

Application: The Academy Charter School - Hempstead

Keith Szczepanski - keithmszczepanski@gmail.com
2021-2022 Annual Report

Entry 1 School Info and Cover Page

Completed - Jul 29 2022

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2022)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

ACADEMY CHARTER SCHOOL 800000063985

a1. Popular School Name

TACS

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

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

d. DISTRICT / CSD OF LOCATION

HEMPSTEAD UFSD

e. DATE OF INITIAL CHARTER

2/2009

f. DATE FIRST OPENED FOR INSTRUCTION

9/2009

c. School Unionized

Is your charter school unionized?

No

h. SCHOOL WEB ADDRESS (URL)

<http://www.academycharterschool.org>

i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

1685

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

1851

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served

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

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

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2022-2023?

	Yes, 3 sites
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ACADEMY CHARTER SCHOOL 800000063985

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	117 North Franklin Hempstead NY, 11550	516-408-2200	Hempstead	K-2	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton	Chief Academic Officer	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
Operational Leader	Barrington Goldson	Chief Executive Officer	516-408-2200	516-902-7458	bgoldson@academycharterschool.org
Compliance Contact	Wayne Haughton	Chief Development Officer	516-408-2200	516-410-1586	whaughton@academycharterschool.org
Complaint Contact	Sandra O'Neil	Chief Peoples Officer	516-408-2200	516-902-7458	soneil@academycharterschool.org
DASA Coordinator	Lori Roopnarine	College Counselor	516-408-2200	631-682-0787	lroopnarine@academycharterschool.org
Phone Contact for After Hours Emergencies	Wayne Haughton	Chief Development Officer	516-408-2200	516-410-1586	whaughton@academycharterschool.org

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **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, 2022.**

Site 1 Certificate of Occupancy (COO)

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

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

Site 1 Fire Inspection Report

[117 N. Franklin St. \(1\).pdf](#)

Filename: 117 N. Franklin St. (1).pdf **Size:** 52.3 kB

TACS

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	127 North Franklin Hempstead NY, 11550	516-408-2200	Hempstead	9-12	No

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton	Chief Academic Officer	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
Operational Leader	Barrington Goldson	Chief Executive Officer	516-408-2200	516-902-7458	bgoldson@academycharterschool.org
Compliance Contact	Wayne Haughton	Chief Development Officer	516-408-2200	516-410-1586	whaughton@academycharterschool.org
Complaint Contact	Sandra O'Neil	Chief Peoples Officer	516-408-2200	516-902-7458	soneil@academycharterschool.org
DASA Coordinator	Lori Roopnarine	College Counselor	516-408-2200	631-682-0787	lroopnarine@academycharterschool.org
Phone Contact for After Hours Emergencies	Wayne Haughton	Chief Development Officer	516-408-2200	516-410-1586	whaughton@academycharterschool.org

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

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

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 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, 2022.

- Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.
- If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case

Site 1 Certificate of Occupancy (COO)

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

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

Site 2 Fire Inspection Report

[127 N. Franklin St \(2\).pdf](#)

Filename: 127 N. Franklin St (2).pdf **Size:** 52.3 kB

ACADEMY CHARTER SCHOOL 800000063985

School Site 3

m3. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	159 North Franklin Hempstead NY, 11550	516-408-2200	Hempstead	3-8	No

m3a. Please provide the contact information for Site 3.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton	Chief Academic Officer	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
Operational Leader	Barrington Goldson	Chief Executive Officer	516-408-2200	516-902-7458	bgoldson@academycharterschool.org
Compliance Contact	Wayne Haughton	Chief Development Officer	516-408-2200	516-410-1586	whaughton@academycharterschool.org
Complaint Contact	Sandra O'Neil	Chief Peoples Officer	516-408-2200	516-902-7458	soneil@academycharterschool.org
DASA Coordinator	Lori Roopnarine	College Counselor	516-408-2200	631-682-0787	lroopnarine@academycharterschool.org
Phone Contact for After Hours Emergencies	Wayne Haughton	Chief Development Officer	516-408-2200	516-410-1586	whaughton@academycharterschool.org

m3b. Is site 3 in public (co-located) space or in private space?

Private Space

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

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 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, 2022.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.**
- **If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case**

Site 1 Certificate of Occupancy (COO)

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

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

Site 3 Fire Inspection Report

[159 N Franklin St.pdf](#)

Filename: 159 N_ Franklin St.pdf **Size:** 484.6 kB

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?

Yes

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

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

Responses Selected:

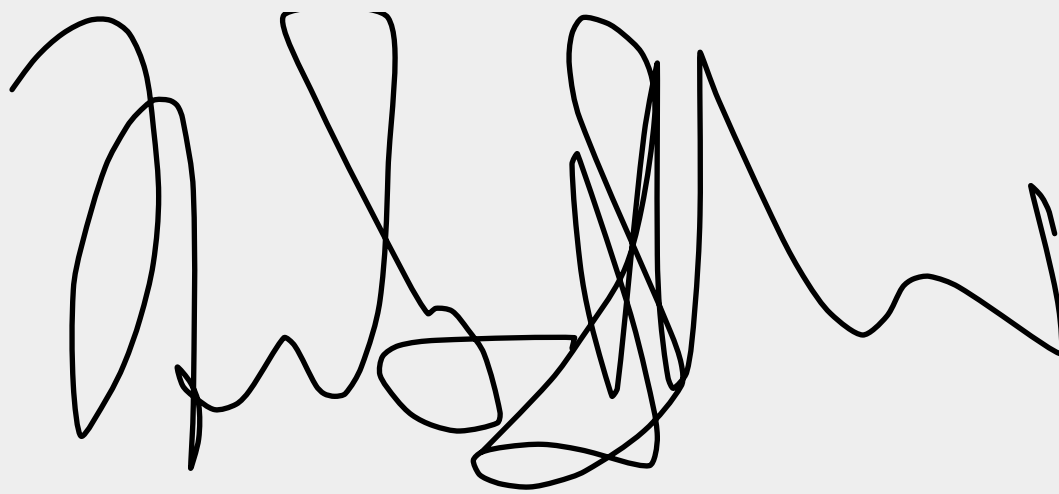
Yes

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

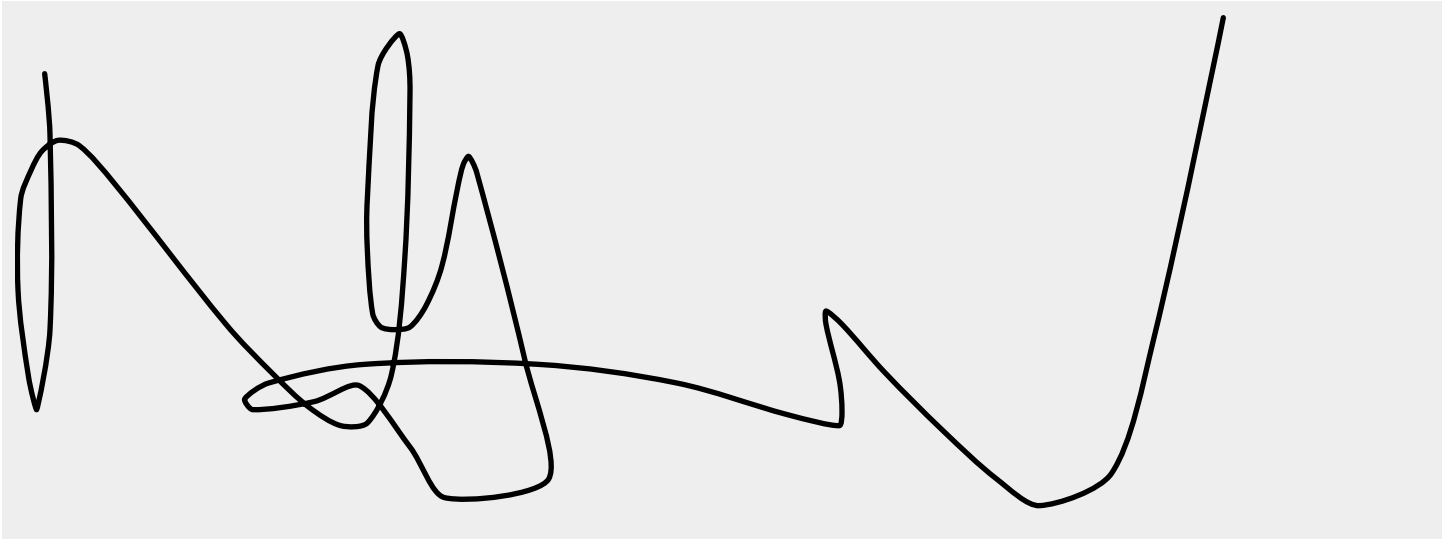
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, consisting of several large, overlapping loops and flourishes. It appears to be a single continuous stroke.

Signature, President of the Board of Trustees



Date

Jul 29 2022

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed - Nov 1 2022

Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

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

[2021-22-Accountability-Plan-Progress-Report-Template-K-12](#)

Filename: 2021-22-Accountability-Plan-Progre_f9QTJoP.pdf **Size:** 1.1 MB

Entry 4 - Audited Financial Statements

Completed - Nov 1 2022

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. 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 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

TACS - FS 2022 (Final)

Filename: TACS_-_FS_2022_Final.pdf **Size:** 934.1 kB

Entry 4a - Audited Financial Report Template (SUNY)

Completed - Nov 1 2022

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO.

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

TACS Hempstead - 2021-22-Audited-Financial-Statement-Template FINAL

Filename: TACS_Hempstead_-_2021-22-Audited-_tDOCnqu.xlsx **Size:** 176.6 kB

Entry 5 - Fiscal Year 2022-2023 Budget

Completed - Nov 1 2022

SUNY-authorized charter schools should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

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 Hempstead - 2022-23 Budget and Quarterly Report Template Revised](#)

Filename: TACS_Hempstead_-_2022-23_Budget_a_p8CuJ90.xlsx **Size:** 540.9 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 29 2022

Due on August 1, 2022, 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 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). 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 completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

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

[Disclosure of Financial Interest - Ball - 7-2022](#)

Filename: Disclosure_of_Financial_Interest_-_75gjah6.pdf **Size:** 606.1 kB

[Disclosure of Financial Interest - Beckles - 7-2022](#)

Filename: Disclosure_of_Financial_Interest_-_XAERq0M.pdf **Size:** 644.2 kB

[Disclosure of Financial Interest - Stewart - 7-2022](#)

Filename: Disclosure_of_Financial_Interest_-_faRjyQj.pdf **Size:** 639.1 kB

[Disclosure of Financial Interest - Graham - 7-2022](#)

Filename: Disclosure_of_Financial_Interest_-_wr7LUhK.pdf **Size:** 643.0 kB

[Disclosure of Financial Interest - James - 7-2022](#)

Filename: Disclosure_of_Financial_Interest_-_NYqC9s4.pdf **Size:** 641.6 kB

[Disclosure of Financial Interest - Harrison - 7-2022](#)

Filename: Disclosure_of_Financial_Interest_-_kHe6H60.pdf **Size:** 644.7 kB

[Disclosure of Financial Interest - Roberts - 7-2022](#)

Filename: Disclosure_of_Financial_Interest_-_B8SecFx.pdf Size: 643.3 kB

[Disclosure of Financial Interest - Burton - 7-2022](#)

Filename: Disclosure_of_Financial_Interest_-_EMpGzr8.pdf Size: 643.2 kB

[Disclosure of Financial Interest - West - 7-2022](#)

Filename: Disclosure_of_Financial_Interest_-_dPMj4Sy.pdf Size: 643.0 kB

Entry 7 BOT Membership Table

Completed - Jul 29 2022

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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

ACADEMY CHARTER SCHOOL 800000063985

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2021-2022 Board Member Information (Enter info for each BOT member)

Trustee Name	Trustee Email	Position on the	Commit tee	Voting Member	Number of Terms	Start Date of	End Date of	Board Meeting
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		Address	Board	Affiliations	Per By-Laws (Y/N)	Served	Current Term (MM/DD/YYYY)	Current Term (MM/DD/YYYY)	s Attended During 2021-2022
1	Dorothy Atkinson-Burton	dorothymburton@aol.com	Trustee/Member	Executive, People & Legal	Yes	2	07/12/2022	07/13/2024	8
2	Roger Ball	Ball@fordham.edu	Trustee/Member	Academics	No	1	07/12/2022	07/13/2024	7
3	Carol Beckles	almirabeckl@outlook.com	Secretary	Executive, People & Legal	Yes	1	09/01/2019	07/01/2022	8
4	Barrington Goldson	goldsonhenry158@aol.com	Other	Executive	No	3	02/01/2009	02/01/2025	12
5	Peter Goodman	pg@nygoodmanlaw.com	Trustee/Member	People & Legal	Yes	2	08/31/2020	09/01/2023	5 or less
6	Marie Graham	Atomfhs@hotmail.com	Trustee/Member	Academics, Finance	Yes	2	05/14/2021	05/14/2025	12
7	Claudette Harrison	cmharrison@yahoo.com	Trustee/Member	Academics, People & Legal	Yes	1	05/15/2018	07/01/2022	12
8	Dale James	dale.james@gmail.com	Treasurer	Executive, Finance	Yes	2	05/21/2021	05/15/2024	12
				Operati					

9	Roderic k Roberts	ramahlife@aol.com	Trustee/ Member	ons & Technol ogy, People & Legal	Yes	2	08/31/2 020	09/01/2 023	9
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1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
10	Stephen Rowley	srowley755@gmail.com	Trustee/Member	Finance, Operations & Technology	Yes	2	09/01/2019	09/01/2022	9
11	Robert Stewart	rtennison01@aol.com	Chair	Executive, Academics, Operations & Technology	Yes	2	09/01/2019	09/01/2022	12
12	Dawn West	Redawn226@aol.com	Vice Chair	Executive, People & Legal	Yes	1	08/31/2020	09/01/2023	10
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, 2022	11
b.Total Number of Members Added During 2021-2022	0
c. Total Number of Members who Departed during 2021-2022	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

3. Number of Board meetings held during 2021-2022

12

4. Number of Board meetings scheduled for 2022-2023

12

Total number of Voting Members on June 30, 2022:

11

Total number of Voting Members added during the 2021-2022 school year:

0

Total number of Voting Members who departed during the 2021-2022 school year:

1

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

13

Thank you.

Entry 9 Enrollment & Retention

Completed - Jul 29 2022

[Instructions for submitting Enrollment and Retention Efforts](#)

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 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 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
Economically Disadvantaged	The Academy School conducted several information sessions for parents who live in the Hempstead community every year between January and March. The information session focused on the school's success, programs and curriculum. The school engaged in continuous advertisement including television (News 12 Long Island), radio (K-Joy) and newspapers (Newsday, and HomeTown Shopper - Spanish and English), and distribution of flyers in various communities.	The Academy School conducted several information sessions for parents who live in the Hempstead community every year between January and March. The information session focused on the school's success, programs and curriculum. The school engaged in continuous advertisement including television (News 12 Long Island), radio (K-Joy) and newspapers (Newsday, and HomeTown Shopper - Spanish and English), and distribution of flyers in various communities.
English Language Learners	Advertising was targeted towards immigrant communities from Latin America and conducted in Spanish. The school provided a Stand Alone ESL program. All advertisement includes language of accepting ESL and ENL students.	Advertising will be targeted towards immigrant communities from Latin America and conducted in Spanish. The school will provide a Stand Alone ESL program. All advertisement will include language of accepting ESL and ENL students.
Students with Disabilities	The school served Students with Disabilities and provide programs and staffing to service students according to their IEPs. The school conducted outreach to all the Committees on Special Education of the various school districts from which it enroll students. All advertisement include language of accepting Students with Disabilities.	The school serves Students with Disabilities and provide programs and staffing to service students according to their IEPs. The school conducted outreach to all the Committees on Special Education of the various school districts from which it enroll students. All advertisement include language of accepting Students with Disabilities.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	The school does not have a problem recruiting poor students as demonstrated by the current free and reduced lunch population of 77% which is much high than the school district.	The school does not have a problem recruiting poor students as demonstrated by the current free and reduced lunch population. We will continue to have an open policy and promote the Academic Intervention services to including additional instruction to supplement the school day and school year calendar as follows: daily after school program (Mondays to Fridays form 4 - 6 p.m.), Saturday school program form 9:00 a.m. to 1:00 p.m.; Summer School (4-6 weeks in July and August), and tutoring during the winter and spring breaks.
English Language Learners	During the 2020-2021 school year, the school population of ESL students increase significantly in the early elementary grades (K-2). This is due to the change in the demographics in the Hempstead community to reflect a growing Hispanic immigrant population. Thus, for the next several years, we anticipate a natural growth in the ESL population. Moreover, the school has increased the number of certified ESL teachers and has improved its curriculum to reflect programs that increase language acquisitions skills in the elementary grades (K-12).	During the 2021-2022 school year, the school will increase the number of certified ESL teachers and continue to improve its curriculum to reflect programs that increase language acquisitions skills in the elementary grades (K-12).
	The school has two (2) full-time Director of Special Education;	The school has two (2) full-time

Students with Disabilities	this has increased the oversight to as follows: K-5 (elementary), and secondary (6-12). For the 2019-2020 school year, the school doubled the number of certified special education teachers and has increase the number of ICT classes in the elementary and middle school grades.	Director of Special Education; this has increased the oversight to as follows: K-5 (elementary), and secondary (6-12). For the 2021-2022 school year, the school will increase the number of ICT classes in the elementary and middle school grades to include one (1) ICT class by grade.
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Entry 10 - Teacher and Administrator Attrition

Completed - Jul 29 2022

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

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel 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] 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 automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

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

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

Attestation

Responses Selected:

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

Entry 13 School Calendar

Completed - Jul 29 2022

[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, 2022 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, 2022**.

