort is also on its way to meeting this goal ahead of schedule with 71.4% of students scoring 65 or higher on a science Regents.

ADDITIONAL CONTEXT AND EVIDENCE

The school provided in-person labs during the 2022-2023 school year and also used lessons learned to supplement in-person labs with virtual activities. Teachers seamlessly integrated technology into the curriculum to provide a robust science experience for students. The school partnered with The Cradle of Aviation Museum to provide enrichment opportunities for chemistry students. The school supported struggling students by providing academic services in science. Students received 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 were provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy.

Teachers were 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.

ACTION PLAN

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 6: SOCIAL STUDIES

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

BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school in $9^{th} - 12^{th}$ grades. Provide a summary of any important changes to the social studies program or staff during the 2022-23 school year.

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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

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

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	N/A	N/A	N/A	N/A
2018	2021-22	N/A	N/A	N/A	N/A
2019	2022-23	N/A	N/A	N/A	N/A

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

Туре	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.	N/A
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 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
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	N/A

exceed that of the high school Total Cohort from the school district of comparison.	
[Write in optional measure here]	

EVALUATION OF THE SOCIAL STUDIES GOAL

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

ADDITIONAL CONTEXT AND EVIDENCE

57.4% of students in the 2020 cohort have passed the Global History Regents with a score of 65 or higher. Considering students who qualified for the Special Appeal, 95.4% of students have met the graduation requirement for the Global History Regents.

ACTION PLAN

The school will continue to support struggling students by providing academic services in social studies. 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 2023-2024 school year, there is a focus on collaboration across the history and English departments to promote skill development in reading and writing.

GOAL 7: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is (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

ADDITIONAL CONTEXT AND EVIDENCE

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

THE ACADEMY CHARTER SCHOOL

Financial Statements with Supplementary Information

For the years ended June 30, 2023 and 2022

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.

NChain LLA

New York, New York October 31, 2023

Statements of Financial Position

As of June 30,

	2023	2022
Assets 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	1 110 000	2,911,728
Security and other deposits	1,118,908	124,657
Total assets	\$ 188,402,749	\$ 176,113,211
<u>Liabilities and Net Assets</u> Current liabilities		
Accounts payable and accrued expenses	\$ 1,935,711 6,469,509	\$ 2,176,686 5,271,537
Accrued salaries and other payroll-related expenses 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 Bonds payable (long-term portion; net of unamortized	3,383,611	-
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 Reserve - contingency	12,301,441 185,592	6,949,649 183,692
Total net assets without donor restrictions	12,487,033	7,133,341
Total liabilities and net assets	\$ 188,402,749	\$ 176,113,211
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Statements of Activities

For the years ended June 30,

	2023	2022
Operating revenue and other support		
Public school districts Regular education	\$ 67,846,567	\$ 58,153,626
Special education	1,345,052	929,042
Special education	1,3 13,032	
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	1,078,055	824,850
Total operating revenue and other support	83,623,145	67,589,131
<u>Expenses</u>		
Program expenses		
Regular education	56,015,405	49,363,050
Food service	4,077,518	3,893,313
Special education	1,312,862	1,524,916
Total program expenses	61,405,785	54,781,279
Supporting services		
Management and general	16,863,668	13,684,113
Total program and supporting services expenses	78,269,453	68,465,392
Change in net assets	5,353,692	(876,261)
Net assets without donor restrictions - beginning of year	7,133,341	8,009,602
Net assets without donor restrictions - end of year	\$ 12,487,033	\$ 7,133,341

Statement of Functional Expenses

For the year ended June 30, 2023

					Supporting	Total
			Pro	gram expenses	services	program and
	Regular	Special	Food	Total	Management	supporting
	education	education	service	programs	& general	services
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

Statement of Functional Expenses

For the year ended June 30, 2022

			Pro	gram expenses	Supporting services	Total program and
	Regular	Special		Total	Management	supporting
	education	education	service	programs	& general	services
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

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		172.542		(55.567)
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 Prepaid expenses		(994,251) (45,343)		(52,567) 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		5,225,918		(2,192,363)
Cash flows used in investing activities				
Acquisition of property and equipment		(27,950,613)	((15,010,930)
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		(7,710,313)		(2,700,000)
Net cash provided by financing activities		910,000		1,005,000
Net decrease in cash, cash equivalents, and restricted cash		(21,814,695)	((16,198,293)
Cash, cash equivalents, and restricted cash - beginning of year		50,961,071		67,159,364
Cash, cash equivalents, and restricted cash - end of year	\$	29,146,376	\$	50,961,071
Supplemental cash flow disclosures				
Interest paid	\$	5,977,718	\$	5,294,209
Interest capitalized	\$	2,086,360	\$	2,086,360
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 Repairs and replacements		740,739 310,842		2,784,887 300,343
Restricted cash - contingency		185,592		183,692
Total restricted cash and escrow reserves		17,125,544		41,116,734
	Φ.		Φ.	
Total cash, cash equivalents and restricted cash	<u> </u>	29,146,376	<u> </u>	50,961,071

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.

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.

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:

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

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

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

Expense	Method of allocation					
Salaries and 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.

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.

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	\$ 26,409,760	\$ 14,645,726

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
	Th	ne Academy	T	he Academy			The Academy	T	he Academy	
		Hempstead		- Uniondale	Total	_	- Hempstead		- Uniondale	Total
Restricted cash and escrow reserves										
Bond principal reserves	\$	720,745	\$	1,126,067	\$ 1,846,812	9	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	\$	9,588,703	\$	7,536,841	\$ 17,125,544	5	9,735,906	\$	31,380,828	\$ 41,116,734

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	The Academy	
	 Hempstead 	- 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	\$ 62,544,167	\$ 77,229,782	\$ 139,773,949
		2022	
	The Academy	2022 The Academy	
	The Academy - Hempstead		Total
Land	- Hempstead \$ 790,000	The Academy	\$ 790,000
Land Building	- Hempstead	The Academy - Uniondale	
Building Building improvements	- Hempstead \$ 790,000 64,250,655 4,920,145	The Academy - Uniondale \$ -	\$ 790,000
Building	- Hempstead \$ 790,000 64,250,655	The Academy - Uniondale \$ - 31,062,538	\$ 790,000 95,313,193
Building Building improvements	- Hempstead \$ 790,000 64,250,655 4,920,145	The Academy - Uniondale \$ 31,062,538 2,017,257 1,769,471 577,073	\$ 790,000 95,313,193 6,937,402
Building Building improvements Furniture and fixtures Machinery and equipment Educational equipment	- Hempstead \$ 790,000 64,250,655 4,920,145 3,401,221 5,000 474,425	The Academy - Uniondale \$	\$ 790,000 95,313,193 6,937,402 5,170,692
Building Building improvements Furniture and fixtures Machinery and equipment	- Hempstead \$ 790,000 64,250,655 4,920,145 3,401,221 5,000	The Academy - Uniondale \$ 31,062,538 2,017,257 1,769,471 577,073	\$ 790,000 95,313,193 6,937,402 5,170,692 582,073
Building Building improvements Furniture and fixtures Machinery and equipment Educational equipment	- Hempstead \$ 790,000 64,250,655 4,920,145 3,401,221 5,000 474,425	The Academy - Uniondale \$ - 31,062,538 2,017,257 1,769,471 577,073 27,807	\$ 790,000 95,313,193 6,937,402 5,170,692 582,073 502,232
Building Building improvements Furniture and fixtures Machinery and equipment Educational equipment Computer and office equipment	- Hempstead \$ 790,000 64,250,655 4,920,145 3,401,221 5,000 474,425	The Academy - Uniondale \$	\$ 790,000 95,313,193 6,937,402 5,170,692 582,073 502,232 8,849,442
Building Building improvements Furniture and fixtures Machinery and equipment Educational equipment Computer and office equipment Construction in progress	- Hempstead \$ 790,000 64,250,655 4,920,145 3,401,221 5,000 474,425 5,672,300	The Academy - Uniondale \$ - 31,062,538 2,017,257 1,769,471 577,073 27,807 3,177,142 16,967,870	\$ 790,000 95,313,193 6,937,402 5,170,692 582,073 502,232 8,849,442 16,967,870

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.