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

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

only.

[Copy of The Academy Charter School 2022-2023 Calendar](#)

Filename: Copy_of_The_Academy_Charter_School_OkW1FRw.pdf Size: 189.7 kB

Entry 14 Links to Critical Documents on School Website

Completed - Jul 29 2022

Instructions

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

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: The Academy Charter School - Hempstead

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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

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

Thank you.



Optional Additional Documents to Upload (BOR)

Completed - Sep 15 2022

[2021-22-Accountability-Plan-Progress-Report-Template-K-12](#)

Filename: 2021-22-Accountability-Plan-Progre_M9YMsRw.pdf **Size:** 1.1 MB



**Academy Charter School -
Hempstead**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 12th, 2022

By Wayne Haughton

117 North Franklin Street
Hempstead, NY 11550

516-408-2200

LEARN, LEAD, SERVE

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Wayne Haughton, Executive Director prepared this 2021-22 Accountability Progress Report on behalf of the school's board of trustees:

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

Mr. Haughton has served as the Executive Director since 2012.

SCHOOL OVERVIEW

The Academy Charter School (“The Academy”) opened in the fall of 2009 with 165 students in grades K-2. The Academy has expanded to a K-12 institution serving 1,851 students in the 2021 - 2022. School year. Located in Hempstead, NY, a school district with approximately 81% free and reduced-price lunch, a growing percentage of English Language and Special Education learners, The Academy continues provide high quality learning experiences for its diverse community.

The Academy improves student academic achievement by focusing on the development of three important areas of children’s growth: mastering core academic subjects, promoting character development, and fostering a lifelong behavior of giving back to the community. With the advent of COVID-19, the Academy expanded the social-emotional program to meet the needs of students and staff.

Mission:

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

Vision:

The Academy Charter School (“The Academy”) will offer an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. The enriched –high-quality program encourages Academy scholars to exceed expectations, foster and appreciation for diversity in talents and artistic and creative potential. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. We will employ a committed staff whose teaching and high academic and behavioral expectations will promote the excellence we know our community’s children can achieve.

Key Design Elements:

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

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

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

Standard Based New York State Next Generation Learning Standards.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

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

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

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

The 2021-2022 school year saw the full return of in-person instruction for all students, although periodic interruptions continued due to the impacts of COVID-19. The Academy was fully committed to combatting these disruptions. Interventions included increased communication between the school and families, regular town hall meetings, and when necessary, home visits.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	100	109	110	104	109	78	82	79	87	117	109			1084
2018-19	222	107	103	108	108	108	87	82	84	144	104	104		1361
2019-20	148	230	118	119	119	121	125	122	114	169	142	95	94	1717
2020-21	152	152	230	125	125	123	122	122	125	108	179	123	92	1782
2021-22	150	150	155	236	129	131	132	123	123	122	124	158	118	1851

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 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2019-20	2016-17	2016	95	0	95
2020-21	2017-18	2017	94	0	94
2021-22	2018-19	2018	110	0	110

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	95	0	95

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2020-21	2017-18	2017	94	0	94
2021-22	2018-19	2018	110	0	110

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	95	0	95
2021-22	2017-18	2017	94	0	94

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

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12	22	5
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GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

All students at the school will graduate from high school

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

The Academy's 2020 and 2021 cohorts achieved the goal of 75% promotion, with the 2020 cohort 1.0 percentage point above the 75% goal. Most notably, the 2021 cohort exceeded the goal of 75% by 22.6 percentage points.

Percent of Students in First- and Second-Year Cohorts
Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	126	76.0%
2021	126	97.6%

ADDITIONAL EVIDENCE

During the 2021-2022 school year, students returned to in-person instruction, which has significantly improved teachers' ability to supply supervision throughout instruction and assure student accountability for learning. The percent promoted for the 2020 cohort held steady from the 2020-2021 school year even as the difficulty of scholar course work increased. The Academy welcomed

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

new students into the 2020 cohort, many of whom were under credited. Action plans were put into place to provide additional support through online credit recovery, after school tutoring and Saturday Academy. Additionally, the 2021 cohort percent promoted after the first year exceeded the same goal of the 2020 cohort by 21.2%. The Academy's commitment to provide academic support through after-school tutoring from teachers and peers, Saturday Academy, and intercession academies have helped scholars meet and exceed academic goals.

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 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 2022, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

The Academy achieved its goal of 75% of students achieving proficiency on at least three different New York State Regents exams required for graduation for the 2018 and 2019 cohorts. These cohorts exceeded this goal by 10.9 and 15.5-percentage points, respectively. The 2020 cohort did not meet this goal, with 69.8% of students passing at least three Regents exams, 5.2-percentage points short of the goal.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	110	85.9%
2019	2020-21	150	90.5%
2020	2021-22	126	69.8%

ADDITIONAL EVIDENCE

The 2020 cohort faced unprecedented challenges due to the continued impact of COVID. In their first year, many scholars did not take Regent's exams due to the virtual instruction, making the 21-22 school year the first time they took exams. While the 2020 cohort did not meet the stated goal

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

by earning at least a 65 on three exams, most scholars did earn Regent's credit towards graduation due to the Special Appeals.

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

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. This data reflects August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

The Academy Charter School – Hempstead has exceeded its four-year graduation goal for its first two graduating classes and continued to do so for a third year in a row. The 2016 and 2017 cohorts exceeded the goal by 23.9% and 17.6% respectively. The 2018 cohort exceeded the goal by 21.4%. By the end of its fifth year 100% of the 2016 cohort had graduated, exceeding the stated goal by 5%. By the end of its fifth year 98.9% of the 2017 cohort had graduated, exceeding the stated goal by 3.9%.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	95	94	98.9%
2017	2020-21	94	87	92.6%
2018	2021-22	110	106	96.4%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2015	2019-20	N/A	N/A	N/A
2016	2020-21	95	95	100%
2017	2021-22	94	93	98.9%

¹ The state's guidance for the multiple graduation pathways can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

ADDITIONAL EVIDENCE

While students returned to in-person instruction for the 2021-2022 school year, the impacts of COVID continued. To compensate for many of the challenges brought about by the pandemic 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.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

RESULTS AND EVALUATION

The Academy Charter School-Hempstead met this goal based upon available data for the 2016 and 2017 cohorts where it exceeded the Hempstead School District by 20.9% and 20.6% respectively.

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	95	94	98.9%	479	78%
2017	2020-21	94	87	92.6%	485	72%
2018	2021-22	110	106	96.4%	N/A	N/A

ADDITIONAL EVIDENCE

Based on the available data and the relatively consistent percent graduating in the 2018 cohort in comparison with the 2016 and 2017 cohorts, we anticipate that the 2018 cohort will exceed that of the Hempstead School District.

Goal 1: Absolute Measure

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

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.

RESULTS AND EVALUATION

The Academy's 2018 cohort pursuing an alternate graduation pathway exceeded the goal of a 75 percent graduation rate.

Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
Additional Social Studies Regents	0	0	0
Additional Math or Science Regents	21	21	100%
Overall	21	21	100%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	95	96.8%
2017	2020-21	94	100%
2018	2021-22	100	100%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy’s 2018 cohort achieved all, but one of the measures of this Accountability Plan goal. 75% of the scholars in the 2020 cohort did not score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the 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.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Met

ACTION PLAN

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

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 22-23 school year the Academy will increase the amount of co-teaching with Special Education teachers and Gen Ed teachers to provide all scholars with additional in-class support. The school has also shifted the organization of teachers so that special educators are departmentalized, and every core content area has a dedicated special education teacher.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

All students will be prepared to attend college.

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

Goal 2: Absolute Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

METHOD

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

For the 2021-2022 academic year, the Academy continued a partnership with Molloy College to offer college credit for courses provided to high school scholars on our campus. Courses were taught by instructors hired by the Academy and vetted and approved by Molloy College faculty. Participating scholars received 3 [or 4] credits (from Molloy College) for completion of the college course with a grade of C or higher. Scholars had the opportunity to participate in the following courses:

- ENG 1100 – College Composition (3 cr.): College Composition seeks to initiate a dialogue among students that leads them to hone skill development by moving beyond their own "personal" position: the readings and classroom discussions give the sense that they are entering an ongoing conversation of consequence. Students are therefore required to integrate the thoughts and words of other writers of the class texts, online databases, other print and media sources and oral exchange into their own essays using the appropriate citing mechanism. Both in relation to their own experience and to a text or set of texts, student writers will learn how to articulate and develop a sophisticated argument within a specific rhetorical situation.
- POL 1010 – American National Government (3 cr.): This course provides students with an overview of the American system of government which examines the impact of public opinions, group interests, and organizations on the institutions of American government. Particular attention is focused on issues which relate to the politics of public policy and the

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decision-making process. The nature of American democracy is examined and critically analyzed.

- ART 1020 – Drawing (3 cr.): Drawing is an introductory studio drawing course with emphasis on learning to see and developing basic drawing skills using various media by employing fundamental design and composition concepts. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. During the semester, students will explore different drawing techniques and media. Students will be encouraged to develop an expression of individual style. This is a hands-on art class in which you will be exposed to the basic principles of drawing. We will work from observation in order to translate three-dimensional objects and space onto a two-dimensional surface. Drawing is a way of seeing that should be developed in an increasingly personal way as the student works through the semester.

RESULTS AND EVALUATION

The 2018 cohort did not achieve its goal of having 75 percent of graduating students from the 2018 meet the college preparation indicator, 13.7-percentage points short of the goal.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Regents diploma with advanced designation	106	43	39.1%
Advanced Placement (“AP”) exam with a score of 3 or higher	46	22	47.8%
Passing a college level course offered at a college or university	45	42	93.3%
Achieving the college and career readiness benchmark on the SAT	106	24	22.6%
Overall	106	65	61.3%

ADDITIONAL EVIDENCE

For the 2018 cohort, scholars participated in virtual learning for up to a year and half. During this time there were limited opportunities to take AP exams and SAT's because they were optional. In 2020 there were no PSAT 10's so the SAT was the first standardized test students took since June 2019.

While the Academy fell short of meeting this goal for the 2021-2022 school year, we most notably increased student participation in AP, SAT, and college level courses. The percentage of scholars taking and passing college classes increased from 77.5% to 93.3%.

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

Goal 2: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 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.

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RESULTS AND EVALUATION

The Academy continued to exceed its goal of 75% of graduating students matriculating into a college or university in the year after graduation by 10.5 percentage points for the 2018 Cohort. The 2018 cohort was also larger than the previous two cohorts.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	95	76	80.0%
2017	2020-21	87	87	100%
2018	2021-22	110	94	85.5%

ADDITIONAL CONTEXT AND EVIDENCE

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

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

ACTION PLAN

To achieve this goal, the school will increase opportunities for students to participate in Advanced Placement and college level courses. 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

Goal 3: English Language Arts

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

BACKGROUND

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

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the *My View (K-5)*, *My Perspectives and Houghton Mifflin (6-8)*, and other standards-based supplementary texts from the *Rally Education, Literacy Footprints Guided Reading Program®*, and the *Heinemann Fountas and Pinnell® Assessment* systems. The *Teachers College Writers Workshop and Wilson’s Foundations (K-2)* complete the balanced literacy learning approach.

Students complete multiple learning experiences in which they are able to utilize their classroom, library, school library, and various media sources connected through various 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 ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students

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according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	228	0	0	0	9	237
4	125	0	0	0	4	129
5	128	0	0	0	2	130
6	128	0	0	0	1	129
7	124	0	0	0	0	124
8	126	0	0	0	0	126
All	859	0	0	0	16	875

RESULTS AND EVALUATION

In the 2021-22 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 16 percentage points. The Academy's Charter School's sixth grade exceeded the goal and the school's seventh grade was less than half a percentage point away from achieving the 75% proficiency goal.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53.0%	121/228	53.8%	199
4	38.4%	48/125	41.8%	110
5	46.9%	60/128	47.2%	108
6	75.0%	96/128	76.8%	112
7	73.4%	91/124	74.5%	106
8	65.9%	83/126	64.2%	109
All	58.1%	859	59.0%	744

ADDITIONAL EVIDENCE

Because the state English language arts exam was not administered in the 2019-20 school year and was administered on a limited basis in the 2020-21 school year, year-to-year trends are difficult to fully assess. However, the school's overall percentage of students achieving proficiency on the English language arts assessments in the 2021-22 school year was approximately ten percentage

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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points below the school’s overall percentages of students achieving proficiency on the 2017-18 and 2018-19 school years. This decline is in line with the learning loss attributed to COVID-19, which particularly affected the student populations that The Academy serves, economically disadvantaged, students of color. Despite the drop in the percentage of The Academy students achieving proficiency on the English language arts exam in the 2021-22 school year, their results on last year’s assessment exam was still 14 percentage points above the state-wide average of students achieving proficiency in the 2017-18 and 2018-19 school years, the last two assessments in which measurable data is available.

Goal 3: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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.

METHOD

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.³

RESULTS AND EVALUATION

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53.8	199	N/A	N/A
4	41.8%	110	N/A	N/A
5	47.2%	108	N/A	N/A
6	76.8%	112	N/A	N/A
7	74.5%	106	N/A	N/A
8	64.2%	109	N/A	N/A

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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All	59.0%	744	N/A	N/A
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ADDITIONAL EVIDENCE

Because the 2021-22 English language arts assessment results for the Hempstead School District are not available, and comparable data is not available for the school's current charter term due to COVID-19, historical analysis of this goal cannot be analyzed. However, on the two most recently administered English language arts assessment exams, The Academy had a higher percentage of students achieving proficiency than both the district and state-wide average.

Goal 3: Comparative Measure

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. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) 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 should attempt to answer the Institute's guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

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Schools that wish to report out on gap closing and absolute measures should refer to the Institute's [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

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

Grade	Median SGP	Number of Students
3	59	201
4	42	101
5	53	105
6	41	105
7	54.5	96
8	37.5	98
All	49.5	706

The school did not meet this measure for all students.

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

Grade	Median SGP	Number of Students
3	58	191
4	42.5	96
5	53	101
6	42	98
7	56.5	92
8	41	86
All	50	664

The school met this measure for all students.

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

Students with Disabilities			General Education Students		
Grade	Median SGP	Number of Students	Grade	Median SGP	Number of Students
3	58	191	3	80.5	10
4	42.5	96	4	24	5
5	53	101	5	75	4
6	42	98	6	33	7
7	56.5	92	7	26.5	4
8	41	86	8	28.5	12
ALL	50	664	ALL	42.5	42

The school did not meet this measure.

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

Grade	All Students		Enrolled in at least their 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	24.38%	201	24.49%	196
4	26.73%	101	27.27%	99
5	20.95%	105	22.00%	100
6	14.29%	105	14.42%	104
7	27.08%	96	27.66%	94
8	35.71%	98	36.08%	97
ALL	24.65%	706	25.07%	690

The school did not meet this measure.

ADDITIONAL CONTEXT AND EVIDENCE

Grade	Beginning of Year. - ELA	End of Year. - ELA	CHANGE
Kindergarten	26.3	39	12.7
1st Grade	45.7	47	1.3
2nd Grade	32.2	36.3	4.1
3rd Grade	34.2	39.8	5.6
4th Grade	41.1	42.5	1.4
5th Grade	40.8	42.3	1.5
6th Grade	39.7	38.1	-1.6
7th Grade	42.5	42.7	0.2
8th Grade	37.7	38.2	0.5

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. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. 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 ELA goal should report those results here.**

The administration of the *Renaissance* STAR assessment was challenging and the data may have limitations due to the interruption of proctoring caused by the protocols of the Covid-19 pandemic.