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.

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:

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

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

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

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

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.

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.

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:

Total lease costs	\$ 1,542,876
Variable lease costs (costs excluded from lease payments)	231,304
Short-term lease costs	749,370
Operating lease cost (cost resulting from lease payments)	\$ 562,202

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:

	The Academy		The	e Academy		
<u>June 30,</u>	-]	Hempstead	- 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	\$	1,577,075	\$	2,396,472	\$	3,973,547

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 disount 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.

Statements of Financial Position: The Academy – Hempstead

As of June 30,

	2023	2022
Assets		
Current assets	¢ 4.907.540	¢ 2.065.202
Cash and cash equivalents	\$ 4,807,549	\$ 3,065,293 1,824,895
Restricted cash and escrow reserves - bond principal and interest Accounts receivable - net	1,599,249 700,845	682,545
Grants receivable - government agencies	700,843	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	\$ 97,663,139	\$ 87,516,512
<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 Bonds payable (long-term portion; net of unamortized deferred financing costs of \$2,020,683 in 2023 and	1,057,824	-
\$2,101,387 in 2022)	67,816,125	69,321,186
Total liabilities	82,902,313	78,878,038
Net assets without donor restrictions		
Undesignated	14,679,605	8,557,334
Reserve - contingency	81,221	81,140
Total net assets without donor restrictions	14,760,826	8,638,474
Total liabilities and net assets	\$ 97,663,139	\$ 87,516,512

Statements of Activities: The Academy – Hempstead For the years ended June 30,

	2023	2022
Operating revenue and other support 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
Expenses Program expenses Regular education Food service Special education	33,483,974 2,517,672 868,137	31,273,041 2,603,015 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 Net assets without donor restrictions - beginning of year	6,122,352 8,638,474	1,350,668 7,287,806
Net assets without donor restrictions - end of year	\$ 14,760,826	\$ 8,638,474

Statement of Functional Expenses: The Academy – Hempstead

For the year ended June 30, 2023

								Supporting	Total
			Program expenses					services	program and
	Number of	Regular		Special			Total	Management	supporting
	Positions	Education		Education	Foo	od Service	Programs	& General	services
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		\$ 33,483,974	\$	868,137	\$ 2	2,517,672	\$ 36,869,783	\$ 10,798,821	\$ 47,668,604

Statements of Financial Position: The Academy – Uniondale

As of June 30,

	2023	2022
Assets 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	710,070
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	\$ 96,184,936	\$ 91,652,041
Liabilities and Net Assets		
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 Bonds payable (long-term portion; net of unamortized deferred financing costs of \$2,886,979 in 2023 and	2,325,787	-
\$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	\$ 96,184,936	\$ 91,652,041

Statements of Activities: The Academy – Uniondale For the years ended June 30,

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

Statement of Functional Expenses: The Academy – Uniondale

For the year ended June 30, 2023

						Supporting	Total
		Program expenses			rogram expenses	services	program and
	Number of	Regular	Special	Foo	od Total	Management	supporting
	Positions	Education	Education	Servi	ce Programs	& General	services
Salaries							
Administrative staff personnel	22	\$ 2,081,846	\$ 134,984	\$ 56,65	2 \$ 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		372,21		1,852,161	2,228,424
Total salaries	200	11,418,047	259,270	428,86	5 12,106,182	3,266,139	15,372,321
Payroll taxes and fringe benefits		2,107,813	25,057	93,59	1 2,226,461	672,477	2,898,938
Retirement benefits		151,953	1,165	7,07	3 160,191	48,849	209,040
Financial and administrative		7,750	-		- 7,750	211,421	219,171
Administrative		5,622	-	20	4 5,826	4,500	10,326
Marketing and recruitment		9,296	-		- 9,296	-	9,296
Insurance		129,018	989	6,00	6 136,013	41,476	177,489
Legal and professional		108,335	-	36,03	0 144,365	119,556	263,921
Repairs and maintenance		922,340	4,289	21,46	7 948,096	174,660	1,122,756
Equipment leasing and maintenance		285,977	1,923	33,95	2 321,852	83,747	405,599
Staff development		283,489	2,244		- 285,733	-	285,733
Food costs		101,377	-	749,84	6 851,223	36,169	887,392
Student services and activities		1,627,344	11,316	1,80	0 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	-	1,08	4 36,929	46,867	83,796
Occupancy		786,591	105,207	8,52	3 900,321	145,068	1,045,389
Other expenses		80,480	-	79	3 81,273	19,713	100,986
Interest expense - facilities loans		1,936,873	14,845	90,15	9 2,041,877	629,129	2,671,006
Depreciation		1,728,349	13,247	80,45	3 1,822,049	555,624	2,377,673
Amortization		108,658			- 108,658		108,658
Total operating expenses		11,113,384	185,455	1,130,98	1 12,429,820	2,798,708	15,228,528
Total expenses		\$ 22,531,431	\$ 444,725	\$ 1,559,84	<u>\$24,536,002</u>	\$ 6,064,847	\$ 30,600,849

Other Supplementary Information – Schedule of Bonds Covenants Calculations

For the year ended June 30, 2023

	Minimum Requirement		Actual
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 Add back: Interest expense Depreciation and amortization Net revenues available for debt service	\$ 5,353,692 6,996,868 5,643,059 \$ 17,993,619		
Debt service payments – bonds Interest expense Principal Total current debt service – bonds	\$ 6,996,868 1,590,000 \$ 8,586,868		
Net revenues available for debt service Total current debt service – bonds	\$ 17,993,619 \$ 8,586,868	=	2.10
The days cash on hand is calculated as follows:			
Total expenses Less: Depreciation and amortization Net expenses Days Cash used per day	\$ 78,269,453 (5,643,059) 72,626,394 365 \$ 198,976		
Cash at year end Cash used per day	\$ 12,020,832 \$ 198,976	=	60