Goal 3: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS 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.

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

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

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 ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure
 Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The Academy Charter High School 2018 cohort did not meet this goal. 47.8% of the 2018 cohort achieved this indicator, which is 17.2% below the benchmark. 79.1% of the cohort was exempted with no score due in large part to extensive virtual instruction in their third year when most were schedule to take the English Language Arts Regents.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁴

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)
2016	2019-20	95	2	45	48.4%
2017	2020-21	94	74	15	75%
2018	2021-22	110	87	11	47.8%

ADDITIONAL EVIDENCE

Given the COVID-19 pandemic, the NYSED regents examination in English were not taken by all scholars. The 2018 cohort was scheduled to test in June 2021 and many students opted out due to their participation in remote instruction. The 2020 cohort percent achieving at least a level 4 was 26.3% higher than the previous cohort.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	142	0.0%	119	45.8%	110	47.8%

⁴ Based on the highest score for each student on the English Regents exam

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2019	169	0.0%	174	12.3%	150	34.2%
2020			113	0%	126	60.5%
2021					126	0%

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

The Academy Charter High School 2018 cohort did meet this goal. 20.9% of the 2018 cohort sat for the Regents English Common Core Exam by the completion of the fourth year in the cohort. 91.3% of those scholars who did sit for the Regents exams achieved at least a level three. 99.1% earned credit for the exam by passing or exemption.

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.

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)
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2016	2019-20	95	3	92	100%
2017	2020-21	94	74	20	100%
2018	2021-22	110	87	21	91.3%

ADDITIONAL EVIDENCE

72.0% of the 2019 cohort achieved at least a level 3 and are poised to meet the goal of 80% next year. 90.7% of the students in the 2020 cohort who took the exam earned at least a level 3.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	142	0.0%	119	85.7%	110	99.1%
2019	169	0.0%	174	22.4%	158	72.0%
2020			113	0.0%	129	30.2%
2021					128	0%

Goal 3: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2021-22.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The Academy Charter High School 2018 cohort who were not proficient in 8th grade did not meet this goal.

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)
2016	2019-20	20	0	5	26.3%
2017	2020-21	36	33	1	33.3%
2018	2021-22	35	2	7	21.2%

ADDITIONAL EVIDENCE

Goal 3: Growth Measure

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

METHOD

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

In their fourth year, 100% of the students in the 2017 cohort who sat for the Regents English common core exam and were not proficient in 8th grade achieved at least a level 3. This exceeded the goal by 25%. Due to the cancellation of multiple Regents examination administrations, 3 of the 36 scholars in the 2017 cohort who were not proficient in 8th grade, sat for the Regents English common core exam.

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)
2016	2019-20	20	0	14	70%
2017	2020-21	36	33	3	100%
2018	2021-22	34	34	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

The Regents English common core exam for the 2020-2021 academic year was solely offered in June 2020 by the NYSED. Due to the COVID-19 pandemic, participation in the Regents examination administration periods for the June 2021 period.

ELA Goal: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
<p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The Academy has achieved all but one measure of this Accountability Plan goal. The school did not achieve the goal that At least 50% of the 2017 cohort who were not proficient in 8th grade did not meet or exceed Common Core expectations.

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

ACTION PLAN

The school will continue to support struggling students by providing academic services in English Language Arts. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school hired additional special education and ESL staff to target instruction for these two subgroups. In 2022-2023, the school will contract with specialized consultants to provide additional training to teachers and leaders in English, ESL and special education. Network leaders are engaging in Data Wise training to improve the overall use of data at the Academy. Additionally, the school has increased the amount of co-teaching available to students. 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.

GOAL 4: MATHEMATICS

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

The school will continue to use the curriculum outlined in the charter. Teachers at the K-8 grade levels plan and implement learning experiences aligned with the Next Generation State Standards. Teachers utilize the Pearson, *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 *Pearson* curriculum is being utilized for instruction.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 4: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	229	0	0	0	8	237
4	126	0	0	0	3	129
5	128	0	0	0	2	130
6	129	0	0	0	0	129
7	58	0	0	0	0	123
8	125	0	0	0	0	125
All	795	0	0	0	13	873

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e., the overall percent of students *in at least their second year* achieving at proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, 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.

In the 2021-22 school year, The Academy Charter School students did not meet the overall 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 19.8 percentage points. The school's third and eighth grades come the closest to achieving the 75% proficiency goal, with both grades missing the goal by a little over 11 percentage points.

Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	63.3%	145/229	63.8%	199
4	42.9%	54/126	44.2%	113
5	43.0%	55/128	43.5%	108
6	56.6%	73/129	60.2%	113
7	47.2%	58/123	48.6%	105
8	64.8%	81/125	63.9%	108
All	58.6%	795	55.2%	746

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period⁶. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. Additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program

Because the state mathematics exam was not administered in the 2019-20 school year and was administered on a limited basis in the 2020-21 school year, year-to-year trends are difficult to fully assess. However, the school’s overall percentage of students achieving proficiency on the mathematics assessments in the 2021-22 school year was approximately 13 and 15 percentage points below the school’s overall percentages of students achieving proficiency on the 2017-18 and 2018-19 school years. This decline is in line with the learning loss attributed to COVID-19, which particularly affected the student populations that The Academy serves, economically disadvantaged, students of color. Despite the drop in the percentage of The Academy students achieving proficiency on the mathematics exam in the 2021-22 school year, their results on last year’s assessment exam was still ten and eight percentage points above the state-wide average of students achieving proficiency in the 2017-18 and 2018-19 school years, the last two assessments in which measurable data is available.

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	N/A
8	2018-19	N/A	N/A	N/A
8	2021-22	Algebra I	100%	22

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. **Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results above.**

Due to Covid-19 there was no science state assessment for the years 2019-2020 and 2020-2021

Goal 4: Absolute Measure

⁶ A school’s Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter, the Accountability Period includes the first year of operation through the fourth year of the charter term.

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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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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.

METHOD

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

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table that directly addresses the measure, e.g., the aggregate charter school performance compared to the aggregate district performance in the same tested grades. Narrative explicitly stating whether or not the school met the measure, i.e., whether the charter school fell short of, equaled or exceed the aggregate district performance and by how much. In addition, the evaluation may also include a discussion of specific grade levels’ comparative performance.

Comparative Goal 1 cannot be measured at this time because the district’s 2021-22 mathematics assessment results are not available.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	63.8%	199	N/A	N/A
4	44.2%	113	N/A	N/A
5	43.5%	108	N/A	N/A
6	60.2%	113	N/A	N/A
7	48.6%	105	N/A	N/A
8	63.9%	108	N/A	N/A
All	55.2%	746	N/A	N/A

⁷ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

Because the 2021-22 mathematics assessment results for the Hempstead School District are not currently available, and comparable data is not available for the school's current charter term due to COVID-19, historical analysis of this goal cannot be analyzed. However, in the previous charter term, The Academy enrolled a higher percentage of students achieving proficiency on the state mathematics exam in the two most recently administered exams, in the 2017-18 and 2018-19 school years compared to Hempstead School District and state-wide averages.

Goal 4: Comparative Measure

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. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) 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 should attempt to answer the Institute's guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For

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example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

Schools that wish to report out on gap closing and absolute measures should refer to the Institute's [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

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

Grade	Median SGP	Number of Students
3	202	68.5
4	99	61
5	105	65
6	103	79
7	93	84
8	101	76
All	703	71

The school met this measure for all students.

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

Grade	Median SGP	Number of Students
3	64	117
4	51.5	42
5	61	43
6	78.5	28
7	83	25
8	75.5	44
All	65	299

The school met this measure for all students.

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

Students with Disabilities			General Education Students		
Grade	Median SGP	Number of Students	Grade	Median SGP	Number of Students
3	69	191	3	54	11
4	61.5	94	4	46	5
5	65	101	5	55	4
6	79	96	6	84	7
7	85	89	7	40.5	4
8	77	89	8	50	12
ALL	72	660	ALL	57	43

The school did not meet this measure.

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

Grade	All Students		Enrolled in at least their 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55.94%	202	57.14%	196
4	59.60%	99	60.20%	98
5	54.29%	105	57.58%	99
6	67.96%	103	68.63%	102
7	80.65%	93	82.42%	91
8	64.36%	101	64.36%	101
ALL	62.45%	703	63.76%	687

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The school did not meet this measure.

ADDITIONAL CONTEXT AND EVIDENCE

Grade	Beginning of Year. - MATH	End of Year MATH	CHANGE
Kindergarten	N/A	N/A	N/A
1st Grade	50.2	47.2	-3
2nd Grade	34.2	36.3	2.1
3rd Grade	39.8	47	7.2
4th Grade	42.9	51.9	9
5th Grade	45.2	51.7	6.5
6th Grade	48.4	56.5	8.1
7th Grade	54.2	63.6	9.4
8th Grade	53.6	60.1	6.5

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. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. 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 Mathematics goal should report those results here.**

The administration of the *Renaissance* STAR assessment was challenging, and the data may have limitations due to the interruption of proctoring caused by the protocols of the Covid-19 pandemic.

Goal 4: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY/MIDDLE 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.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics 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 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.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

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

The school will continue to support struggling students by providing academic services in Mathematics. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2022-23 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

During the 2022-23 school year the school will continue the implementation of the New Next Generation Standards.

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 MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

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RESULTS AND EVALUATION

The Academy did not meet its goal of 65% of students scoring at or above a performance level 4. 41.3% of students in the 2018 cohort scored at or above a performance level 4 on a Regents Mathematics Common Core Exam, falling short of the goal by 23.7%. While the cohort did not meet the stated goal, there was a notable increase in the number of students scoring at a level 4 from the previous two cohorts.

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)
2016	2019-20	95	5	27	30.0%
2017	2020-21	94	67	20	74.1%
2018	2021-22	110	6	43	41.3%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	142	40.1%	119	38.4%	110	41.3%
2019	169	18.9%	174	28.5%	150	32.0%
2020			113	2.9%	126	5.0%
2021					126	18.2%

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were

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exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

The Academy exceeded its goal of 80% of students scoring at or above a performance level 3 by 20%. 2018 cohort matched the previous two cohorts' performance. The school provided additional opportunities for targeted academic support in mathematics after school, on Saturdays, during mid-Winter recess, Spring recess, and during our six-week summer school program.

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)
2016	2019-20	95	5	90	100.0%
2017	2020-21	94	0	94	100.0%
2018	2021-22	110	10	100	100.0%

ADDITIONAL EVIDENCE

The 2019 and 2020 cohorts have already exceeded the goal of 80% of students scoring at or above a performance level 3 by 20% and 12.0% respectively. Additionally, 63.5% of the 2021 cohort has already achieved a level 3, so the Academy is on its way to meeting this goal again.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	142	88.7%	119	100.0%	110	100.0%
2019	169	26.0%	174	96.6%	150	100.0%
2020			113	70.8%	126	92.0%
2021					126	63.5%

Goal 4: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The 2018 cohort did not meet this goal by 25% respectively. The 2018 cohort performance improved 16% over the previous cohort. During the 2020-21 school year, many students participated solely in virtual instruction, which had significantly limited the teachers’ ability to provide supervision throughout instruction and assure student accountability for learning. In combination with virtual instruction during the 2019-2020 school year, there were lasting impacts to students learning. To compensate for many of the challenges brought about by virtual instruction, the school offered academic support opportunities in mathematics, English Language Arts, science, and social studies after school, on Saturdays, during mid-Winter and Spring recess.

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	Number Exempted with No Valid Score	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2016	2019-20	20	3	2	11.8%
2017	2020-21	44	0	4	9.0%
2018	2021-22	29	25	1	25.0%

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The Academy met its goal of 75% of students who were not proficient in 8th grade scoring at or above a performance level 3. The school provided additional opportunities for targeted academic support in mathematics after school, on Saturdays, during mid-Winter recess, Spring recess, and during our six-week summer school program.

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

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)
2016	2019-20	20	3	17	100.0%
2017	2020-21	44	0	44	100.0%
2018	2021-22	29	25	3	75.0%

ADDITIONAL CONTEXT AND EVIDENCE

⁸ Based on the highest score for each student on the mathematics Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Goal: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy has achieved two of the four applicable measures of this Accountability Plan goal. The school did not achieve the following goals: 1) 65% of students achieving at least a performance level 4 on a Regents mathematics exam and, 2) At least 50% of the 2018 cohort who were not proficient in 8th grade did not meet or exceed Common Core expectations.

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
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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. Additional special education and ESL staff were hired for the 21-22 school year to target instruction for these two subgroups.

For the 2022-2023 school year, the school will employ content expert consultants to provide additional training to teachers and department chairs on curriculum and pedagogy. The school has adopted the IXL platform for systematic progress monitoring of standards mastery. Special education teachers have been reorganized to be included in each department and there will be increased co-teaching and smaller classes.

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

GOAL 5: SCIENCE

Goal 5: Science

Write the school's Accountability Plan science goal here.

BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school in Kindergarten – 12th grades. Provide a summary of the changes to the school's modality for science instruction throughout the year including any important changes to the science program or staff during the 2021-22 school year.

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

The school will continue to use most of the curriculum outlined in the charter. The school will continue to use most of the curriculum outlined in the charter. Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the SAVVAS *Elevate* Science program in middle and elementary grades. In high school, the *Pearson* curriculum is being utilized for Living Environment instruction, and *Perfection Learning* for Earth Science.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e., the overall percent of students *in at least their second year* achieving proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, 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.

The overall percentage of The Academy students and the school's 4th and 8th grade achieved the absolute measure of at least 75% of students achieving proficiency on the state science examination. The school's eighth grade missed the goal by 9.3 percentage points.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	85.3%	109
8	65.7%	105
All	75.7%	214

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	N/A
8	2018-19	N/A	N/A	N/A

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

8	2021-22	Living Environment	100%	24
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Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. **Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results above.**

Due to Covid-19 there was no science state assessment for the years 2019-2020 and 2020-2021

Goal 5: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

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.**

Science Goal: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
<p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

The school resumed in-person lab instruction for the 2022-23 school year. 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*.

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 SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The Academy's 2018 cohort exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents science exam by the completion of their fourth year in the cohort by 24%.

Science Regents Passing Rate with a Score of 65

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort⁹

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	19	80	84.2%
2017	2020-21	94	35	79	84.0%
2018	2021-22	110	90	109	99.0%

ADDITIONAL EVIDENCE

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

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

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

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

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 high school science goal should report those results here.**

⁹ Based on the highest score for each student on any science Regents exam

Science Goal: Additional Measure

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

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The Academy has exceeded the High School Science Goal.

ACTION PLAN

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

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

98.8% of the students in the 2018 cohort with a valid score passed the US History Regents. This is a 9.6% increase from the previous 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 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	2	71	76.3%
2017	2020-21	94	1	83	89.2%
2018	2021-22	110	29	80	98.8%

EVALUATION

The Academy's 2016 and 2017 cohorts exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents US History exam by the completion of their fourth year in the cohort by 1.3% and 14.2% respectively. The 2018 cohort continued this trend, exceeding the stated goal by 23.8%.

ADDITIONAL EVIDENCE

As shown by data in the chart below, students through the 2019 cohort are already exceeding the goal of 75 percent of students scoring at least 65 on the New York State Regents US History exam by the completion of their fourth year in the cohort. Thus, the school has already met this measure's target for the next academic year. The Academy has not administered the U.S. History Regents to the 2020 cohort. The scholars in the 2020 cohort who have received a grade of at least 65% did so prior to beginning the first year of the 2020 cohort in high school.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	142	88.7%	119	94.1%	110	100%
2019	169	18.9%	174	90.2%	150	99.3%
2020			113	13.3%	126	15.1%
2021					126	5.6%

Goal 6: Comparative Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2021-22.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

86.3% and 66.7% for the 2016 and 2017 cohorts passed the Global History Regents respectively.

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 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	0	82	86.3%
2017	2020-21	94	91	2	66.7%
2018	2021-22	110	109	0	0%

EVALUATION

The New York State Regents Global History exam was not administered in the 2019 school year when the 2018 cohort was scheduled to test.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	142	0.0%	119	86.6%	110	99.1%
2019	169	0.0%	174	4.6%	150	45.3%
2020			113	0.0%	126	65.0%
2021					126	0%

Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

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 high school social studies goal should report those results here.**

Social Studies Goal: Additional Measure

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

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

The Academy met the social studies goal for Global History.

ACTION PLAN

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

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The Academy Charter School – Hempstead was in Good Standing during all 3 years.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

THE ACADEMY CHARTER SCHOOL

Financial Statements and Single Audit

For the years ended June 30, 2022 and 2021

THE ACADEMY CHARTER SCHOOL

Financial Statements

June 30, 2022 and 2021

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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, 2022 and 2021, 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, 2022 and 2021, 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.

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 audit was 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, 2022 on our consideration of TACS’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of TACS’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering TACS’s internal control over financial reporting and compliance.

NChing LLP

New York, New York
October 31, 2022



THE ACADEMY CHARTER SCHOOL

Statements of Financial Position

As of June 30,

	<u>2022</u>	<u>2021</u>
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 9,844,337	\$ 9,822,477
Restricted cash and escrow reserves - bond principal and interest - Note 4	2,259,563	1,611,034
Accounts and grants receivable - net	1,304,244	1,248,677
Grants receivable - government agencies	3,246,936	656,675
Due from affiliate - current portion - Note 10	250,209	-
Prepaid expenses	37,334	48,110
	<hr/>	<hr/>
Total current assets	16,942,623	13,386,973
Property and equipment, net - Note 5	117,277,032	106,898,072
Other assets		
Restricted cash and escrow reserves - Note 4	38,857,171	55,725,853
Due from affiliate - long-term portion - Note 10	2,911,728	-
Security deposits	124,657	72,090
	<hr/>	<hr/>
Total assets	<u>\$ 176,113,211</u>	<u>\$ 176,082,988</u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts payable and accrued expenses	\$ 2,176,686	\$ 4,208,002
Accrued salaries and other payroll-related expenses - Note 12	5,271,537	3,434,749
Accrued interest payable	1,938,943	1,971,937
Bonds payable - current portion - Note 6	1,590,000	1,495,000
Line of credit - Note 8	2,500,000	-
Deferred revenue	-	60,355
	<hr/>	<hr/>
Total current liabilities	13,477,166	11,170,043
Bonds payable (long-term portion; net of unamortized deferred financing costs of \$5,097,024 in 2022 and \$5,286,385 in 2021) - Note 6	155,502,704	156,903,343
	<hr/>	<hr/>
Total liabilities	168,979,870	168,073,386
Net assets without donor restrictions		
Undesignated	6,949,649	7,826,421
Reserve - contingency	183,692	183,181
	<hr/>	<hr/>
Total net assets without donor restrictions	7,133,341	8,009,602
	<hr/>	<hr/>
Total liabilities and net assets	<u>\$ 176,113,211</u>	<u>\$ 176,082,988</u>

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

THE ACADEMY CHARTER SCHOOL**Statements of Activities**

For the years ended June 30,

	<u>2022</u>	<u>2021</u>
<u>Operating revenue and other support</u>		
Public school districts		
General education	\$ 58,153,626	\$ 44,096,873
Special education	929,042	714,817
	<u>59,082,668</u>	<u>44,811,690</u>
Grants, contracts and other support		
Federal and state grants	7,248,237	7,226,544
Contributions and private grants	433,376	2,087,972
Interest and other income	824,850	227,454
	<u>67,589,131</u>	<u>54,353,660</u>
<u>Expenses</u>		
Program expenses		
Regular education	49,363,050	37,038,585
Food service	3,893,313	2,295,703
Special education	1,524,916	2,011,949
	<u>54,781,279</u>	<u>41,346,237</u>
Supporting services		
Management and general	13,684,113	9,620,043
	<u>68,465,392</u>	<u>50,966,280</u>
Change in net assets	(876,261)	3,387,380
Net assets without donor restrictions - beginning of year	8,009,602	4,622,222
	<u>\$ 7,133,341</u>	<u>\$ 8,009,602</u>

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

THE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses
For the year ended June 30, 2022

	Program expenses				Supporting services	Total program and supporting services
	Regular education	Special education	Food service	Total programs	Management & general	
Salaries						
Administrative staff personnel	\$ 3,238,046	\$ 297,352	\$ -	\$ 3,535,398	\$ 3,231,053	\$ 6,766,451
Instructional personnel	21,444,653	473,529	-	21,918,182	-	21,918,182
Noninstructional personnel	269,303	-	926,711	1,196,014	4,794,620	5,990,634
Total salaries	<u>24,952,002</u>	<u>770,881</u>	<u>926,711</u>	<u>26,649,594</u>	<u>8,025,673</u>	<u>34,675,267</u>
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	<u>24,411,048</u>	<u>754,035</u>	<u>2,966,602</u>	<u>28,131,685</u>	<u>5,658,440</u>	<u>33,790,125</u>
Total expenses	<u>\$ 49,363,050</u>	<u>\$ 1,524,916</u>	<u>\$ 3,893,313</u>	<u>\$ 54,781,279</u>	<u>\$ 13,684,113</u>	<u>\$ 68,465,392</u>

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

THE ACADEMY CHARTER SCHOOL

Statement of Functional Expenses

For the year ended June 30, 2021

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

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

THE ACADEMY CHARTER SCHOOL

Statements of Cash Flows

June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Cash flows from operating activities		
Change in net assets	\$ (876,261)	\$ 3,387,380
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	4,631,970	3,324,927
Amortization of debt issuance costs	189,362	1,400,643
Forgiveness of debt	-	(4,849,550)
Changes in operating assets and liabilities		
Accounts and grants receivable	(55,567)	87,716
Grants receivable - government agencies	(2,590,261)	(20,991)
Due from affiliates	(3,161,937)	-
Security deposits	(52,567)	120,000
Prepaid expenses	10,776	(45,643)
Accounts payable and accrued expenses	(2,031,317)	2,657,115
Accrued salaries and other payroll-related expenses	1,836,788	1,027,338
Accrued interest payable	(32,994)	(399,777)
Deferred revenue	(60,355)	(14,326)
Net cash (used in)/provided by operating activities	<u>(2,192,363)</u>	<u>6,674,832</u>
Cash flows used in investing activities		
Acquisition of property, plant and equipment	<u>(15,010,930)</u>	<u>(35,854,665)</u>
Net cash used in investing activities	<u>(15,010,930)</u>	<u>(35,854,665)</u>
Cash flows from financing activities		
Payments on bonds payable	(1,495,000)	(1,225,000)
Refunded bonds	-	(21,975,000)
Proceeds from bonds issuance	-	102,098,557
Draws on line of credit	5,200,000	-
Payments on line of credit	(2,700,000)	-
Repayments of loans	-	(2,000,000)
Net cash provided by financing activities	<u>1,005,000</u>	<u>76,898,557</u>
Net (decrease)/increase in cash, cash equivalents, and restricted cash	(16,198,293)	47,718,724
Cash, cash equivalents, and restricted cash - beginning of year	<u>67,159,364</u>	<u>19,440,640</u>
Cash, cash equivalents, and restricted cash - end of year	<u>\$ 50,961,071</u>	<u>\$ 67,159,364</u>
Supplemental cash flow disclosures		
Interest paid	<u>\$ 5,294,209</u>	<u>\$ 6,880,610</u>
Interest capitalized	<u>\$ 2,086,360</u>	<u>\$ 2,240,268</u>
Reconciliation of cash, cash equivalents and restricted cash balances:		
Cash and cash equivalents	\$ 9,844,337	\$ 9,822,477
Restricted cash and escrow reserves:		
Bond principal reserves	901,333	374,153
Bond interest reserves	1,358,230	1,236,881
Restricted cash - held by trustee	23,396,830	37,836,301
Debt service reserve fund	12,191,419	12,177,107
Capitalized interest reserve	2,784,887	5,229,230
Repairs and replacements	300,343	300,034
Restricted cash - contingency	183,692	183,181
Total restricted cash and escrow reserves	<u>41,116,734</u>	<u>57,336,887</u>
Total cash, cash equivalents and restricted cash	<u>\$ 50,961,071</u>	<u>\$ 67,159,364</u>

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

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2022 and 2021

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. 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.

Reclassifications. Certain accounts in the prior year financial statements have been reclassified for comparative purposes to conform with the presentation in the current year financials. These reclassifications have no effect on the changes in net assets.

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

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

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

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2022 and 2021

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, 2022 and 2021 are \$291,981 and \$388,323, respectively.

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

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

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

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2022 and 2021

Note 2 Summary of significant accounting policies – (continued)

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

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

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

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

<u>Expense</u>	<u>Method of allocation</u>
Salaries and employee benefits	Direct allocation; then time and effort
Legal and professional fees	Direct allocation; then time and effort
Repairs and maintenance	Time and effort

Debt issuance costs. Debt issuance costs, net of accumulated amortization, are reported as a direct deduction from the face amount of the bonds payable to which such costs relate. Amortization of debt issuance costs is reported as a component of interest expense and is computed using a straight-line method over the term of the related debt. Accounting principles generally accepted in the United States of America require that the effective yield method be used to amortize financing costs; however, the effect of using the straight-line method is not materially different from the results that would have been obtained under the effective yield method. Amortization expenses for the years ended June 30, 2022 and 2021 was \$189,362 and \$1,400,643, respectively. During the year ended June 30, 2021, unamortized debt issuance costs in the amount of \$1,239,250 were written off as a result of the related debt extinguishment as described in Note 6.

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2022 and 2021

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, 2022, 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, 2019 and subsequent remain subject to examination by the taxing authorities.

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

New accounting pronouncements. In February 2016, FASB issued ASU 2016-02, *Leases* (topic 842). The ASU which becomes effective for the fiscal year ending June 30, 2023, requires the full obligation of long-term leases to be recorded as a liability with a corresponding “right to use asset” on the statement of financial position.

TACS is in the process of evaluating the impact the standard will have on the future financial statements.

Note 3 Liquidity and availability

At June 30, 2022 and 2021, 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:

	<u>2022</u>	<u>2021</u>
Cash and cash equivalents	\$ 9,844,337	\$ 9,822,477
Accounts and grants receivable – net	1,304,244	1,248,677
Due from government agencies	3,246,936	656,675
Due from affiliate – current portion	<u>250,209</u>	<u>-</u>
Total financial assets available for general expenditures within one year	<u>\$ 14,645,726</u>	<u>\$ 11,727,829</u>

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

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2022 and 2021

Note 4 Restricted cash and escrow reserves

Restricted cash and escrow reserve accounts as of June 30, 2022 and 2021 were as follows:

	2022		Total
	The Academy - Hempstead	The Academy - Uniondale	
Restricted cash and escrow reserves			
Bond principal reserve	\$ 822,503	\$ 78,830	\$ 901,333
Bond interest reserve	1,002,392	355,838	1,358,230
Total bond principal and interest reserve	1,824,895	434,668	2,259,563
Other restricted cash and escrow reserves:			
Restricted cash – held by trustee	213,601	23,183,229	23,396,830
Debt Service reserve fund	7,415,821	4,775,598	12,191,419
Capitalized interest reserve	220	2,784,667	2,784,887
Repairs and replacement	200,229	100,114	300,343
Restricted cash – contingency	81,140	102,552	183,692
	<u>7,911,011</u>	<u>30,946,160</u>	<u>38,857,171</u>
Total restricted cash and escrow reserves	<u>\$ 9,735,906</u>	<u>\$ 31,380,828</u>	<u>\$ 41,116,734</u>
	2021		
	The Academy - Hempstead	The Academy - Uniondale	Total
Restricted cash and escrow reserves			
Bond principal reserve	\$ 300,401	\$ 73,752	\$ 374,153
Bond interest reserve	876,078	360,803	1,236,881
Total bond principal and interest reserve	1,176,479	434,555	1,611,034
Other restricted cash and escrow reserves:			
Restricted cash – held by trustee	2,827,634	35,008,667	37,836,301
Debt Service reserve fund	7,407,115	4,769,992	12,177,107
Capitalized interest reserve	1,033,326	4,195,904	5,229,230
Repairs and replacement	200,023	100,011	300,034
Restricted cash – contingency	81,059	102,122	183,181
	<u>11,549,157</u>	<u>44,176,696</u>	<u>55,725,853</u>
Total restricted cash and escrow reserves	<u>\$ 12,725,636</u>	<u>\$ 44,611,251</u>	<u>\$ 57,336,887</u>

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2022 and 2021

Note 5 Property and equipment

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

	2022		Total
	The Academy - Hempstead	The Academy - Uniondale	
Land	\$ 790,000	\$ -	\$ 790,000
Building	64,250,655	31,062,538	95,313,193
Building improvements	4,920,145	2,017,257	6,937,402
Furniture and fixtures	3,401,221	1,769,471	5,170,692
Machinery and equipment	5,000	577,073	582,073
Educational equipment	474,425	27,807	502,232
Computer and office equipment	5,672,300	3,177,142	8,849,442
Construction in progress	-	16,967,870	16,967,870
Total property and equipment	79,513,746	55,599,158	135,112,904
Less: accumulated depreciation	(14,354,264)	(3,481,608)	(17,835,872)
Property and equipment, net	<u>\$ 65,159,482</u>	<u>\$ 52,117,550</u>	<u>\$ 117,277,032</u>
	2021		
	The Academy - Hempstead	The Academy - Uniondale	Total
Land	\$ 790,000	\$ -	\$ 790,000
Building	53,872,158	16,313,429	70,185,587
Building improvements	4,256,074	1,385,837	5,641,911
Furniture and fixtures	2,316,671	325,933	2,642,604
Machinery and equipment	5,000	74,035	79,035
Educational equipment	400,992	-	400,992
Computer and office equipment	4,555,481	1,344,890	5,900,371
Construction in progress	11,143,653	23,317,821	34,461,474
Total property and equipment	77,340,029	42,761,945	120,101,974
Less: accumulated depreciation	(11,578,751)	(1,625,151)	(13,203,902)
Property and equipment, net	<u>\$ 65,761,278</u>	<u>\$ 41,136,794</u>	<u>\$ 106,898,072</u>

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2022 and 2021

Note 6 Bonds payable

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

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

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

On June 26, 2018, The Town of Hempstead Local Development Corporation provided financing through the issuance of \$19,520,000 in Tax-Exempt Education Revenue Bonds (the “Series 2018A Bonds”), bearing interest from 6.47% to 7.24% per annum, with principal due at varying amounts annually through maturity on February 1, 2048, as well as \$1,945,000 in Taxable Education Revenue Bonds (the “Series 2018B Bonds”), bearing interest 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.

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2022 and 2021

Note 6 Bonds payable – (continued)

On July 1, 2020, The Town of Hempstead Local Development Corporation provided financing through the issuance of \$35,860,000 in Tax-Exempt Education Revenue Bonds (the “Series 2020A Bonds”), bearing interest from 4.76% to 5.73% per annum, with principal due at varying amounts annually through maturity on February 1, 2050, as well as \$22,135,000 in Tax-Exempt Education Revenue Refunding Bonds (the “Series 2020B Bonds”), bearing interest 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, 3 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, 3 story building for the Hempstead elementary school annex; interior renovation, equipping and furnishing of the Uniondale campus building; and a construction of additional 40,000 square foot facilities at the Uniondale campus.

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2022 and 2021

Note 6 Bonds payable – (continued)

The summary of bonds payable at June 30, 2022 and 2021 are as follows:

	<u>2022</u>	<u>2021</u>
Series 2017 Bonds	\$ 36,810,000	\$ 37,440,000
Series 2018 Bonds	21,070,000	21,365,000
Series 2020 Bonds	58,220,000	58,790,000
Series 2021 Bonds	<u>46,089,728</u>	<u>46,089,728</u>
Total bonds payable	162,189,728	163,684,728
Less: current portion	(1,590,000)	(1,495,000)
Less: unamortized debt issuance costs	<u>(5,097,024)</u>	<u>(5,286,385)</u>
Long-term bonds payable - net	<u>\$ 155,502,704</u>	<u>\$ 156,903,343</u>

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

<u>June 30,</u>	The Academy - Hempstead	The Academy - Uniondale	<u>Total</u>
2023	\$ 1,275,000	\$ 315,000	\$ 1,590,000
2024	1,585,765	719,235	2,305,000
2025	1,679,527	1,705,473	3,385,000
2026	1,765,256	1,799,744	3,565,000
2027	1,847,053	1,887,947	3,735,000
Thereafter	<u>64,544,972</u>	<u>83,064,756</u>	<u>147,609,728</u>
Total bonds payable	72,697,573	89,492,155	162,189,728
Less: current portion	(1,275,000)	(315,000)	(1,590,000)
Less: unamortized debt issuance costs	<u>(2,101,387)</u>	<u>(2,995,637)</u>	<u>(5,097,024)</u>
Long-term bonds payable - net	<u>\$ 69,321,186</u>	<u>\$ 86,181,518</u>	<u>\$ 155,502,704</u>

As of June 30, 2022, TACS was in compliance with all debt covenants pursuant to the bond agreements.