Schedule of Expenditures of Federal Awards

For the year ended June 30, 2023

	Federal Assistance Listing	Pass-through Entity Identifying	Passed-through	Total Federal
Federal Grantor/Pass-through Grantor/Program or Cluster Title	Number	Number	to subrecipients	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
Total United States Department of Agriculture Programs Total Child Nutrition Cluster			194,097 194,097	3,887,592 3,887,592
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				447,465
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				69,270
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				72,888
Student Support and Academic Enrichment program	84.424A	0204-23-4495	_	23,828
Student Support and Academic Enrichment program Student Support and Academic Enrichment program	84.424A	0204-23-5465	_	8,558
Total Student Support and Academic Enrichment program	0.1.2.11	020 : 25 5 :05		32,386
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 Total COVID-19 - Elementary and Secondary School Emergency	84.425D	5891-21-5465	-	62,978
Relief (ESSER) Fund				501,654
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)				926,510
Total COVID-19 - Education Stabilization Fund subprograms				1,428,164
Total United States Department of Education Programs			-	2,050,173
United States Department of Agriculture Programs: Pass-Through New York State Education Department:	10.640	200201070024		
COVID-19 - Pandemic EBT Administrative Costs	10.649	280201860934		2,512
Total United States Department of Agriculture Programs				2,512
Federal Communications Commission Programs: Pass-Through Universal Service Administrative Company: COVID-19 - Emergency Connectivity Fund Program	32.009	Not available		280,000
Total Federal Communications Commission Programs				280,000
Total Expenditures of Federal Awards			\$ 194,097	\$ 6,220,277

See accompanying notes to schedule of expenditures of federal awards.

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.



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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.

NChaig LLA

New York, New York October 31, 2023



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

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.

NChaig LLA

New York, New York October 31, 2023

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 f	financial reporting:			
	akness(es) identified?	yes	X no	
• Significant deficiency(ies) identified?		yes	X none reported	
6	3 (10)			
Noncompliance material to financial statements noted?		yes	<u>X</u> no	
Federal awards				
Internal control over i	major federal programs:			
Material weakness(es) identified?		yes	X no	
 Significant deficiency(ies) identified that are not 				
considered	to be material weakness(es)?	yes	X none reported	
Type of auditor's repo	ort issued on compliance for			
major federal programs:		Un	modified	
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? Identification of major federal programs:		yes	<u>X</u> no	
· ·	r rederai programs.			
Federal Assistance	N CE L ID CL			
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 sul COVID-19 Elementary & Secondary Educat			
84.425D	(ESSER) Fund		1 171 4	
84.425U	COVID-19 American Rescue Plan – Elemer Emergency Relief (ARP-ESSER)	itary & Se	condary Education	
Dollar threshold used	to distinguish between			
Type A and Type B programs:		\$750,00	0	
Auditee qualified as low-risk auditee?		X yes	X yesno	

THE ACADEMY CHARTER SCHOOL Schedule of Findings and Questioned Costs

For the year ended June 30, 2023

Section II	- Financial	Statement	Findings
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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 Stated including New York State. Thus, due to the competition in filling vacant positions, the Academy has recruited some very experience 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

Tr	Trustee Name:			
С	Carol A. Hanson-Beckles			
Na	ame of Charter School Education Corporation:			
Th	ne 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 V 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**.



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

Rusiness Telephone

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.

Bacilloco l'olophiche.	
516-705-2180	
Business Address:	
Mercy Medical Center	1000 North Village Ave Rockville Center 11570
E-mail Address:	
carol.hanson-beckles@	Ochsli.org
Home Telephone:	
516-564-4256	
Home Address:	
16 Monroe Place Hem	ostead New York 11550
Carol Hanson- Beckles	Digitally signed by Carol Hanson-Beckles Date: 2023.07.21 09:13:05 -04'00'

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

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:
Dawn West
Name of Charter School Education Corporation:
The Academy Charter School
 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

Yes No

or personal property to the said entities?

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	

Signature

Date

Acceptable signature formats include:

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

Disclosure of Financial Interest by a Current or Former Trustee

Tr	rustee Name:
D	OROTHY BURTON
Na	ame of Charter School Education Corporation:
ΑC	CADEMY 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.
	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

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
		=	
			l.

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**.



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
			2	
			×	

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, JA	AMAICA NY 11432	
E-mail Address:		
dorothymburton@aol.com		
Home Telephone:		
516-415-5020		
Home Address:		
417 Woodland Estates Drive Baldwin I	NY 11510	
31		
abrusto.	7/17/2023	
Signature	Date	

Acceptable signature formats include:

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

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 V 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? If Yes, please describe the nature of your relationship and if the

Page 1 of 5

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?
	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	
	nducting iness with school(s)	conducted pass	67 Tro ness woked	family member to be family member to be interest in conducting be with the schement family and the nature interest	ang an the on sinces offs)	Steps taken to avoid conflict of interest

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	Steps taken to avoid conflict of
		Say 147 + 1939	conducting business with the school(s) and the nature of the interest	interest
	Lister S. Carrier de Carrier de la carrier d	for some to global and a second	Salv Coin 2020 Date	
	Mad FOF M			

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 N	Y 12569	

Acceptable signature formats include:

Signature

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

last revised 04/2022

July 29th 2023

Date

Disclosure of Financial Interest by a Current or Former Trustee

Tr	Trustee Name:		
Na	ame 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

None

transaction, check None.

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

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

None

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

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

Business Telephone:		
Business Address:		
E-mail Address:		
Home Telephone:		
Home Address:		
 Signature	Date	

Acceptable signature formats include:

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

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 V 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? 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?

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

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
	financial interest /	financial a conflict of interest, interest / (e.g., did not vote, did transaction not participate in

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	

Acceptable signature formats include:

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

7/20/2023

Date

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:							
Ma	Marie Graham						
Na	me of Charter School Education Corporation:						
	e Academy Charter Schools						
	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						
	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.						
	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.						
1	J/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	
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?	
If Yes , please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.	
N/A	

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

None

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

Acceptable signature formats include:

Signature

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

The Academy Charter School 2023 -2024 Calendar

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	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



1194 PROSPECT AVENUE WESTBURY, NEW YORK 11590 516-573-9900

AUTOMATIC FIRE EXTINGUISHING SYSTEM ACCEPTANCE TEST / INSPECTION (Excluding Solid Fuel Cooking Operations)