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2022 and 2021

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, 2022 and 2021, TACS received approximately 87% and 82% 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 \$4,500,000 revolving line of credit with a financial institution. The line of credit bears interest of 4.75%, secured by the non-real estate assets of TACS, and is due and payable upon demand by the bank. As of June 30, 2022 and 2021, the outstanding line of credit total balances were \$2,500,000 and \$0, respectively.

Note 9 Contingencies

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

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

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2022 and 2021

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, 2022, the total amount due from TACS2 was \$3,161,937, of which \$250,209 relates to operating costs and expected to be repaid within the next year, and \$2,911,728 relates to the construction costs and rehabilitation of the TACS2 property. The advances bear no interest and 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, 2022 and 2021, TACS’s matching contributions were \$660,023 and \$525,801, 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, 2022 and 2021, accrued payroll amounted to \$4,198,010 and \$2,964,785, respectively. The other payroll-related accruals as of June 30, 2022 and 2021 amounted to \$1,073,527 and \$469,964, respectively.

Note 13 Ground lease agreement

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 2079. The lease payments are subject to incremental increase, however the current lease payments are approximately \$68,000 per annum for the next 10 years.

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2022 and 2021

Note 14 Loans payable

A) During 2020, the federal government established the Paycheck Protection Program (“PPP”) administered by the Small Business Administration to provide relief efforts to nonprofits and other small businesses with certain qualified business expenses pursuant to the Coronavirus Aid Relief and Economic Security Act (“CARES Act”). In April 2020, TACS obtained a \$4,349,550 term loan under the PPP. The loan accrued interest at 1% per annum and matures on April 15, 2022. Payments are not required for the first six months after the funding of the loan. The loan is uncollateralized and may be forgiven up to 100% if certain requirements are met.

On June 14, 2021, the PPP loan was forgiven and recognized as a federal grant on the June 30, 2021 statement of activities for the full amount of \$4,349,550.

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

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

Note 15 Subsequent events

Management has evaluated events and transactions for potential recognition or disclosure through October 31, 2022, which is the date the financial statements were available to be issued and has concluded that no subsequent events occurred that require an adjustment to or disclosure in the financial statements.

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

	<u>2022</u>	<u>2021</u>
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 3,065,293	\$ 5,209,336
Restricted cash and escrow reserves - bond principal and interest	1,824,895	1,176,479
Accounts and grants receivable - net	682,545	964,614
Grants receivable - government agencies	2,528,058	574,924
Due from The Academy - Uniondale	3,055,342	437,636
Due from affiliate - current portion	250,209	-
Prepaid expenses	33,217	48,110
	<hr/>	<hr/>
Total current assets	11,439,559	8,411,099
Property and equipment, net	65,159,482	65,761,278
Other assets		
Restricted cash and escrow reserves	7,911,011	11,549,157
Due from affiliate - long-term portion	2,911,728	-
Security deposits	94,732	42,165
	<hr/>	<hr/>
Total assets	<u>\$ 87,516,512</u>	<u>\$ 85,763,699</u>
 <u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts payable and accrued expenses	\$ 1,419,005	\$ 2,873,803
Accrued salaries and other payroll-related expenses	3,365,072	2,818,477
Accrued interest payable	997,775	1,018,343
Bonds payable - current portion	1,275,000	1,200,000
Line of credit	2,500,000	-
Deferred revenue	-	49,787
	<hr/>	<hr/>
Total current liabilities	9,556,852	7,960,410
Bonds payable (long-term portion; net of unamortized deferred financing costs of \$2,101,387 in 2022 and \$2,182,090 in 2021)	69,321,186	70,515,483
	<hr/>	<hr/>
Total liabilities	78,878,038	78,475,893
Net assets without donor restrictions		
Undesignated	8,557,334	7,206,747
Reserve - contingency	81,140	81,059
	<hr/>	<hr/>
Total net assets without donor restrictions	8,638,474	7,287,806
	<hr/>	<hr/>
Total liabilities and net assets	<u>\$ 87,516,512</u>	<u>\$ 85,763,699</u>

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

	<u>2022</u>	<u>2021</u>
<u>Operating revenue and other support</u>		
Public school districts		
General education	\$ 38,869,632	\$ 34,824,352
Special education	679,806	552,932
	<hr/>	<hr/>
Total state and local per pupil operating revenue	39,549,438	35,377,284
Grants, contracts and other support		
Federal and state grants	5,619,980	6,642,016
Contributions and private grants	102,896	2,086,935
Interest and other income	66,018	6,782
	<hr/>	<hr/>
Total operating revenue and other support	<u>45,338,332</u>	<u>44,113,017</u>
 <u>Expenses</u>		
Program expenses		
Regular education	31,273,041	29,573,453
Food service	2,603,015	1,703,510
Special education	1,098,704	1,620,686
	<hr/>	<hr/>
Total program expenses	34,974,760	32,897,649
Supporting Services		
Management and general	9,012,904	7,527,861
	<hr/>	<hr/>
Total program and supporting services expenses	<u>43,987,664</u>	<u>40,425,510</u>
Change in net assets	1,350,668	3,687,507
Net assets without donor restrictions - beginning of year	7,287,806	3,600,299
	<hr/>	<hr/>
Net assets without donor restrictions - end of year	<u>\$ 8,638,474</u>	<u>\$ 7,287,806</u>

THE ACADEMY CHARTER SCHOOL

Statement of Functional Expenses: The Academy – Hempstead

For the year ended June 30, 2022

	Program expenses			Supporting services	Total program and supporting services	
	Regular Education	Special Education	Food Service	Total Programs	Management & General	
Salaries						
Administrative staff personnel	\$ 1,836,750	\$ 163,541	\$ -	\$ 2,000,291	\$ 2,101,602	\$ 4,101,893
Instructional personnel	13,494,886	383,355	-	13,878,241	-	13,878,241
Noninstructional personnel	189,609	-	631,869	821,478	3,262,953	4,084,431
Total salaries	15,521,245	546,896	631,869	16,700,010	5,364,555	22,064,565
Payroll taxes and fringe benefits	3,942,337	138,909	160,492	4,241,738	608,918	4,850,656
Retirement benefits	401,120	-	-	401,120	58,777	459,897
Financial and administrative	-	-	-	-	439,707	439,707
Administrative	128,013	2,477	2,862	133,352	29,096	162,448
Marketing and recruitment	171,567	6,045	-	177,612	-	177,612
Insurance	172,181	6,067	7,009	185,257	66,662	251,919
Legal and professional	623,243	14,826	44,272	682,341	145,430	827,771
Repairs and maintenance	1,234,970	53,714	339,755	1,628,439	13,168	1,641,607
Equipment leasing and maintenance	740,720	27,283	50,430	818,433	150,884	969,317
Staff development	499,900	17,614	-	517,514	114,913	632,427
Food costs	145,728	-	1,081,298	1,227,026	64,929	1,291,955
Student services and activities	1,271,038	58,585	-	1,329,623	-	1,329,623
Supplies and instructional materials	721,903	25,436	-	747,339	-	747,339
Telephone and internet services	298,874	10,531	11,074	320,479	97,310	417,789
Occupancy	244,981	10,616	68,582	324,179	104,136	428,315
Other expenses	121,000	2,323	429	123,752	14,458	138,210
Interest expense - facilities loans	3,016,452	106,286	122,800	3,245,538	1,042,565	4,288,103
Interest expense - equipment lease	8,573	302	349	9,224	2,963	12,187
Depreciation	1,952,425	68,794	79,483	2,100,702	674,811	2,775,513
Amortization	56,771	2,000	2,311	61,082	19,622	80,704
Total operating expenses	15,751,796	551,808	1,971,146	18,274,750	3,648,349	21,923,099
Total expenses	\$ 31,273,041	\$ 1,098,704	\$ 2,603,015	\$ 34,974,760	\$ 9,012,904	\$ 43,987,664

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

	2022	2021
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 6,779,044	\$ 4,613,141
Restricted cash and escrow reserves - bond principal and interest	434,668	434,555
Accounts and grants receivable - net	621,699	284,063
Grants receivable - government agencies	718,878	81,751
Prepaid expenses	4,117	-
Total current assets	8,558,406	5,413,510
Property and equipment, net	52,117,550	41,136,794
Other assets		
Restricted cash and escrow reserves	30,946,160	44,176,696
Security deposits	29,925	29,925
Total assets	<u>\$ 91,652,041</u>	<u>\$ 90,756,925</u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts payable and accrued expenses	\$ 757,681	\$ 1,334,199
Accrued salaries and other payroll-related expenses	1,906,465	616,272
Accrued interest payable	941,168	953,594
Bonds payable - current portion	315,000	295,000
Deferred revenue	-	10,568
Due to The Academy - Hempstead	3,055,342	437,636
Total current liabilities	6,975,656	3,647,269
Bonds payable (long-term portion; net of unamortized deferred financing costs of \$2,995,637 in 2022 and \$3,104,295 in 2021)	86,181,518	86,387,860
Total liabilities	93,157,174	90,035,129
Net assets without donor restrictions		
Undesignated	(1,607,685)	619,674
Reserve - contingency	102,552	102,122
Total net assets without donor restrictions	(1,505,133)	721,796
Total liabilities and net assets	<u>\$ 91,652,041</u>	<u>\$ 90,756,925</u>

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

	<u>2022</u>	<u>2021</u>
<u>Operating revenue and other support</u>		
Public school districts		
General education	\$ 19,283,994	\$ 9,272,521
Special education	249,236	161,885
	<u>19,533,230</u>	<u>9,434,406</u>
Grants, contracts and other support		
Federal and state grants	1,628,257	584,528
Contributions and private grants	330,480	1,037
Interest and other income	758,832	220,672
	<u>22,250,799</u>	<u>10,240,643</u>
<u>Expenses</u>		
Program Expenses		
Regular education	18,090,009	7,465,132
Food service	1,290,298	592,193
Special education	426,212	391,263
	<u>19,806,519</u>	<u>8,448,588</u>
Supporting Services		
Management and general	4,671,209	2,092,182
	<u>24,477,728</u>	<u>10,540,770</u>
Change in net assets	(2,226,929)	(300,127)
Net assets without donor restrictions - beginning of year	721,796	1,021,923
	<u>\$ (1,505,133)</u>	<u>\$ 721,796</u>

THE ACADEMY CHARTER SCHOOL

Statement of Functional Expenses: The Academy – Uniondale

For the year ended June 30, 2022

	Program expenses				Supporting services	Total program and supporting services
	Regular Education	Special Education	Food Service	Total Programs	Management & General	
Salaries						
Administrative staff personnel	\$ 1,401,296	\$ 133,811	\$ -	\$ 1,535,107	\$ 1,129,451	\$ 2,664,558
Instructional personnel	7,949,767	90,174	-	8,039,941	-	8,039,941
Noninstructional personnel	79,694	-	294,842	374,536	1,531,667	1,906,203
Total salaries	9,430,757	223,985	294,842	9,949,584	2,661,118	12,610,702
Payroll taxes and fringe benefits	2,321,928	55,147	72,592	2,449,667	312,603	2,762,270
Retirement benefits	170,186	-	-	170,186	29,940	200,126
Financial and administrative	-	-	-	-	234,749	234,749
Administrative	51,754	762	1,003	53,519	9,789	63,308
Marketing and recruitment	56,267	1,336	-	57,603	-	57,603
Insurance	95,023	2,257	2,971	100,251	30,456	130,707
Legal and professional	44,404	996	10,589	55,989	9,940	65,929
Repairs and maintenance	493,984	15,429	175,936	685,349	130,387	815,736
Equipment leasing and maintenance	340,724	8,447	26,042	375,213	100,355	475,568
Staff development	151,228	3,592	1,887	156,707	33,534	190,241
Food costs	75,186	-	552,891	628,077	13,896	641,973
Student services and activities	477,131	11,332	-	488,463	-	488,463
Supplies and instructional materials	473,555	11,247	-	484,802	-	484,802
Telephone and internet services	85,115	2,022	2,258	89,395	22,059	111,454
Occupancy	125,479	3,728	36,391	165,598	44,291	209,889
Other expenses	86,205	168	-	86,373	19,135	105,508
Interest expense - facilities loans	2,010,199	47,743	62,847	2,120,789	567,226	2,688,015
Interest expense - equipment lease	131,298	3,118	4,105	138,521	37,049	175,570
Depreciation	1,388,328	32,973	43,404	1,464,705	391,752	1,856,457
Amortization	81,258	1,930	2,540	85,728	22,930	108,658
Total operating expenses	8,659,252	202,227	995,456	9,856,935	2,010,091	11,867,026
Total expenses	\$ 18,090,009	\$ 426,212	\$ 1,290,298	\$ 19,806,519	\$ 4,671,209	\$ 24,477,728

THE ACADEMY CHARTER SCHOOL
Other Supplementary Information – Schedule of Bonds Covenants Calculations
For the year ended June 30, 2022

	<u>Minimum Requirement</u>	<u>Actual</u>
Debt service coverage ratio	1.15	1.29
Days cash on hand	45	56

The debt service coverage ratio is calculated as follows:

(Decrease) in net assets	\$ (876,261)		
Add back: Interest expense	6,976,118		
Depreciation and amortization	<u>4,821,332</u>		
Net revenues available for debt service	<u>\$ 10,921,189</u>		
Debt service payments – bonds			
Interest expense	\$ 6,976,118		
Principal	<u>1,495,000</u>		
Total current debt service – bonds	<u>\$ 8,471,118</u>		
Net revenues available for debt service	<u>\$ 10,921,189</u>	=	1.29
Total current debt service – bonds	\$ 8,471,118		

The days cash on hand is calculated as follows:

Total expenses	\$ 68,465,392		
Less: Depreciation and amortization	<u>(4,821,332)</u>		
Net expenses	63,644,060		
Days	<u>365</u>		
Cash used per day	<u>\$ 174,367</u>		
Cash at year end	<u>\$ 9,844,337</u>	=	56
Cash used per day	\$ 174,367		

THE ACADEMY CHARTER SCHOOL
Schedule of Expenditures of Federal Awards
For the year ended June 30, 2022

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-through Entity Identifying Number	Total Federal Expenditures
Child Nutrition Cluster:			
<i>United States Department of Agriculture Programs:</i>			
<i>Passed-through New York State Education Department:</i>			
School Breakfast Program	10.553	280201860934	\$ 1,097,414
National School Lunch Program	10.555	280201860934	2,489,593
Summer Food Service Program	10.559	280201860934	134,706
<i>Total United States Department of Agriculture Programs</i>			<u>3,721,713</u>
Total Child Nutrition Cluster			<u>3,721,713</u>
<i>United States Department of Education Programs:</i>			
<i>Passed-through New York State Education Department:</i>			
Title I Grants to Local Education Agencies	84.010A	0021-22-4495	361,808
Title I Grants to Local Education Agencies	84.010A	0021-22-5465	116,918
Total Title I Grants to Local Education Agencies			<u>478,726</u>
English Language Acquisition State Grants	84.365A	0293-22-4495	42,864
Supporting Effective Instruction State Grants	84.367A	0147-22-4495	61,124
Supporting Effective Instruction State Grants	84.367A	0147-22-5465	28,957
Total Supporting Effective Instruction State Grants			<u>90,081</u>
Student Support and Academic Enrichment program	84.424A	0204-22-4495	31,043
Student Support and Academic Enrichment program	84.424A	0204-22-5465	10,000
Total Student Support and Academic Enrichment program			<u>41,043</u>
COVID-19 Education Stabilization Fund subprograms:			
COVID-19 Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	5891-21-4495	625,718
COVID-19 Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	5891-21-5465	179,980
Total COVID-19 Elementary and Secondary School Emergency Relief (ESSER) Fund			<u>805,698</u>
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)	84.425U	5880-21-4495	1,509,148
COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)	84.425U	5880-21-5465	294,263
Total COVID-19 American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)			<u>1,803,411</u>
COVID-19 American Rescue Plan – Elementary and Secondary School Emergency Relief – Homeless Children and Youth	84.425W	5218-21-4495	7,879
Total COVID-19 Education Stabilization Fund subprograms			<u>2,616,988</u>
<i>Total United States Department of Education Programs</i>			<u>3,269,702</u>
Total Expenditures of Federal Awards			<u>\$ 6,991,415</u>

See accompanying notes to schedule of expenditures of federal awards.