	To:	A.P.	T Devention	Protection	mig operat	
	,	- Joseph	711 9	110 2010 4	Da	ate: 2101203
		116	XY Church 5	f.	Lo	ocation ID#: 2002 3996
		Hol	brook NY	11741	T/	1#: 2012/087
Lo	ocation:	A	ederal Hick	5.100/PL.	17) 10	actudes (N) at 1
	Pass F	ail NA		school ore	11/11	Injudala de districti
1.			Original, stamped approv	ved plans on site with cut	sheets	10 10 10 10 10 15 538
2.	0/1		Kitchen enclosure constr	uction / rated enclosure /	special fire	sprinkler installed as required.
3.	0,1		Required duct enclosure	and/or listed duct wrap or	opediu insta	lled (< 3 stories 1hr; ≥ 3 stories 2 hr rated)
4.			Exterior ductwork weather	erproofed.	opony mota	(10 stories IIII, 23 stories 2 nr rated)
5.			Appliance installation ma			
6.			Gas shutoff valve access	ible. NOT located behind	annliances	or under hood, and not subject to damage.
7.	Com		Manual pull station easily	accessible in nath of ear	appliances	of under flood, and not subject to damage. I feet from exhaust system.
8.			Manual pull station is 42	in. to 48 in. above floor lev	vol and road	ibuidantifalia
9.	Contraction		All manual pull stations a	re identified as to which c	ver and read	hiy identifiable.
10.	4		Pipe size and configuration	on complies with the appro	oved sless	ney protect.
11.	6		Piping and nozzles are p	conductive with the application	oved plans.	
12.				ance hazard and type of u	ico co obovi	
13.			Nozzle placement compli	es with the approved plan	use as snow	n on approved plans.
14.						
15.			Piping penetrations of bo	re protected in accordance	e with the ap	oproved plans.
16.			Chemical container is acc	od have liquid tight extern	al weld or se	ealed by listed device.
17.		ī	Detection devices installe	d as per the approved pla	ccordance w	vith NFPA 17A, Section 5.4.1.
18.			Manual pull system activa	d as per the approved pla	ans.	/ /
19.		一一	Operation of detection de			1
20.			Upon system activation f	vice activates system.	4.1	
21.		ī	Fuel or nower shutdown	levice must be manually r	atdown to e:	equipment that produce heat under hood.
22.	DI					
23.			Exhaust fan remains on u	hood shuts down upon ac	ctivation of s	system.
24.			Building fire alarm if pres	ent, sounds upon system	Cotivetion	
25.		1 Dr	Minimum 40BC portable f	ire extinguishers properly	activation.	die total management
26.		iA	Class K portable fire extin	quishers properly	mounted an	nd located within 30 foot travel distance.
	N.		The Contains in a CXIII	adianera property mounte	o and locate	ed within 30 foot travel distance.
Cor	nments	- 4	V SUL R-102	- (3 gallon)		
DE	System	in com	pliance and approved	☐System not in con	npliance	Revised Plans Required w/ Fees
	Permit :	¥				
	1 -	6	11-7			Re-Inspection Fee Required
	1	1	15-7/		T. F.	·
Fire	Marshal			Chialdel		



1194 PROSPECT AVENUE WESTBURY, NEW YORK 11590

GREASE HOOD & DUCT SYSTEM ACCEPTANCE TEST / INSPECTION

			(Excluding Solid Fuel Cooking C	perations)
	To:	A	BT Design + Fire Protection	Date: 2 1 10 12022
		V V V V V V V V V V V V V V V V V V V	724 Church ST	Location ID#: 2003 3996
		1	40/6500k N7 11741	13/2
L	ocation:	A.	enderey High School Phase D. 1000	T/1#: 2012/08/6
	Pass Fai	I NA		harles Lindsey Pluf Unionlyle
1.			Original, stamped approved plans on site with cut sheets.	V
2.			Kitchen enclosure construction / rated enclosure / special fire spi	rinkler inctelled as assumed
3.	90		Appliance installation matches approved plans.	minder installed as required.
4.			System design & dimensions match approved plans.	
5.			Minimum overhang of 6 inches for front and sides of cooking app	pliances or hood is closed to appliance side by
	1		noncombustible wall or panel.	menous, or nood is closed to appliance side by a
6.			Maximum height off finished floor of 7 feet.	
7.			All electrical wiring in conduit or EMT pipe.	
8.		1	Fryers have minimum 16 inch space to flame producing applianc	e or 8 inch high steel or tempered glass baffle
9.			Grease drip tray and drip container installed below filters and pito	ched to collect grease
11.			All connections have liquid tight external welds, flush bottoms and	d no grease collection points
12.			All ductwork welds inspected for liquid tightness prior to insulation	n / weatherproof painting.
13.			Ducts do not pass thru fire walls or fire partitions.	
14.			product back to flood to collect grease.	
15.			Access panels at every change of direction, every 12 ft horizontal	Ily, every internal floor vertically.
16.			Access panels are labeled "Access Panel - Do Not Obstruct"	<i>5.</i>
17.			Duct & hood clearance 18" to combustible; 3" to limited combustible	ble; 0" to non-combustible materials.
18.			Exterior installations and duct riser is secured to building / structu	re as required.
19.			Exhaust fan make and model number match plan.	
20.			Minimum 10' clearance from fan outlet to adjacent buildings, prop	erty lines and air intakes. (or exhaust outlet
04			a minimum of 3' above air intake within 10').	
21.			Exhaust a minimum 40" above roof surface.	3
22. 23.			Upblast fan with flexible weatherproof electric cables and hinged v	with hold open device.
24.			Inline fan connected to exhaust duct by flanges or system listed for	or such use. No non-listed flexible connectors.
25.			ran provided with safe access and work surface area.	
26.			Fan provided with remote shutoff switch on roof.	4
27.			Exhaust fan provides minimum 1500 FPM at each plenum exhaus	st outlet.
28.			Supply air provided as required.	
	nments:		Dedicated supply air fan interlocked for startup with exhaust fan	
	1			9. A
P	ermit #	com	pliance and approved System not in compliance	Revised Plans Required w/ Fees
1	21)	1	7	Re-Inspection Fee Required
ire t	Varshal	19-e	4	
	ridioi idi		Shield #	* 3



Nassau County Public Safety Center 1194 Prospect Avenue Westbury, New York 11590 (516) 573-9900

FIRE STANDPIPE SYSTEM TEST / INSPECTION

	- M
	To: Mazo Construction Corp. Date: 14,2023
	140-14 Key 1940 Ct Location ID#: 2002 3996
	Behanny 11716
	T/I#:
Lo	ocation: The Academy Charter School (high school) 100 Charles Lindberg Blut
	1) h low date MY
7-6	Pass Fail NA
1.	Original, stamped approved plans on site.
2.	Stamped original plans match installation.
3.	Location and size of standpipes and FDC comply with plans.
4.	Standpipe connections located minimum 3 feet off floor / maximum 5 feet off floor on intermediate landings.
5.	The valves are identified with signs as required.
6.	Riser supports are provided at the lowest level, alternate levels and at the top of riser.
7.	Light Control of the
8.	AUTOSFRR)
9.	— — — — — — — — — — — — — — — — — — —
10.	Protected by bollards, if necessary
	FDC openings covered by approved device.
11.	FDC located not less than 40 feet nor more than 100 feet from nearest hydrant.
12.	LI FDC mounted 18" to 48" above grade.
13.	No shutoff valve in FDC piping.
14.	Sign provided at FDC indicating pressure required at inlets to deliver system demand (manual system only).
15.	200 psi hydrostatic test noiging for 2 nours with no pressure loss
16.	Flow test 500 GPM at most remote standpipe; 250 GPM each at the two most hydraulically remote cutlets.
	250 Of Miles of additional standpipe risers. Total not to exceed 1250 GPM or 1000 GPM for
4-	buildings spiriklered throughout.
17.	Flow test provides minimum residual 100 psi at hydraulically most remote 2 ½ inch hose connection.
18.	Cabinets (if provided) containing standpipes not blocked or obscured from view
19.	Cabinets (if provided) without clear glass panel or door identified with permanently attached sign not less than 2"
00	Tigri indicating Standpipe .
20.	Cabinet doors (if provided) unlocked unless provided with frangible material that is easily broken and allows access.
21.	Contractor's material and test certificate(s) completed and signed
Fire	Department (if applicable) present for test: 5ME SOUNCE
Con	mments: Testin done 12/15/2022
Me	System in compliance and approved System not in compliance Revised Plans Reg. W/ Fees
1	
1	Re-Inspection w/ Fee Required
Fire	Morphs
/	Shield #



Nassau County Public Safety Center 1194 Prospect Avenue Westbury, New York 11590 (516) 573-9900

FIRE SPRINKLER SYSTEM ACCEPTANCE TEST / INSPECTION (Light and Ordinary Hazard)

	(Light and Ordinary Hazard)						
	To: _	M	AZD Construction Golf.	Date: 14 12023			
	141) -	4 Keyland C+.	ocation ID #: _2002 299L			
		0	henia, NY 11716	11#: 2012 4365			
Lo	cation:	The	Academy Charter School High Scholl 100	ander I what which			
	Pass Fail			1 1 hande 1N			
1. 2.			Original, stamped approved plans on site with cut sheets.	O Miorate Cary			
3.			Stamped original plans match installation.				
4.	0/0		All areas/rooms on premise protected by system as required. Discharge heads properly spaced as per NFPA 13				
5.	0/0		Spacing from finished cailing/roof dock to defeate it.				
6.	EVEN		Spacing from finished ceiling/roof deck to deflector is between 1" and	12" (unobstructed construction).			
7.	对石		Sprinkler deflector maximum 22" below ceiling/roof deck and 1" to 6" below stru	ctural member (obstructed construction).			
8.			Deflectors aligned parallel to ceilings, roofs or the incline of stairs. Sprinklers positioned to avoid obstructions to discharge.				
9.4			Soffits greater than 12 inches in don't have additional				
10.		0	Soffits greater than 12 inches in depth have additional protection.				
111	一一	D	Combustible space(s) above ceiling greater than 6 inches have addition	nal protection.			
12.		50	Combustible exterior canopies, balconies & decks > 48 inches have ac	ditional dry piped protection.			
		No.	Sprinklers may be omitted from skylights ≤ 32 sq ft, and at least 10' ho skylight or unprotected ceiling pocket.	rizontally from another unprotected			
13.		T	Protective cages on sprinkler heads where damage is possible.				
14.	VI. 0		All control drain and test connection values are ideal in				
14.			All control, drain and test connection valves provided with permanently	marked signs.			
15.	1/0		Hydraulic Design Information Sign at alarm valve or dry pipe valve. "Fire Sprinkler Valve Room" door labeled (2" letters red/white).				
16.			Riser accessible for maintenance of outtom and amount of				
17.			Riser accessible for maintenance of system and emergency shut off. FDC not less than 18 inches and not more than 4 feet all.				
18.			FDC not less than 18 inches and not more than 4 feet above level of ac Connections are operable and free of obstructions (2.5 in all time)	djacent grade or access level.			
19.	10/0		Connections are operable and free of obstructions (3 ft in all directions) FDC designated by a sign or plate with at least 1" high letters (AUTOSE	Protected by bollards, if necessary.			
20.	0/0		FDC threads match local fire department hose threads.	PKR., OPEN SPKR.).			
21.	DO		All portions of building are within 600 feet of budget managed				
22.	1/0		All portions of building are within 600 feet of hydrant measured on appr Connection openings covered by an approved device.	oved route around exterior of building.			
23.	0/0		Required spare heads and wrench provided in approved cabinet locate				
24.	9 0		200 psi hydrostatic test including FDC and piping, holding for 2 hours w	u in main valve room.			
25.			Water flow test(s) - activation of bell and fire alarm within 90 seconds of	full water flow from inconstant to the			
26.			by dystem trip test(s) steady water now within 3 min				
27.		P	Dry system air pressure leakage test at 40 psi for 24 hours; maximum 1	1/2 nei pressure loce			
28.			Commactor striaterial and test certificate(s) completed and signed	72 por pressure 1035.			
Wa	re Way	- 1	ctivard the days;				
Comn	nents:	10	er- 32 fee, 3" Alex - 30 101,3"1	100-32 sec, ft Dor 40.			
S	stem in	cor	apliance and approved Te 30 Seconds				
4	System in compliance and approved System not in compliance Revised Plans Req. w/ Fees						
P	ermit#_			De la			
	19 1		11	Re-Inspection Fee Req.			
I William May	124-	1	10/12				
Fire A	/larshal	1	Shield #				



1194 Prospect Avenue Westbury, New York 11590 516-573-9900 nassaucountyny.gov/firemarshal

FIRE DETECTION AND FIRE ALARM SYSTEM COMMISSIONING REPORT

- THE ALARM STOTEM COMMISSIONING REPO	JRT	
To: CheckMate Security Systems Inc. Date 14/2022		
65 John St. Location ID 2002 3996		
Babylon, P7 TA 20121087		
Location T. A. (//)	1	
1 Jal and for charles Inferential	/	
1. Original, stamped approved design drawings on site with cut sheets and battery calculations.	PF	N/A
and the state of t		íH
	5.0	
Correct amp hour batteries installed at FACP and power supplies. T-bars and back boxes are installed on all ceiling tile mounted system dates.		
6. T-bars and back boxes are installed on all ceiling tile mounted system detectors. 7. No smoke detector located within 3' of supply air diffusors (supply a restaur)		
7. No smoke detector located within 3' of supply air diffusers (supply or return) 8. Smoke detector(s) minimum 4" off wall /maximum 15' off wall maximum 25' off wall maximum 35' off wall wall wall wall wall wall wall wa		H
8. Smoke detector(s) minimum 4" off wall /maximum 15' off wall, maximum spacing 30' apart /41' in corridors <10' wide		H
9. Heat detector(s) minimum 4" off wall/maximum 25' off wall, maximum spacing 30' apart /41' in corridors <10' wide 10. Remote indicator lights provided for concealed detectors are visible and labeled with the concealed detectors are visible and labeled with the concealed detectors.		H
10. Remote indicator lights provided for concealed detectors are visible and labeled with device description.		H
		H
12. Access provided for service of all concealed detection devices. 13. Detection in accessible spaces greater than 6 inches in donth	HH	H
13. Detection in accessible spaces greater than 6 inches in depth 14. Smoke detectors tested as per manufacturer approved method. Device leastly to the control of the con		H
14. Smoke detectors tested as per manufacturer approved method. Device location descriptions accurate.		H
15. Heat detectors tested as per manufacturer approved method. Device location descriptions accurate		H
16. Carbon-monoxide detectors tested as per manufacturer approved method. Device location descriptions accurate		H
17. All manual pull stations tested as per manufacturer approved method. 18. All Fire Sprinkler water flow devices tested. Alarm within 00 seconds.		H
		H
19. All Fire Sprinkler dry system trip test(s) water delivery (Light Hazard 1 head 60 Sec / Ordinary hazard 2 heads 50 sec).		H
20. All Automatic Fire Extinguishing system(s) tested from micro switch. 21. All Beam type smoke detector devices tested as per manufacturer approach.	HH	
21. All Beam type smoke detector devices tested as per manufacturer approved method.	HH	A
22. All Fire Sprinkler tamper switches tested. 23. Trouble/supervisory signals for manual pull stations, smake detectors, best data.		
23. Trouble/supervisory signals for manual pull stations, smoke detectors, heat detectors and horn/strobes	HH	H
24. Electrical (AC loss) disconnect trouble signal. 25. Battery disconnect trouble signal.		H
25. Battery disconnect trouble signal		H
26. Dedicated hard-wired phone line(s) loss trouble signal. 27. Ground fault trouble signal.		H
27. Ground fault trouble signal		H
28. Immediate HVAC fan shut down . 29. Fan restart is independent of FACP reset		H
29. Fan restart is independent of FACP reset		H
30. Strobes remain active upon alarm silence. 31. Magnetic hold open devices release for fire/smoke doors		H
31. Magnetic hold open devices release for fire/smoke doors		H
32. Required fire shutters close. 33. Required HVAC dampers close		
34. Fire Sprinkler water flow device activates a non-silenceable alarm. Alarm to remain active until water flow is shut off	TH'	Ħ
35. Magnetic locking devices deactivate upon fire alarm system activation. 36. For beam depths greater than 10% of ceiling height, smoke detectors shall not award 45.	1	Ħ
36. For beam depths greater than 10% of ceiling height, smoke detectors shall not exceed 15' spacing.	W-	Ħ
	0	H
5 = 11.000 operation independently	1	Ħ
Comments		_
System in compliance and approved System not in compliance Revised Design Drawing		
w/Fees Required	5	
Reunad hur A Paris Required		
Issued by: Re-Inspection w/ Fee Rec	luired	
Nassau County Fire Marshal		