THE ACADEMY CHARTER SCHOOL
Notes to the Schedule of Expenditures of Federal Awards
For the year ended June 30, 2022

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, 2022. 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.

Note 4 Subrecipients

No federal expenditures presented in this schedule were provided to subrecipients.

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, 2022, 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, 2022.

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 an instance of noncompliance that is required to be reported under *Government Auditing Standards* and which is described in the accompanying schedule of findings and questioned costs as item 2022-001.

The Academy Charter School’s Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on The Academy Charter School’s response to the findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The Academy Charter School response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response

Purpose of This Report

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

NChing LLP

New York, New York
October 31, 2022

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, 2022. 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, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

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

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding The Academy Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of The Academy Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of The Academy Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

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

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of

compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

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

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

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

NChing LLP

New York, New York
October 31, 2022

THE ACADEMY CHARTER SCHOOL
Schedule of Findings and Questioned Costs
For the year ended June 30, 2022

Schedule I – Summary of auditor’s results

Financial statements

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

Internal control over financial reporting:

- Material weakness(es) identified? ___ yes X no
- Significant deficiency(ies) identified? ___ yes X none reported

Noncompliance material to financial statements noted? X yes ___ no

Federal awards

Internal control over major federal programs:

- Material weakness(es) identified? ___ yes X no
- Significant deficiency(ies) identified that are not considered to be material weakness(es)? ___ yes X none reported

Type of auditor’s report issued on compliance for major federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? ___ yes X no

Identification of major federal programs:

Federal Assistance Listing

Number(s)	Name of Federal Program or Cluster
	COVID-19 Education Stabilization Fund subprograms:
	COVID-19 Elementary & Secondary Education Schools
84.425D	Emergency Relief (ESSER) Fund
84.425U	COVID-19 American Rescue Plan – Elementary & Secondary Education Emergency Relief (ARP-ESSER)
84.425W	COVID-19 American Rescue Plan – Elementary and Secondary School Emergency Relief – Homeless Children and Youth

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? X yes ___ no

THE ACADEMY CHARTER SCHOOL
Schedule of Findings and Questioned Costs
For the year ended June 30, 2022

Section II – 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

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, 2022

Financial Statement Findings

None

Federal Award Findings and Questioned Costs

None

THE ACADEMY CHARTER SCHOOL

Corrective Action Plan

For the year ended June 30, 2022

2022-001 – Teacher Certification

Views of Responsible Officials and Corrective Action Plan:

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

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

Trustee Name:

Roger Ball

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.).

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Roger Ball
Roger Ball (Jul 19, 2022 13:46 EDT)

Jul 19, 2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Carol A. Hanson-Beckles

Name of Charter School Education Corporation:

The Academy Charter School

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

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

Yes **No**

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

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

Yes **No**

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

516-705-2180

Business Address:

Mercy Medical Center 1000 North Village Avenue Rockville Center NY 11570

E-mail Address:

Carol.hanson-beckles@chsli.org

Home Telephone:

516-564-4256

Home Address:

16 Monroe Place Hempstead New York 11550

Carol Hanson-Beckles

[Carol Hanson-Beckles \(Jul 16, 2022 11:28 EDT\)](#)

Jul 16, 2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Board Disclosure Form

Final Audit Report


2022-07-16

Created:	2022-07-11
By:	Felicia Barracks (fbarracks@academycharterschool.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAQrrngxkPH77gAc489pbkrL1IE3-MEQP6


"Board Disclosure Form" History

 Document created by Felicia Barracks (fbarracks@academycharterschool.org)

2022-07-11 - 5:46:48 PM GMT- IP address: 69.74.248.50

 Document emailed to almirabeckl@outlook.com for signature

2022-07-11 - 5:47:28 PM GMT

 Email viewed by almirabeckl@outlook.com

2022-07-12 - 11:52:45 AM GMT- IP address: 104.28.55.223

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2022-07-16 - 1:09:15 PM GMT- IP address: 69.147.93.95

 Document e-signed by Carol Hanson-Beckles (almirabeckl@outlook.com)

Signature Date: 2022-07-16 - 3:28:45 PM GMT - Time Source: server- IP address: 72.69.169.241

 Agreement completed.

2022-07-16 - 3:28:45 PM GMT

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

Trustee Name:

Robert Stewart

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.).

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

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516-292-3685

Business Address:

78 North Franklin Street

E-mail Address:

rtstewart@cometocalvary.com

Home Telephone:

516-850-2702

Home Address:

111 Cathedral Avenue, Hempstead NY 11550


UD UD (Jul 12, 2022 16:15 EDT)

Jul 12, 2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Finacial Interest Disclosure Form

Final Audit Report


2022-07-12

Created:	2022-07-11
By:	Felicia Barracks (fbarracks@academycharterschool.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAiaGNF5h1GYsLdWNmxd4RTSMAUE6VLIJe

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 Document e-signed by UD UD (rtstewart@cometocalvary.com)

Signature Date: 2022-07-12 - 8:15:13 PM GMT - Time Source: server- IP address: 68.197.148.159

 Agreement completed.

2022-07-12 - 8:15:13 PM GMT

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

Trustee Name:

Marie Graham

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.).

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

516-782-1635

Business Address:

2000 Front Street, East Meadow NY 11554

E-mail Address:

atomfhs@hotmail.com

Home Telephone:

516-794-2165

Home Address:

17 Langley Lane, Old Westbury, NY 11568



Marie Graham (Jul 14, 2022 20:12 EDT)

Jul 14, 2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Board Disclosure Form


Final Audit Report


2022-07-15


Created:	2022-07-11
By:	Felicia Barracks (fbarracks@academycharterschool.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAupxJw0HsEMr9gyyh96ZRvDx2EiT0MQD


"Board Disclosure Form" History

 Document created by Felicia Barracks (fbarracks@academycharterschool.org)
2022-07-11 - 5:57:10 PM GMT- IP address: 69.74.248.50

 Document emailed to Marie Graham (atomfhs@hotmail.com) for signature
2022-07-11 - 5:57:35 PM GMT

 Email viewed by Marie Graham (atomfhs@hotmail.com)
2022-07-11 - 10:57:50 PM GMT- IP address: 47.20.118.74

 Document e-signed by Marie Graham (atomfhs@hotmail.com)
Signature Date: 2022-07-15 - 0:12:02 AM GMT - Time Source: server- IP address: 47.20.118.74

 Agreement completed.
2022-07-15 - 0:12:02 AM GMT

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

Trustee Name:

Dale James

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.).

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

212-508-8116

Business Address:

1411 Broadway, 34th Floor, New York, NY 10018

E-mail Address:

dale.j.james@gmail.com

Home Telephone:

212-234-1609

Home Address:

15 West 139th Street, #14N, New York, NY, 10037



Dale James (Jul 20, 2022 09:59 EDT)

Jul 20, 2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022









Board Disclosure Form

Final Audit Report

2022-07-20

Created:	2022-07-11
By:	Felicia Barracks (fbarracks@academycharterschool.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAx0LnYlKPydtGjcUHweR6hdfq0WRLhJR_

"Board Disclosure Form" History

-  Document created by Felicia Barracks (fbarracks@academycharterschool.org)
2022-07-11 - 5:50:23 PM GMT- IP address: 69.74.248.50
-  Document emailed to Dale James (dale.j.james@gmail.com) for signature
2022-07-11 - 5:51:03 PM GMT
-  Email viewed by Dale James (dale.j.james@gmail.com)
2022-07-11 - 5:51:23 PM GMT- IP address: 74.125.210.87
-  Email viewed by Dale James (dale.j.james@gmail.com)
2022-07-16 - 12:52:14 PM GMT- IP address: 66.102.8.93
-  New document URL requested by Dale James (dale.j.james@gmail.com)
2022-07-20 - 1:47:09 PM GMT- IP address: 174.216.3.16
-  Email viewed by Dale James (dale.j.james@gmail.com)
2022-07-20 - 1:47:25 PM GMT- IP address: 66.249.88.147
-  Document e-signed by Dale James (dale.j.james@gmail.com)
Signature Date: 2022-07-20 - 1:59:10 PM GMT - Time Source: server- IP address: 174.216.3.16
-  Agreement completed.
2022-07-20 - 1:59:10 PM GMT

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

Trustee Name:

Claudette Harrison

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.).

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

Retired

Business Address:

Retired

E-mail Address:


cmharrisson@yahoo.com

Home Telephone:

(516)489-2069

Home Address:

5 Vanata Ct Hempstead Ny 11550


Claudette Harrison (Jul 12, 2022 10:50 CDT)

Jul 12, 2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Board Disclosure Form

Final Audit Report

2022-07-12

Created:	2022-07-11
By:	Felicia Barracks (fbarracks@academycharterschool.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAGv-O0vowL43I8Dfc_cfGnA5zso_HrGdv


"Board Disclosure Form" History

 Document created by Felicia Barracks (fbarracks@academycharterschool.org)

2022-07-11 - 5:52:50 PM GMT- IP address: 69.74.248.50

 Document emailed to cmharrisson@yahoo.com for signature


2022-07-11 - 5:53:17 PM GMT

 Email viewed by cmharrisson@yahoo.com

2022-07-11 - 5:54:00 PM GMT- IP address: 69.147.93.139

 Document e-signed by Claudette Harrison (cmharrisson@yahoo.com)

Signature Date: 2022-07-12 - 3:50:06 PM GMT - Time Source: server- IP address: 173.21.194.243

 Agreement completed.

2022-07-12 - 3:50:06 PM GMT

**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.).

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

718-654-4789

Business Address:

3360 fish ave bronx NY 10469

E-mail Address:

ramahlife@aol.com

Home Telephone:

Home Address:

42 frost hill rd pleasant valley NY 12569

Roderick Roberts

[Roderick Roberts \(Jul 16, 2022 14:54 EDT\)](#)

Jul 16, 2022

Signature

Date

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

last revised 04/2022

Board Disclosure Form

Final Audit Report


2022-07-16

Created:	2022-07-11
By:	Felicia Barracks (fbarracks@academycharterschool.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAv4gBs1tmDA4F9QiCo0So2sZOf2g-iecJ

"Board Disclosure Form" History

 Document created by Felicia Barracks (fbarracks@academycharterschool.org)


2022-07-11 - 5:58:53 PM GMT- IP address: 69.74.248.50

 Document emailed to ramahlife@aol.com for signature

2022-07-11 - 6:02:03 PM GMT

 Email viewed by ramahlife@aol.com

2022-07-11 - 11:52:55 PM GMT- IP address: 104.28.58.4

 Email viewed by ramahlife@aol.com

2022-07-16 - 6:43:28 PM GMT- IP address: 104.28.55.249

 Document e-signed by Roderick Roberts (ramahlife@aol.com)

Signature Date: 2022-07-16 - 6:54:39 PM GMT - Time Source: server- IP address: 204.210.144.80

 Agreement completed.

2022-07-16 - 6:54:39 PM GMT

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

Trustee Name:

DOROTHY MAXINE BURTON

Name of Charter School Education Corporation:

ACADEMY CHARTER SCHOOL

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

718-262-8032

Business Address:

90-25 161st Street, Suite 501, Jamaica, NY 11432

E-mail Address:

dorothymburton@aol.com

Home Telephone:

none

Home Address:

417 Woodland Estates Drive, Baldwin NY 11510

dorothy burton
dorothy burton (Jul 11, 2022 16:15 EDT)

Jul 11, 2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Board Disclosure Form

Final Audit Report


2022-07-11

Created:	2022-07-11
By:	Felicia Barracks (fbarracks@academycharterschool.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAweSmUY5spkKM12KbDW6vIYMhJLFIZpY8

"Board Disclosure Form" History

 Document created by Felicia Barracks (fbarracks@academycharterschool.org)


2022-07-11 - 5:55:18 PM GMT- IP address: 69.74.248.50

 Document emailed to dorothymburton@aol.com for signature

2022-07-11 - 5:55:46 PM GMT

 Email viewed by dorothymburton@aol.com

2022-07-11 - 8:12:11 PM GMT- IP address: 209.73.183.23

 Document e-signed by dorothy burton (dorothymburton@aol.com)

Signature Date: 2022-07-11 - 8:15:26 PM GMT - Time Source: server- IP address: 72.68.237.118

 Agreement completed.

2022-07-11 - 8:15:26 PM GMT

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

Trustee Name:

Dawn West

Name of Charter School Education Corporation:

The Academy Charter School

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

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

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

None

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

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

Business Telephone:

718.396.7415

Business Address:

76-02 Northern Blvd. Jackson Heights NY 11426

E-mail Address:


Dawn.west@lplfinancial.com

Home Telephone:

5165055835

Home Address:

226 Cedar St., Hempstead NY 11550



Dawn West (Jul 11, 2022 14:43 EDT)

Jul 11, 2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Board Disclosure Form

Final Audit Report

2022-07-11

Created:	2022-07-11
By:	Felicia Barracks (fbarracks@academycharterschool.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA3BQSSJ4FBazexDnfS6efwaTwab7qr9gZ


"Board Disclosure Form" History

 Document created by Felicia Barracks (fbarracks@academycharterschool.org)


2022-07-11 - 5:43:47 PM GMT- IP address: 69.74.248.50

 Document emailed to redawn226@aol.com for signature

2022-07-11 - 5:44:48 PM GMT

 Email viewed by redawn226@aol.com

2022-07-11 - 6:36:13 PM GMT- IP address: 146.75.244.0

 Document e-signed by Dawn West (redawn226@aol.com)

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The Academy Charter School
2022 -2023 Calendar

Total Number of Days in Attendance -181

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

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

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

Sep - 5	Labor Day (School Closed)
Sep - 6	First Day of School
Sep - 14	2:00 p.m Dismissal
Sep 26-27	Rosh Hashanah (School Closed)
Oct - 5	Yom Kuppur (School Closed)
Oct - 10	Columbus Day (School Closed)
Oct - 19	2:00 p.m Dismissal
Nov - 8	Election Day (Staff Professional Develoment Day)
Nov - 11	Veterans Day (School Closed)
Nov - 23	12 Noon Dismissal
Nov 24-25	Thanksgiving Recess (School Closed)
Dec - 14	2:00 p.m Dismissal
Dec 26- Jan 2	Holiday Recess (School Closed)
Jan - 11	2:00 p.m Dismissal
Jan - 16	Dr. Martin Luther King Jr (School Closed)
Feb - 8	2:00 p.m Dismissal
Feb 20 - Feb 24	Winter Recess(School Closed)
Mar - 8	2:00 p.m Dismissal
Mar - 29	2:00 p.m Dismissal
April 7 - 14	Spring Recess (School Closed)
May - 10	2:00 p.m Dismissal
May - 29	Memorial Day (School Closed)
June - 7	2:00 p.m Dismissal
June - 19th	Juneteenth (School Closed)
June - 23	Last Day of School

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



**Academy Charter School -
Hempstead**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 12th, 2022

By Wayne Haughton

117 North Franklin Street
Hempstead, NY 11550

516-408-2200

LEARN, LEAD, SERVE

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Wayne Haughton, Executive Director prepared this 2021-22 Accountability Progress Report on behalf of the school's board of trustees:

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

Mr. Haughton has served as the Executive Director since 2012.

SCHOOL OVERVIEW

The Academy Charter School (“The Academy”) opened in the fall of 2009 with 165 students in grades K-2. The Academy has expanded to a K-12 institution serving 1,851 students in the 2021 - 2022. School year. Located in Hempstead, NY, a school district with approximately 81% free and reduced-price lunch, a growing percentage of English Language and Special Education learners, The Academy continues provide high quality learning experiences for its diverse community.

The Academy improves student academic achievement by focusing on the development of three important areas of children’s growth: mastering core academic subjects, promoting character development, and fostering a lifelong behavior of giving back to the community. With the advent of COVID-19, the Academy expanded the social-emotional program to meet the needs of students and staff.

Mission:

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

Vision:

The Academy Charter School (“The Academy”) will offer an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. The enriched –high-quality program encourages Academy scholars to exceed expectations, foster and appreciation for diversity in talents and artistic and creative potential. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. We will employ a committed staff whose teaching and high academic and behavioral expectations will promote the excellence we know our community’s children can achieve.

Key Design Elements:

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

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

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

Standard Based New York State Next Generation Learning Standards.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

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

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

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

The 2021-2022 school year saw the full return of in-person instruction for all students, although periodic interruptions continued due to the impacts of COVID-19. The Academy was fully committed to combatting these disruptions. Interventions included increased communication between the school and families, regular town hall meetings, and when necessary, home visits.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	100	109	110	104	109	78	82	79	87	117	109			1084
2018-19	222	107	103	108	108	108	87	82	84	144	104	104		1361
2019-20	148	230	118	119	119	121	125	122	114	169	142	95	94	1717
2020-21	152	152	230	125	125	123	122	122	125	108	179	123	92	1782
2021-22	150	150	155	236	129	131	132	123	123	122	124	158	118	1851

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 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2019-20	2016-17	2016	95	0	95
2020-21	2017-18	2017	94	0	94
2021-22	2018-19	2018	110	0	110

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	95	0	95

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2020-21	2017-18	2017	94	0	94
2021-22	2018-19	2018	110	0	110

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	95	0	95
2021-22	2017-18	2017	94	0	94

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
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GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

All students at the school will graduate from high school

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

The Academy’s 2020 and 2021 cohorts achieved the goal of 75% promotion, with the 2020 cohort 1.0 percentage point above the 75% goal. Most notably, the 2021 cohort exceeded the goal of 75% by 22.6 percentage points.

Percent of Students in First- and Second-Year Cohorts Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	126	76.0%
2021	126	97.6%

ADDITIONAL EVIDENCE

During the 2021-2022 school year, students returned to in-person instruction, which has significantly improved teachers’ ability to supply supervision throughout instruction and assure student accountability for learning. The percent promoted for the 2020 cohort held steady from the 2020-2021 school year even as the difficulty of scholar course work increased. The Academy welcomed

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

new students into the 2020 cohort, many of whom were under credited. Action plans were put into place to provide additional support through online credit recovery, after school tutoring and Saturday Academy. Additionally, the 2021 cohort percent promoted after the first year exceeded the same goal of the 2020 cohort by 21.2%. The Academy's commitment to provide academic support through after-school tutoring from teachers and peers, Saturday Academy, and intercession academies have helped scholars meet and exceed academic goals.

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 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 2022, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

The Academy achieved its goal of 75% of students achieving proficiency on at least three different New York State Regents exams required for graduation for the 2018 and 2019 cohorts. These cohorts exceeded this goal by 10.9 and 15.5-percentage points, respectively. The 2020 cohort did not meet this goal, with 69.8% of students passing at least three Regents exams, 5.2-percentage points short of the goal.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	110	85.9%
2019	2020-21	150	90.5%
2020	2021-22	126	69.8%

ADDITIONAL EVIDENCE

The 2020 cohort faced unprecedented challenges due to the continued impact of COVID. In their first year, many scholars did not take Regent's exams due to the virtual instruction, making the 21-22 school year the first time they took exams. While the 2020 cohort did not meet the stated goal

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

by earning at least a 65 on three exams, most scholars did earn Regent's credit towards graduation due to the Special Appeals.

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

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. This data reflects August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

The Academy Charter School – Hempstead has exceeded its four-year graduation goal for its first two graduating classes and continued to do so for a third year in a row. The 2016 and 2017 cohorts exceeded the goal by 23.9% and 17.6% respectively. The 2018 cohort exceeded the goal by 21.4%. By the end of its fifth year 100% of the 2016 cohort had graduated, exceeding the stated goal by 5%. By the end of its fifth year 98.9% of the 2017 cohort had graduated, exceeding the stated goal by 3.9%.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	95	94	98.9%
2017	2020-21	94	87	92.6%
2018	2021-22	110	106	96.4%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2015	2019-20	N/A	N/A	N/A
2016	2020-21	95	95	100%
2017	2021-22	94	93	98.9%

¹ The state's guidance for the multiple graduation pathways can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

ADDITIONAL EVIDENCE

While students returned to in-person instruction for the 2021-2022 school year, the impacts of COVID continued. To compensate for many of the challenges brought about by the pandemic 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.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

RESULTS AND EVALUATION

The Academy Charter School-Hempstead met this goal based upon available data for the 2016 and 2017 cohorts where it exceeded the Hempstead School District by 20.9% and 20.6% respectively.

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	95	94	98.9%	479	78%
2017	2020-21	94	87	92.6%	485	72%
2018	2021-22	110	106	96.4%	N/A	N/A

ADDITIONAL EVIDENCE

Based on the available data and the relatively consistent percent graduating in the 2018 cohort in comparison with the 2016 and 2017 cohorts, we anticipate that the 2018 cohort will exceed that of the Hempstead School District.

Goal 1: Absolute Measure

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

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.

RESULTS AND EVALUATION

The Academy's 2018 cohort pursuing an alternate graduation pathway exceeded the goal of a 75 percent graduation rate.

Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
Additional Social Studies Regents	0	0	0
Additional Math or Science Regents	21	21	100%
Overall	21	21	100%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	95	96.8%
2017	2020-21	94	100%
2018	2021-22	100	100%

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy’s 2018 cohort achieved all, but one of the measures of this Accountability Plan goal. 75% of the scholars in the 2020 cohort did not score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the 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.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Met

ACTION PLAN

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

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 22-23 school year the Academy will increase the amount of co-teaching with Special Education teachers and Gen Ed teachers to provide all scholars with additional in-class support. The school has also shifted the organization of teachers so that special educators are departmentalized, and every core content area has a dedicated special education teacher.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

All students will be prepared to attend college.

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

Goal 2: Absolute Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

METHOD

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

For the 2021-2022 academic year, the Academy continued a partnership with Molloy College to offer college credit for courses provided to high school scholars on our campus. Courses were taught by instructors hired by the Academy and vetted and approved by Molloy College faculty. Participating scholars received 3 [or 4] credits (from Molloy College) for completion of the college course with a grade of C or higher. Scholars had the opportunity to participate in the following courses:

- ENG 1100 – College Composition (3 cr.): College Composition seeks to initiate a dialogue among students that leads them to hone skill development by moving beyond their own "personal" position: the readings and classroom discussions give the sense that they are entering an ongoing conversation of consequence. Students are therefore required to integrate the thoughts and words of other writers of the class texts, online databases, other print and media sources and oral exchange into their own essays using the appropriate citing mechanism. Both in relation to their own experience and to a text or set of texts, student writers will learn how to articulate and develop a sophisticated argument within a specific rhetorical situation.
- POL 1010 – American National Government (3 cr.): This course provides students with an overview of the American system of government which examines the impact of public opinions, group interests, and organizations on the institutions of American government. Particular attention is focused on issues which relate to the politics of public policy and the

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decision-making process. The nature of American democracy is examined and critically analyzed.

- ART 1020 – Drawing (3 cr.): Drawing is an introductory studio drawing course with emphasis on learning to see and developing basic drawing skills using various media by employing fundamental design and composition concepts. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. During the semester, students will explore different drawing techniques and media. Students will be encouraged to develop an expression of individual style. This is a hands-on art class in which you will be exposed to the basic principles of drawing. We will work from observation in order to translate three-dimensional objects and space onto a two-dimensional surface. Drawing is a way of seeing that should be developed in an increasingly personal way as the student works through the semester.

RESULTS AND EVALUATION

The 2018 cohort did not achieve its goal of having 75 percent of graduating students from the 2018 meet the college preparation indicator, 13.7-percentage points short of the goal.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Regents diploma with advanced designation	106	43	39.1%
Advanced Placement (“AP”) exam with a score of 3 or higher	46	22	47.8%
Passing a college level course offered at a college or university	45	42	93.3%
Achieving the college and career readiness benchmark on the SAT	106	24	22.6%
Overall	106	65	61.3%

ADDITIONAL EVIDENCE

For the 2018 cohort, scholars participated in virtual learning for up to a year and half. During this time there were limited opportunities to take AP exams and SAT's because they were optional. In 2020 there were no PSAT 10's so the SAT was the first standardized test students took since June 2019.

While the Academy fell short of meeting this goal for the 2021-2022 school year, we most notably increased student participation in AP, SAT, and college level courses. The percentage of scholars taking and passing college classes increased from 77.5% to 93.3%.

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

Goal 2: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 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.

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RESULTS AND EVALUATION

The Academy continued to exceed its goal of 75% of graduating students matriculating into a college or university in the year after graduation by 10.5 percentage points for the 2018 Cohort. The 2018 cohort was also larger than the previous two cohorts.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2016	2019-20	95	76	80.0%
2017	2020-21	87	87	100%
2018	2021-22	110	94	85.5%

ADDITIONAL CONTEXT AND EVIDENCE

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

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

ACTION PLAN

To achieve this goal, the school will increase opportunities for students to participate in Advanced Placement and college level courses. 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

Goal 3: English Language Arts

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

BACKGROUND

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

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the *My View (K-5)*, *My Perspectives and Houghton Mifflin (6-8)*, and other standards-based supplementary texts from the *Rally Education, Literacy Footprints Guided Reading Program®*, and the *Heinemann Fountas and Pinnell® Assessment* systems. The *Teachers College Writers Workshop and Wilson’s Foundations (K-2)* complete the balanced literacy learning approach.

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

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students

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according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	228	0	0	0	9	237
4	125	0	0	0	4	129
5	128	0	0	0	2	130
6	128	0	0	0	1	129
7	124	0	0	0	0	124
8	126	0	0	0	0	126
All	859	0	0	0	16	875

RESULTS AND EVALUATION

In the 2021-22 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 16 percentage points. The Academy's Charter School's sixth grade exceeded the goal and the school's seventh grade was less than half a percentage point away from achieving the 75% proficiency goal.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53.0%	121/228	53.8%	199
4	38.4%	48/125	41.8%	110
5	46.9%	60/128	47.2%	108
6	75.0%	96/128	76.8%	112
7	73.4%	91/124	74.5%	106
8	65.9%	83/126	64.2%	109
All	58.1%	859	59.0%	744

ADDITIONAL EVIDENCE

Because the state English language arts exam was not administered in the 2019-20 school year and was administered on a limited basis in the 2020-21 school year, year-to-year trends are difficult to fully assess. However, the school's overall percentage of students achieving proficiency on the English language arts assessments in the 2021-22 school year was approximately ten percentage

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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points below the school’s overall percentages of students achieving proficiency on the 2017-18 and 2018-19 school years. This decline is in line with the learning loss attributed to COVID-19, which particularly affected the student populations that The Academy serves, economically disadvantaged, students of color. Despite the drop in the percentage of The Academy students achieving proficiency on the English language arts exam in the 2021-22 school year, their results on last year’s assessment exam was still 14 percentage points above the state-wide average of students achieving proficiency in the 2017-18 and 2018-19 school years, the last two assessments in which measurable data is available.

Goal 3: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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.

METHOD

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.³

RESULTS AND EVALUATION

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53.8	199	N/A	N/A
4	41.8%	110	N/A	N/A
5	47.2%	108	N/A	N/A
6	76.8%	112	N/A	N/A
7	74.5%	106	N/A	N/A
8	64.2%	109	N/A	N/A

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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All	59.0%	744	N/A	N/A
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ADDITIONAL EVIDENCE

Because the 2021-22 English language arts assessment results for the Hempstead School District are not available, and comparable data is not available for the school's current charter term due to COVID-19, historical analysis of this goal cannot be analyzed. However, on the two most recently administered English language arts assessment exams, The Academy had a higher percentage of students achieving proficiency than both the district and state-wide average.

Goal 3: Comparative Measure

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. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) 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 should attempt to answer the Institute's guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

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Schools that wish to report out on gap closing and absolute measures should refer to the Institute's [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

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

Grade	Median SGP	Number of Students
3	59	201
4	42	101
5	53	105
6	41	105
7	54.5	96
8	37.5	98
All	49.5	706

The school did not meet this measure for all students.

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

Grade	Median SGP	Number of Students
3	58	191
4	42.5	96
5	53	101
6	42	98
7	56.5	92
8	41	86
All	50	664

The school met this measure for all students.

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

Students with Disabilities			General Education Students		
Grade	Median SGP	Number of Students	Grade	Median SGP	Number of Students
3	58	191	3	80.5	10
4	42.5	96	4	24	5
5	53	101	5	75	4
6	42	98	6	33	7
7	56.5	92	7	26.5	4
8	41	86	8	28.5	12
ALL	50	664	ALL	42.5	42

The school did not meet this measure.

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

Grade	All Students		Enrolled in at least their 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	24.38%	201	24.49%	196
4	26.73%	101	27.27%	99
5	20.95%	105	22.00%	100
6	14.29%	105	14.42%	104
7	27.08%	96	27.66%	94
8	35.71%	98	36.08%	97
ALL	24.65%	706	25.07%	690

The school did not meet this measure.

ADDITIONAL CONTEXT AND EVIDENCE

Grade	Beginning of Year. - ELA	End of Year. - ELA	CHANGE
Kindergarten	26.3	39	12.7
1st Grade	45.7	47	1.3
2nd Grade	32.2	36.3	4.1
3rd Grade	34.2	39.8	5.6
4th Grade	41.1	42.5	1.4
5th Grade	40.8	42.3	1.5
6th Grade	39.7	38.1	-1.6
7th Grade	42.5	42.7	0.2
8th Grade	37.7	38.2	0.5

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. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. 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 ELA goal should report those results here.**

The administration of the *Renaissance* STAR assessment was challenging and the data may have limitations due to the interruption of proctoring caused by the protocols of the Covid-19 pandemic.

Goal 3: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS 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.

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

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

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 ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure
 Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The Academy Charter High School 2018 cohort did not meet this goal. 47.8% of the 2018 cohort achieved this indicator, which is 17.2% below the benchmark. 79.1% of the cohort was exempted with no score due in large part to extensive virtual instruction in their third year when most were schedule to take the English Language Arts Regents.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁴

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)
2016	2019-20	95	2	45	48.4%
2017	2020-21	94	74	15	75%
2018	2021-22	110	87	11	47.8%

ADDITIONAL EVIDENCE

Given the COVID-19 pandemic, the NYSED regents examination in English were not taken by all scholars. The 2018 cohort was scheduled to test in June 2021 and many students opted out due to their participation in remote instruction. The 2020 cohort percent achieving at least a level 4 was 26.3% higher than the previous cohort.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	142	0.0%	119	45.8%	110	47.8%

⁴ Based on the highest score for each student on the English Regents exam

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2019	169	0.0%	174	12.3%	150	34.2%
2020			113	0%	126	60.5%
2021					126	0%

Goal 3: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

The Academy Charter High School 2018 cohort did meet this goal. 20.9% of the 2018 cohort sat for the Regents English Common Core Exam by the completion of the fourth year in the cohort. 91.3% of those scholars who did sit for the Regents exams achieved at least a level three. 99.1% earned credit for the exam by passing or exemption.

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.

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)
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2016	2019-20	95	3	92	100%
2017	2020-21	94	74	20	100%
2018	2021-22	110	87	21	91.3%

ADDITIONAL EVIDENCE

72.0% of the 2019 cohort achieved at least a level 3 and are poised to meet the goal of 80% next year. 90.7% of the students in the 2020 cohort who took the exam earned at least a level 3.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	142	0.0%	119	85.7%	110	99.1%
2019	169	0.0%	174	22.4%	158	72.0%
2020			113	0.0%	129	30.2%
2021					128	0%

Goal 3: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2021-22.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The Academy Charter High School 2018 cohort who were not proficient in 8th grade did not meet this goal.

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)
2016	2019-20	20	0	5	26.3%
2017	2020-21	36	33	1	33.3%
2018	2021-22	35	2	7	21.2%

ADDITIONAL EVIDENCE

Goal 3: Growth Measure

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

METHOD

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

In their fourth year, 100% of the students in the 2017 cohort who sat for the Regents English common core exam and were not proficient in 8th grade achieved at least a level 3. This exceeded the goal by 25%. Due to the cancellation of multiple Regents examination administrations, 3 of the 36 scholars in the 2017 cohort who were not proficient in 8th grade, sat for the Regents English common core exam.

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)
2016	2019-20	20	0	14	70%
2017	2020-21	36	33	3	100%
2018	2021-22	34	34	N/A	N/A

ADDITIONAL CONTEXT AND EVIDENCE

The Regents English common core exam for the 2020-2021 academic year was solely offered in June 2020 by the NYSED. Due to the COVID-19 pandemic, participation in the Regents examination administration periods for the June 2021 period.

ELA Goal: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
<p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The Academy has achieved all but one measure of this Accountability Plan goal. The school did not achieve the goal that At least 50% of the 2017 cohort who were not proficient in 8th grade did not meet or exceed Common Core expectations.

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

ACTION PLAN

The school will continue to support struggling students by providing academic services in English Language Arts. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school hired additional special education and ESL staff to target instruction for these two subgroups. In 2022-2023, the school will contract with specialized consultants to provide additional training to teachers and leaders in English, ESL and special education. Network leaders are engaging in Data Wise training to improve the overall use of data at the Academy. Additionally, the school has increased the amount of co-teaching available to students. 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.

GOAL 4: MATHEMATICS

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

The school will continue to use the curriculum outlined in the charter. Teachers at the K-8 grade levels plan and implement learning experiences aligned with the Next Generation State Standards. Teachers utilize the Pearson, *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 *Pearson* curriculum is being utilized for instruction.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 4: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	229	0	0	0	8	237
4	126	0	0	0	3	129
5	128	0	0	0	2	130
6	129	0	0	0	0	129
7	58	0	0	0	0	123
8	125	0	0	0	0	125
All	795	0	0	0	13	873

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e., the overall percent of students *in at least their second year* achieving at proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, 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.

In the 2021-22 school year, The Academy Charter School students did not meet the overall 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 19.8 percentage points. The school's third and eighth grades come the closest to achieving the 75% proficiency goal, with both grades missing the goal by a little over 11 percentage points.

Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	63.3%	145/229	63.8%	199
4	42.9%	54/126	44.2%	113
5	43.0%	55/128	43.5%	108
6	56.6%	73/129	60.2%	113
7	47.2%	58/123	48.6%	105
8	64.8%	81/125	63.9%	108
All	58.6%	795	55.2%	746

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period⁶. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. Additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program

Because the state mathematics exam was not administered in the 2019-20 school year and was administered on a limited basis in the 2020-21 school year, year-to-year trends are difficult to fully assess. However, the school’s overall percentage of students achieving proficiency on the mathematics assessments in the 2021-22 school year was approximately 13 and 15 percentage points below the school’s overall percentages of students achieving proficiency on the 2017-18 and 2018-19 school years. This decline is in line with the learning loss attributed to COVID-19, which particularly affected the student populations that The Academy serves, economically disadvantaged, students of color. Despite the drop in the percentage of The Academy students achieving proficiency on the mathematics exam in the 2021-22 school year, their results on last year’s assessment exam was still ten and eight percentage points above the state-wide average of students achieving proficiency in the 2017-18 and 2018-19 school years, the last two assessments in which measurable data is available.

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	N/A
8	2018-19	N/A	N/A	N/A
8	2021-22	Algebra I	100%	22

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. **Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results above.**

Due to Covid-19 there was no science state assessment for the years 2019-2020 and 2020-2021

Goal 4: Absolute Measure

⁶ A school’s Accountability Period includes the final year of the previous charter term through the penultimate year of the current charter term. For schools in their initial charter, the Accountability Period includes the first year of operation through the fourth year of the charter term.

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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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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.

METHOD

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

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table that directly addresses the measure, e.g., the aggregate charter school performance compared to the aggregate district performance in the same tested grades. Narrative explicitly stating whether or not the school met the measure, i.e., whether the charter school fell short of, equaled or exceed the aggregate district performance and by how much. In addition, the evaluation may also include a discussion of specific grade levels' comparative performance.

Comparative Goal 1 cannot be measured at this time because the district's 2021-22 mathematics assessment results are not available.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	63.8%	199	N/A	N/A
4	44.2%	113	N/A	N/A
5	43.5%	108	N/A	N/A
6	60.2%	113	N/A	N/A
7	48.6%	105	N/A	N/A
8	63.9%	108	N/A	N/A
All	55.2%	746	N/A	N/A

⁷ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

Because the 2021-22 mathematics assessment results for the Hempstead School District are not currently available, and comparable data is not available for the school's current charter term due to COVID-19, historical analysis of this goal cannot be analyzed. However, in the previous charter term, The Academy enrolled a higher percentage of students achieving proficiency on the state mathematics exam in the two most recently administered exams, in the 2017-18 and 2018-19 school years compared to Hempstead School District and state-wide averages.

Goal 4: Comparative Measure

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. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) 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 should attempt to answer the Institute's guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For

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example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

Schools that wish to report out on gap closing and absolute measures should refer to the Institute's [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

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

Grade	Median SGP	Number of Students
3	202	68.5
4	99	61
5	105	65
6	103	79
7	93	84
8	101	76
All	703	71

The school met this measure for all students.

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

Grade	Median SGP	Number of Students
3	64	117
4	51.5	42
5	61	43
6	78.5	28
7	83	25
8	75.5	44
All	65	299

The school met this measure for all students.

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

Students with Disabilities			General Education Students		
Grade	Median SGP	Number of Students	Grade	Median SGP	Number of Students
3	69	191	3	54	11
4	61.5	94	4	46	5
5	65	101	5	55	4
6	79	96	6	84	7
7	85	89	7	40.5	4
8	77	89	8	50	12
ALL	72	660	ALL	57	43

The school did not meet this measure.

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

Grade	All Students		Enrolled in at least their 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55.94%	202	57.14%	196
4	59.60%	99	60.20%	98
5	54.29%	105	57.58%	99
6	67.96%	103	68.63%	102
7	80.65%	93	82.42%	91
8	64.36%	101	64.36%	101
ALL	62.45%	703	63.76%	687

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The school did not meet this measure.

ADDITIONAL CONTEXT AND EVIDENCE

Grade	Beginning of Year. - MATH	End of Year MATH	CHANGE
Kindergarten	N/A	N/A	N/A
1st Grade	50.2	47.2	-3
2nd Grade	34.2	36.3	2.1
3rd Grade	39.8	47	7.2
4th Grade	42.9	51.9	9
5th Grade	45.2	51.7	6.5
6th Grade	48.4	56.5	8.1
7th Grade	54.2	63.6	9.4
8th Grade	53.6	60.1	6.5

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. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. 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 Mathematics goal should report those results here.**

The administration of the *Renaissance* STAR assessment was challenging, and the data may have limitations due to the interruption of proctoring caused by the protocols of the Covid-19 pandemic.

Goal 4: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY/MIDDLE 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.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics 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 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.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

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

The school will continue to support struggling students by providing academic services in Mathematics. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program. Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2022-23 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

During the 2022-23 school year the school will continue the implementation of the New Next Generation Standards.

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 MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

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RESULTS AND EVALUATION

The Academy did not meet its goal of 65% of students scoring at or above a performance level 4. 41.3% of students in the 2018 cohort scored at or above a performance level 4 on a Regents Mathematics Common Core Exam, falling short of the goal by 23.7%. While the cohort did not meet the stated goal, there was a notable increase in the number of students scoring at a level 4 from the previous two cohorts.

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)
2016	2019-20	95	5	27	30.0%
2017	2020-21	94	67	20	74.1%
2018	2021-22	110	6	43	41.3%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	142	40.1%	119	38.4%	110	41.3%
2019	169	18.9%	174	28.5%	150	32.0%
2020			113	2.9%	126	5.0%
2021					126	18.2%

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were

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exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

The Academy exceeded its goal of 80% of students scoring at or above a performance level 3 by 20%. 2018 cohort matched the previous two cohorts' performance. The school provided additional opportunities for targeted academic support in mathematics after school, on Saturdays, during mid-Winter recess, Spring recess, and during our six-week summer school program.

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)
2016	2019-20	95	5	90	100.0%
2017	2020-21	94	0	94	100.0%
2018	2021-22	110	10	100	100.0%

ADDITIONAL EVIDENCE

The 2019 and 2020 cohorts have already exceeded the goal of 80% of students scoring at or above a performance level 3 by 20% and 12.0% respectively. Additionally, 63.5% of the 2021 cohort has already achieved a level 3, so the Academy is on its way to meeting this goal again.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	142	88.7%	119	100.0%	110	100.0%
2019	169	26.0%	174	96.6%	150	100.0%
2020			113	70.8%	126	92.0%
2021					126	63.5%

Goal 4: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The 2018 cohort did not meet this goal by 25% respectively. The 2018 cohort performance improved 16% over the previous cohort. During the 2020-21 school year, many students participated solely in virtual instruction, which had significantly limited the teachers’ ability to provide supervision throughout instruction and assure student accountability for learning. In combination with virtual instruction during the 2019-2020 school year, there were lasting impacts to students learning. To compensate for many of the challenges brought about by virtual instruction, the school offered academic support opportunities in mathematics, English Language Arts, science, and social studies after school, on Saturdays, during mid-Winter and Spring recess.

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	Number Exempted with No Valid Score	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2016	2019-20	20	3	2	11.8%
2017	2020-21	44	0	4	9.0%
2018	2021-22	29	25	1	25.0%

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The Academy met its goal of 75% of students who were not proficient in 8th grade scoring at or above a performance level 3. The school provided additional opportunities for targeted academic support in mathematics after school, on Saturdays, during mid-Winter recess, Spring recess, and during our six-week summer school program.

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

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)
2016	2019-20	20	3	17	100.0%
2017	2020-21	44	0	44	100.0%
2018	2021-22	29	25	3	75.0%

ADDITIONAL CONTEXT AND EVIDENCE

⁸ Based on the highest score for each student on the mathematics Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Goal: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy has achieved two of the four applicable measures of this Accountability Plan goal. The school did not achieve the following goals: 1) 65% of students achieving at least a performance level 4 on a Regents mathematics exam and, 2) At least 50% of the 2018 cohort who were not proficient in 8th grade did not meet or exceed Common Core expectations.

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
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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. Additional special education and ESL staff were hired for the 21-22 school year to target instruction for these two subgroups.

For the 2022-2023 school year, the school will employ content expert consultants to provide additional training to teachers and department chairs on curriculum and pedagogy. The school has adopted the IXL platform for systematic progress monitoring of standards mastery. Special education teachers have been reorganized to be included in each department and there will be increased co-teaching and smaller classes.

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

GOAL 5: SCIENCE

Goal 5: Science

Write the school's Accountability Plan science goal here.

BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school in Kindergarten – 12th grades. Provide a summary of the changes to the school's modality for science instruction throughout the year including any important changes to the science program or staff during the 2021-22 school year.

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

The school will continue to use most of the curriculum outlined in the charter. The school will continue to use most of the curriculum outlined in the charter. Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the SAVVAS *Elevate* Science program in middle and elementary grades. In high school, the *Pearson* curriculum is being utilized for Living Environment instruction, and *Perfection Learning* for Earth Science.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e., the overall percent of students *in at least their second year* achieving proficiency. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, 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.

The overall percentage of The Academy students and the school's 4th and 8th grade achieved the absolute measure of at least 75% of students achieving proficiency on the state science examination. The school's eighth grade missed the goal by 9.3 percentage points.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	85.3%	109
8	65.7%	105
All	75.7%	214

ADDITIONAL EVIDENCE

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	N/A
8	2018-19	N/A	N/A	N/A

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

8	2021-22	Living Environment	100%	24
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Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school. **Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results above.**

Due to Covid-19 there was no science state assessment for the years 2019-2020 and 2020-2021

Goal 5: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

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.**

Science Goal: Additional Measure
[Include additional measures that are part of the Accountability Plan.]
<p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

The school resumed in-person lab instruction for the 2022-23 school year. 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*.

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 SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The Academy's 2018 cohort exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents science exam by the completion of their fourth year in the cohort by 24%.

Science Regents Passing Rate with a Score of 65

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort⁹

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	19	80	84.2%
2017	2020-21	94	35	79	84.0%
2018	2021-22	110	90	109	99.0%

ADDITIONAL EVIDENCE

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

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

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

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

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 high school science goal should report those results here.**

⁹ Based on the highest score for each student on any science Regents exam

Science Goal: Additional Measure

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

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The Academy has exceeded the High School Science Goal.

ACTION PLAN

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

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

98.8% of the students in the 2018 cohort with a valid score passed the US History Regents. This is a 9.6% increase from the previous 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 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	2	71	76.3%
2017	2020-21	94	1	83	89.2%
2018	2021-22	110	29	80	98.8%

EVALUATION

The Academy's 2016 and 2017 cohorts exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents US History exam by the completion of their fourth year in the cohort by 1.3% and 14.2% respectively. The 2018 cohort continued this trend, exceeding the stated goal by 23.8%.

ADDITIONAL EVIDENCE

As shown by data in the chart below, students through the 2019 cohort are already exceeding the goal of 75 percent of students scoring at least 65 on the New York State Regents US History exam by the completion of their fourth year in the cohort. Thus, the school has already met this measure's target for the next academic year. The Academy has not administered the U.S. History Regents to the 2020 cohort. The scholars in the 2020 cohort who have received a grade of at least 65% did so prior to beginning the first year of the 2020 cohort in high school.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	142	88.7%	119	94.1%	110	100%
2019	169	18.9%	174	90.2%	150	99.3%
2020			113	13.3%	126	15.1%
2021					126	5.6%

Goal 6: Comparative Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2021-22.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

86.3% and 66.7% for the 2016 and 2017 cohorts passed the Global History Regents respectively.

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 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	95	0	82	86.3%
2017	2020-21	94	91	2	66.7%
2018	2021-22	110	109	0	0%

EVALUATION

The New York State Regents Global History exam was not administered in the 2019 school year when the 2018 cohort was scheduled to test.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	142	0.0%	119	86.6%	110	99.1%
2019	169	0.0%	174	4.6%	150	45.3%
2020			113	0.0%	126	65.0%
2021					126	0%

Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

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 high school social studies goal should report those results here.**

Social Studies Goal: Additional Measure

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

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

The Academy met the social studies goal for Global History.

ACTION PLAN

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

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The Academy Charter School – Hempstead was in Good Standing during all 3 years.

ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing



65 JOHN STREET, BABYLON, NY 11702

PHONE: (631) 669-3303 FAX: (631) 669-7259

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Lic. No. 12000017610

July 15, 2022

The Academy Charter School
127 N Franklin St.
Hempstead, NY 11550

This letter is to confirm that the fire alarm at the above noted location is being monitored with a daily test signal to our central station and the annual fire alarm inspection was completed on December 29, 2021.

Thank you,

Corinne F.

Corinne F.
Checkmate Security Systems, Inc.

Nº 53940

CERTIFICATE

Date July 8, 2021

Approval of Building Alteration

Fee \$ 25.00

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

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

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

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

Joseph Simon
Superintendent of Inspectors



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

July 22, 2022

The Academy Charter School
159 N Franklin St.
Hempstead, NY 11550

This letter is to confirm that the fire alarm at the above noted location is being monitored with a daily test signal to our central station and the annual fire alarm inspection is scheduled to be completed on Thursday, July 28th 2022.

Thank you,

Corinne F.

Corinne F.
Checkmate Security Systems, Inc.



65 JOHN STREET, BABYLON, NY 11702

PHONE: (631) 669-3303 FAX: (631) 669-7259

www.CheckmateSecurity.com

Licensed by the NYS Department of State

Lic. No. 12000017610

July 15, 2022

The Academy Charter School
117 N Franklin St.
Hempstead, NY 11550

This letter is to confirm that the fire alarm at the above noted location is being monitored with a daily test signal to our central station and the annual fire alarm inspection was completed on December 29, 2021.

Thank you,

Corinne F.

Corinne F.
Checkmate Security Systems, Inc.

FEE \$500⁰⁰

Certificate of Occupancy

VILLAGE OF HEMPSTEAD
BUILDING DEPARTMENT

99 NICHOLS COURT
HEMPSTEAD, N.Y.

Nº 7421

Rec. No. 141275

Date Jul. 19, 2019

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

Lots 88 Street Address 127 No. Franklin St.

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

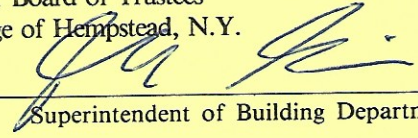
conforms substantially to the approved plans on file in this office. Permit No. 26482 Date Jul. 27, 2017

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

Zone Bus. B Occupancy Construct 5-story high school w/ parking garage

This certificate issued to Academy Charter School Owner of aforesaid Building
Address 117 No. Franklin St., Hempstead, NY

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



Superintendent of Building Department

CERTIFICATE

Date Oct. 16, 2012

No 52391

Approval of Building Alteration

Fee \$25.00

VILLAGE OF HEMPSTEAD

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

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

Street Address

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

Type of Alteration int. + ext. alterations for Charter Sch. K-5

Builder Red Rock Industries

Owner 117 Millenium Realty LLC

Zone Bus. B

117 No. Franklin St.

Building Permit No. 24776

Hempstead, NY

Building Permit Date 12-7-2010

Arthur Chenault

Superintendent of Inspectors