1194 Prospect Avenue Westbury, New York 11590 516-573-9900 nassaucountyny.gov/firemarshal

FIRE DETECTION AND FIRE ALARM SYSTEM COMMISSIONING REPORT

Charles AND FIRE ALARW SYSTE	EM COMMISSIONING REPORT
To: Checknure Security Systems	Date 6/16/2023
100 Acutering 65 John ST	Location ID 2002 1996
130 by 101 114 11705	
12,0/1001/0/11/2	T/1_20129494
Location Academy Charter High School (Pha	
1. Original, stamped approved design drawings on site with and the	Dyionda C/Y P.F N/A
Original, stamped approved design drawings on site with cut sheets and bate 2. Stamped original design drawings match installation	ttery calculations
Correct amp hour batteries installed at FACP and power supplies. T-bars and back boxes are installed on all ceiling tile mounted everters determined.	
6. T-bars and back boxes are installed on all ceiling tile mounted system detect. 7. No smoke detector located within 3' of supply air diffusors (symply are diffusors).	tors.
7. No smoke detector located within 3' of supply air diffusers (supply or return) 8. Smoke detector(s) minimum 4" off wall /maximum 15' off wall /maximum 15' off wall /maximum 15'.	
8. Smoke detector(s) minimum 4" off wall /maximum 15' off wall, maximum spa 9. Heat detector(s) minimum 4" off wall/maximum 25' off wall maximum spa	acing 30' apart /41' in corridors <10' wide
Heat detector(s) minimum 4" off wall/maximum 25' off wall, maximum spacing. Remote indicator lights provided for concealed detectors are visible and the	ng 50' apart.
 12. Access provided for service of all concealed detection devices. 13. Detection in accessible spaces greater than 6 inches in death 	
14. Smoke detectors tested as per manufacturer approved method. Device local 15. Heat detectors tested as per manufacturer approved method. Device local local detectors tested as per manufacturer approved method.	ation descriptions accurate
15. Heat detectors tested as per manufacturer approved method. Device location 16. Carbon-monoxide detectors tested as per manufacturer approved method. In 17. All manual pull stations tested as per manufacturer approved method. In 17. All manual pull stations tested as per manufacturer approved method.	on descriptions accurate
17. All manual pull stations tested as per manufacturer approved method.	Device location descriptions accurate
19. All Fire Sprinkler dry system trip test(s) water delivery (Light Hazard 1 head 6 20. All Automatic Fire Extinguishing system(s) tested from micro switch	SO Soc / Ordinary hazardo
21. All Beam type smoke detector devices tested as per manufacturer approved 22. All Fire Sprinkler tamper switches tested	method
23. Trouble/supervisory signals for manual pull stations, smoke detectors, heat d	detectors and horn/strobes
26. Dedicated hard-wired phone line(s) loss trouble signal.27. Ground fault trouble signal.	
27. Ground fault trouble signal.28. Immediate HVAC fan shut down	······
29. Fan restart is independent of FACP reset	•••••••••••••••••••••••••••••••••••••••
30. Strobes remain active upon alarm silence	
31. Magnetic hold open devices release for fire/smoke doors.32. Required fire shutters close.	····· 💆 🔲 🗀
32. Required fire shutters close. 33. Required HVAC dampers close	
33. Required HVAC dampers close	
34. Fire Sprinkler water flow device activates a non-silenceable alarm. Alarm to r	remain active until water flow is shut off
36. For beam depths greater than 10% of ceiling height, smoke detectors shall no 37. Smoke protection provided for partitioned spaces greater than 10% of ceiling height, smoke detectors shall no 37.	of exceed 15' spacing.
perate independently	······································
Comments	
System in compliance and approved System not in comp	liance Revised Paris P
13 (/) //	liance Revised Design Drawingsw/Fees Required
Issued by: Sh# 73	Re-Inspection w/ Fee Required
Nassau County Fire Marsha	



Nassau County Public Safety Center 1194 Prospect Avenue Westbury, New York 11590 (516) 573-9900

FIRE SPRINKLER SYSTEM ACCEPTANCE TEST / INSPECTION

(Light and Ordinary Hazard)

	To:	MAZO CANSTUCTION COIP.	Date: 6 1/6 1202 >
	-	140-14 Kelland C+.	Location ID #: 2002 2946
	- 100	Dohemia 1/4 11711	M#: 20129801
Lo	cation:	Andrew (1 - 11 1 c / 1/21 m)	. /
	Pass F	11/19 28/00/ (1/19/6//)	OD Charles Lindby Dh
1.		- Single Mith Cut sheets.	Girinalie 10 4
2. 3.		- Program planto materialiation.	
4.		and an profite profession by system as femilied	
5.		Spacing from finished ceiling/roof deck to deflector is between 1" and	12" (unobstructed comptent)
6.		22" below celling/roof deck and 1" to 6" below str	uctural member (obstructed construction)
7. 8.		Deflectors aligned parallel to ceilings, roots or the incline of stairs	(obolitation Constituction).
9.		position of the avoid obstituctions to discharge.	
10.		3 The state of the	
11.		and the space of t	onal protection.
12.		Sprinklers may be omitted from skylights < 32 sq ft, and at least 10' he	Orizontally from another upprotected
13.		okylight of displotected ceiling pocket.	another diplotected
14.		- I state of the spirither reads where damage is possible	
14.		- The state to the color valves provided with permanenti	y marked signs.
15.	60	and a significant orgin at alaitif valve of dry pine valve	
16.		Riser accessible for maintenance of system and emergency shut off.	
17.		LI FDC not less than 18 inches and not more than 4 feet above level of a	diacent grade or access lovel
18.		directions are operable and free of obstructions (3 ft in all directions	Protected by bollards is
19. 20.		. Do designated by a sign or plate with at least 1" high letters (AUTOS	PKR., OPEN SPKR.).
21.	00	me department nose theads	
22.		and within our leet of the sall the salled on and	roved route around exterior of building.
23.		Required spare heads and wrench provided in approved cabinet locate	ed in main valve room
24. 25.		Li 200 par hydrostatic test including FDC and piping, holding for 2 hours in	with no proceure loop or visible to a
26.		Water flow test(s) - activation of bell and fire alarm within 90 seconds of Dry system trip test(s) steady water flow within 3 min.	of full water flow from inspectors test.
27.		Dry system air pressure leakage test at 40 psi for 24 hours; maximum	4.47
28.	8 0	Contractor's material and test certificate(s) completed and signed	1 ½ psi pressure loss.
Com	ments:	Water flow activited for alone	111 4/4 seconde
S	ystem	in compliance and approved System not in compliance	Revised Plans Req. w/ Fees
P	ermit #		Re-Inspection Fee Req.
	11		
Fire I	Marshal	13	
,,	- wer or real	Shield #	

Updated DECEMBER 2020

The University of the State of New York THE STATE EDUCATION DEPARTMENT

Office of Facilities Planning - Room 1060 Education Building Annex Albany, New York 12234

PUBLIC SCHOOL FIRE AND BUILDING SAFETY REPORT

(THIS REPORT IS TO BE SUBMITTED ELECTRONICALLY - DO NOT MAIL THIS REPORT)

All buildings which are owned, operated, or leased by public school districts, Boards of Cooperative Educational Services (BOCES), and nonpublic schools must be inspected annually for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the 2020 Building Code of New York State, 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

BED	SC	ODE	: #				-												_	_	_				
2	8	0	2	0	2	8	6	8	0	0	1	0	0 :	1											
Dist	District/School Name																								
т	h	е		A	С	a	d	е	m	У		С	h	a	r	t	е	r		S	С	h	0	0	1
Faci	lity/	Buil	ding	Na Na	me																				
т	A	С	S		U	n	i	0	n	d	a	1	е		Н	i	g	h		S	С	h	0	0	1
Stre	et A	ddre	ess	(NO	PO	Box	Nur	nber	s)																
1	0	0		С	h	a	r	1	е	s		L	i	n	d	b	е	r	g		В	1	v	d	
City	/Tov	vn/V	illag	je																Z	ip C	ode	•		
U	n	i	0	n	d	a	1	е													1	1	5	5	3

INSTRUCTIONS

- Read the "Manual for Public School Facility Fire and Building Safety Inspections" prior to inspecting the facility and complete a separate report for each facility.
- Part I: General Information. School officials must complete this section annually.
- Part II: This section to be completed by the inspector and non-conformances recorded on page 4, Fire Safety Non-Conformance Reporting Sheet.
- Part II-A Regulations of the Commissioner 155.7: This section must be completed for student occupied buildings only. (Questions 1-7, Nonconformance Reporting Sheet) Do not complete this section for school buildings located in the cities of Buffalo, Syracuse, Rochester, and Yonkers.
- Part II-B Regulations of the Commissioner 155.25: This part to be completed for all buildings with electrically operated partitions. (Question 8, Non-Conformance Reporting Sheet) 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State. This part to be completed for all buildings. (Questions 9-26, Non-Conformance Reporting Sheet).
- Part III Certifications. To be completed by persons as indicated.
- A copy of this form must be kept on file at the school for three years and must be available for public review.
- Posting of Certificate of Occupancy: Any temporary, qualified, or annual Certificate of Occupancy must be
 posted in public view in a prominent location within this facility.

Part I: General Information and Fire/Life Safety History

08-21-223

Inspection Date

Please Specify:

Note: Please insert the date the actual inspection took place. The Inspection Date cannot be earlier than 45 days before the Due Date.
1. Please indicate the primary use of this facility:
X INSTRUCTIONAL
○ ADMINISTRATIVE
BUS MAINTENANCE
BUS STORAGE ONLY
LEASED FACILITY OFF SCHOOL GROUNDS
MAINTENANCE
OTHER
Please Specify:
PUBLIC LIBRARY
STORAGE
○ VACANT
2. Is there a fire sprinkler system in this facility? XES ONO
If 'yes', is the sprinkler alarm connected with the building alarm? X YES O NO
3. Is there a fire hydrant system for facility protection? YES NO
If 'yes', indicate ownership of system (select one):
X Public owned
School owned
Other

he building is not District Owned, pro	ovide the name and address of Landlord or Building Owner
Name *	
Town of Hempstead	
Address *	
One Washington Street	
Hempstead, NY 11550	
Telephone # *	
516-489-5000	
	ces within the building to others? O YES 🛇 NO
	ces within the building to others? O YES 🚫 NO
yes, indicate the tenant(s):	ces within the building to others? O YES 🚫 NO
yes, indicate the tenant(s): Name *	ces within the building to others? O YES 🚫 NO
yes, indicate the tenant(s): Name *	ces within the building to others? O YES 🚫 NO
yes, indicate the tenant(s): Name *	ces within the building to others? O YES 🚫 NO
yes, indicate the tenant(s): Name * Address *	ces within the building to others? O YES 🚫 NO
yes, indicate the tenant(s): Name * Address *	ces within the building to others? O YES 🚫 NO

7. If this Facility is vacant, skip the remaining questions and go to Section #2 Non-Conformance and report any non-conformances for Items #25A-1 through #26A-3 Not Applicable - New Facility

Provide dates of twelve fire an eptember 1 and June 30 of the p	nd emergency drills required by previous school year:	Section 807 of Education Lav	YES
E & EMERGENCY DRILLS			
NOTE Eight (8) are requ	aired between September 1, an ired to be evacuation drills Foo	d December 31 ur (4) drills are required to be	lockdown drills
	Date	Evacuation	Lockdown
1		0	0
2		0	0
3		0	0
4		0	0
5		0	0
6		0	0
7		0	0
8		0	
9		0	0
10		0	0
11		0	0
12		0	0
Wall and a section of	of fire and amargancy drills	were not held during this	reporting cycle, ple
c. If the required number of describe the reason:	of fire and emergency drills	were not neid during this	reporting cycle, pic

8d. Average time to evacuate facility was:	minutes	seconds			
8e. Arson and fire prevention instruction was 9/1/05) which requires every school in New fire prevention, injury prevention, and life	York State to provide a n	ninimum of 45 minut	the Education tes of instruct ES	n Law (tion in ON	arson,
8f. Employee fire prevention, evacuation, a accordance with Section F406 of the NYS		as provided, and reco	ords maintain YES	ied, in	NO
9. If the fire alarm system was activated, w	as the fire department in Applicable - New	nmediately notified? Facility	O YES	0	NO
10. Have there been any fires in this facility Not a. If 'yes', indicate: Number of fires	Applicable - New Number of injurie	Facility	YES otal cost of pro	O perty d	NO amage

Part II: Public School Fire and Building Safety Non-Conformance Report Sheet

Tartii. Tubiic ociiooi Fi	re and building Salety Non-Co	mormance Report Sneet
School District	Building Name	Academy Charter School of Uniondale
Facility #		

Part II-A (to be completed for public schools only – except "Big 4")				Part	II-B			Part	II-B			Part	II-B		
Item #	Non- Conformance	Date Corrected	Date Reinspected	Item #	Non- Conformance	Date Corrected	Date Reinspected	Item #	Non- Conformance	Date Corrected	Date Reinspected	Item #	Non- Conformance	Date Corrected	Date Reinspected
01A-2			-	08A-2				13A-2				19E-1	3,000,000		Manual and
01B-1				08B-2				13B-2				19F-1			
01C-1				08C-2				1002				19G-1			
01D-1				08D-2				14A-2				19H-2			-
01E-1				08E-2				14B-2				1011-2			
				09A-2				14C-2				20A-1			
02A-2				09B-2				14D-1				20B-1			
02B-1				09C-1				14E-1				20C-1			
02C-3				09D-1				15A-2				21A-3			
02D-1				09F-2				15B-1				22A-3			
02E-2				09G-2				15C-2				22B-3			
02F-3				10A-2				15D-2				22C-3			
02G-2				10B-2				15E-1				23A-1			
				10C-1				16A-2				23B-1			
03A-3				10D-1				16B-2				23C-1			
03B-1								16C-2				23D-2			
				11A-2				16D-2				24A-3			
04A-2				11B-1				17A-3			10	25A-1			
04B-2			The state of the s	11C-2				17B-2				25B-1			
04C-1				11D-2				17C-2				25C-1			
				11E-1				17D-2	25. 30.000	111-7-11					
05A-3								17E-1				26A-3			
05B-2				12A-1				17F-3					If any ad	ditional	
05C-2				12B-3				17G-1					on-confo		
				12C-2				17H-2				are o	bserved	, check i	tem
06A-1				12D-2			1	171-2				26A-3 a	nd list th		ection
06B-1				12E-1				17J-1					belo	w.	
06C-1				12F-1				17K-1							
06D-2				12G-1				17L-1							_
06E-3				12H-1				18A-2					lean	-4	
06F-1				121-1				18B-2				Th-	Inspe		
06G-1				12J-1				18C-2			210		inspecto		
06H-2				12K-1			- 1	18D-2			1		ous year'		
				12L-1				19A-3				previo	safety r		ille
07A-3				12M-1				19B-2					Salety I	•	
07B-2				12N-1				19C-1				Yes		No X	
07C-2				120-2				19D-1			W.				

	All schools complete Section 8 only if the	building has electrically-operated folding partitions.	
nitial Inspection: Fire Safety Inspector:	Name Kevin L. Herbst Date 08-21-2023	1294-7464B Registry #	(26E-4)
inal Inspection (if requi	red):		(202 1)
Fire Safety Inspector:	Name		
	Date	Registry #	(26F-4)

Part III: Public School Certifications

Section III-A. Fire Inspector							
to the best of their knowledge and belief, an ac	ling and the information in this Fire Safety Report represents, ccurate description of the building and conditions they aspection has maintained their certification requirements						
Name: Kevin L. Herbst Telephone #: (_516_)541-7805							
Title: CEO Certification # 1294-7464B							
Email: Kev6350@aol.com	(as designate en interpretate) New York State Code Official 1294-7464B						
Section III-B. Building Administrator or De	esignee						
inspection (whomever accompanied the in available any records and/or required doct	ormation of the person responsible for monitoring this aspector; provided access to all spaces; and made umentation requested by the inspector)						
and can confirm	the specific locations of any non-conformances						
(provide inspection date) identified within							
Name:	Telephone #: ()						
Title:	Email:						
	Signature						
Section III-C. School Superintendent							
I hereby submit this fire inspection report on be	ehalf of the Board of Education and certify that:						
 Public notice of report availability has been Any nonconformances noted as corrected of Sheet portion of this report were corrected in Wiolations which are not corrected immedia approved by the Commissioner. 	on the Public School Fire Safety Non-Conformance Report on the date indicated, and that						
Name: Nayne Haughton Title: Chief Development Off Email: Whaughtone academychaole	Telephone #: (516) 408 - 2200 HCCL Ex Signature						





Occupancy Certificate

Printed 08/31/2018

Fee: \$1,500.00

Dated: 8/31/2018

This certifies that the building hereafter described conforms to the requirements of the Town of Hempstead Building Zone Ordinance and the applicable Building Construction Code:

Section: 44

Block: F

Lot(s): 03600

Bldg\Unit:

Address: 100 CHARLES LINDBERGH BLVD Uniondale, NY 11553

Location: S/E/C CHARLES LINDBERGH BLVD & QUENTIN ROOSEVELT BLVD.

Project: CONSTRUCT INTERIOR ALTERATIONS TO EXISTING SPACE "ACADEMY CHARTER

SCHOOL"

Building Permit No: 201807927

Date: 06/08/2018

Size of Lot: IRRG

Zone: IND

Declared Cost: \$2,070,000.00

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

Address: 117 N FRANKLIN ST.

HEMPSTEAD, NY 11550

Cert/Occ Number:

201807927

Commissioner

John E. Rottkan





Occupancy Certificate

Printed 08/31/2018

Fee: \$1,500.00

Dated: 8/31/2018

This certifies that the building hereafter described conforms to the requirements of the Town of Hempstead Building Zone Ordinance and the applicable Building Construction Code:

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Zone: IND

Declared Cost: \$2,070,000.00

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

Address: 117 N FRANKLIN ST.

HEMPSTEAD, NY 11550

Cert/Occ Number:

201807927

Commissioner

John E. Rottkan



OFFICE OF FACILITIES PLANNING - FIRE SAFETY UNIT FIRE SAFETY UNIT ROOM 1060 EBA ALBANY, NEW YORK 12234

August 18, 2023

TO:
ACADEMY CHARTER SCHOOL-UNIONDALE
NICHOLAS STAPLETON
100 CHARLES LINDBERGH BLVD
UNIONDALE, NEW YORK 11553

FACILITY:

TACS UNIONDALE HIGH SCHOOL 100 CHARLES LINDBERGH BOULEVARD UNIONDALE, NEW YORK 11553

FIRE SAFETY NONCONFORMANCE CORRECTION FORM

The superintendent of schools (or designee) must indicate corrections of nonconformances or omissions below by entering the date corrected next to individual codes. These corrections must be entered into the online Fire Safety system by March 03, 2023.

CODE	DATE CORRECTED	DATE REINSPECTED
14E-1	_/_/	

I hereby certify that any non-	conformances or omissions noted as corrected on this form were
corrected as of the date indicate	ed.
Date:/	Superintendent of Schools:



CERTIFICATE OF OCCUPANCY

PARTIAL INSPECTION

**** TEMPORARY

VALID FOR FACILITY:

TACS UNIONDALE HIGH SCHOOL 100 CHARLES LINDBERGH BOULEVARD UNIONDALE, NEW YORK 11553

Building ID: 280202868001

Violations Exist: 14E-1

DISTRICT:

ACADEMY CHARTER SCHOOL-UNIONDALE NICHOLAS STAPLETON 100 CHARLES LINDBERGH BLVD UNIONDALE, NEW YORK 11553

Issuance Date: August 18, 2023

Effective Date: February 01, 2023

Expiration Date: March 03, 2023

Notes:1. Installation of smoke dampers through smoke partitions is taking place late August 2023 into mid September 2023.

OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED