



Entry 1 School Information and Cover Page

Created: 07/17/2018 • Last updated: 07/31/2018

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 authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2018**) or you may not be assigned the correct tasks.

a. SCHOOL NAME ACADEMY CS (SUNY TRUSTEES)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER (As of June 30th, 2018) SUNY-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

c. DISTRICT / CSD OF LOCATION Hempstead

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	117 N. Franklin St., Hempstead, NY 11550	516-408-2200	516-292-2329	Feedback@academycarterschool.org

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Dr. Nicholas Stapleton
Title	Chief Education Officer
Emergency Phone Number (###-###-####)	516-408-2200

e. SCHOOL WEB ADDRESS (URL) <http://www.academycharterschool.org>

f. DATE OF INITIAL CHARTER 02/2008

g. DATE FIRST OPENED FOR INSTRUCTION 09/2009

i. TOTAL ENROLLMENT ON JUNE 30, 2018 1087

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
---------------	----------------------------------

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

l1. FACILITIES

Does the school maintain or operate multiple sites?

	Yes, 3 sites
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l2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	117 N. Franklin St., Hempstead, NY 11550	516-408-2200	Hempstead	3-5	No	
Site 2	159 N. Franklin St., Hempstead, NY 11550	516-408-2200	Hempstead	6-10	No	
Site 3	94 Fulton Ave. Hempstead, NY 11550	516-408-2200	Hempstead	K-2	No	

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
Operational Leader	Donna Douglas	516-408-2200	516-967-7986	ddouglas@academycharterschool.org
Compliance Contact	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
Complaint Contact	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
DASA Coordinator	Nicole Carr	516-408-2200		ncarr@academycharterschool.org

I3. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
Operational Leader	Donna Douglas	516-408-2200	516-967-7986	ddouglas@academycharterschool.org
Compliance Contact	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
Complaint Contact	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
DASA Coordinator	Nicole Carr	516-408-2200		ncarr@academycharterschool.org

14. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
Operational Leader	Donna Douglas	516-408-2200	516-967-7986	ddouglas@academycharterschool.org
Compliance Contact	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
Complaint Contact	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
DASA Coordinator	Nicole Carr	516-408-2200		ncarr@academycharterschool.org

m1. Are any sites in co-located space? If yes, please proceed to the next question. No

IF LOCATED IN PRIVATE SPACE IN NYC OR DISTRICTS OUTSIDE NYC

m3. Upload a current Certificate of Occupancy (COO) for each school site that is located in private space in NYC or located outside of NYC. Except for schools in district space (co-location space), school must provide a copy of the annual fire inspection report.

Site 1 Certificate of Occupancy (COO)

<https://nysed-cso-reports.fluidreview.com/resp/17665115/yFPTXS6fVy/>

Site 1 Fire Inspection Report

(No response)

Site 2 Certificate of Occupancy

<https://nysed-cso-reports.fluidreview.com/resp/17665115/v5TvJTPScU/>

Site 2 Fire Inspection Report

(No response)

Site 3 Certificate of Occupancy

<https://nysed-cso-reports.fluidreview.com/resp/17665115/awugmTE9Ae/>

Site 3 Fire Inspection Report

(No response)

n1. Were there any revisions to the school's charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions). Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Maximum Approved Enrollment	Increased the school's total enrollment to 1296 from 1200.	October 6, 2017	
2				
3				
4				
5				

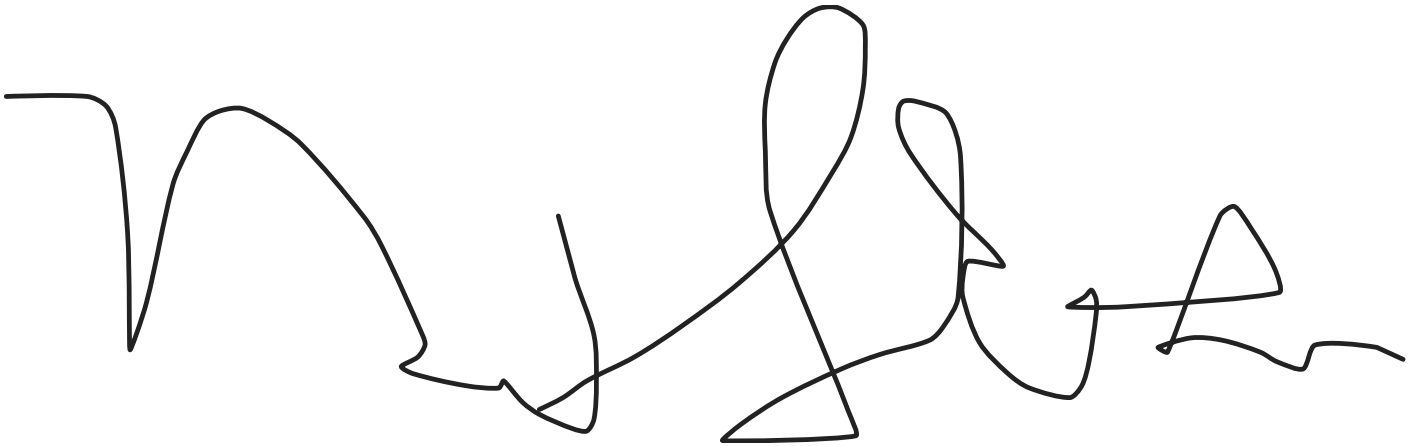
o. Name and Position of Individual(s) Who Completed this Annual Report.

Dr. Nicholas Stapleton, Chief Education Officer

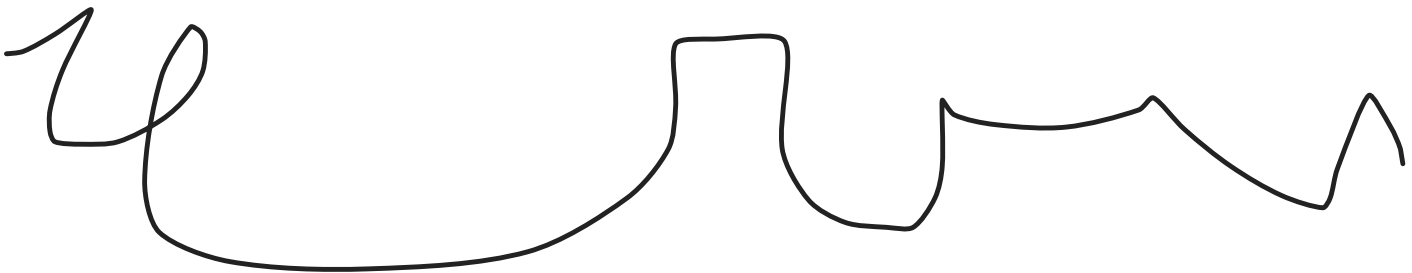
p. Our signatures (Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand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

Yes

Signature, Head of Charter School

A handwritten signature in black ink, appearing to read "W. J. [unclear]". The signature is fluid and cursive, with a large loop at the beginning and a distinct end stroke.

Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to read "W. J. [unclear]". The signature is fluid and cursive, with a large loop at the beginning and a distinct end stroke.

Date

2018/07/31

Thank you.

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

September 12, 2017

The Academy Charter School
117 N. Franklin Ave.
Hempstead, NY 11550

Mr. John Williams:

This letter is to confirm that we performed an inspection of the fire alarm on August 28, 2017 at the above noted location and found the system to be in working order.

Yours truly,

Corinne Frisch

Corinne Frisch
Checkmate Security Systems Inc.

COPY

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



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

September 12, 2017

The Academy Charter School
159 N. Franklin Street
Hempstead, NY 11550

Mr. John Williams:

This letter is to confirm that we performed an inspection of the fire alarm on August 15, 2017 at the above noted location and found the system to be in working order.

Yours truly,

Corinne Frisch

Corinne Frisch
Checkmate Security Systems, Inc.

COPY

CERTIFICATE

Date NOV. 7, 2014

No 52620

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 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

Convert Existing Bldg. To Charter Middle School
& Construct New Gymnasium

Builder

Dec Dev't.

Owner

Academy Charter School

Zone

BUS. B

117 NO. Franklin St.

Building Permit No.

25346

Hempstead NY 11550

Building Permit Date

Dec. 17, 2013

Joseph Simon

Superintendent of Inspectors

of this chapter and stating the purpose for which the building, structure or premises may be used in its several parts, and any special stipulations, shall have been issued by the Superintendent of the Building Department and signed by him or his authorized designee.

- B. In those instances where an alteration is performed under a permit, the Superintendent of the Building Department shall determine whether the work is so extensive that a certificate of occupancy shall be required or whether a certificate of approval of alteration shall suffice. The Superintendent of the Building Department shall issue such certificate only if it is found that the proposed work has been completed substantially in accordance with the permit and the laws applicable thereto. The certificate shall also indicate the use or uses to which the structure or installation may thereafter be put.
- C. Prior to issuance of a certificate of occupancy or certificate of approval of alteration, all concrete curbs, gutters and sidewalks shall be installed, and, where necessary, curb cuts and driveway aprons shall also be installed. One-family residences shall have a paved driveway from the front sidewalk to the rear line of the residence building or into an attached garage.
- D. Certificates of completion. [Added 4-18-2000 by L.L. No. 4-2000]
- (1) Change of use. Any construction or demolition that results in a change in the floor plan or use of an existing structure, in whole or in part, or any change in the actual use of an existing structure whether accompanied by any alteration, construction or demolition shall require a certificate of completion issued by the Building Department.
 - (2) Change of use fees.
 - (a) All fees for a certificate of completion from the Building Department shall accompany each application and be paid to the Village Clerk.
 - (b) The fees to be charged and required under the provisions of this section shall be determined from time to time by resolution of the Board of Trustees. [Amended 10-2-2007 by L.L. No. 10-2007]
 - (c) If the construction, installation, demolition or other activity or item of work requiring a permit has been substantially completed prior to the filing of a completed application for a permit, the applicable fees may be doubled at the discretion of the Building Inspector. [Added 10-2-2007 by L.L. No. 10-2007]

§ 50-19. Penalties. ² [Added 10-2-2007 by L.L. No. 10-2007]

Any person, firm or corporation who violates, disobeys, neglects or refuses to comply with § 50-10 and § 50-18 shall be guilty of a violation and shall be subject to the penalties as prescribed in § 1-16 of this Code.

2. Editor's Note: Former § 50-19, Certificate of approval of alteration, was repealed 10-1-1991 by L.L. No. 17-1991. See now § 50-18, Certificates of occupancy and approval of alteration; certificates of completion; fees.

CHECKMATE  **SECURITY**
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www.CheckmateSecurity.com
Licensed by the NYS Department of State
Lic. No. 12000017610

September 12, 2017

The Academy Charter School
94 Fulton Ave.
Hempstead, NY 11550

Mr. John Williams:

This letter is to confirm that we performed an inspection of the fire alarm on September 5, 2017 at the above noted location and found the system to be in working order.

Yours truly,

Corinne Frisch

Corinne Frisch
Checkmate Security Systems, Inc.

COPY

0.52 993

Fee \$2.00

Corporation Certificate

No. 4232

491 Jackson Ave
Borough of Hempstead, N. Y.

This certifies that the building located on Lots

Block No.

DATE May 22 1952

Map of Abstracts

Location 575 Jackson Ave 233 w/1. 2nd st

conforms substantially to the approved plans on file in this office. Permit No. 6208 Date June 15 1948
and to all requirements of the Building Zone Ordinance and Building Code of the Village of Hempstead, N. Y.

ZONE

OCCUPANCY

Residential
This certificate issued to Hempstead
Robert Corporation
school's community house

Address 16 Cedar St Hempstead N.Y.

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

OWNER - BUILDER - ARCHITECT

BUILDING INSPECTOR

42
Hempstead
building
N. Y.



Entry 2 NYS School Report Card Link

Last updated: 07/17/2018

ACADEMY CS (SUNY TRUSTEES)

1. CHARTER AUTHORIZER (As of June 30th, 2018) SUNY-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

2. NEW YORK STATE REPORT CARD <https://data.nysed.gov/profile.php?instid=800000063985>

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).



The Academy Charter School

**2017-18 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 12, 2018

By Wayne Haughton

117 North Franklin Street

Hempstead, NY 11550

The Academy Charter School

APPENDIX A: OPTIONAL GOALS

Wayne Haughton, Executive Director, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Bishop Barrington Goldson	Chair; Finance, Judicial, Grievance, and Compliance Committees
Robert Stewart	Vice Chair; Technology and Instruction Committee
Dawn West-Bloise	Trustee; Community Relations Committee
Steven Rowley	Trustee; Finance and Academic Committees
Peter J. Goodman	Trustee; Legal/Real Estate Committee
Roderick Roberts	Trustee; Fundraising and Community Relations Committee
TBD	Parent Representative
Donovan Henry	Trustee
Beth McKenzie	Trustee
Marie Graham	Trustee
Dale James	Trustee
Roger Ball	Trustee
Dorothy Atkinson	Trustee

Wayne Haughton has served as the Executive Director since 2012.

APPENDIX A: OPTIONAL GOALS

The Academy Charter School (“The Academy”) opened in the fall of 2009 with 165 students in grades K-2. Located in Hempstead, NY, a school district with approximately 70% free and reduced price lunch students, The Academy continues to successfully serve a student population with a large percentage of English language learners, special education students, and economically disadvantaged students. To further the mission, The Academy expanded to serve students in grades K-10 in the 2017-18 school year.

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

The Mission of The Academy:

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	81	82	78	78	71	49	43	N/A	N/A	N/A	N/A	N/A	N/A	482
2014-15	109	111	79	77	81	75	78	47	N/A	N/A	N/A	N/A	N/A	657
2015-16	114	111	114	81	84	80	81	81	45	N/A	N/A	N/A	N/A	791
2016-17	107	108	107	108	77	81	80	83	77	117	N/A	N/A	N/A	945
2017-18	100	109	110	104	109	78	82	79	87	117	109	N/A	N/A	1,084

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 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school

APPENDIX A: OPTIONAL GOALS

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: <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 anywhere 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
2015-16	2012-13	2012	N/A	N/A	N/A
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	N/A	N/A	N/A
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	N/A	N/A	N/A

APPENDIX A: OPTIONAL GOALS

2016-17	2012-13	2012	N/A	N/A	N/A
2017-18	2013-14	2013	N/A	N/A	N/A

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.

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

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

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

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

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

Grade	Units of Credit	Passed Regents
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APPENDIX A: OPTIONAL GOALS

9	5	1
10	11	3
11	17	4
12	22	5

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. For these two graduation cohorts the Academy achieved this measure.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	110	96.4%
2017	119	75.6%

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. For these two graduation cohorts the Academy achieved this measure.

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 Regents 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. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

The school met its goal of having over 75% of students in the 2016 and 2017 cohort earn at least five credits each year.

57.3 percent of The Academy's students in the 2016 cohort scored at or above proficient on at least three different New York State Regents exams required for graduation. This cohort didn't not meet the goal of 75 percent of students in the second year of high school scoring at or above proficient on at least three different New York State Regents exams required for graduation.

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

Cohort Designation	Number in Cohort	Percent Passing Three
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APPENDIX A: OPTIONAL GOALS

		Regents
2014	N/A	N/A
2015	N/A	N/A
2016	110	57.3%

ADDITIONAL EVIDENCE

After every Regents administration period, the individual trajectories of every student are reviewed. In addition, the item analysis of each examination is reviewed as a component of evaluation of the instructional program. These reviews have resulted in the percentage of students in this cohort scoring at or above proficient on at least three different New York State Regents exams required for graduation increased over eight percentage points from the 2016-17 school year to the 2017-18 school year. It should also be noted that the instructional changes implemented have resulted in the 2017 Cohort having 65.5% of it's students passing 3 or more Regents after only one year.

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 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed 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 below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

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

Cohort Designation	Number in Cohort	Percent Graduating
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¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

APPENDIX A: OPTIONAL GOALS

2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

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.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

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.

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

APPENDIX A: OPTIONAL GOALS

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.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Percentage of the 2014 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
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy met one of two leading indicator goals. Because the school only served 9th and 10th grade in the 2017-18 school year, the absolute and comparative measures in this section do not apply.

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

ACTION PLAN

To meet its goal of 75 percent of students in their second year scoring proficient on at least three different NYS Regents exams required for graduation, the school provides students the opportunity to complete three regents exams by the end of their 9th grade year (one in math, one in science, and one in social studies). Students will have the additional opportunity to complete these exams during their August and January administration following their 9th grade year. At the conclusion of the 10th grade year, students will have the opportunity to complete two additional Regents examinations (one in math and one in science) for a total of 5 Regents examinations offered by the conclusion of their second year.

The teachers work with instructional leadership to align course goals with student achievement data collected during previous administration of regents examinations. Students requiring academic supports, based on Regents examination data, qualify and receive academic intervention services. Additional learning time and academic intervention services is 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 two 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.

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

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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. To ensure students have multiple pathways to graduate on time, the school will also be providing students with Career and Technical Education (CTE) coursework.

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

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

All students will be prepared to attend college.

Goal 2: Absolute Measure

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

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

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 measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students graduating in the 2017-18 school year.

APPENDIX A: OPTIONAL GOALS

Percentage of the 2014 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
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

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.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	N/A	N/A	N/A
2016-17	2013	N/A	N/A	N/A
2017-18	2014	N/A	TBD	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

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.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

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 fall following graduation.

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RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate = $[(b)/(a)]*100$
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

ACTION PLAN

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

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

APPENDIX A: OPTIONAL GOALS

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 *ReadyGen* (K-5), *My Perspectives* (6-8) and the *Holt McDougal Literature* (9-10) curriculums, and other standards-based supplementary texts from the *EngageNY* modules, the *Scholastic* Guided Reading Program®, and the *Heinemann* Fountas and Pinnell® systems. The *Teachers College Writers Workshop* as a resource. in their balanced learning approach to instruction.

Students (K-8) receive 135 minutes of instructional daily while students in grades 9-10 receive 90 minutes. At-risk students also received forty-five minutes of pullout instructions in small groups three times per week. Moreover in grades 6-8, all students received an additional forty five minutes of instruction 4-5 days per week with the primary focus on re-teaching, practice, and mastery. The school utilizes the assessment data provided by the *Renaissance* STAR Reading (K-8), *NWEA* MAP (9-10), curriculum related unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

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.

Students in grade 9 receive 90 minutes of instruction daily while students in grades 10-11 receive 45 minutes. At-risk students also received forty-five minutes of pullout instructions in small groups two times per week. The school utilizes the assessment data provided by the, *NWEA* MAP diagnostic and progress monitoring assessment, unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

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 3 through 8 grade in April 2018. 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).

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Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	109	0	0	0	1	110
4	103	0	0	1	4	108
5	77	0	0	2	1	80
6	79	0	0	2	0	81
7	79	0	0	3	0	82
8	84	0	0	2	0	86
All	531	0	0	10	6	547

RESULTS AND EVALUATION

The following table presents the English language arts test results for all third through eighth grade students and for those third through eighth grade students enrolled in at least their second year at The Academy. Overall, 67.8% of students, and 74.8% of students enrolled in at least their second year at the school, achieved a level of proficiency on the 2017-18 English language arts assessment exam.

Performance on 2017-18 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	74.3%	109	77.0%	87
4	71.8%	103	76.1%	88
5	51.9%	77	56.9%	58
6	72.1%	79	75.8%	66
7	56.9%	79	63.1%	65
8	75.0%	84	75.0%	57
All	67.8%	531	74.8%	421

ADDITIONAL EVIDENCE

From the 2015-16 to 2017-18 school years, the overall percentage of students enrolled in at least their second year at the school performing at a proficient level increased nearly 27 percentage points on the English language arts exams. The most notable increase occurred in the 5th through 8th grades where there was a 14, 36.1, 24.9, and 28.8 percentage point increase respectively.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	61.3%	62	70.9%	86	77.0%	87
4	60.7%	61	72.9%	59	76.1%	88

⁴ 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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5	42.9%	70	47.3%	74	56.9%	58
6	39.7%	63	39.1%	64	75.8%	66
7	38.2%	68	54.9%	71	63.1%	65
8	46.2%	39	61.8%	68	75.0%	57
All	47.9%	363	58.1%	422	74.8%	421

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The Academy's PI in the 2017-18 school year was 175.5. SUNY did not release the MIP, so evolution is not possible at this time.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	6	26	41	27

$$\begin{array}{r}
 \text{PI} \\
 = \\
 26 \\
 + \\
 41 \\
 41 \\
 + \\
 27 \\
 27 \\
 (.5) * [27] \\
 \text{PI} \\
 = \\
 94 \\
 68 \\
 13.5 \\
 175.5
 \end{array}$$

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

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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.⁵

RESULTS AND EVALUATION

The chart below shows the results of this year's assessment of students who were enrolled in at least their second year at The Academy as compared to all tested students in the surrounding public school district, the Hempstead School District on the 2017-18 English language arts exam. The Academy's aggregate percentage of students enrolled in at least their second at the school testing at proficiency was 74.8%. The local district's average was 24.4%.

The Academy met this measure. The school's aggregate percentage of students performing at a proficient level on the English language arts exam was 50.4 percentage points above the Hempstead School District.

2017-18 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	Number Tested	Percent	Number Tested
3	77.0%	87	29%	583
4	76.1%	88	30%	614
5	56.9%	58	24%	497
6	75.8%	66	21%	428
7	63.1%	65	16%	419
8	75.0%	57	22%	404
All	74.8%	421	24.4%	2945

ADDITIONAL EVIDENCE

As shown through the chart below, The Academy has had a significantly higher overall percentage of students enrolled in at least their second year at the school performing at a proficient level on the state English language arts exam for the past three years when compared to the Hempstead School District. Additionally, the percentage of students performing at a proficient level at each individual grade level has far exceeded the district average at every grade level over the past three years.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District

⁵ 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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3	61.3%	19%	70.9%	20.5%	77.0%	29%
4	60.7%	14%	72.9%	30.5%	76.1%	30%
5	42.9%	8%	47.3%	15.6%	56.9%	24%
6	39.7%	5%	39.1%	5.5%	75.8%	21%
7	38.2%	6%	54.9%	11.8%	63.1%	16%
8	46.2%	11%	61.8%	13.1%	75.0%	22%
All	47.9%	9.5%	58.1%	16.9%	74.8%	24.4%

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.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The effect size of The Academy’s predicted level of performance on the state English language arts exam was 2.04, nearly two full point above the comparative goal of .3. Further, the school’s third and fourth grades performed exceedingly well, scoring an Effect Size of well over two points above the state’s goal for the school.

The Academy’s aggregate Effect Size exceeded the comparative measure. This is largely attributable to the high performance at each grade level. Individually, each tested grade at The Academy performed well, exceeding the state’s goal by an impressive margin.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	94.4	99	72	27.1	44.9	2.53
4	90.9	73	66	26.5	39.5	2.53
5	95.1	82	46	19.0	27.0	2.03
6	93.8	76	39	16.5	22.5	1.90

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7	92.8	81	53	25.3	27.7	1.67
8	93.5	77	62	30.4	31.6	1.79
All	93.5	488	56.9	24.2	32.6	2.04

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

The Academy has exceeded the state's Effect Size goal in each of the last three years by an impressive amount.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-7	86.2	357	30.7	17.7	1.04
2015-16	3-8	80.7	437	48.0	27.0	1.27
2016-17	3-8	93.5	488	56.9	24.2	2.04

Goal 3: Growth Measure⁶

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.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁷

RESULTS AND EVALUATION

School wide, and at the 6th, 7th, and 8th grade level, The Academy exceeded the statewide mean growth percentile. The Academy's 4th grade missed the stated goal by less than one percentage point. The school's 5th grade missed the stated goal by 2.3 percentage points.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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Grade	Mean Growth Percentile	
	School	Target
4	49.1	50.0
5	47.7	50.0
6	51.9	50.0
7	56.5	50.0
8	61.5	50.0
All	53.5	50.0

ADDITIONAL EVIDENCE

The school's mean growth percentile increased overall and at each grade level, except the 4th grade, in the 2016-17 school year, 5th grade in the 2016-17 school year, and the 6th grade in the 2014-15 school year..

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	50.7	56.8	49.1	50.0
5	55.3	51.7	47.7	50.0
6	43.3	53.5	51.9	50.0
7	51.8	62.4	56.5	50.0
8	N/A	57.1	61.5	50.0
All	60.1	68.2	53.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

The Academy achieved both comparative goals, one absolute goal, and its growth goal. The only goal the school did not achieve as the absolute goal of 75 percent of all students enrolled at the school in their second year perform at a proficient level on the State English language arts exam.

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.	Met
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Met

APPENDIX A: OPTIONAL GOALS

ACTION PLAN

The Academy will continue to improve its academic performance by *strengthening* the English language arts curriculum to align with the New York State *Next Generation English Language Arts Learning Standards* and responsive to data. Strategic intervention will continue to occur based on going comprehensive data analysis from various sources including *Fountas and Pinnell*, *STAR Reading*, and writing samples, and in-house created interim assessments. The school will continue integrate reading and writing across content areas, and provide students with extended learning time to achieve its goal in English Language Arts.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered a 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 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).⁸ 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.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	N/A	N/A
2013	N/A	N/A

⁸ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

⁹ Based on the highest score for each student on the English Regents exam

APPENDIX A: OPTIONAL GOALS

2014	N/A	N/A
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ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	N/A	N/A
2017					N/A	N/A

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 a 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.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

¹⁰ Based on the highest score for each student on the English Regents exam

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	N/A	N/A
2017					N/A	N/A

Goal 3: Absolute Measure

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

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹¹ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

English Language Arts Performance Index (PI)

¹¹ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

APPENDIX A: OPTIONAL GOALS

For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	[?]	[?]	[?]	[?]

$$PI = [?] + [?] + [?] + (.5)*[?] \quad PI = [?]$$

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 3: Comparative Measure

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

APPENDIX A: OPTIONAL GOALS

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

English Regents Performance Index (PI)¹²
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

¹² For an explanation of the procedure to calculate the school's PI, see page 28.

APPENDIX A: OPTIONAL GOALS

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 ¹³

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

¹³ Based on the highest score for each student on the English Regents exam

¹⁴ Based on the highest score for each student on the English Regents exam

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁵

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	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.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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.	N/A

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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ACTION PLAN

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving

BACKGROUND

The Mathematics program at The Academy Charter School is based on the premise that students come to school with a wide range of abilities. Through a developmentally appropriate and rigorous approach in Mathematics, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in Mathematics. The Academy Charter School uses a combination of the *Envision 2.0 and Eureka Math* in grades K-8; and *Amsco* series in grades 9-10, and supplementary materials from the *EngageNY* modules in meeting the *New York State Next Generation Learning Standards*. Students complete multiple learning experiences in which they are able to utilize their classroom technology, and manipulatives for practice. Students in grades K-8 receive 90 minutes of instruction daily; and at the high school, Algebra 1 receive 90 minutes of instructional daily while students in other mathematics courses receive 45 minutes of instruction daily. At-risk students also received forty-five minutes of pullout instructions in small groups at least two times per week. The school utilizes the assessment data provided by the STAR and *NWEA* MAP diagnostic and progress monitoring assessment, unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 3 through 9 grade in April 2018. 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

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Grade	Total Tested	Not Tested ¹⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	108	0	0	1	1	110
4	103	0	0	1	4	108
5	77	0	0	2	1	80
6	79	0	0	1	1	81
7	80	0	0	2	0	82
8	83	0	0	2	1	86
All	530	0	0	9	8	547

RESULTS AND EVALUATION

The following table presents the mathematics assessment results for all third through eighth grade students and for those third through eighth grade students enrolled in at least their second year at The Academy. Overall, 71.3% of the students who took the 2017-18 state mathematics exam performed at a proficient level. 68.5% of students enrolled in at least their second year performed at the school tested at a proficient level.

The Academy's students performed at a proficient level on the 2017-18 mathematics assessment exam. 71.3% of students in at least their second year scored at or above level three on the state mathematics assessment exam. The school missed its goal of 75% proficiency by 3.7 percentage points.

Performance on 2017-18 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	82.4%	108	87.1%	85
4	67.9%	103	70.1%	87
5	50.6%	77	61.4%	57
6	64.5%	79	65.2%	69
7	66.3%	80	68.2%	66
8	73.4%	83	70.1%	75
All	68.5%	530	71.3%	439

ADDITIONAL EVIDENCE

The Academy showed a significant overall increase in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year, both overall and at each individual grade level.

¹⁶ 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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Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	55.1%	69	73.0%	89	87.1%	85
4	61.0%	59	55.2%	58	70.1%	87
5	55.7%	70	40.2%	82	61.4%	57
6	63.3%	60	48.4%	62	65.2%	69
7	41.5%	65	41.4%	70	68.2%	66
8	47.5%	40	43.3%	67	70.1%	75
All	54.3%	363	50.9%	428	71.3%	439

Goal 4: Absolute Measure

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The Academy’s PI in the 2017-18 school year was 178. SUNY did not release the MIP, so evolution is not possible at this time.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	8	23	35	34

$$\begin{array}{r}
 \text{PI} \\
 = \\
 23 \\
 + \\
 35 \\
 + \\
 35 \\
 + \\
 (1.5) * [34] \\
 \text{PI} \\
 = \\
 92 \\
 69 \\
 17 \\
 178
 \end{array}$$

Goal 4: Comparative Measure

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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 the performance of tested students enrolled in at least their second year to that of 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.¹⁷

RESULTS AND EVALUATION

The chart below shows the percentage of students performing at or above level three on the state mathematics assessment exam enrolled in at least their second year at The Academy as compared to the average of all tested students in the surrounding public school district, the Hempstead School District.

The Academy met this measure. The school's aggregate percentage of students performing at a proficient level on the 2017-18 state mathematics assessment exam exceeded the district average by an impressive 49.3 percentage points. Additionally, each grade level tested at The Academy had a significantly higher percentage of students performing at a proficient level when compared to the Hempstead School District.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	87.1%	85	33%	592
4	70.1%	87	26%	626
5	61.4%	57	29%	510
6	65.2%	69	11%	430
7	68.2%	66	14%	427
8	70.1%	75	1%	218
All	71.3%	439	22%	2803

ADDITIONAL EVIDENCE

As shown through the chart below, The Academy has had a significantly higher overall percentage of students performing at a proficient level on the state mathematics exam for the past three years compared to the Hempstead School District. Additionally, the percentage of students performing at a proficient level at each individual grade level has far exceeded the district average at every grade level over the past three years.

¹⁷ 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](#).

APPENDIX A: OPTIONAL GOALS

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	55.1%	24%	73.0%	28.6%	87.1%	33%
4	61.0%	18%	55.2%	28.3%	70.1%	26%
5	55.7%	14%	40.2%	20.4%	61.4%	29%
6	63.3%	4%	48.4%	6.8%	65.2%	11%
7	41.5%	5%	41.4%	7.6%	68.2%	14%
8	47.5%	3%	43.3%	.4%	70.1%	1%
All	54.3%	12.4%	50.9%	17.9%	71.3%	22%

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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The Effect Size of The Academy's predicted level of performance on the state mathematics exam 1.67 points above the predicted comparative performance goal.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	94.4	102	73	32.2	40.8	1.98
4	90.9	72	49	26.1	22.9	1.19

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5	95.1	81	43	23.1	19.9	1.17
6	93.8	72	51	18.9	32.1	2.01
7	92.8	79	43	16.9	26.1	1.51
8	93.5	76	45	12.1	32.9	1.99
All	93.5	482	51.8	22.1	29.7	1.67

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

As the table below shows, The Academy has exceeded the state's Effect Size goal in each of the last three years by an impressive amount.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-7	86.2	357	49.1	25.1	1.38
2015-16	3-8	80.7	428	54.8	27.3	1.41
2016-17	3-8	93.5	482	51.8	22.1	1.67

Goal 4: Growth Measure¹⁸

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.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.¹⁹

RESULTS AND EVALUATION

The Academy's overall mean growth percentile was above the statewide average. Additionally, the eighth grade mean growth percentile was also above the statewide median.

¹⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	45.6	50.0
5	38.1	50.0
6	49.0	50.0
7	49.2	50.0
8	74.8	50.0
All	50.8	50.0

ADDITIONAL EVIDENCE

Overall, The Academy's mean growth percentile has exceeded the state's target in each of the last three school years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	51.3	61.5	45.6	50.0
5	45.8	51.0	38.1	50.0
6	59.8	55.0	49.0	50.0
7	48.8	51.1	49.2	50.0
8	0	53.1	74.8	50.0
All	54.5	54.6	50.8	50.0

SUMMARY OF THE MATHEMATICS GOAL

On the 2017-18 accountability plan progress report, The Academy achieved of its both comparative goals and its growth goal. The only goal the school did not achieve as the absolute goal of 75 percent of all students enrolled at the school in their second year perform at a proficient level on the State English language arts exam.

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 English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	
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.	Met
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public	Met

APPENDIX A: OPTIONAL GOALS

	schools in New York State. (Using 2016-17 results.)	
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. (Using the 2016-17 results.)	Met

ACTION PLAN

The school will continue to use the existing curriculums during the 2018-2019 school year. Teachers will incorporate materials from other sources including the *EngageNY* modules where necessary. There will be much focus on curriculum mapping and teachers will continue to use the data from *Renaissance* STAR assessments (K-8), and interim assessments (3-8) to measure student progress and inform instruction. Teachers will engage in re-teaching strategies with more frequency to ensure mastery. There will be more focus on hands on professional development based on review of data gleaned from item skills analysis report from various sources. Moreover, during the extended learning time (After School and Saturday School), there will be a greater focus on supporting struggling students in Mathematics.

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 school scores Regents on a scale from 0 to 100. 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.²⁰ 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.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam

²⁰ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

APPENDIX A: OPTIONAL GOALS

by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. While, this measurement is not applicable to the school for this Accountability Report, the school is monitoring this indicator for the 2016 and 2017 Cohorts and increasing the rigor where required to have more students meet this benchmark.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	110	5.5%
2017					119	7.6%

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 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 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.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. It should be noted, however, that the Academy's 2016 and 2017 Cohorts have already met this measure. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam

²¹ Based on the highest score for each student on a mathematics Regents exam

APPENDIX A: OPTIONAL GOALS

by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

As shown in the chart below, the school's 2016 and 2017 cohorts both had over 80 percent of students partially meeting Common Core expectations, scoring at Level 3 on a Regents mathematics exam, by the completion of their fourth year in the cohort.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			115	73.0%	110	80.9%
2017					119	80.7%

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.

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.²³ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability

²² Based on the highest score for each student on a mathematics Regents exam

²³ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

APPENDIX A: OPTIONAL GOALS

Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort											
Number in Cohort	Percent of Students at Each Accountability Level										
	Level 1	Level 2	Level 3	Level 4							
	[?]	[?]	[?]	[?]							
	PI	=	[?]	+	[?]	+	[?]	+	[?]	=	[?]
									(.5)*[?]		[?]
									PI		[?]

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort

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2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 4: Comparative Measure

APPENDIX A: OPTIONAL GOALS

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Mathematics Regents Performance Index (PI)²⁴
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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.

²⁴ For an explanation of the procedure to calculate the school's PI, see page 46.

APPENDIX A: OPTIONAL GOALS

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

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁵

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

²⁵ Based on the highest score for each student on the English Regents exam

APPENDIX A: OPTIONAL GOALS

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. While this measurement is not applicable to the school, it should be noted that the school is monitoring students for whom we have grade 8 scores. The chart below displays their current status:

Cohort	# of Student in Cohort	# of Grade 8 Math Scores Available	# of Students Scoring Level 1 or 8 in Grade 8	# of Students Scoring Level 3 or Above on Math Regents	% of Students Scoring Level 3 or Above on Math Regents
2016	110	30	15	13	86.7
2017	119	83	55	42	76.1

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ²⁷

The Academy met the only absolute goal for which it could be measure as a result of the school's current grade configuration.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	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	N/A

²⁶ Based on the highest score for each student on the mathematics Regents exam

²⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

APPENDIX A: OPTIONAL GOALS

	Common Core expectations.	
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. (Using 2016-17 school district results.)	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.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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.	N/A

ACTION PLAN

The Academy has departmentalized instruction. Each assistant principal has been given specific areas of instructional oversight. Content leads have been assigned for each area and work closely with the assistant principals to change and improve academic programming.

Additionally, the Academy has increased the opportunities for teacher collaboration and co-teaching to implement the math program. Academic intervention services are being provided three times per week through the specific design and implementation of additional math courses through the collaborative effort of math teachers and school leadership.

GOAL 5: SCIENCE

Goal 3: Science

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

BACKGROUND

The science curriculum used by the school during the 2017 – 2018 school year was the Macmillan/McGraw-Hill, *A Closer Look* textbook series in grades K-5, *New York Science* in grades 6-8, and *Biology by Miller and Levine*, for Living Environment in the high school. Students in grade K-8 receive three (3) forty-five minutes of instruction per week; one period is dedicated to lab activity and two (2) periods for theory. In the high school, the Science program at The Academy Charter School utilizes *Biology by Miller and Levine*, for Living Environment, *Chemistry by Pearson* for Chemistry, *Earth Science: The Physical Setting by Perfection Learning* for Earth Science, and *Marine Science by Pearson* for Marine Biology to implement instruction. Students receive six (6) forty-five minute periods of instruction per week; one period is dedicated to lab activity and five (5) periods for theory. Unit assessments and school-designed interim assessments are used to measure students' progress and inform instructional planning.

APPENDIX A: OPTIONAL GOALS

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 2018. 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

91.3% of The Academy's students in at least their second year at the school – 95.3% of 4th grade students and 86.7% of 8th grade students – tested at a proficient level on the New York State Science exam.

The Academy achieved this goal. 91.3% of The Academy's students in at least their second year at the school tested at a proficient level on the State Science exam, 16.3 percentage points above the stated goal.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95.3%	86	N/A	N/A
8	86.7%	75	N/A	N/A
All	91.3%	161	N/A	N/A

ADDITIONAL EVIDENCE

In the years in which the State Science exam scores have been available, the percentage of The Academy's students testing at a proficient level and enrolled in at least their second greatly exceeded the stated goal of 75% in two of the previous three years. Although The Academy did not meet their overall goal of 75% proficiency in the 2016-17 school year, this was solely because of the 8th grade results. Since the 2015-16 school year, the 2016-17 8th grade is the only cohort who did not meet the goal of 75% proficiency on the state science exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98.3%	58	98.3%	59	95.3%	86
8	76.9%	39	46.3%	67	86.7%	75
All	89.7%	97	70.6%	126	91.3%	161

APPENDIX A: OPTIONAL GOALS

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.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

At the time of this report's submission, the district state science exam results were not available.

2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ²⁸	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95.3%	86	N/A	N/A
8	86.7%	75	N/A	N/A
All	91.3%	161	N/A	N/A

ADDITIONAL EVIDENCE

At the time of this report's submission, the district state science exam results were not available.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	98.3%	N/A	98.3%	59	95.3%	N/A
8	76.9%	N/A	46.3%	67	86.7%	N/A
All	89.7%	N/A	70.6%	126	91.3%	N/A

²⁸ This table uses the prior year's results as 2017-18 district science scores are not yet available.

APPENDIX A: OPTIONAL GOALS

SUMMARY OF THE SCIENCE GOAL

The Academy met the absolute goal and the comparative goal could not be measured because the district's science score was not available at the time of this report's submission.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

ACTION PLAN

For the 2018-2019 school year, the school will continue to use *New York Science* in grades 6-8 but adopt the Mc Graw-Hill, *Inspire Science* in grades K-5 which are more clearly aligned to the *Next Generation Science Standards*. For the 2018 – 2019 school year, the school (K-8) will continue improve the quality of instruction by focusing more on lab instruction.

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. 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.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁹

Cohort	Number in	Percent
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²⁹ Based on the highest score for each student on any science Regents exam

APPENDIX A: OPTIONAL GOALS

Designation	Cohort	Passing with a score of 65
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

As shown in the chart below, The Academy's 2017 student cohort is already meeting this goal and the 2016 student cohort is less than ten percentage points below the goal of 75 percent proficiency.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	110	65.5%
2017					119	76.5%

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

The Social Studies program at The Academy Charter School *utilizes United States History by Pearson* for United States History and *World History by Pearson* for Global History 1 and Global History 2 to implement instruction. Students receive forty-five minutes of daily instruction in Social Studies. Unit assessments and school-designed interim assessments are used to measure students' progress and inform instructional planning.

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 Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	N/A	N/A
2012	N/A	N/A

³⁰ Based on the highest score for each student on a science Regents exam

APPENDIX A: OPTIONAL GOALS

2013	N/A	N/A
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EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

As shown in the chart below, The Academy's 2017 student cohort is already meeting this goal and the 2016 student cohort is 12.3 percentage points below the goal of 75 percent proficiency.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015			N/A	N/A	110	62.7%
2016					119	80.7%

Goal 6: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A

APPENDIX A: OPTIONAL GOALS

EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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.

RESULTS

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

³¹ Based on the highest score for each student on a science Regents exam

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015			N/A	N/A	N/A	N/A
2016					N/A	N/A

Goal 6: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A

EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

GOAL 7: ESSA

Goal 7: ESSA

The Academy will be in good standing pursuant to the state's ESSA accountability system

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 school met its goal of good standing for the 2017-18 school year.

ADDITIONAL EVIDENCE

The Academy has been in good standing in each of the last three school years.

Accountability Status by Year

Year	Status
2015-16	Good standing
2016-17	Good standing
2017-18	Good standing





Entry 4 Expenditures per Child

Last updated: 07/28/2018

ACADEMY CS (SUNY TRUSTEES)Section Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2017-18 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	21586188
Line 2: Year End FTE student enrollment	1093
Line 3: Divide Line 1 by Line 2	19758

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2017-18 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	1442751
Line 2: Management and General Cost (Column)	1612187
Line 3: Sum of Line 1 and Line 2	3054937
Line 5: Divide Line 3 by the Year End FTE student enrollment	2796

Thank you.

THE ACADEMY CHARTER SCHOOL

Financial Statements and Single Audit

For the year ended June 30, 2018

THE ACADEMY CHARTER SCHOOL

Financial Statements

June 30, 2018

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Independent Auditors' Report

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

Report on the financial statements

We have audited the accompanying financial statements of The Academy Charter School, which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's responsibility for the financial statements

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

Auditors' responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor

considers internal control relevant to The Academy Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Academy Charter School as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Prior period financial statements

The financial statements of The Academy Charter School, as of and for the year ended June 30, 2017, were audited by other auditors whose report dated November 1, 2017 expressed an unmodified opinion on those statements.

Other matters

Report on supplementary information required by New York State

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information shown on pages 19 to 22 are required by the New York State Department of Education who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information shown on pages 19 to 22 is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, shown on Page 23, as required by the *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* is presented for purposes of additional analysis and is 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 24, 2018 on our consideration of The Academy Charter School internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering The Academy Charter School internal control over financial reporting and compliance.

NChing LLP

New York, New York
October 24, 2018

THE ACADEMY CHARTER SCHOOL

Statement of Financial Position

June 30, 2018

	2018	2017
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 2,564,817	\$ 1,063,517
Accounts and grants receivable - net	602,391	724,145
Due from government agencies	132,815	134,666
Prepaid expenses	110,029	-
Total current assets	3,410,052	1,922,328
Property and equipment, net - Note 5	43,597,972	22,617,760
Other assets		
Restricted cash and escrow reserves - Note 3	41,670,702	3,443,178
Security deposits	182,345	152,420
Total assets	<u>\$ 88,861,071</u>	<u>\$ 28,135,686</u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts payable	\$ 3,678,661	\$ 1,407,677
Accrued salaries and other payroll-related expenses	1,671,372	1,156,452
Accrued interest payable	1,835,238	769,339
Bonds payable - current portion	335,000	305,000
Line of credit	445,387	-
Obligations under capital lease - current portion	271,362	322,914
Total current liabilities	8,237,020	3,961,382
Bonds payable (less current portion; net of unamortized deferred financing costs of \$4,040,494 in 2018 and \$1,406,432 in 2017) - Note 7	78,724,506	21,643,568
Obligations under capital lease, net of current portion - Note 8	4,525	275,887
Total liabilities	<u>86,966,051</u>	<u>25,880,837</u>
Net assets - unrestricted		
Undesignated	1,816,123	2,176,162
Reserve - contingency	78,897	78,687
Total unrestricted net assets	<u>1,895,020</u>	<u>2,254,849</u>
Total liabilities and unrestricted net assets	<u>\$ 88,861,071</u>	<u>\$ 28,135,686</u>

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

THE ACADEMY CHARTER SCHOOL**Statement of Activities**

For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
<u>Operating revenue and other support</u>		
Public school district		
General education	\$ 20,254,448	\$ 17,521,211
Special education	-	70,692
	<hr/>	<hr/>
Total state and local per pupil operating revenue	20,254,448	17,591,903
Grants, contracts and other support		
Federal and state grants	1,146,561	848,140
Contributions	15,600	513,841
Interest and other income	221,029	26,798
	<hr/>	<hr/>
Total operating revenue and other support	<u>21,637,638</u>	<u>18,980,682</u>
<u>Expenses</u>		
Program expenses		
Regular education	16,797,506	13,105,332
Special education	737,152	738,850
Food service	1,091,265	682,149
	<hr/>	<hr/>
Total program expenses	18,625,923	14,526,331
Supporting services		
Management and general	3,371,544	2,916,682
	<hr/>	<hr/>
Total program and supporting services expenses	<u>21,997,467</u>	<u>17,443,013</u>
Change in net assets	(359,829)	1,537,669
Unrestricted net assets - beginning of year	2,254,849	717,180
	<hr/>	<hr/>
Unrestricted net assets - end of year	<u>\$ 1,895,020</u>	<u>\$ 2,254,849</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, 2018

	Program expenses				Supporting services	Total 2018
	Regular education	Special education	Food service	Total programs	Management & general	
Salaries and staff						
Instructional personnel	\$ 6,442,804	\$ 149,484	\$ -	\$ 6,592,288	\$ -	\$ 6,592,288
Administrative staff personnel	2,346,859	187,749	-	2,534,608	594,538	3,129,146
Noninstructional personnel	69,059	-	385,404	454,463	1,101,415	1,555,878
Total salaries and staff	8,858,722	337,233	385,404	9,581,359	1,695,953	11,277,312
Operating expenses						
Payroll taxes and fringe benefits	1,830,180	69,671	79,623	1,979,474	318,706	2,298,180
Retirement	181,281	6,901	7,887	196,069	29,724	225,793
Financial and administrative	280,000	25,000	-	305,000	145,000	450,000
Administrative	88,209	3,358	-	91,567	19,905	111,472
Marketing and recruitment	39,788	1,514	-	41,302	10,255	51,557
Insurance	308,221	11,733	-	319,954	63,946	383,900
Legal and professional	100,892	3,841	-	104,733	117,125	221,858
Repairs and maintenance	411,529	15,666	17,904	445,099	67,476	512,575
Equipment leasing and maintenance	497,342	18,933	-	516,275	103,183	619,458
Staff development	494,199	18,813	-	513,012	102,531	615,543
Food costs	-	-	449,365	449,365	-	449,365
Student services	34,285	8,418	-	42,703	-	42,703
Supplies and instructional materials	306,646	11,673	-	318,319	63,620	381,939
Telephone and Internet services	120,774	4,597	-	125,371	25,384	150,755
Utilities	183,524	6,986	-	190,510	38,126	228,636
Other expenses	250,411	9,533	10,894	270,838	44,094	314,932
Interest expense - facilities loans	1,689,160	135,133	90,089	1,914,382	337,832	2,252,214
Interest expense - equipment lease	44,426	3,554	2,369	50,349	8,885	59,234
Depreciation	992,993	37,801	43,201	1,073,995	162,814	1,236,809
Amortization	84,924	6,794	4,529	96,247	16,985	113,232
Total operating expenses	7,938,784	399,919	705,861	9,044,564	1,675,591	10,720,155
Total expenses	\$ 16,797,506	\$ 737,152	\$ 1,091,265	\$ 18,625,923	\$ 3,371,544	\$ 21,997,467

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, 2017

	Program expenses			Total programs	Supporting services	Total 2017
	Regular education	Special education	Food service		Management & general	
Salaries and staff						
Instructional personnel	\$ 5,165,888	\$ 222,907	\$ -	\$ 5,388,795	\$ -	\$ 5,388,795
Administrative staff personnel	1,632,710	130,617	-	1,763,327	413,620	2,176,947
Noninstructional personnel	68,983	-	211,228	280,211	922,986	1,203,197
Total salaries and staff	<u>6,867,581</u>	<u>353,524</u>	<u>211,228</u>	<u>7,432,333</u>	<u>1,336,606</u>	<u>8,768,939</u>
Operating expenses						
Payroll taxes and fringe benefits	1,420,843	73,141	43,701	1,537,685	276,532	1,814,217
Retirement	147,007	7,567	4,522	159,096	28,611	187,707
Financial and administrative	280,000	25,000	-	305,000	145,000	450,000
Administrative	56,632	2,915	-	59,547	12,764	72,311
Marketing and recruitment	35,059	1,805	-	36,864	7,902	44,766
Insurance	202,637	10,431	-	213,068	45,671	258,739
Legal and professional	218,341	11,240	-	229,581	277,265	506,846
Repairs and maintenance	213,362	10,983	6,562	230,907	41,526	272,433
Equipment leasing and maintenance	350,619	18,049	-	368,668	79,023	447,691
Staff development	236,151	12,156	-	248,307	53,224	301,531
Food costs	-	-	305,118	305,118	-	305,118
Student services	50,450	13,967	-	64,417	-	64,417
Supplies and instructional materials	267,613	13,776	-	281,389	60,315	341,704
Telephone and Internet services	90,543	4,661	-	95,204	20,407	115,611
Utilities	146,778	7,556	-	154,334	33,081	187,415
Other expenses	197,413	10,162	6,072	213,647	38,422	252,069
Interest expense - facilities loans	1,388,055	111,044	74,030	1,573,129	277,611	1,850,740
Interest expense - equipment lease	52,066	4,165	2,777	59,008	10,413	69,421
Depreciation	842,387	43,364	25,910	911,661	163,950	1,075,611
Amortization	41,795	3,344	2,229	47,368	8,359	55,727
Total operating expenses	<u>6,237,751</u>	<u>385,326</u>	<u>470,921</u>	<u>7,093,998</u>	<u>1,580,076</u>	<u>8,674,074</u>
Total expenses	<u>\$13,105,332</u>	<u>\$738,850</u>	<u>\$682,149</u>	<u>\$14,526,331</u>	<u>\$2,916,682</u>	<u>\$17,443,013</u>

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

THE ACADEMY CHARTER SCHOOL**Statement of Cash Flows**

For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
Cash flows from operating activities		
Change in net assets	\$ (359,829)	\$ 1,537,669
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	1,236,809	1,075,611
Amortization	113,232	55,727
Changes in operating assets and liabilities		
Accounts and grants receivable	121,754	(259,485)
Due from government agencies	1,851	(23,240)
Security deposits	(29,925)	(120,000)
Prepaid expenses	(110,029)	-
Accounts payable	2,270,984	307,130
Accrued salaries and other payroll-related expenses	514,920	122,114
Accrued interest payable	1,065,899	(17,690)
Net cash provided by operating activities	<u>4,825,666</u>	<u>2,677,836</u>
Cash flows from investing activities		
Increase in restricted cash and escrow reserves	(38,227,524)	(515,139)
Acquisition of property, plant and equipment	<u>(22,217,021)</u>	<u>(1,132,469)</u>
Net cash used in investing activities	<u>(60,444,545)</u>	<u>(1,647,608)</u>
Cash flows from financing activities		
Repayments	(305,000)	(285,000)
Proceeds from bonds issuance	57,302,706	-
Draws on line of credit	445,387	(1,875)
Obligations under capital leases	<u>(322,914)</u>	<u>(297,427)</u>
Net cash provided by/(used in) financing activities	<u>57,120,179</u>	<u>(584,302)</u>
Net increase in cash and cash equivalents	1,501,300	445,926
Cash and cash equivalents - beginning of year	<u>1,063,517</u>	<u>617,591</u>
Cash and cash equivalents - end of year	<u>\$ 2,564,817</u>	<u>\$ 1,063,517</u>
Supplemental cash flow disclosures		
Interest paid	<u>\$ 3,049,173</u>	<u>\$ 1,937,851</u>
Interest capitalized	<u>\$ 2,194,911</u>	<u>\$ 640,934</u>

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

THE ACADEMY CHARTER SCHOOL

Notes to Financial Statements

June 30, 2018

Note 1 Organization

The Academy Charter School (“TACS”), a 501(c)(3) tax-exempt organization, is a public charter school located in Hempstead, New York. The School opened in February 2009 and commenced operating classes for kindergarten through second grade in September 2009, and added third through tenth grade classes in 2010 through 2018. In fiscal year 2019, TACS added the eleventh grade. The TACS charter was renewed in 2014 for an additional five years. The mission of TACS is to offer an interdisciplinary curriculum in a technology-rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. Enrollment is open to all potential student candidates, with a preference for those residing in the immediate area.

Effective December 2017, The Academy Charter School – Uniondale location received its charter approval from The State University of New York Charter School Institute. In September 2018, The Academy Charter School – Uniondale began to operate classes from kindergarten to second grade.

From hereon in, The Academy Charter School, Hempstead location, is referred to as “The Academy – Hempstead” and The Academy Charter School – Uniondale is referred to as “The Academy – Uniondale”. Collectively, The Academy – Hempstead and The Academy – Uniondale will be referred to as “The School”.

Note 2 Summary of significant accounting policies

Basis of presentation and use of estimates. The financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America (“U.S. GAAP”), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Reclassifications. Certain accounts relating to the prior year have been reclassified to conform to the current year’s presentation. The reclassifications had no effect on 2017 net assets.

Net asset presentation. The classification of the School’s net assets and its support, revenue and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of three classes of net assets, permanently restricted, temporarily restricted, and unrestricted, be displayed in a statement of financial position, and that the amounts of change in each of those classes of net assets be displayed in a statement of activities.

THE ACADEMY CHARTER SCHOOL

Notes to Financial Statements

June 30, 2018

Note 2 Summary of significant accounting policies – (continued)

These classes are defined as follows:

Permanently restricted – Net assets resulting from contributions and other inflows of assets whose use by School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School. The School currently does not possess any permanently restricted net assets.

Temporarily restricted – Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities. The School has no temporarily restricted net assets at June 30, 2018.

Unrestricted – the part of net assets that is neither permanently nor temporarily restricted by donor-imposed stipulations.

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

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

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 refundable advances. 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.

Accounts and grants receivable. Accounts and grants receivables are recorded at net realizable value. The allowance for doubtful accounts is the School's best estimate of the amount of probable credit losses in existing receivables. Management determines the allowance based on historical write-off experience and reviews its allowance for doubtful accounts periodically. Past due balances are reviewed individually for collectability. Allowances recorded at June 30, 2018 and 2017 are \$293,598 and \$81,275, respectively.

THE ACADEMY CHARTER SCHOOL

Notes to Financial Statements

June 30, 2018

Note 2 Summary of significant accounting policies – (continued)

Property, plant and equipment. Property, plant and equipment are recorded at cost. Donated assets are capitalized at the estimated fair value at date of receipt. Maintenance and repairs are charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of \$500. Items with an acquisition cost of less than \$500 or a useful life of less than one year are expensed in the year purchased. 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.

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

Deferred expenses. Deferred financing costs are amortized over the terms of the bonds and are reported net of accumulated amortization as of June 30, 2018 and 2017 in bond payable – net, on the accompanying statement of financial position, pursuant to Accounting Standards Update (ASU) 2015-03.

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

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

THE ACADEMY CHARTER SCHOOL

Notes to Financial Statements

June 30, 2018

Note 2 Summary of significant accounting policies – (continued)

Functional allocation of expenses. Expenses that can be directly identified with the program or supporting service to which they relate are charged accordingly. Other expenses by function have been allocated among program and supporting service classifications using bases determined by management to be reasonable. Management and general expense includes expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

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

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

The School is no longer subject to income tax examination by tax authorities for years before June 30, 2014.

Subsequent events. Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through October 24, 2018, the date that the financial statements were available to be issued.

Note 3 Restricted cash and escrow reserves

Restricted cash and escrow reserve accounts as of June 30, consist of:

	2018			
	The Academy - Uniondale	The Academy - Hempstead	Total	2017
Restricted cash - contingency	\$ 250	\$ 78,897	\$ 79,147	\$ 78,687
Restricted cash – held by trustee	8,231,990	23,128,156	31,360,146	162,272
Interest reserve	2,316,625	995,183	3,311,808	996,011
Debt Service	1,741,475	5,117,719	6,859,194	2,159,516
Repairs and replacement	-	60,407	60,407	46,692
Total	<u>\$ 12,290,340</u>	<u>\$ 29,380,362</u>	<u>\$ 41,670,702</u>	<u>\$ 3,443,178</u>

THE ACADEMY CHARTER SCHOOL**Notes to Financial Statements**

June 30, 2018

Note 4 Retirement plan

The School offers a 401(k) plan for all qualifying employees. Employees are eligible for the plan immediately upon employment. Participation in the plan is voluntary. Employees can make pretax contributions up to a maximum of 100% of their annual compensation, up to IRS limits for each calendar year. The School matches an employee's contribution up to 4% of the employee's annual compensation. For the years ended June 30, 2018 and 2017, the School's matching contributions were \$225,793 and \$187,707. Such plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the plan's participants and beneficiaries.

Note 5 Property, plant and equipment

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

	2018			2017
	The Academy - Uniondale	The Academy - Hempstead	Total	
Land	\$ -	\$ 790,000	\$ 790,000	\$ 790,000
Building	-	17,507,416	17,507,416	17,507,416
Building improvements	-	3,955,414	3,955,414	3,941,314
Furniture and fixtures	-	2,087,480	2,087,480	2,041,110
Machinery and equipment	-	5,000	5,000	5,000
Computer and office equipment	-	2,311,640	2,311,640	1,675,621
Construction-in-progress	8,101,457	14,607,906	22,709,363	1,188,830
	8,101,457	41,264,856	49,366,313	27,149,291
Less, accumulated depreciation	-	(5,768,341)	(5,768,341)	(4,531,531)
Total	\$ 8,101,457	\$ 35,496,515	\$ 43,597,972	\$ 22,617,760

Note 6 Accrued salary and other payroll expenses

Accrued payroll and benefits consist of amounts earned by the staff during the school year, but paid over the summer months. As of June 30, 2018 and 2017, accrued payroll amounted to \$1,243,136 and \$1,047,789, respectively. Also included are other payroll accrual of \$428,236 and \$108,663 as of June 30, 2018 and 2017, respectively.

THE ACADEMY CHARTER SCHOOL

Notes to Financial Statements

June 30, 2018

Note 7 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 December 23, 2013, The Town of Hempstead Local Development Corporation provided financing through the issuance of \$12,970,000 in Tax-Exempt Education Revenue Bonds (the "Series 2013A Bonds"), bearing interest at 7.65% per annum, with principal due at varying amounts annually through maturity on February 1, 2044, as well as \$545,000 in Taxable Education Revenue Bonds (the "Series 2013B Bonds"), bearing interest rate at 7.25% per annum, with principal due at varying amounts annually through maturity on February 1, 2019. The proceeds of the bonds were used to purchase and renovate a four-story building at Hempstead, New York, to be used as classroom and administration space for The Academy - Hempstead.

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

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

THE ACADEMY CHARTER SCHOOL**Notes to Financial Statements**

June 30, 2018

Note 7 Bonds payable - (continued)

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

<u>June 30,</u>	The Academy - Uniondale	The Academy - Hempstead	Total
2019	\$ -	\$ 335,000	\$ 335,000
2020	-	910,000	910,000
2021	100,000	975,000	1,075,000
2022	295,000	1,045,000	1,340,000
2023	315,000	1,125,000	1,440,000
Thereafter	20,755,000	57,245,000	78,000,000
Unamortized financing charge	<u>(1,118,859)</u>	<u>(2,921,635)</u>	<u>(4,040,494)</u>
Total	<u>\$ 20,346,141</u>	<u>\$ 58,713,365</u>	<u>\$ 79,059,506</u>
Bonds payable - current	\$ -	\$ 335,000	\$ 335,000
Bonds payable – long term	<u>20,346,141</u>	<u>58,378,365</u>	<u>78,724,506</u>
Total bonds payable	<u>\$ 20,346,141</u>	<u>\$ 58,713,365</u>	<u>\$ 79,059,506</u>

THE ACADEMY CHARTER SCHOOL**Notes to Financial Statements**

June 30, 2018

Note 7 Bonds payable -- (continued)

Pursuant to the loan agreements, The Academy - Hempstead is required to comply with various debt covenants. The minimum requirement and actual results as of and for the year ended June 30, 2018 for each of the debt covenants are as follows:

	<u>Minimum Requirement</u>	<u>Actual</u>
Debt service coverage ratio	1.10	1.15
Days cash on hand	30	45

The debt service coverage ratio is calculated as follows:

Increase in net assets	\$ (348,811)		
Add back: Interest expense	1,905,652		
Depreciation and amortization	<u>1,350,041</u>		
Net revenues available for debt service	<u>\$ 2,906,882</u>		
Debt service payments			
Interest expense	\$ 1,905,652		
Principal	<u>627,914</u>		
Total current debt service	<u>\$ 2,533,566</u>		
Net revenues available for debt service	<u>\$ 2,906,882</u>	=	1.15
Total current debt service	<u>\$ 2,533,566</u>		

The days cash on hand is calculated as follows:

Total expenses	\$ 21,986,449		
Less: Depreciation and amortization	<u>(1,350,041)</u>		
Net expenses	20,636,408		
Days	<u>365</u>		
Cash used per day	<u>\$ 56,538</u>		
Cash at year end	<u>\$ 2,563,853</u>	=	45
Cash used per day	<u>\$ 56,538</u>		

The Academy – Uniondale is exempt from covenants compliance for the year ended June 30, 2018.

THE ACADEMY CHARTER SCHOOL
Notes to Financial Statements
June 30, 2018

Note 8 Capital Leases

In August and September 2014, The Academy - Hempstead entered into five capital lease agreements for furniture and fixtures, and computer equipment. The leases, totaling \$1,421,144, require monthly payments of \$30,230, including interest at 8.25%, and mature in September 2018 and August 2019.

<u>June 30,</u>	<u>Amount</u>
2019	\$ 285,771
2020	<u>4,765</u>
	290,536
Less effective interest at 8.25%	<u>(14,649)</u>
Present value of capital lease	275,887
Less: current portion	<u>(271,362)</u>
Noncurrent portion	<u><u>\$ 4,525</u></u>

Note 9 Support services

The School entered into an agreement with Victory Schools, Inc., d/b/a Victory Education Partners (VEP), in June 2009, amended in August 2012, to provide services related to certain education and operational aspects of the School. VEP serves as an advisor regarding functions associated with the educational services to be provided to the students at the School and consults with the School with respect to its legal and operational compliance in accordance with the terms of the charter and Charter School Act.

For the years ended June 30, 2018 and 2017, the service fee was \$450,000.

THE ACADEMY CHARTER SCHOOL

Notes to Financial Statements

June 30, 2018

Note 10 Concentrations of Credit Risk

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

The School received approximately 78% and 79% of its operating revenue, which is subject to specific requirements, from per pupil funding from the Districts of Hempstead and Uniondale during the years ended June 30, 2018 and 2017, respectively. Additionally, the School's grants receivable consists of approximately 100% and 80% from the New York State Department of Education and one organization.

Note 11 Contingency

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

The School is involved in an ongoing litigation related to the middle school construction project which took place in 2014. There is a dispute between the general contractor, DECA Development II, Inc., and Renaissance Contracting Building Corp., in regards to the balance due from a change order. Based upon management's opinion, the outcome of such matters is not expected to have material adverse effect on The School's statement of financial position or statement of activities.

THE ACADEMY CHARTER SCHOOL
Statement of Financial Position: The Academy - Hempstead
For the year ended June 30, 2018

	2018	2017
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 2,563,853	\$ 1,063,517
Accounts and grants receivable - net	643,011	724,145
Due from government agencies	132,815	135,826
Prepaid expenses	10,029	-
Total current assets	3,349,708	1,923,488
Property and equipment, net	35,496,515	22,617,760
Other assets		
Restricted cash and escrow reserves	29,380,362	3,443,178
Security deposits	152,420	152,420
Total assets	<u>\$ 68,379,005</u>	<u>\$ 28,136,846</u>
 <u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts payable	\$ 3,547,834	\$ 1,408,837
Accrued salaries and other payroll-related expenses	1,671,372	1,156,452
Accrued interest payable	1,819,122	769,339
Bonds payable - current portion	335,000	305,000
Line of credit	445,387	-
Obligations under capital lease - current portion	271,362	322,914
Total current liabilities	8,090,077	3,962,542
Bonds payable (less current portion; net of unamortized deferred financing costs of \$2,921,635 in 2018 and \$1,406,432 in 2017)	58,378,365	21,643,568
Obligations under capital lease, net of current portion	4,525	275,887
Total liabilities	<u>66,472,967</u>	<u>25,881,997</u>
Net assets - unrestricted		
Undesignated	1,826,891	2,176,162
Reserve - contingency	79,147	78,687
Total unrestricted net assets	<u>1,906,038</u>	<u>2,254,849</u>
Total liabilities and unrestricted net assets	<u>\$ 68,379,005</u>	<u>\$ 28,136,846</u>

THE ACADEMY CHARTER SCHOOL
Statement of Activities: The Academy - Hempstead
For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
<u>Operating revenue and other support</u>		
Public school district		
General education	\$ 20,254,448	\$ 17,521,211
Special education	-	70,692
	<u>20,254,448</u>	<u>17,591,903</u>
Total state and local per pupil operating revenue	20,254,448	17,591,903
Grants, contracts and other support		
Federal and state grants	1,146,561	848,140
Contributions	15,600	513,841
Interest and other income	221,029	26,798
	<u>1,383,190</u>	<u>1,388,779</u>
Total operating revenue and other support	<u>21,637,638</u>	<u>18,980,682</u>
<u>Expenses</u>		
Program expenses		
Regular education	16,797,506	13,105,332
Special education	737,152	738,850
Food service	1,091,265	682,149
	<u>18,625,923</u>	<u>14,526,331</u>
Total program expenses	18,625,923	14,526,331
Supporting Services		
Management and general	3,360,526	2,916,682
	<u>3,360,526</u>	<u>2,916,682</u>
Total program and supporting services expenses	<u>21,986,449</u>	<u>17,443,013</u>
Change in net assets	(348,811)	1,537,669
Unrestricted net assets - beginning of year	2,254,849	717,180
	<u>2,254,849</u>	<u>717,180</u>
Unrestricted net assets - end of year	<u>\$ 1,906,038</u>	<u>\$ 2,254,849</u>

THE ACADEMY CHARTER SCHOOL
Statement of Financial Position: The Academy - Uniondale
For the year ended June 30, 2018

	<u>2018</u>
<u>Assets</u>	
Current assets	
Cash and cash equivalents	\$ 964
Prepaid expenses	<u>100,000</u>
Total current assets	100,964
Property and equipment, net	8,101,457
Other assets	
Restricted cash and escrow reserves	12,290,340
Security deposits	<u>29,925</u>
Total assets	<u><u>\$ 20,522,686</u></u>
 <u>Liabilities and Net Assets</u>	
Current liabilities	
Accounts payable	\$ 171,447
Accrued interest payable	<u>16,116</u>
Total current liabilities	187,563
Bonds payable (net of unamortized deferred deferred financing costs of \$1,118,859)	<u>20,346,141</u>
Total liabilities	20,533,704
Net assets - unrestricted	<u>(11,018)</u>
Total liabilities and unrestricted net assets	<u><u>\$ 20,522,686</u></u>

THE ACADEMY CHARTER SCHOOL
Statement of Activities: The Academy - Uniondale
For the year ended June 30, 2018

	<u>2018</u>
<u>Expenses</u>	
Supporting Services	
Management and general	<u>11,018</u>
Change in net assets	(11,018)
Unrestricted net assets - beginning of year	<u>-</u>
Unrestricted net assets - end of year	<u><u>\$ (11,018)</u></u>

THE ACADEMY CHARTER SCHOOL
Schedule of Expenditures of Federal Awards
For the year ended June 30, 2018

<u>Federal Grantor/Pass-through Grantor/Program Title</u>	<u>Federal CFDA No.</u>	<u>Pass-through identifying number</u>	<u>Federal expenditures</u>
U.S. Department of Education			
Office of Elementary and Secondary Education:			
<u>Pass-through New York State Department of Education:</u>			
Title I Grants to Local Education Agencies	84.010A	0021-18-4495	\$ 295,072
Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)	84.367A	0147-18-4495	29,187
English Language Acquisition Grants	84.365A	0293-18-4495	<u>10,442</u>
Total U.S. Department of Education			<u>334,701</u>
Child Nutrition Cluster:			
U.S. Department of Agriculture:			
<u>Pass-through New York State Department of Education</u>			
School Breakfast Program	10.553		148,903
National School Lunch Program	10.555		482,101
Summer Food Service Program	10.559		<u>136,210</u>
Total Child Nutrition Cluster (U.S. Department of Agriculture)			<u>767,214</u>
Total Expenditures of Federal Awards			<u>\$ 1,101,915</u>

The accompanying notes are an integral part of this schedule.

THE ACADEMY CHARTER SCHOOL
Notes to Schedule of Expenditures of Federal Awards
For the year ended June 30, 2018

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, 2018. The information in this Schedule is presented in accordance with the requirements of Office of Management and Budget (OMB) Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”). Because the Schedule presents only a selected portion of the operations of The Academy Charter School, it is not intended to, and does not, present the financial position, changes in net position or cash flows of The Academy Charter School.

Note 2 Summary of Significant Accounting Policies

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

Note 3 Indirect Cost Rate

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

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Academy Charter School, which comprise the statement of financial position as of June 30, 2018, 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 24, 2018.

Internal control over financial reporting

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

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

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

Compliance and other matters

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

Purpose of this report

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

NChang LLP

New York, New York
October 24, 2018

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

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

Report on Compliance for Each Major Federal Program

We have audited The Academy Charter School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of The Academy Charter School's major federal programs for the year ended June 30, 2018. 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.

Management's Responsibility

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

Auditors' Responsibility

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

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

Opinion on Each Major Federal Program

In our opinion, The Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

Report on Internal Control over Compliance

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

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

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

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

Handwritten signature in blue ink that reads "NCheng LLP".

New York, New York
October 24, 2018

THE ACADEMY CHARTER SCHOOL
Schedule of Findings and Questioned Costs
 For the year ended June 30, 2018

Schedule I – Summary of auditors’ results

Financial statements

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

Unmodified opinion

Internal control over financial reporting:

- Material weakness(es) identified?
- Significant deficiency(ies) identified that are not Considered to be material weakness(es)?

yes no
 yes none reported

Noncompliance material to financial statements noted?

yes no

Federal awards

Internal control over major federal programs:

- Material weakness(es) identified?
- Significant deficiency(ies) identified that are not Considered to be material weakness(es)?

yes no
 yes none reported

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

Unmodified opinion

Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance under Section 2CFR200.516(a)

yes no

Identification of major federal programs:

CFDA number(s)	Name of Federal Program or Cluster
10.	Child Nutrition Cluster

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

yes no

THE ACADEMY CHARTER SCHOOL
Schedule of Findings and Questioned Costs
For the year ended June 30, 2018

Section II – Financial Statement Findings

There are no financial statement findings and questioned costs noted that are required to be reported under *Government Auditing Standards*

Section III – Federal Award Findings and Questioned Costs

There are no federal award findings and questioned costs that were noted.

THE ACADEMY CHARTER SCHOOL
Corrective Action Plan
For the year ended June 30, 2018

Corrective action plan is not applicable for the year ended June 30, 2018

THE ACADEMY CHARTER SCHOOL
Summary Schedule of Prior Audit Findings
For the year ended June 30, 2018

There were no prior audit findings



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Academy Charter School, The
Audit Period:	2017-18
Prior Period:	2016-17
Report Due Date:	Thursday, November 01, 2018
Date Submitted:	Thursday, November 01, 2018
School Fiscal Contact Name:	Paul J. Augello, Jr. CPA
School Fiscal Contact Email:	Paugello@weboosted.com
School Fiscal Contact Phone:	212-786-7913
School Audit Firm Name:	Ncheng, LLP
School Audit Contact Name:	Miaoling Lin
School Audit Contact Email:	Mlin@ncheng.com
School Audit Contact Phone:	212-785-0100

Please submit the following items to the **SUNY Charter Schools Institute** via Epicenter:

Online Portal: <https://my.epicenternow.org/Home.aspx>

Required Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

And, if applicable:

Item	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A"</i>
Management Letter	N/A
Management Letter Response	N/A
Form 990; or Extension Form 8868	Extension
Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
Corrective Action Plan	N/A

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Please **also** submit the following items to the **New York State Education Department** via online portal:

Online Portal: <https://nysed-cso-reports.myreviewroom.com/>

Required Items:

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included)
- 2) Audited Financial Report;

And, if applicable:

- 3) Management Letter and Response;
- 4) Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart F.

ACADEMY CHARTER SCHOOL, THE
Statement of Financial Position
as of June 30, 2018

<u>ASSETS</u>	<u>2017-18</u>	<u>2016-17</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 2,564,817	\$ 1,063,517
Grants and contracts receivable	602,391	724,145
Accounts receivables	132,815	134,666
Prepaid expenses	110,029	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	3,410,052	1,922,328
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	43,597,972	22,617,760
<u>OTHER ASSETS</u>	41,853,047	3,595,598
TOTAL ASSETS	88,861,071	28,135,686
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 5,513,899	\$ 2,177,016
Accrued payroll and benefits	1,671,372	1,156,452
Deferred Revenue	-	-
Current maturities of long-term debt	335,000	305,000
Short Term Debt - Bonds, Notes Payable	-	-
Other	716,749	322,914
TOTAL CURRENT	8,237,020	3,961,382
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	78,729,031	21,919,455
LIABILITIES	78,729,031	21,919,455
TOTAL LIABILITIES	86,966,051	25,880,837
<u>NET ASSETS</u>		
Unrestricted	1,816,123	2,176,162
Temporarily restricted	78,897	78,687
TOTAL NET ASSETS	1,895,020	2,254,849

**TOTAL LIABILITIES AND
NET ASSETS**

88,861,071

28,135,686

CK - Should be zero

-

-

ACADEMY CHARTER SCHOOL, THE
Statement of Activities
as of June 30, 2018

	2017-18			2016-17
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 20,254,448	\$ -	\$ 20,254,448	\$ 17,521,211
Students with disabilities	-	-	-	70,692
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	1,146,561	-	1,146,561	848,140
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	21,401,009	-	21,401,009	18,440,043
EXPENSES				
Program Services				
Regular Education	\$ 16,797,506	\$ -	\$ 16,797,506	\$ 13,105,332
Special Education	737,152	-	737,152	738,850
Other Programs	1,091,265	-	1,091,265	682,149
Total Program Services	18,625,923	-	18,625,923	14,526,331
Management and general	3,371,544	-	3,371,544	2,916,682
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	21,997,467	-	21,997,467	17,443,013
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(596,458)	-	(596,458)	997,030
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 15,600	\$ -	\$ 15,600	\$ 513,841
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	221,029	-	221,029	26,798
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	236,629	-	236,629	540,639

CHANGE IN NET ASSETS	(359,829)	-	(359,829)	1,537,669
NET ASSETS BEGINNING OF YEAR	2,254,849	-	2,254,849	717,180
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	<u>\$ 1,895,020</u>	<u>\$ -</u>	<u>\$ 1,895,020</u>	<u>\$ 2,254,849</u>

ACADEMY CHARTER SCHOOL, THE
Statement of Cash Flows
as of June 30, 2018

	<u>2017-18</u>	<u>2016-17</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ (359,829)	\$ 1,537,669
Revenues from School Districts	-	-
Accounts Receivable	121,754	(259,485)
Due from School Districts	-	-
Depreciation	1,350,041	1,131,337
Grants Receivable	1,851	(23,240)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(110,029)	-
Accounts Payable	2,270,984	307,131
Accrued Expenses	514,920	122,114
Accrued Liabilities	1,065,899	(17,690)
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	(29,925)	(120,000)
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 4,825,666	\$ 2,677,836
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	\$ (22,217,021)	\$ (1,132,469)
Other	(38,227,524)	(515,139)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (60,444,545)	\$ (1,647,608)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	\$ (305,000)	\$ (285,000)
Other	57,425,179	(299,302)
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ 57,120,179	\$ (584,302)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 1,501,300	\$ 445,926
Cash at beginning of year	1,063,517	617,591
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 2,564,817	\$ 1,063,517

ACADEMY CHARTER SCHOOL, THE
Statement of Functional Expenses
as of June 30, 2018

		2017-18						
		Program Services				Supporting Services		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total
		\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	42.00	2,346,859	187,749	-	2,534,608	-	594,538	594,538
Instructional Personnel	107.00	6,442,804	149,484	-	6,592,288	-	-	-
Non-Instructional Personnel	46.00	69,059	-	385,404	454,463	-	1,101,415	1,101,415
Total Salaries and Staff	195.00	8,858,722	337,233	385,404	9,581,359	-	1,695,953	1,695,953
Fringe Benefits & Payroll Taxes		1,830,180	69,671	79,623	1,979,474	-	318,706	318,706
Retirement		181,281	6,901	7,887	196,069	-	29,724	29,724
Management Company Fees		280,000	25,000	-	305,000	-	145,000	145,000
Legal Service		100,892	3,841	-	104,733	-	117,125	117,125
Accounting / Audit Services		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		88,209	3,358	-	91,567	-	19,905	19,905
Building and Land Rent / Lease / Facility Finance Interest		1,733,586	138,687	92,458	1,964,731	-	346,717	346,717
Repairs & Maintenance		411,529	15,666	17,904	445,099	-	67,476	67,476
Insurance		308,221	11,733	-	319,954	-	63,946	63,946
Utilities		183,524	6,986	-	190,510	-	38,126	38,126
Supplies / Materials		306,646	11,673	-	318,319	-	63,620	63,620
Equipment / Furnishings		497,342	18,933	-	516,275	-	103,183	103,183
Staff Development		494,199	18,813	-	513,012	-	102,531	102,531
Marketing / Recruitment		39,788	1,514	-	41,302	-	10,255	10,255
Technology		120,774	4,597	-	125,371	-	25,384	25,384
Food Service		-	-	449,365	449,365	-	-	-
Student Services		34,285	8,418	-	42,703	-	-	-
Office Expense		-	-	-	-	-	-	-
Depreciation		1,077,917	44,595	47,730	1,170,242	-	179,799	179,799
OTHER		250,411	9,533	10,894	270,838	-	44,094	44,094
Total Expenses		\$ 16,797,506	\$ 737,152	\$ 1,091,265	\$ 18,625,923	\$ -	\$ 3,371,544	\$ 3,371,544

		2016-17
Total		
\$		\$
3,129,146		2,176,947
6,592,288		5,388,795
1,555,878		1,203,197
11,277,312		8,768,939
2,298,180		1,814,217
225,793		187,707
450,000		450,000
221,858		506,846
-		-
111,472		72,311
2,311,448		1,920,161
512,575		272,433
383,900		258,739
228,636		187,415
381,939		341,704
619,458		447,691
615,543		301,531
51,557		44,766
150,755		115,611
449,365		305,118
42,703		64,417
-		-
1,350,041		1,131,338
314,932		252,069
\$ 21,997,467		\$ 17,443,013



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS

1- GRAY tab contains the Instructions




Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.

6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Academy Charter School, The

SCHOOL

Name:	Academy Charter School, The
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CONTACT INFORMATION

Contact Name:	Paul J. Augello, Jr., C.P.A
Contact Title:	CEO, BoostEd Finance
Contact Email:	Paugello@weboosted.com
Contact Phone:	917-583-9330

REPORT PERIOD

Current Academic Year:	2018-19
Prior Academic Year:	2017-18

**ACADEMY CHARTER SCHOOL, THE
2018-19**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	104.976	104.976	104.976	104.976	104.976	104.976	78.732	78.732
TOTAL ENROLLMENT = 1260.002								

ENROLLMENT BY DISTRICT

	PRIOR YEAR	ANNUAL BUDGET						
	ACTUAL	TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	Revised	Original	Revised	Original	Revised	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	20	0	20	0	20	0	20
NUMBER OF STUDENTS ENROLLED:	0	1259.5	0	1259.5	0	1259.5	0	1259.5

**NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns affected quarter(s) must be completed on tabs 2, 3 and 4.*

	PRIOR YEAR	ANNUAL BUDGET						
	2017-18	QUARTER 1		QUARTER 2		QUARTER 3		QUAR
	Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment
PRIMARY/OTHER	DISTRICT NAME(S)							
PRIMARY District	HEMPSTEAD UFSD	912		912		912		912
SECONDARY District	UNIONDALE UFSD	131		131		131		131
Other District 3	ROOSEVELT UFSD	48		48		48		48
Other District 4	NYC CHANCELLOR'S OFFICE	53.756		53.756		53.756		53.756
Other District 5	WESTBURY UFSD	17		17		17		17
Other District 6	BALDWIN UFSD	16		16		16		16
Other District 7	AMITYVILLE UFSD	14		14		14		14
Other District 8	MALVERNE UFSD	13.5		13.5		13.5		13.5
Other District 9	FREEPORTE UFSD	10.571		10.571		10.571		10.571
Other District 10	SEWANHAKA CENTRAL HS DISTRICT	14		14		14		14
Other District 11	LONG BEACH CITY SD	4.043		4.043		4.043		4.043
Other District 12	WYANDANCH UFSD	4.58		4.58		4.58		4.58
Other District 13	VALLEY STREAM 30 UFSD	3.5		3.5		3.5		3.5
Other District 14	WEST HEMPSTEAD UFSD	3.5		3.5		3.5		3.5
Other District 15	SOUTH COUNTRY CSD	3.5		3.5		3.5		3.5
Other District 16	GLEN COVE CITY SD	3.4		3.4		3.4		3.4
Other District 17	ROCKVILLE CENTRE UFSD	1.8		1.8		1.8		1.8
Other District 18	CARLE PLACE UFSD	1.8		1.8		1.8		1.8
Other District 19	FRANKLIN SQUARE UFSD	1.8		1.8		1.8		1.8
Other District 20	LEVITTOWN UFSD	1.75		1.75		1.75		1.75
Other District 21	(Select from drop-down list) →							

		PRIOR YEAR	ANNUAL BUDGET						
		2017-18	QUARTER 1		QUARTER 2		QUARTER 3		QUAR
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment

	ACTUAL ENROLLMENT BY QUARTER			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

PLAN - FULL TIME EQUIVALENT

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

**NOTE: Enter the number of FTE positions in the "blue" cells.*

**NOTE: Enter the number of FTE positions in the "blue" cells.*

**NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK.*

ADMINISTRATIVE PERSONNEL FTE	ADMINISTRATIVE PERSONNEL FTE
Executive Management	Executive Management
Instructional Management	Instructional Management
Deans, Directors & Coordinators	Deans, Directors & Coordinators
CFO / Director of Finance	CFO / Director of Finance
Operation / Business Manager	Operation / Business Manager
Administrative Staff	Administrative Staff
TOTAL ADMINISTRATIVE STAFF	TOTAL ADMINISTRATIVE STAFF

PRIOR YEAR
2017-18
ACTUAL
0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
1.0		1.0		1.0		1.0	
7.0		7.0		7.0		7.0	
12.0		12.0		12.0		12.0	
6.0		6.0		6.0		6.0	
15.0		15.0		15.0		15.0	
41.0	0.0	41.0	0.0	41.0	0.0	41.0	0.0

INSTRUCTIONAL PERSONNEL FTE	INSTRUCTIONAL PERSONNEL FTE
Teachers - Regular	Teachers - Regular
Teachers - SPED	Teachers - SPED
Substitute Teachers	Substitute Teachers
Teaching Assistants	Teaching Assistants
Specialty Teachers	Specialty Teachers
Aides	Aides
Therapists & Counselors	Therapists & Counselors
Other	Other
TOTAL INSTRUCTIONAL	TOTAL INSTRUCTIONAL

PRIOR YEAR
2017-18
ACTUAL
0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
71.0		71.0		71.0		71.0	
6.0		6.0		6.0		6.0	
1.0		1.0		1.0		1.0	
24.0		24.0		24.0		24.0	
17.0		17.0		17.0		17.0	
2.0		2.0		2.0		2.0	
5.5		5.5		5.5		5.5	
126.5	0.0	126.5	0.0	126.5	0.0	126.5	0.0

NON-INSTRUCTIONAL PERSONNEL FTE	NON-INSTRUCTIONAL PERSONNEL FTE
Nurse	Nurse
Librarian	Librarian
Custodian	Custodian
Security	Security
Other	Other
TOTAL NON-INSTRUCTIONAL	TOTAL NON-INSTRUCTIONAL

PRIOR YEAR
2017-18
ACTUAL
0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
17.0		17.0		17.0		17.0	
18.0		18.0		18.0		18.0	
8.0		8.0		8.0		8.0	
43.0	0.0	43.0	0.0	43.0	0.0	43.0	0.0

TOTAL PERSONNEL SERVICE FTE	TOTAL PERSONNEL SERVICE FTE

0.0

210.5	0.0	210.5	0.0	210.5	0.0	210.5	0.0
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**ACADEMY CHARTER SCHOOL,
2018-19**

PLAN - FULL TIME EQUIVALENT

***NOTE:** Enter the number of FTE positions in the "blue" cells. *Should be input.*

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	Q4
	Actual
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	0.0

Description of Assumptions

INSTRUCTIONAL PERSONNEL FTE	Q4
	Actual
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	0.0

Description of Assumptions
Summer School, After School, Bonus

NON-INSTRUCTIONAL PERSONNEL FTE	Q4
	Actual
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	0.0

Description of Assumptions
Food Service

TOTAL PERSONNEL SERVICE FTE	0.0
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ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2018-19

Total Revenue	-	6,411,219	-	-	6,586,717	-	-	6,586,717
Total Expenses	-	5,083,626	-	-	5,984,272	-	-	6,533,523
Net Income	-	1,327,593	-	-	602,445	-	-	53,194
Actual Student Enrollment	-	1,259	-	-	1,259	-	-	1,259

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	2017-18 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

REVENUE

REVENUES FROM STATE SOURCES

2018-19

Per Pupil Revenue

Per Pupil Rate

**NOTE: If there are NO budget revisions at the time of quarterly submittal leave
 If budget revisions ARE made, the entire "REVISED" budget columns for the affected*

PPR %/Qtr->	25.0%	25.0%		25.0%	25.0%		25.0%	
Allocate Per Pupil Revenue by Quarter								
HEMPSTEAD UFSD	19,452	4,435,056	-	-	4,435,056	-	-	4,435,056
UNIONDALE UFSD	21,461	702,848	-	-	702,848	-	-	702,848
ROOSEVELT UFSD	17,883	214,596	-	-	214,596	-	-	214,596
NYC CHANCELLOR'S OFFICE	15,307	205,711	-	-	205,711	-	-	205,711
WESTBURY UFSD	20,226	85,961	-	-	85,961	-	-	85,961
BALDWIN UFSD	16,736	66,944	-	-	66,944	-	-	66,944
AMITYVILLE UFSD	19,104	66,864	-	-	66,864	-	-	66,864
MALVERNE UFSD	21,730	73,339	-	-	73,339	-	-	73,339
FREEPORT UFSD	17,151	45,326	-	-	45,326	-	-	45,326
SEWANHAKA CENTRAL HS DISTRICT	13,842	48,447	-	-	48,447	-	-	48,447
LONG BEACH CITY SD	23,654	23,908	-	-	23,908	-	-	23,908
WYANDANCH UFSD	18,039	20,655	-	-	20,655	-	-	20,655
VALLEY STREAM 30 UFSD	20,089	17,578	-	-	17,578	-	-	17,578
WEST HEMPSTEAD UFSD	17,850	15,619	-	-	15,619	-	-	15,619
SOUTH COUNTRY CSD	17,426	15,248	-	-	15,248	-	-	15,248
ALL OTHER School Districts: (Weighted Avg)	19,040	50,217	-	-	50,217	-	-	50,217
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	19,336	6,088,315	-	-	6,088,315	-	-	6,088,315
Special Education Revenue		25,142		-	25,142		-	25,142
Grants								
Stimulus				-			-	
DYCD (Department of Youth and Community Development)				-			-	
Other		84,105		-	84,105		-	84,105
NYC DoE Rental Assistance								
Other				-			-	
TOTAL REVENUE FROM STATE SOURCES		6,197,562	-	-	6,197,562	-	-	6,197,562

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

IDEA Special Needs				-			-	
Title I		83,940		-	83,940		-	83,940
Title Funding - Other		36,138		-	36,138		-	36,138
School Food Service (Free Lunch)		86,303		-	258,908		-	258,908

		ACADEMY CHARTER SCHOOL, THE Budget / Operating Plan 2018-19						
Total Revenue	-	6,411,219	-	-	6,586,717	-	-	6,586,717
Total Expenses	-	5,083,626	-	-	5,984,272	-	-	6,533,523
Net Income	-	1,327,593	-	-	602,445	-	-	53,194
Actual Student Enrollment	-	1,259	-	-	1,259	-	-	1,259
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2017-18	Original	Revised		Original	Revised		Original
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget
	Pupil							
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-			-	
Other				-			-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	206,381	-	-	378,986	-	-	378,986
LOCAL and OTHER REVENUE								
Contributions and Donations				-			-	
Fundraising				-			-	
Erate Reimbursement		5,706		-	5,706		-	5,706
Earnings on Investments				-			-	
Interest Income		125		-	125		-	125
Food Service (Income from meals)		1,446		-	4,338		-	4,338
Text Book				-			-	
OTHER				-			-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	7,277	-	-	10,169	-	-	10,169
TOTAL REVENUE	-	6,411,219	-	-	6,586,717	-	-	6,586,717

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2018-19

Total Revenue	-	6,411,219	-	-	6,586,717	-	-	6,586,717
Total Expenses	-	5,083,626	-	-	5,984,272	-	-	6,533,523
Net Income	-	1,327,593	-	-	602,445	-	-	53,194
Actual Student Enrollment	-	1,259	-	-	1,259	-	-	1,259
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2017-18	Original	Revised		Original	Revised		Original
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget
	Pupil							

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No.
of Positions

Executive Management	1.00	49,485		-	42,416		-	49,485
Instructional Management	7.00	228,224		-	195,621		-	228,224
Deans, Directors & Coordinators	12.00	260,956		-	223,677		-	260,956
CFO / Director of Finance	-			-			-	
Operation / Business Manager	6.00	173,040		-	148,320		-	173,040
Administrative Staff	15.00	218,032		-	186,884		-	218,032
TOTAL ADMINISTRATIVE STAFF	41.00	-	929,737	-	-	796,917	-	929,737

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	71.00	559,516		-	1,119,031		-	1,305,536
Teachers - SPED	6.00	47,817		-	95,634		-	111,573
Substitute Teachers	1.00	5,769		-	11,538		-	13,462
Teaching Assistants	24.00	111,368		-	222,735		-	259,858
Specialty Teachers	17.00	120,790		-	241,580		-	281,844
Aides	2.00	17,994		-	15,423		-	17,994
Therapists & Counselors	5.50	42,209		-	84,418		-	98,488
Other	-	172,500		-	172,500		-	172,500
TOTAL INSTRUCTIONAL	126.50	-	1,077,962	-	-	1,962,860	-	2,261,253

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			-			-	
Librarian	-			-			-	
Custodian	17.00	169,722		-	145,476		-	169,722
Security	18.00	197,968		-	169,687		-	197,968
Other	8.00	88,743		-	76,065		-	88,743
TOTAL NON-INSTRUCTIONAL	43.00	-	456,433	-	-	391,228	-	456,433

SUBTOTAL PERSONNEL SERVICE COSTS

	210.50	-	2,464,132	-	-	3,151,005	-	3,647,423
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		209,451		-	267,836		-	310,031
Fringe / Employee Benefits		530,187		-	530,187		-	530,187

		ACADEMY CHARTER SCHOOL, THE Budget / Operating Plan 2018-19							
Total Revenue		-	6,411,219	-	-	6,586,717	-	-	6,586,717
Total Expenses		-	5,083,626	-	-	5,984,272	-	-	6,533,523
Net Income		-	1,327,593	-	-	602,445	-	-	53,194
Actual Student Enrollment		-	1,259	-	-	1,259	-	-	1,259
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		2017-18 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Retirement / Pension			52,806		-	67,526		-	78,164
TOTAL PAYROLL TAXES AND BENEFITS		-	792,444	-	-	865,548	-	-	918,382
TOTAL PERSONNEL SERVICE COSTS			3,256,576	-	-	4,016,554	-	-	4,565,805
CONTRACTED SERVICES					-			-	
Accounting / Audit					-			-	
Legal			20,000		-	20,000		-	20,000
Management Company Fee					-			-	
Nurse Services			2,500		-	2,500		-	2,500
Food Service / School Lunch			50,134		-	150,402		-	150,402
Payroll Services					-			-	
Special Ed Services					-			-	
Titlement Services (i.e. Title I)					-			-	
Other Purchased / Professional / Consulting			217,250		-	217,250		-	217,250
TOTAL CONTRACTED SERVICES		-	289,884	-	-	390,152	-	-	390,152

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2018-19

Total Revenue	-	6,411,219	-	-	6,586,717	-	-	6,586,717
Total Expenses	-	5,083,626	-	-	5,984,272	-	-	6,533,523
Net Income	-	1,327,593	-	-	602,445	-	-	53,194
Actual Student Enrollment	-	1,259	-	-	1,259	-	-	1,259
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	2017-18	Original	Revised		Original	Revised		Original
	Revenue Per Pupil	Budget	Budget	Variance	Budget	Budget	Variance	Budget
SCHOOL OPERATIONS								
Board Expenses		6,000		-	6,000		-	6,000
Classroom / Teaching Supplies & Materials		34,750		-	34,750		-	34,750
Special Ed Supplies & Materials				-			-	
Textbooks / Workbooks		52,500		-	52,500		-	52,500
Supplies & Materials other				-			-	
Equipment / Furniture		67,500		-	67,500		-	67,500
Telephone		12,250		-	12,250		-	12,250
Technology		26,500		-	26,500		-	26,500
Student Testing & Assessment		4,200		-	12,600		-	12,600
Field Trips		4,000		-	12,000		-	12,000
Transportation (student)		1,000		-	3,000		-	3,000
Student Services - other		11,000		-	33,000		-	33,000
Office Expense		31,500		-	31,500		-	31,500
Staff Development		91,250		-	91,250		-	91,250
Staff Recruitment				-			-	
Student Recruitment / Marketing		10,500		-	10,500		-	10,500
School Meals / Lunch		7,500		-	7,500		-	7,500
Travel (Staff)		5,000		-	5,000		-	5,000
Fundraising				-			-	
Other		28,750		-	28,750		-	28,750
TOTAL SCHOOL OPERATIONS	-	394,200	-	-	434,600	-	-	434,600
FACILITY OPERATION & MAINTENANCE								
Insurance		50,000		-	50,000		-	50,000
Janitorial		24,500		-	24,500		-	24,500
Building and Land Rent / Lease / Facility Finance Interest		578,464		-	578,464		-	578,464
Repairs & Maintenance		80,000		-	80,000		-	80,000
Equipment / Furniture		5,000		-	5,000		-	5,000
Security				-			-	
Utilities		65,000		-	65,000		-	65,000
TOTAL FACILITY OPERATION & MAINTENANCE	-	802,964	-	-	802,964	-	-	802,964
DEPRECIATION & AMORTIZATION		340,002		-	340,002		-	340,002
RESERVES / CONTINGENCY				-			-	
DEFERRED RENT				-			-	

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2018-19

Total Revenue	-	6,411,219	-	-	6,586,717	-	-	6,586,717
Total Expenses	-	5,083,626	-	-	5,984,272	-	-	6,533,523
Net Income	-	1,327,593	-	-	602,445	-	-	53,194
Actual Student Enrollment	-	1,259	-	-	1,259	-	-	1,259
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	2017-18	Original	Revised		Original	Revised		Original
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget
	Pupil							
TOTAL EXPENSES	-	5,083,626	-	-	5,984,272	-	-	6,533,523
NET INCOME	-	1,327,593	-	-	602,445	-	-	53,194

		ACADEMY CHARTER SCHOOL, THE Budget / Operating Plan 2018-19						
Total Revenue	-	6,411,219	-	-	6,586,717	-	-	6,586,717
Total Expenses	-	5,083,626	-	-	5,984,272	-	-	6,533,823
Net Income	-	1,327,593	-	-	602,445	-	-	53,194
Actual Student Enrollment	-	1,259	-	-	1,259	-	-	1,259
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2017-18							
	Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	20	-	-	20	-	-	20
HEMPSTEAD UFSD	-	912	-	-	912	-	-	912
UNIONDALE UFSD	-	131	-	-	131	-	-	131
ROOSEVELT UFSD	-	48	-	-	48	-	-	48
NYC CHANCELLOR'S OFFICE	-	54	-	-	54	-	-	54
WESTBURY UFSD	-	17	-	-	17	-	-	17
BALDWIN UFSD	-	16	-	-	16	-	-	16
AMITYVILLE UFSD	-	14	-	-	14	-	-	14
MALVERNE UFSD	-	14	-	-	14	-	-	14
FREEPORT UFSD	-	11	-	-	11	-	-	11
SEWANHAKA CENTRAL HS DISTRICT	-	14	-	-	14	-	-	14
LONG BEACH CITY SD	-	4	-	-	4	-	-	4
WYANDANCH UFSD	-	5	-	-	5	-	-	5
VALLEY STREAM 30 UFSD	-	4	-	-	4	-	-	4
WEST HEMPSTEAD UFSD	-	4	-	-	4	-	-	4
SOUTH COUNTRY CSD	-	4	-	-	4	-	-	4
ALL OTHER School Districts: (Weighted Avg)	-	11	-	-	11	-	-	11
TOTAL ENROLLMENT	-	1,259	-	-	1,259	-	-	1,259
REVENUE PER PUPIL	-	5,090	-	-	5,230	-	-	5,230
EXPENSES PER PUPIL	-	4,036	-	-	4,751	-	-	5,187

Total Revenue		-	-	6,586,717	-	-
Total Expenses		-	-	7,333,501	-	-
Net Income		-	-	(746,784)	-	-
Actual Student Enrollment		-	-	1,259	-	-
		Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30	
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE		Please the 'REVISED' Column(s) COMPLETELY BLANK.				
REVENUES FROM STATE SOURCES		ected quarter(s) must be completed on tabs 2, 3 and 4.				
		2018-19				
Per Pupil Revenue		Per Pupil Rate		25.0%	25.0%	25.0%
HEMPSTEAD UFSD		19,452		-	-	4,435,056
UNIONDALE UFSD		21,461		-	-	702,848
ROOSEVELT UFSD		17,883		-	-	214,596
NYC CHANCELLOR'S OFFICE		15,307		-	-	205,711
WESTBURY UFSD		20,226		-	-	85,961
BALDWIN UFSD		16,736		-	-	66,944
AMITYVILLE UFSD		19,104		-	-	66,864
MALVERNE UFSD		21,730		-	-	73,339
FREEPORT UFSD		17,151		-	-	45,326
SEWANHAKA CENTRAL HS DISTRICT		13,842		-	-	48,447
LONG BEACH CITY SD		23,654		-	-	23,908
WYANDANCH UFSD		18,039		-	-	20,655
VALLEY STREAM 30 UFSD		20,089		-	-	17,578
WEST HEMPSTEAD UFSD		17,850		-	-	15,619
SOUTH COUNTRY CSD		17,426		-	-	15,248
ALL OTHER School Districts: (Weighted Avg)		19,040		-	-	50,217
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		19,336		-	-	6,088,315
Special Education Revenue						25,142
Grants						
Stimulus						
DYCD (Department of Youth and Community Development)						
Other						84,105
NYC DoE Rental Assistance						
Other						
TOTAL REVENUE FROM STATE SOURCES				-	-	6,197,562
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs						
Title I						83,940
Title Funding - Other						36,138
School Food Service (Free Lunch)						258,908
Grants						

Total Revenue	-	-	6,586,717	-	-
Total Expenses	-	-	7,333,501	-	-
Net Income	-	-	(746,784)	-	-
Actual Student Enrollment	-	-	1,259	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Charter School Program (CSP) Planning & Implementation		-			-
Other		-			-
Other		=			=
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	378,986	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		-			-
Fundraising		-			-
Erate Reimbursement		-	5,706		-
Earnings on Investments		-			-
Interest Income		-	125		-
Food Service (Income from meals)		-	4,338		-
Text Book		-			-
OTHER		=			=
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	10,169	-	-
TOTAL REVENUE	=	=	6,586,717	=	=

Total Revenue		-	-	6,586,717	-	-
Total Expenses		-	-	7,333,501	-	-
Net Income		-	-	(746,784)	-	-
Actual Student Enrollment		-	-	1,259	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised		Original	Revised	
		Budget	Variance	Budget	Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	1.00		-	42,416		-
Instructional Management	7.00		-	195,621		-
Deans, Directors & Coordinators	12.00		-	223,677		-
CFO / Director of Finance	-		-			-
Operation / Business Manager	6.00		-	148,320		-
Administrative Staff	15.00		-	186,884		-
TOTAL ADMINISTRATIVE STAFF	41.00	-	-	796,917	-	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	71.00		-	1,865,052		-
Teachers - SPED	6.00		-	159,390		-
Substitute Teachers	1.00		-	19,231		-
Teaching Assistants	24.00		-	371,225		-
Specialty Teachers	17.00		-	402,634		-
Aides	2.00		-	15,423		-
Therapists & Counselors	5.50		-	140,697		-
Other	-		-	172,500		-
TOTAL INSTRUCTIONAL	126.50	-	-	3,146,151	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-		-			-
Librarian	-		-			-
Custodian	17.00		-	145,476		-
Security	18.00		-	169,687		-
Other	8.00		-	76,065		-
TOTAL NON-INSTRUCTIONAL	43.00	-	-	391,228	-	-
SUBTOTAL PERSONNEL SERVICE COSTS						
	210.50	-	-	4,334,297	-	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes			-	368,415		-
Fringe / Employee Benefits			-	530,187		-

Total Revenue		-	-	6,586,717	-	-
Total Expenses		-	-	7,333,501	-	-
Net Income		-	-	(746,784)	-	-
Actual Student Enrollment		-	-	1,259	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
Retirement / Pension			-	<u>92,884</u>		-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	991,486	-	-
TOTAL PERSONNEL SERVICE COSTS						
	210.50	-	-	5,325,782	-	-
CONTRACTED SERVICES						
Accounting / Audit			-	40,000		-
Legal			-	20,000		-
Management Company Fee			-			-
Nurse Services			-	2,500		-
Food Service / School Lunch			-	150,402		-
Payroll Services			-			-
Special Ed Services			-			-
Titlement Services (i.e. Title I)			-			-
Other Purchased / Professional / Consulting			-	<u>217,250</u>		-
TOTAL CONTRACTED SERVICES		-	-	430,152	-	-

Total Revenue	-	-	6,586,717	-	-
Total Expenses	-	-	7,333,501	-	-
Net Income	-	-	(746,784)	-	-
Actual Student Enrollment	-	-	1,259	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses		-	6,000		-
Classroom / Teaching Supplies & Materials		-	34,750		-
Special Ed Supplies & Materials		-			-
Textbooks / Workbooks		-	52,500		-
Supplies & Materials other		-			-
Equipment / Furniture		-	67,500		-
Telephone		-	12,250		-
Technology		-	26,500		-
Student Testing & Assessment		-	12,600		-
Field Trips		-	12,000		-
Transportation (student)		-	3,000		-
Student Services - other		-	33,000		-
Office Expense		-	31,500		-
Staff Development		-	91,250		-
Staff Recruitment		-			-
Student Recruitment / Marketing		-	10,500		-
School Meals / Lunch		-	7,500		-
Travel (Staff)		-	5,000		-
Fundraising		-			-
Other		-	28,750		-
TOTAL SCHOOL OPERATIONS	-	-	434,600	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance		-	50,000		-
Janitorial		-	24,500		-
Building and Land Rent / Lease / Facility Finance Interest		-	578,464		-
Repairs & Maintenance		-	80,000		-
Equipment / Furniture		-	5,000		-
Security		-			-
Utilities		-	65,000		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	802,964	-	-
DEPRECIATION & AMORTIZATION		-	340,002		-
RESERVES / CONTINGENCY		-			-
DEFERRED RENT		-			-

Total Revenue	-	-	6,586,717	-	-
Total Expenses	-	-	7,333,501	-	-
Net Income	-	-	(746,784)	-	-
Actual Student Enrollment	-	-	1,259	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
TOTAL EXPENSES	-	-	<u>7,333,501</u>	-	-
NET INCOME	-	-	<u>(746,784)</u>	-	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	-	6,586,717	-	-
Total Expenses	-	-	7,333,501	-	-
Net Income	-	-	(746,784)	-	-
Actual Student Enrollment	-	-	1,259	-	-
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	20	-	-
HEMPSTEAD UFSD	-	-	912	-	-
UNIONDALE UFSD	-	-	131	-	-
ROOSEVELT UFSD	-	-	48	-	-
NYC CHANCELLOR'S OFFICE	-	-	54	-	-
WESTBURY UFSD	-	-	17	-	-
BALDWIN UFSD	-	-	16	-	-
AMITYVILLE UFSD	-	-	14	-	-
MALVERNE UFSD	-	-	14	-	-
FREEPORT UFSD	-	-	11	-	-
SEWANHAKA CENTRAL HS DISTRICT	-	-	14	-	-
LONG BEACH CITY SD	-	-	4	-	-
WYANDANCH UFSD	-	-	5	-	-
VALLEY STREAM 30 UFSD	-	-	4	-	-
WEST HEMPSTEAD UFSD	-	-	4	-	-
SOUTH COUNTRY CSD	-	-	4	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	11	-	-
TOTAL ENROLLMENT	-	-	1,259	-	-
REVENUE PER PUPIL	-	-	5,230	-	-
EXPENSES PER PUPIL	-	-	5,823	-	-

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2018-19

Total Revenue	26,171,370	26,171,370	-	26,171,370	26,171,370
Total Expenses	24,934,922	24,934,922	-	(24,934,922)	(24,934,922)
Net Income	1,236,448	1,236,448	-	1,236,448	1,236,448
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

REVENUE

REVENUES FROM STATE SOURCES

2018-19
Per Pupil Rate

Per Pupil Revenue

HEMPSTEAD UFSD	19,452	17,740,224	17,740,224	-	17,740,224	17,740,224
UNIONDALE UFSD	21,461	2,811,391	2,811,391	-	2,811,391	2,811,391
ROOSEVELT UFSD	17,883	858,384	858,384	-	858,384	858,384
NYC CHANCELLOR'S OFFICE	15,307	822,843	822,843	-	822,843	822,843
WESTBURY UFSD	20,226	343,842	343,842	-	343,842	343,842
BALDWIN UFSD	16,736	267,776	267,776	-	267,776	267,776
AMITYVILLE UFSD	19,104	267,456	267,456	-	267,456	267,456
MALVERNE UFSD	21,730	293,355	293,355	-	293,355	293,355
FREEPORT UFSD	17,151	181,303	181,303	-	181,303	181,303
SEWANHAKA CENTRAL HS DISTRICT	13,842	193,788	193,788	-	193,788	193,788
LONG BEACH CITY SD	23,654	95,633	95,633	-	95,633	95,633
WYANDANCH UFSD	18,039	82,619	82,619	-	82,619	82,619
VALLEY STREAM 30 UFSD	20,089	70,312	70,312	-	70,312	70,312
WEST HEMPSTEAD UFSD	17,850	62,475	62,475	-	62,475	62,475
SOUTH COUNTRY CSD	17,426	60,991	60,991	-	60,991	60,991
ALL OTHER School Districts: (Weighted Avg)	19,040	200,870	200,870	-	200,870	200,870
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	19,336	24,353,261	24,353,261	-	24,353,261	24,353,261
Special Education Revenue		100,566	100,566	-	100,566	100,566
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-
Other		336,420	336,420	-	336,420	336,420
NYC DoE Rental Assistance		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		24,790,247	24,790,247	-	24,790,247	24,790,247

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		-	-	-	-	-
Title I		335,759	335,759	-	335,759	335,759
Title Funding - Other		144,553	144,553	-	144,553	144,553
School Food Service (Free Lunch)		863,028	863,028	-	863,028	863,028
Grants						

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2018-19

Total Revenue	26,171,370	26,171,370	-	26,171,370	26,171,370
Total Expenses	24,934,922	24,934,922	-	(24,934,922)	(24,934,922)
Net Income	1,236,448	1,236,448	-	1,236,448	1,236,448
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	1,343,340	1,343,340	-	1,343,340	1,343,340
LOCAL and OTHER REVENUE					
Contributions and Donations	-	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	22,823	22,823	-	22,823	22,823
Earnings on Investments	-	-	-	-	-
Interest Income	500	500	-	500	500
Food Service (Income from meals)	14,460	14,460	-	14,460	14,460
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	37,783	37,783	-	37,783	37,783
TOTAL REVENUE	26,171,370	26,171,370	-	26,171,370	26,171,370

DESCRIPTION OF ASSUMPTIONS

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2018-19

Total Revenue	26,171,370	26,171,370	-	26,171,370	26,171,370
Total Expenses	24,934,922	24,934,922	-	(24,934,922)	(24,934,922)
Net Income	1,236,448	1,236,448	-	1,236,448	1,236,448
Actual Student Enrollment					

Total Year			VARIANCE	
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of Positions

Executive Management	1.00	183,801	183,801	-	(183,801)	(183,801)
Instructional Management	7.00	847,690	847,690	-	(847,690)	(847,690)
Deans, Directors & Coordinators	12.00	969,266	969,266	-	(969,266)	(969,266)
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	6.00	642,720	642,720	-	(642,720)	(642,720)
Administrative Staff	15.00	809,832	809,832	-	(809,832)	(809,832)
TOTAL ADMINISTRATIVE STAFF	41.00	3,453,309	3,453,309	-	(3,453,309)	(3,453,309)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	71.00	4,849,135	4,849,135	-	(4,849,135)	(4,849,135)
Teachers - SPED	6.00	414,414	414,414	-	(414,414)	(414,414)
Substitute Teachers	1.00	50,000	50,000	-	(50,000)	(50,000)
Teaching Assistants	24.00	965,185	965,185	-	(965,185)	(965,185)
Specialty Teachers	17.00	1,046,848	1,046,848	-	(1,046,848)	(1,046,848)
Aides	2.00	66,834	66,834	-	(66,834)	(66,834)
Therapists & Counselors	5.50	365,812	365,812	-	(365,812)	(365,812)
Other	-	690,000	690,000	-	(690,000)	(690,000)
TOTAL INSTRUCTIONAL	126.50	8,448,227	8,448,227	-	(8,448,227)	(8,448,227)

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	17.00	630,395	630,395	-	(630,395)	(630,395)
Security	18.00	735,310	735,310	-	(735,310)	(735,310)
Other	8.00	329,616	329,616	-	(329,616)	(329,616)
TOTAL NON-INSTRUCTIONAL	43.00	1,695,321	1,695,321	-	(1,695,321)	(1,695,321)

SUBTOTAL PERSONNEL SERVICE COSTS

210.50	13,596,857	13,596,857	-	(13,596,857)	(13,596,857)
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	1,155,733	1,155,733	-	(1,155,733)	(1,155,733)
Fringe / Employee Benefits	2,120,747	2,120,747	-	(2,120,747)	(2,120,747)

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2018-19

Total Revenue	26,171,370	26,171,370	-	26,171,370	26,171,370
Total Expenses	24,934,922	24,934,922	-	(24,934,922)	(24,934,922)
Net Income	1,236,448	1,236,448	-	1,236,448	1,236,448
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Retirement / Pension	291,380	291,380	-	(291,380)	(291,380)
TOTAL PAYROLL TAXES AND BENEFITS	3,567,860	3,567,860	-	(3,567,860)	(3,567,860)
TOTAL PERSONNEL SERVICE COSTS	17,164,717	17,164,717	-	(17,164,71)	(17,164,71)
CONTRACTED SERVICES					
Accounting / Audit	40,000	40,000	-	(40,000)	(40,000)
Legal	80,000	80,000	-	(80,000)	(80,000)
Management Company Fee	-	-	-	-	-
Nurse Services	10,000	10,000	-	(10,000)	(10,000)
Food Service / School Lunch	501,341	501,341	-	(501,341)	(501,341)
Payroll Services	-	-	-	-	-
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	869,000	869,000	-	(869,000)	(869,000)
TOTAL CONTRACTED SERVICES	1,500,341	1,500,341	-	(1,500,341)	(1,500,341)

210.50

DESCRIPTION OF ASSUMPTIONS

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2018-19

Total Revenue	26,171,370	26,171,370	-	26,171,370	26,171,370
Total Expenses	24,934,922	24,934,922	-	(24,934,922)	(24,934,922)
Net Income	1,236,448	1,236,448	-	1,236,448	1,236,448
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS

Board Expenses	24,000	24,000	-	(24,000)	(24,000)
Classroom / Teaching Supplies & Materials	139,000	139,000	-	(139,000)	(139,000)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	210,000	210,000	-	(210,000)	(210,000)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	270,000	270,000	-	(270,000)	(270,000)
Telephone	49,000	49,000	-	(49,000)	(49,000)
Technology	106,000	106,000	-	(106,000)	(106,000)
Student Testing & Assessment	42,000	42,000	-	(42,000)	(42,000)
Field Trips	40,000	40,000	-	(40,000)	(40,000)
Transportation (student)	10,000	10,000	-	(10,000)	(10,000)
Student Services - other	110,000	110,000	-	(110,000)	(110,000)
Office Expense	126,000	126,000	-	(126,000)	(126,000)
Staff Development	365,000	365,000	-	(365,000)	(365,000)
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	42,000	42,000	-	(42,000)	(42,000)
School Meals / Lunch	30,000	30,000	-	(30,000)	(30,000)
Travel (Staff)	20,000	20,000	-	(20,000)	(20,000)
Fundraising	-	-	-	-	-
Other	115,000	115,000	-	(115,000)	(115,000)
TOTAL SCHOOL OPERATIONS	1,698,000	1,698,000	-	(1,698,000)	(1,698,000)

FACILITY OPERATION & MAINTENANCE

Insurance	200,000	200,000	-	(200,000)	(200,000)
Janitorial	98,000	98,000	-	(98,000)	(98,000)
Building and Land Rent / Lease / Facility Finance Interest	2,313,856	2,313,856	-	(2,313,856)	(2,313,856)
Repairs & Maintenance	320,000	320,000	-	(320,000)	(320,000)
Equipment / Furniture	20,000	20,000	-	(20,000)	(20,000)
Security	-	-	-	-	-
Utilities	260,000	260,000	-	(260,000)	(260,000)
TOTAL FACILITY OPERATION & MAINTENANCE	3,211,856	3,211,856	-	(3,211,856)	(3,211,856)

DEPRECIATION & AMORTIZATION

	1,360,008	1,360,008	-	(1,360,008)	(1,360,008)
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RESERVES / CONTINGENCY

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DEFERRED RENT

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ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2018-19

Total Revenue	26,171,370	26,171,370	-	26,171,370	26,171,370
Total Expenses	24,934,922	24,934,922	-	(24,934,922)	(24,934,922)
Net Income	1,236,448	1,236,448	-	1,236,448	1,236,448
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
TOTAL EXPENSES	<u>24,934,922</u>	<u>24,934,922</u>	-	<u>(24,934,922)</u>	<u>(24,934,922)</u>
NET INCOME	<u>1,236,448</u>	<u>1,236,448</u>	-	<u>1,236,448</u>	<u>1,236,448</u>

DESCRIPTION OF ASSUMPTIONS

		ACADEMY CHARTER SCHOOL, THE					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2018-19		
		26,171,370	26,171,370	-	26,171,370	26,171,370	
		24,934,922	24,934,922	-	(24,934,922)	(24,934,922)	
		1,236,448	1,236,448	-	1,236,448	1,236,448	
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue		26,171,370	26,171,370	-	26,171,370	26,171,370	
Total Expenses		24,934,922	24,934,922	-	(24,934,922)	(24,934,922)	
Net Income		1,236,448	1,236,448	-	1,236,448	1,236,448	
Actual Student Enrollment							
ENROLLMENT - *School Districts Are Linked To Above Entries*							
Number of Districts: HEMPSTEAD UFSD UNIONDALE UFSD ROOSEVELT UFSD NYC CHANCELLOR'S OFFICE WESTBURY UFSD BALDWIN UFSD AMITYVILLE UFSD MALVERNE UFSD FREEPORT UFSD SEWANHAKA CENTRAL HS DISTRICT LONG BEACH CITY SD WYANDANCH UFSD VALLEY STREAM 30 UFSD WEST HEMPSTEAD UFSD SOUTH COUNTRY CSD ALL OTHER School Districts: (Weighted Avg)							
TOTAL ENROLLMENT							
REVENUE PER PUPIL							
EXPENSES PER PUPIL							

		ACADEMY CHARTER SCHOOL, THE Budget / Operating Plan 2018-19						
Total Revenue	-	6,411,219	-	-	6,586,717	-	-	6,586,717
Total Expenses	-	5,083,626	-	-	5,984,272	-	-	6,533,523
Net Income	-	1,327,593	-	-	602,445	-	-	53,194
Actual Student Enrollment	-	1,259	-	-	1,259	-	-	1,259
	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES <i>{enter descriptions below}</i>								
Example - Add Back Depreciation	-	312,500	-	-	312,500	-	-	312,500
Other	-	(375,000)	-	-	(375,000)	-	-	(375,000)
Total Operating Activities	-	(62,500)	-	-	(62,500)	-	-	(62,500)
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>								
Example - Subtract Property and Equipment Expenditures	-	(7,701,938)	-	-	(7,701,938)	-	-	(7,701,938)
Other	-	-	-	-	-	-	-	-
Total Investment Activities	-	(7,701,938)	-	-	(7,701,938)	-	-	(7,701,938)
FINANCING ACTIVITIES <i>{enter descriptions below}</i>								
Example - Add Expected Proceeds from a Loan or Line of Credit	-	8,244,642	-	-	8,244,642	-	-	8,244,642
Other	-	-	-	-	-	-	-	-
Total Financing Activities	-	8,244,642	-	-	8,244,642	-	-	8,244,642
Total Cash Flow Adjustments	-	480,204	-	-	480,204	-	-	480,204
NET INCOME	-	1,807,798	-	-	1,082,649	-	-	533,398
Beginning Cash Balance	1,510,948	1,510,948	-	-	3,318,746	-	-	4,401,395
ENDING CASH BALANCE	1,510,948	3,318,746	-	-	4,401,395	-	-	4,934,793

Total Revenue	-	-	6,586,717	-	-
Total Expenses	-	-	7,333,501	-	-
Net Income	-	-	(746,784)	-	-
Actual Student Enrollment	-	-	1,259	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised		Original	Revised	
	Budget	Variance	Budget	Budget	Variance
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	312,500	-	-
Other	-	-	(375,000)	-	-
Total Operating Activities	-	-	(62,500)	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	(7,701,938)	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	(7,701,938)	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	8,244,642	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	8,244,642	-	-
Total Cash Flow Adjustments	-	-	480,204	-	-
NET INCOME	-	-	(266,580)	-	-
Beginning Cash Balance	-	-	4,934,793	-	-
ENDING CASH BALANCE	-	-	4,668,213	-	-

	ACADEMY CHARTER SCHOOL, THE					DESCRIPTION OF ASSUMPTIONS
	Budget / Operating Plan					
	2018-19					
	2018		2019			
Total Revenue	26,171,370	26,171,370	-	26,171,370	26,171,370	
Total Expenses	24,934,922	24,934,922	-	(24,934,922)	(24,934,922)	
Net Income	1,236,448	1,236,448	-	1,236,448	1,236,448	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Back Depreciation	1,250,000	1,250,000	-	1,250,000	1,250,000	
Other	(1,500,000)	(1,500,000)	-	(1,500,000)	(1,500,000)	
Total Operating Activities	(250,000)	(250,000)	-	(250,000)	(250,000)	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>						
Example - Subtract Property and Equipment Expenditures	(30,807,750)	(30,807,750)	-	(30,807,750)	(30,807,750)	
Other	-	-	-	-	-	
Total Investment Activities	(30,807,750)	(30,807,750)	-	(30,807,750)	(30,807,750)	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Expected Proceeds from a Loan or Line of Credit	32,978,567	32,978,567	-	32,978,567	32,978,567	
Other	-	-	-	-	-	
Total Financing Activities	32,978,567	32,978,567	-	32,978,567	32,978,567	
Total Cash Flow Adjustments	1,920,817	1,920,817	-	1,920,817	1,920,817	
NET INCOME	3,157,265	3,157,265	-	3,157,265	3,157,265	
Beginning Cash Balance	1,510,948	1,510,948	-	-	-	
ENDING CASH BALANCE	4,668,213	4,668,213	-	3,157,265	3,157,265	

**ACADEMY CHARTER SCHOOL, THE
BALANCE SHEET
2018-19**

Please enter balance sheet data for the Ed Corp Academy Charter School, The (Combined) only on this template.

The balance sheet should include data for all charter schools operated by the Ed Corp.

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	2017-18	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

Total Revenue	-	6,411,219	-	-	6,586,717	-	-
Total Expenses	-	5,083,626	-	-	5,984,272	-	-
Net Income	-	1,327,593	-	-	602,445	-	-
Actual Student Enrollment	-	1,259	-	-	1,259	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

REVENUE	2018-19						
REVENUES FROM STATE SOURCES	Per Pupil Rate						
Per Pupil Revenue	Per Pupil Rate	Actual	Current Budget	Variance	Actual	Current Budget	Variance
HEMPSTEAD UFSD	19,452	4,435,056	-	-	4,435,056	-	-
UNIONDALE UFSD	21,461	702,848	-	-	702,848	-	-
ROOSEVELT UFSD	17,883	214,596	-	-	214,596	-	-
NYC CHANCELLOR'S OFFICE	15,307	205,711	-	-	205,711	-	-
WESTBURY UFSD	20,226	85,961	-	-	85,961	-	-
BALDWIN UFSD	16,736	66,944	-	-	66,944	-	-
AMITYVILLE UFSD	19,104	66,864	-	-	66,864	-	-
MALVERNE UFSD	21,730	73,339	-	-	73,339	-	-
FREEPORT UFSD	17,151	45,326	-	-	45,326	-	-
SEWANHAKA CENTRAL HS DISTRICT	13,842	48,447	-	-	48,447	-	-
LONG BEACH CITY SD	23,654	23,908	-	-	23,908	-	-
WYANDANCH UFSD	18,039	20,655	-	-	20,655	-	-
VALLEY STREAM 30 UFSD	20,089	17,578	-	-	17,578	-	-
WEST HEMPSTEAD UFSD	17,850	15,619	-	-	15,619	-	-
SOUTH COUNTRY CSD	17,426	15,248	-	-	15,248	-	-
ALL OTHER School Districts: (Count = 5)	19,040	50,217	-	-	50,217	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	19,336	-	6,088,315	-	-	6,088,315	-
Special Education Revenue		25,142	-	-	25,142	-	-
Grants							
Stimulus		-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-
Other		84,105	-	-	84,105	-	-
NYC DoE Rental Assistance		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	6,197,562	-	-	6,197,562	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	-
Title I		83,940	-	-	83,940	-	-
Title Funding - Other		36,138	-	-	36,138	-	-
School Food Service (Free Lunch)		86,303	-	-	258,908	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-

ACADEMY CHARTER SCHOOLS
Budget / Operating Plan

2018-19

Total Revenue	-	6,411,219	-	-	6,586,717	-	-
Total Expenses	-	5,083,626	-	-	5,984,272	-	-
Net Income	-	1,327,593	-	-	602,445	-	-
Actual Student Enrollment	-	1,259	-	-	1,259	-	-
2018-19							
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	-	=	=	-	=	=	-
Other	-	=	=	-	=	=	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	206,381	-	-	378,986	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	5,706	-	-	5,706	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	125	-	-	125	-	-
Food Service (Income from meals)	-	1,446	-	-	4,338	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	7,277	-	-	10,169	-	-
TOTAL REVENUE	-	6,411,219	-	-	6,586,717	-	-

Total Revenue	-	6,411,219	-	-	6,586,717	-	-
Total Expenses	-	5,083,626	-	-	5,984,272	-	-
Net Income	-	1,327,593	-	-	602,445	-	-
Actual Student Enrollment	-	1,259	-	-	1,259	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

EXPENSES

Quarter 0

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management	-	49,485	-	42,416	-	-
Instructional Management	-	228,224	-	195,621	-	-
Deans, Directors & Coordinators	-	260,956	-	223,677	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	173,040	-	148,320	-	-
Administrative Staff	-	218,032	-	186,884	-	-
TOTAL ADMINISTRATIVE STAFF	-	929,737	-	796,917	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	559,516	-	1,119,031	-	-
Teachers - SPED	-	47,817	-	95,634	-	-
Substitute Teachers	-	5,769	-	11,538	-	-
Teaching Assistants	-	111,368	-	222,735	-	-
Specialty Teachers	-	120,790	-	241,580	-	-
Aides	-	17,994	-	15,423	-	-
Therapists & Counselors	-	42,209	-	84,418	-	-
Other	-	172,500	-	172,500	-	-
TOTAL INSTRUCTIONAL	-	1,077,962	-	1,962,860	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	169,722	-	145,476	-	-
Security	-	197,968	-	169,687	-	-
Other	-	88,743	-	76,065	-	-
TOTAL NON-INSTRUCTIONAL	-	456,433	-	391,228	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

	-	2,464,132	-	3,151,005	-	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		209,451	-	267,836	-	-
Fringe / Employee Benefits		530,187	-	530,187	-	-
Retirement / Pension		52,806	-	67,526	-	-
TOTAL PAYROLL TAXES AND BENEFITS		792,444	-	865,548	-	-

TOTAL PERSONNEL SERVICE COSTS

	-	3,256,576	-	4,016,554	-	-
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ACADEMY CHARTER SCHOOLS
Budget / Operating Plan

2018-19

Total Revenue	-	6,411,219	-	-	6,586,717	-	-
Total Expenses	-	5,083,626	-	-	5,984,272	-	-
Net Income	-	1,327,593	-	-	602,445	-	-
Actual Student Enrollment	-	1,259	-	-	1,259	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	CONTRACTED SERVICES						
Accounting / Audit		-	-		-	-	
Legal		20,000	-		20,000	-	
Management Company Fee		-	-		-	-	
Nurse Services		2,500	-		2,500	-	
Food Service / School Lunch		50,134	-		150,402	-	
Payroll Services		-	-		-	-	
Special Ed Services		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		217,250	-		217,250	-	
TOTAL CONTRACTED SERVICES	-	289,884	-	-	390,152	-	-

ACADEMY CHARTER SCHOOLS

Budget / Operating Plan

2018-19

Total Revenue	-	6,411,219	-	-	6,586,717	-	-
Total Expenses	-	5,083,626	-	-	5,984,272	-	-
Net Income	-	1,327,593	-	-	602,445	-	-
Actual Student Enrollment	-	1,259	-	-	1,259	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

SCHOOL OPERATIONS

Board Expenses	6,000	-	-	6,000	-	-
Classroom / Teaching Supplies & Materials	34,750	-	-	34,750	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	52,500	-	-	52,500	-	-
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	67,500	-	-	67,500	-	-
Telephone	12,250	-	-	12,250	-	-
Technology	26,500	-	-	26,500	-	-
Student Testing & Assessment	4,200	-	-	12,600	-	-
Field Trips	4,000	-	-	12,000	-	-
Transportation (student)	1,000	-	-	3,000	-	-
Student Services - other	11,000	-	-	33,000	-	-
Office Expense	31,500	-	-	31,500	-	-
Staff Development	91,250	-	-	91,250	-	-
Staff Recruitment	-	-	-	-	-	-
Student Recruitment / Marketing	10,500	-	-	10,500	-	-
School Meals / Lunch	7,500	-	-	7,500	-	-
Travel (Staff)	5,000	-	-	5,000	-	-
Fundraising	-	-	-	-	-	-
Other	28,750	-	-	28,750	-	-
TOTAL SCHOOL OPERATIONS	-	394,200	-	-	434,600	-

FACILITY OPERATION & MAINTENANCE

Insurance	50,000	-	-	50,000	-	-
Janitorial	24,500	-	-	24,500	-	-
Building and Land Rent / Lease / Facility Finance Interest	578,464	-	-	578,464	-	-
Repairs & Maintenance	80,000	-	-	80,000	-	-
Equipment / Furniture	5,000	-	-	5,000	-	-
Security	-	-	-	-	-	-
Utilities	65,000	-	-	65,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	802,964	-	-	802,964	-

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-

**ACADEMY CHARTER SCHOOLS
Budget / Operating Plan**

2018-19

Total Revenue	-	6,411,219	-	-	6,586,717	-	-
Total Expenses	-	5,083,626	-	-	5,984,272	-	-
Net Income	-	1,327,593	-	-	602,445	-	-
Actual Student Enrollment	-	1,259	-	-	1,259	-	-

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed							
TOTAL EXPENSES	-	5,083,626	-	-	5,984,272	-	-
NET INCOME	-	1,327,593	-	-	602,445	-	-

ACADEMY CHARTER SCHOOL
Budget / Operating Plan

2018-19

Total Revenue	-	6,411,219	-	-	6,586,717	-	-
Total Expenses	-	5,083,626	-	-	5,984,272	-	-
Net Income	-	1,327,593	-	-	602,445	-	-
Actual Student Enrollment	-	1,259	-	-	1,259	-	3rd C

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

ENROLLMENT - *School Districts Are Linked To Above Entries*

HEMPSTEAD UFSD	-	912	-	-	912	-	-
UNIONDALE UFSD	-	131	-	-	131	-	-
ROOSEVELT UFSD	-	48	-	-	48	-	-
NYC CHANCELLOR'S OFFICE	-	54	-	-	54	-	-
WESTBURY UFSD	-	17	-	-	17	-	-
BALDWIN UFSD	-	16	-	-	16	-	-
AMITYVILLE UFSD	-	14	-	-	14	-	-
MALVERNE UFSD	-	14	-	-	14	-	-
FREEPORT UFSD	-	11	-	-	11	-	-
SEWANHAKA CENTRAL HS DISTRICT	-	14	-	-	14	-	-
LONG BEACH CITY SD	-	4	-	-	4	-	-
WYANDANCH UFSD	-	5	-	-	5	-	-
VALLEY STREAM 30 UFSD	-	4	-	-	4	-	-
WEST HEMPSTEAD UFSD	-	4	-	-	4	-	-
SOUTH COUNTRY CSD	-	4	-	-	4	-	-
ALL OTHER School Districts: (Count = 5)	-	11	-	-	11	-	-
TOTAL ENROLLMENT	-	1,259	-	-	1,259	-	-
REVENUE PER PUPIL	-	5,090	-	-	5,230	-	-
EXPENSES PER PUPIL	-	4,036	-	-	4,751	-	-

**DL, THE
n**

Total Revenue	6,586,717	-	-	6,586,717	-
Total Expenses	6,533,523	-	-	7,333,501	-
Net Income	53,194	-	-	(746,784)	-
Actual Student Enrollment	1,259	-	-	1,259	-

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

2018-19
Per Pupil Rate

HEMPSTEAD UFSD	19,452	4,435,056	-	4,435,056	-
UNIONDALE UFSD	21,461	702,848	-	702,848	-
ROOSEVELT UFSD	17,883	214,596	-	214,596	-
NYC CHANCELLOR'S OFFICE	15,307	205,711	-	205,711	-
WESTBURY UFSD	20,226	85,961	-	85,961	-
BALDWIN UFSD	16,736	66,944	-	66,944	-
AMITYVILLE UFSD	19,104	66,864	-	66,864	-
MALVERNE UFSD	21,730	73,339	-	73,339	-
FREEPORT UFSD	17,151	45,326	-	45,326	-
SEWANHAKA CENTRAL HS DISTRICT	13,842	48,447	-	48,447	-
LONG BEACH CITY SD	23,654	23,908	-	23,908	-
WYANDANCH UFSD	18,039	20,655	-	20,655	-
VALLEY STREAM 30 UFSD	20,089	17,578	-	17,578	-
WEST HEMPSTEAD UFSD	17,850	15,619	-	15,619	-
SOUTH COUNTRY CSD	17,426	15,248	-	15,248	-
ALL OTHER School Districts: (Count = 5)	19,040	50,217	-	50,217	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	19,336	6,088,315	-	6,088,315	-
Special Education Revenue		25,142	-	25,142	-
Grants					
Stimulus		-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-
Other		84,105	-	84,105	-
NYC DoE Rental Assistance		-	-	-	-
Other		-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		6,197,562	-	6,197,562	-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		-	-	-	-
Title I		83,940	-	83,940	-
Title Funding - Other		36,138	-	36,138	-
School Food Service (Free Lunch)		258,908	-	258,908	-
Grants					
Charter School Program (CSP) Planning & Implementation		-	-	-	-
Other		-	-	-	-

DL, THE
n

Total Revenue	6,586,717	-	-	6,586,717	-
Total Expenses	6,533,523	-	-	7,333,501	-
Net Income	53,194	-	-	(746,784)	-
Actual Student Enrollment	1,259	-	-	1,259	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Current Budget	Variance	Actual	Current Budget	Variance
Other	-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES	378,986	-	-	378,986	-
LOCAL and OTHER REVENUE					
Contributions and Donations	-	-		-	-
Fundraising	-	-		-	-
Erate Reimbursement	5,706	-		5,706	-
Earnings on Investments	-	-		-	-
Interest Income	125	-		125	-
Food Service (Income from meals)	4,338	-		4,338	-
Text Book	-	-		-	-
OTHER	-	-		-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	10,169	-	-	10,169	-
TOTAL REVENUE	6,586,717	-	-	6,586,717	-

**DL, THE
n**

Total Revenue	6,586,717	-	-	6,586,717	-
Total Expenses	6,533,523	-	-	7,333,501	-
Net Income	53,194	-	-	(746,784)	-
Actual Student Enrollment	1,259	-	-	1,259	-

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Quarter 0 No. of Positions				
Executive Management	-	49,485	-	42,416	-
Instructional Management	-	228,224	-	195,621	-
Deans, Directors & Coordinators	-	260,956	-	223,677	-
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	-	173,040	-	148,320	-
Administrative Staff	-	218,032	-	186,884	-
TOTAL ADMINISTRATIVE STAFF	-	929,737	-	796,917	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	1,305,536	-	1,865,052	-
Teachers - SPED	-	111,573	-	159,390	-
Substitute Teachers	-	13,462	-	19,231	-
Teaching Assistants	-	259,858	-	371,225	-
Specialty Teachers	-	281,844	-	402,634	-
Aides	-	17,994	-	15,423	-
Therapists & Counselors	-	98,488	-	140,697	-
Other	-	172,500	-	172,500	-
TOTAL INSTRUCTIONAL	-	2,261,253	-	3,146,151	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	169,722	-	145,476	-
Security	-	197,968	-	169,687	-
Other	-	88,743	-	76,065	-
TOTAL NON-INSTRUCTIONAL	-	456,433	-	391,228	-

SUBTOTAL PERSONNEL SERVICE COSTS

PAYROLL TAXES AND BENEFITS

Payroll Taxes		310,031	-	368,415	-
Fringe / Employee Benefits		530,187	-	530,187	-
Retirement / Pension		78,164	-	92,884	-
TOTAL PAYROLL TAXES AND BENEFITS		918,382	-	991,486	-

TOTAL PERSONNEL SERVICE COSTS

	-	4,565,805	-	5,325,782	-
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DL, THE n					
Total Revenue	6,586,717	-	-	6,586,717	-
Total Expenses	6,533,523	-	-	7,333,501	-
Net Income	53,194	-	-	(746,784)	-
Actual Student Enrollment	1,259	-	-	1,259	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		DL, THE n			
		Current Budget	Variance	Actual	Current Budget
CONTRACTED SERVICES					
Accounting / Audit	-	-		40,000	-
Legal	20,000	-		20,000	-
Management Company Fee	-	-		-	-
Nurse Services	2,500	-		2,500	-
Food Service / School Lunch	150,402	-		150,402	-
Payroll Services	-	-		-	-
Special Ed Services	-	-		-	-
Titlment Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	<u>217,250</u>	-		<u>217,250</u>	-
TOTAL CONTRACTED SERVICES	<u>390,152</u>	-		430,152	-

**DL, THE
n**

Total Revenue	6,586,717	-	-	6,586,717	-
Total Expenses	6,533,523	-	-	7,333,501	-
Net Income	53,194	-	-	(746,784)	-
Actual Student Enrollment	1,259	-	-	1,259	-

<p style="text-align: center;">*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

SCHOOL OPERATIONS					
Board Expenses	6,000	-		6,000	-
Classroom / Teaching Supplies & Materials	34,750	-		34,750	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	52,500	-		52,500	-
Supplies & Materials other	-	-		-	-
Equipment / Furniture	67,500	-		67,500	-
Telephone	12,250	-		12,250	-
Technology	26,500	-		26,500	-
Student Testing & Assessment	12,600	-		12,600	-
Field Trips	12,000	-		12,000	-
Transportation (student)	3,000	-		3,000	-
Student Services - other	33,000	-		33,000	-
Office Expense	31,500	-		31,500	-
Staff Development	91,250	-		91,250	-
Staff Recruitment	-	-		-	-
Student Recruitment / Marketing	10,500	-		10,500	-
School Meals / Lunch	7,500	-		7,500	-
Travel (Staff)	5,000	-		5,000	-
Fundraising	-	-		-	-
Other	<u>28,750</u>	=		<u>28,750</u>	=
TOTAL SCHOOL OPERATIONS	434,600	-	-	434,600	-
FACILITY OPERATION & MAINTENANCE					
Insurance	50,000	-		50,000	-
Janitorial	24,500	-		24,500	-
Building and Land Rent / Lease / Facility Finance Interest	578,464	-		578,464	-
Repairs & Maintenance	80,000	-		80,000	-
Equipment / Furniture	5,000	-		5,000	-
Security	-	-		-	-
Utilities	<u>65,000</u>	=		<u>65,000</u>	=
TOTAL FACILITY OPERATION & MAINTENANCE	802,964	-	-	802,964	-
DEPRECIATION & AMORTIZATION	340,002	-		340,002	-
RESERVES / CONTINGENCY	-	-		-	-
DEFERRED RENT					

DL, THE					
n					
DL, THE					
n					
Total Revenue	6,586,717	-	-	6,586,717	-
Total Expenses	6,533,523	-	-	7,333,501	-
Net Income	53,194	-	-	(746,784)	-
Actual Student Enrollment	1,259	-	-	1,259	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Quarter 1/1 - 3/31		Current	
		Budget	Variance	Actual	Current Budget
TOTAL EXPENSES	6,533,523	-	-	7,333,501	-
NET INCOME	53,194	-	-	(746,784)	-

**DL, THE
n**

Total Revenue	6,586,717	-	-	6,586,717	-
Total Expenses	6,533,523	-	-	7,333,501	-
Net Income	53,194	-	-	(746,784)	-
Actual Student Enrollment	1,259	-	-	1,259	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

ENROLLMENT - *School Districts Are Linked To Above Entries*

HEMPSTEAD UFSD	912	-	-	912	-
UNIONDALE UFSD	131	-	-	131	-
ROOSEVELT UFSD	48	-	-	48	-
NYC CHANCELLOR'S OFFICE	54	-	-	54	-
WESTBURY UFSD	17	-	-	17	-
BALDWIN UFSD	16	-	-	16	-
AMITYVILLE UFSD	14	-	-	14	-
MALVERNE UFSD	14	-	-	14	-
FREEPORT UFSD	11	-	-	11	-
SEWANHAKA CENTRAL HS DISTRICT	14	-	-	14	-
LONG BEACH CITY SD	4	-	-	4	-
WYANDANCH UFSD	5	-	-	5	-
VALLEY STREAM 30 UFSD	4	-	-	4	-
WEST HEMPSTEAD UFSD	4	-	-	4	-
SOUTH COUNTRY CSD	4	-	-	4	-
ALL OTHER School Districts: (Count = 5)	11	-	-	11	-
TOTAL ENROLLMENT	1,259	-	-	1,259	-
REVENUE PER PUPIL	5,230	-	-	5,230	-
EXPENSES PER PUPIL	5,187	-	-	5,823	-

**ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan**

2018-19

Total Revenue	-	-	-	26,171,370	(26,171,370)	-	-	26,171,370
Total Expenses	-	-	-	24,934,922	24,934,922	-	-	24,934,922
Net Income	-	-	-	1,236,448	(1,236,448)	-	-	1,236,448
Actual Student Enrollment	-	-	-			-	-	

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue								
			2018-19 Per Pupil Rate					
HEMPSTEAD UFSD	-	-	19,452	-	-	-	-	17,740,224
UNIONDALE UFSD	-	-	21,461	-	-	-	-	2,811,391
ROOSEVELT UFSD	-	-	17,883	-	-	-	-	(858,384)
NYC CHANCELLOR'S OFFICE	-	-	15,307	-	-	-	-	(822,843)
WESTBURY UFSD	-	-	20,226	-	-	-	-	(343,842)
BALDWIN UFSD	-	-	16,736	-	-	-	-	(267,776)
AMITYVILLE UFSD	-	-	19,104	-	-	-	-	(267,456)
MALVERNE UFSD	-	-	21,730	-	-	-	-	(293,355)
FREEPORT UFSD	-	-	17,151	-	-	-	-	(181,303)
SEWANHAKA CENTRAL HS DISTRICT	-	-	13,842	-	-	-	-	(193,788)
LONG BEACH CITY SD	-	-	23,654	-	-	-	-	(95,633)
WYANDANCH UFSD	-	-	18,039	-	-	-	-	(82,619)
VALLEY STREAM 30 UFSD	-	-	20,089	-	-	-	-	(70,312)
WEST HEMPSTEAD UFSD	-	-	17,850	-	-	-	-	(62,475)
SOUTH COUNTRY CSD	-	-	17,426	-	-	-	-	(60,991)
ALL OTHER School Districts: (Count = 5)	-	-	19,040	-	-	-	-	(200,870)
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	-	-	19,336	-	-	-	-	(24,353,261)
Special Education Revenue	-	-		-	-	-	-	(100,566)
Grants								
Stimulus	-	-		-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-		-	-	-	-	-
Other	-	-		336,420	(336,420)	-	-	336,420
NYC DoE Rental Assistance	-	-		-	-	-	-	-
Other	-	-		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-		24,790,247	(24,790,247)	-	-	24,790,247
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs	-	-		-	-	-	-	-
Title I	-	-		335,759	(335,759)	-	-	335,759
Title Funding - Other	-	-		144,553	(144,553)	-	-	144,553
School Food Service (Free Lunch)	-	-		863,028	(863,028)	-	-	863,028
Grants								
Charter School Program (CSP) Planning & Implementation	-	-		-	-	-	-	-
Other	-	-		-	-	-	-	-

**ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan**

2018-19

Total Revenue	-	-	-	26,171,370	(26,171,370)	-	-	26,171,370
Total Expenses	-	-	-	24,934,922	24,934,922	-	-	24,934,922
Net Income	-	-	-	1,236,448	(1,236,448)	-	-	1,236,448
Actual Student Enrollment	-	-	-			-	-	

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY
Other	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	1,343,340	(1,343,340)	-	-	1,343,340
LOCAL and OTHER REVENUE								
Contributions and Donations	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	22,823	(22,823)	-	-	22,823
Earnings on Investments	-	-	-	-	-	-	-	-
Interest Income	-	-	-	500	(500)	-	-	500
Food Service (Income from meals)	-	-	-	14,460	(14,460)	-	-	14,460
Text Book	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	37,783	(37,783)	-	-	37,783
TOTAL REVENUE	-	-	-	26,171,370	(26,171,370)	-	-	26,171,370

**ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan**

2018-19

Total Revenue	-	-	-	26,171,370	(26,171,370)	-	-	26,171,370
Total Expenses	-	-	-	24,934,922	24,934,922	-	-	24,934,922
Net Income	-	-	-	1,236,448	(1,236,448)	-	-	1,236,448
Actual Student Enrollment	-	-	-			-	-	

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Quarter 0 No. of Positions
Executive Management	-
Instructional Management	-
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	-
TOTAL ADMINISTRATIVE STAFF	-

-	-	-	183,801	183,801	-	-	183,801
-	-	-	847,690	847,690	-	-	847,690
-	-	-	969,266	969,266	-	-	969,266
-	-	-	-	-	-	-	-
-	-	-	642,720	642,720	-	-	642,720
-	-	-	809,832	809,832	-	-	809,832
-	-	-	3,453,309	3,453,309	-	-	3,453,309

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other	-
TOTAL INSTRUCTIONAL	-

-	-	-	4,849,135	4,849,135	-	-	4,849,135
-	-	-	414,414	414,414	-	-	414,414
-	-	-	50,000	50,000	-	-	50,000
-	-	-	965,185	965,185	-	-	965,185
-	-	-	1,046,848	1,046,848	-	-	1,046,848
-	-	-	66,834	66,834	-	-	66,834
-	-	-	365,812	365,812	-	-	365,812
-	-	-	690,000	690,000	-	-	690,000
-	-	-	8,448,227	8,448,227	-	-	8,448,227

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	-

-	-	-	-	-	-	-	-
-	-	-	630,395	630,395	-	-	630,395
-	-	-	735,310	735,310	-	-	735,310
-	-	-	329,616	329,616	-	-	329,616
-	-	-	1,695,321	1,695,321	-	-	1,695,321

SUBTOTAL PERSONNEL SERVICE COSTS

-

-	-	-	13,596,857	13,596,857	-	-	13,596,857
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
TOTAL PAYROLL TAXES AND BENEFITS	-

-	-	-	1,155,733	1,155,733	-	-	1,155,733
-	-	-	2,120,747	2,120,747	-	-	2,120,747
-	-	-	291,380	291,380	-	-	291,380
-	-	-	3,567,860	3,567,860	-	-	3,567,860

TOTAL PERSONNEL SERVICE COSTS

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-	-	-	17,164,717	17,164,717	-	-	17,164,717
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**ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan**

2018-19

Total Revenue	-	-	-	26,171,370	(26,171,370)	-	-	26,171,370
Total Expenses	-	-	-	24,934,922	24,934,922	-	-	24,934,922
Net Income	-	-	-	1,236,448	(1,236,448)	-	-	1,236,448
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	40,000	40,000	-	-	40,000
Legal	-	-	-	80,000	80,000	-	-	80,000
Management Company Fee	-	-	-	-	-	-	-	
Nurse Services	-	-	-	10,000	10,000	-	-	10,000
Food Service / School Lunch	-	-	-	501,341	501,341	-	-	501,341
Payroll Services	-	-	-	-	-	-	-	
Special Ed Services	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	869,000	869,000	-	-	869,000
TOTAL CONTRACTED SERVICES	-	-	-	1,500,341	1,500,341	-	-	1,500,341

**ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan**

2018-19

Total Revenue	-	-	-	26,171,370	(26,171,370)	-	-	26,171,370
Total Expenses	-	-	-	24,934,922	24,934,922	-	-	24,934,922
Net Income	-	-	-	1,236,448	(1,236,448)	-	-	1,236,448
Actual Student Enrollment	-	-	-			-	-	

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
SCHOOL OPERATIONS							
-	-	-	24,000	24,000	-	-	24,000
-	-	-	139,000	139,000	-	-	139,000
-	-	-	-	-	-	-	-
-	-	-	210,000	210,000	-	-	210,000
-	-	-	-	-	-	-	-
-	-	-	270,000	270,000	-	-	270,000
-	-	-	49,000	49,000	-	-	49,000
-	-	-	106,000	106,000	-	-	106,000
-	-	-	42,000	42,000	-	-	42,000
-	-	-	40,000	40,000	-	-	40,000
-	-	-	10,000	10,000	-	-	10,000
-	-	-	110,000	110,000	-	-	110,000
-	-	-	126,000	126,000	-	-	126,000
-	-	-	365,000	365,000	-	-	365,000
-	-	-	-	-	-	-	-
-	-	-	42,000	42,000	-	-	42,000
-	-	-	30,000	30,000	-	-	30,000
-	-	-	20,000	20,000	-	-	20,000
-	-	-	-	-	-	-	-
-	-	-	<u>115,000</u>	<u>115,000</u>	-	-	<u>115,000</u>
-	-	-	1,698,000	1,698,000	-	-	1,698,000
TOTAL SCHOOL OPERATIONS							
FACILITY OPERATION & MAINTENANCE							
-	-	-	200,000	200,000	-	-	200,000
-	-	-	98,000	98,000	-	-	98,000
-	-	-	2,313,856	2,313,856	-	-	2,313,856
-	-	-	320,000	320,000	-	-	320,000
-	-	-	20,000	20,000	-	-	20,000
-	-	-	-	-	-	-	-
-	-	-	<u>260,000</u>	<u>260,000</u>	-	-	<u>260,000</u>
-	-	-	3,211,856	3,211,856	-	-	3,211,856
-	-	-			-	-	
-	-	-	1,360,008	1,360,008	-	-	1,360,008
-	-	-	-	-	-	-	-
-	-	-			-	-	
-	-	-			-	-	

**ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan**

2018-19

Total Revenue	-	-	-	26,171,370	(26,171,370)	-	-	26,171,370
Total Expenses	-	-	-	24,934,922	24,934,922	-	-	24,934,922
Net Income	-	-	-	1,236,448	(1,236,448)	-	-	1,236,448
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
TOTAL EXPENSES	-	-	-	24,934,922	24,934,922	-	-	24,934,922
NET INCOME	-	-	-	1,236,448	(1,236,448)	-	-	1,236,448

~~2018-19~~
ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan

2018-19

Total Revenue	-	-	-	26,171,370	(26,171,370)	-	-	26,171,370
Total Expenses	-	-	-	24,934,922	24,934,922	-	-	24,934,922
Net Income	-	-	-	1,236,448	(1,236,448)	-	-	1,236,448
Actual Student Enrollment	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -

ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed							
HEMPSTEAD UFSD	-	-	-			-	-	
UNIONDALE UFSD	-	-	-			-	-	
ROOSEVELT UFSD	-	-	-			-	-	
NYC CHANCELLOR'S OFFICE	-	-	-			-	-	
WESTBURY UFSD	-	-	-			-	-	
BALDWIN UFSD	-	-	-			-	-	
AMITYVILLE UFSD	-	-	-			-	-	
MALVERNE UFSD	-	-	-			-	-	
FREEPORT UFSD	-	-	-			-	-	
SEWANHAKA CENTRAL HS DISTRICT	-	-	-			-	-	
LONG BEACH CITY SD	-	-	-			-	-	
WYANDANCH UFSD	-	-	-			-	-	
VALLEY STREAM 30 UFSD	-	-	-			-	-	
WEST HEMPSTEAD UFSD	-	-	-			-	-	
SOUTH COUNTRY CSD	-	-	-			-	-	
ALL OTHER School Districts: (Count = 5)	-	-	-			-	-	
TOTAL ENROLLMENT	-	-	-			-	-	
REVENUE PER PUPIL	-	-	-			-	-	
EXPENSES PER PUPIL	-	-	-			-	-	

Total Revenue	(26,171,370)	-	-
Total Expenses	24,934,922	-	-
Net Income	(1,236,448)	-	-
Actual Student Enrollment		-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
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REVENUE		2018-19		
REVENUES FROM STATE SOURCES		Per Pupil Rate		
Per Pupil Revenue				
HEMPSTEAD UFSD	19,452	(11,740,224)	-	-
UNIONDALE UFSD	21,461	(2,811,391)	-	-
ROOSEVELT UFSD	17,883	(858,384)	-	-
NYC CHANCELLOR'S OFFICE	15,307	(822,843)	-	-
WESTBURY UFSD	20,226	(343,842)	-	-
BALDWIN UFSD	16,736	(267,776)	-	-
AMITYVILLE UFSD	19,104	(267,456)	-	-
MALVERNE UFSD	21,730	(293,355)	-	-
FREEPORT UFSD	17,151	(181,303)	-	-
SEWANHAKA CENTRAL HS DISTRICT	13,842	(193,788)	-	-
LONG BEACH CITY SD	23,654	(95,633)	-	-
WYANDANCH UFSD	18,039	(82,619)	-	-
VALLEY STREAM 30 UFSD	20,089	(70,312)	-	-
WEST HEMPSTEAD UFSD	17,850	(62,475)	-	-
SOUTH COUNTRY CSD	17,426	(60,991)	-	-
ALL OTHER School Districts: (Count = 5)	19,040	(200,870)	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	19,336	(24,353,261)	-	-
Special Education Revenue		(100,566)	-	-
Grants				
Stimulus		-	-	-
DYCD (Department of Youth and Community Development)		-	-	-
Other		(336,420)	-	-
NYC DoE Rental Assistance		-	-	-
Other		-	-	-
TOTAL REVENUE FROM STATE SOURCES		(24,790,247)	-	-
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		-	-	-
Title I		(335,759)	-	-
Title Funding - Other		(144,553)	-	-
School Food Service (Free Lunch)		(863,028)	-	-
Grants				
Charter School Program (CSP) Planning & Implementation		-	-	-
Other		-	-	-

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Total Revenue	(26,171,370)	-	-
Total Expenses	24,934,922	-	-
Net Income	(1,236,448)	-	-
Actual Student Enrollment		-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(1,343,340)	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	-	-	-
Fundraising	-	-	-
Erate Reimbursement	(22,823)	-	-
Earnings on Investments	-	-	-
Interest Income	(500)	-	-
Food Service (Income from meals)	(14,460)	-	-
Text Book	-	-	-
OTHER	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(37,783)	-	-
TOTAL REVENUE	(26,171,370)	-	-

Total Revenue	(26,171,370)	-	-
Total Expenses	24,934,922	-	-
Net Income	(1,236,448)	-	-
Actual Student Enrollment		-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
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EXPENSES	Quarter 0 No. of Positions			
ADMINISTRATIVE STAFF PERSONNEL COSTS				
Executive Management	-	183,801	-	-
Instructional Management	-	847,690	-	-
Deans, Directors & Coordinators	-	969,266	-	-
CFO / Director of Finance	-	-	-	-
Operation / Business Manager	-	642,720	-	-
Administrative Staff	-	809,832	-	-
TOTAL ADMINISTRATIVE STAFF	-	3,453,309	-	-
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	-	4,849,135	-	-
Teachers - SPED	-	414,414	-	-
Substitute Teachers	-	50,000	-	-
Teaching Assistants	-	965,185	-	-
Specialty Teachers	-	1,046,848	-	-
Aides	-	66,834	-	-
Therapists & Counselors	-	365,812	-	-
Other	-	690,000	-	-
TOTAL INSTRUCTIONAL	-	8,448,227	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	630,395	-	-
Security	-	735,310	-	-
Other	-	329,616	-	-
TOTAL NON-INSTRUCTIONAL	-	1,695,321	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	13,596,857	-	-
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		1,155,733	-	-
Fringe / Employee Benefits		2,120,747	-	-
Retirement / Pension		291,380	-	-
TOTAL PAYROLL TAXES AND BENEFITS		3,567,860	-	-
TOTAL PERSONNEL SERVICE COSTS	-	17,164,717	-	-

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Total Revenue	(26,171,370)	-	-
Total Expenses	24,934,922	-	-
Net Income	(1,236,448)	-	-
Actual Student Enrollment		-	
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
CONTRACTED SERVICES			
Accounting / Audit	40,000	-	-
Legal	80,000	-	-
Management Company Fee	-	-	-
Nurse Services	10,000	-	-
Food Service / School Lunch	501,341	-	-
Payroll Services	-	-	-
Special Ed Services	-	-	-
Titlement Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	869,000	-	-
TOTAL CONTRACTED SERVICES	1,500,341	-	-

Total Revenue	(26,171,370)	-	-
Total Expenses	24,934,922	-	-
Net Income	(1,236,448)	-	-
Actual Student Enrollment		-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
SCHOOL OPERATIONS			
Board Expenses	24,000	-	-
Classroom / Teaching Supplies & Materials	139,000	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	210,000	-	-
Supplies & Materials other	-	-	-
Equipment / Furniture	270,000	-	-
Telephone	49,000	-	-
Technology	106,000	-	-
Student Testing & Assessment	42,000	-	-
Field Trips	40,000	-	-
Transportation (student)	10,000	-	-
Student Services - other	110,000	-	-
Office Expense	126,000	-	-
Staff Development	365,000	-	-
Staff Recruitment	-	-	-
Student Recruitment / Marketing	42,000	-	-
School Meals / Lunch	30,000	-	-
Travel (Staff)	20,000	-	-
Fundraising	-	-	-
Other	115,000	-	-
TOTAL SCHOOL OPERATIONS	1,698,000	-	-
FACILITY OPERATION & MAINTENANCE			
Insurance	200,000	-	-
Janitorial	98,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	2,313,856	-	-
Repairs & Maintenance	320,000	-	-
Equipment / Furniture	20,000	-	-
Security	-	-	-
Utilities	260,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	3,211,856	-	-
DEPRECIATION & AMORTIZATION	1,360,008	-	-
RESERVES / CONTINGENCY	-	-	-
DEFERRED RENT			

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Total Revenue	(26,171,370)	-	-
Total Expenses	24,934,922	-	-
Net Income	(1,236,448)	-	-
Actual Student Enrollment		-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
TOTAL EXPENSES	24,934,922	-	-
NET INCOME	(1,236,448)	-	-

				-
				-
Total Revenue	(26,171,370)		-	-
Total Expenses	24,934,922		-	-
Net Income	(1,236,448)		-	-
Actual Student Enrollment			-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>				
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY	
ENROLLMENT - *School Districts Are Linked To Above Entries*				
HEMPSTEAD UFSD			-	-
UNIONDALE UFSD			-	-
ROOSEVELT UFSD			-	-
NYC CHANCELLOR'S OFFICE			-	-
WESTBURY UFSD			-	-
BALDWIN UFSD			-	-
AMITYVILLE UFSD			-	-
MALVERNE UFSD			-	-
FREEPORT UFSD			-	-
SEWANHAKA CENTRAL HS DISTRICT			-	-
LONG BEACH CITY SD			-	-
WYANDANCH UFSD			-	-
VALLEY STREAM 30 UFSD			-	-
WEST HEMPSTEAD UFSD			-	-
SOUTH COUNTRY CSD			-	-
ALL OTHER School Districts: (Count = 5)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
ACADEMY CHARTER SCHOOL, THE
2018-19

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Barrington Goldson

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Academy Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Board Chairman

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

Please write "None" if applicable. Do not leave this space blank. NONE	Please write "None" if applicable. Do not leave this space blank. NONE	Please write "None" if applicable. Do not leave this space blank. NONE	Please write "None" if applicable. Do not leave this space blank. NONE
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write 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
Calvary Tabernacle Inc.	Use of church auditorium for school related events.		Barrington Goldson I serve as President of Calvary Tabernacle a non-profit organization	-Bids from comparable organizations -Refrain myself from voting on decisions to use the facility -Ensure that the cost is below prevailing rates

Signature

Date

Please note that 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. Personal contact information provided below will be redacted.

Business Telephone: (516) 292-3685

Business Address: 76 N. Franklin St, Hempstead, NY 11550

E-mail Address: goldsonbenny158@aol.com

Home Telephone: (516) 410-4931

Home Address: 158 Hilton Ave, Hempstead, NY 11550

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

ROBERT STEWART

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

THE ACADEMY CHARTER SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

VICE CHAIRMAN BOARD OF TRUSTEES

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write 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
CALVARY TABERNACLE	WESTERN CHURCH AUDITORS FOR CALVARY	\$10,000	ROLAND STEWART COO / MINISTER OF CALVARY	Bids from comparable venues AVOID NOTICE IN DECISION OF FACILITY


Signature

7/13/18
Date

Please note that 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. Personal contact information provided below will be redacted.

Business Telephone: 516-292-3685

Business Address: 78 NORTH FRANKLIN ST. HEMPSTEAD NY 11550

E-mail Address: rhenryson1@aol.com

Home Telephone: 516-850-2702

Home Address: ~~220~~ 220 PENTON AVENUE LYMBROOK NY 11563



Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL

YEAR: _____

DATE RECEIVED: _____

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

1. Name of education corporation: **the Academy Charter School**
2. Trustee's name (print): **Donovan N. Henry**
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): **The Presbytery of Long Island, Trustee; Memorial Presbyterian Church Board of Deacons, Former Treasurer**
4. Home address: **2 Noel Lane, Jericho, NY 11753**
5. Business Address: **170 Tulip Avenue, 2nd Fl, Floral Park, NY 11001**
6. Daytime phone: **516-359-9313**
7. E-mail: **donnhenry@aol.com**
8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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



Donovan N. Henry _____
Signature

April 5, 2018 _____
Date



Charter Schools Institute
The State University of New York

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

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

- Name of education corporation: ACADEMY CHARTER SCHOOL
- Trustee's name (print): BETH A. MCKENZIE
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
TRUSTEE
- Home address: BOX 7605, FREEPORT, NY 11520
- Business Address: _____
- Daytime phone: 516-633-8314
- E-mail: BAM1459@AOL.COM
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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

Beth A. McKenna
Signature

4/10/18
Date



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

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

- Name of education corporation: The Academy
- Trustee's name (print): Marie M Graham
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

- Home address: 2000 Front Street, East Meadow, NY 1155
- Business Address: New York, NY 10007
- Daytime phone: 516-782-1635
cell _____
- E-mail: atomfhs@hotmail.com
- Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

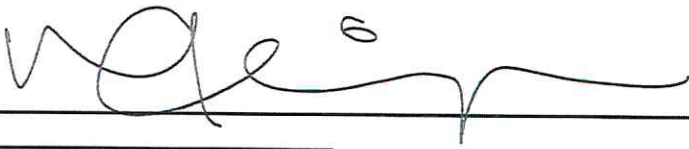
- Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please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

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

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

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

A handwritten signature in black ink, appearing to be 'W. A. S.', written over a horizontal line.

Signature

Date 5/8/2018

Form Revised November 16, 2015



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

1. Name of education corporation: The Academy Charter School
2. Trustee's name (print): Dale James
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): None

4. Home address: 15 West 139th Street, Apt 4N, NY, NY 10037
5. Business Address: 200 West Street, NY, NY, 10282
6. Daytime phone: 646-309-1974
7. E-mail: dale.j.james@gmail.com
8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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



 Signature

05/21/2018

 Date

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Roderick Roberts _____

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Academy _____

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

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

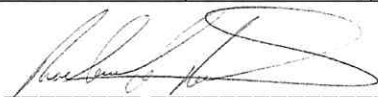
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

<i>Please write "None" if applicable. Do not leave this space blank.</i>	None	None	None
--	------	------	------

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
<i>Please write "None" if applicable. Do not leave this space blank.</i> None	None	None	None	None



Signature

07/10/18

Date

Please note that 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. 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: 914-874-3980

Home Address: 42 Frost Hill Rd, Pleasant Valley NY 12569

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Peter J. Goodman

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

The Academy Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

NONE	NONE	NONE	NONE
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write 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
NONE	NONE	NONE	NONE	NONE


Signature

7.5.18
Date

Please note that 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. Personal contact information provided below will be redacted.

Business Telephone: 516-747-1136

Business Address: 6901 Jericho Tpke; Suite 230; Syosset, NY 11791

E-mail Address: pgoodman@bfsllawfirm.com

Home Telephone: 516-361-4875

Home Address: 5 Prospect Avenue; Sea Cliff, NY 11579

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

STEPHEN ROWLEY

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

THE ACADEMY CHARTERED SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

TRUSTEE

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

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

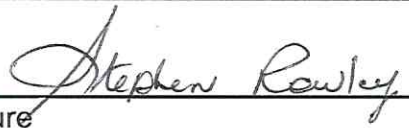
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

<i>Please write "None" if applicable. Do not leave this space blank.</i>			
NONE	NONE	NONE	NONE

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
NONE	NONE	NONE	NONE	NONE


7-9-18

Signature Date

Please note that 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. Personal contact information provided below will be redacted.

Business Telephone: 718-725-

Business Address: 158-29 ARCHER AVENUE, JAMAICA, N.Y. 11433

E-mail Address: srowley755@gmail.com

Home Telephone: 718-863-2072

Home Address: 139-57 230 Place, Laurelton, N.Y. 11413




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

1. Name of education corporation: The Academy Charter School
2. Trustee's name (print): Dr. Roger Ball
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
4. Home address: 418 Mile Square Road, Yonkers, NY 10701
5. Business Address: 730 Bryant Avenue, Bronx, NY 10474
6. Daytime phone: 914-319-6217
7. E-mail: ballefordham.edu
8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date. N/A
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

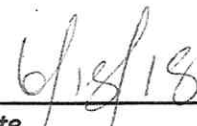
Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
N/A <i>Please write</i>	N/A	N/A	N/A

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

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



 Signature



 Date

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

DOROTHY MAXINE BURTON

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Academy.

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write 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
None please write "None" if applicable. Do not leave this space blank.				

Dorothy Burton Signature 7/8/2018 Date

Please note that 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. Personal contact information provided below will be redacted.

Business Telephone: 718 262 8032
 Business Address: 90-25 161st Street, Suite 501, Jamaica NY 1143
 E-mail Address: dorothyburton@aol.com
 Home Telephone: 516 415 5020
 Home Address: 417 Woodland Estates @ River, Baldwin NY 11510

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

DAWN West

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Academy Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<u>NONE</u>			

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

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write 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
Please write "None" if applicable. Do not leave this space blank.				
None				

JAY WOH Signature 7/10/18 Date

Please note that 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. Personal contact information provided below will be redacted.

Business Telephone: (718) 347-2309
 Business Address: 244-19 Braddock Ave. Bellrose NY 11426
 E-mail Address: redawn226@AOL.com
 Home Telephone: (516) 505-5835
 Home Address: 226 Cedar St Hempstead NY 11550



Entry 8 BOT Table

Created: 07/17/2018 • Last updated: 07/28/2018

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Bishop Barrington Goldson	Chair	Finance, Judicial, Grievance and Compliance committees	Yes	2	09/01/2014	08/31/2019	9
2	Robert Stewart	Vice Chair	Technology and Instruction Committee	Yes	2	09/01/2014	08/31/2019	9
3	Dawn West-Bloise	Trustee/Member	Community Relations Committee	Yes	2	09/01/2015	08/31/2020	8
4	Stephen Rowley	Trustee/Member	Finance/Academic	Yes	1	09/01/2014	08/31/2019	8
5	Peter J. Goodman	Trustee/Member	Legal/Real Estate	Yes	1	09/01/2015	08/31/2020	5 or less
6	Roderick Roberts	Trustee/Member	Fundraising and Community Relations Committees	Yes	2	09/01/2015	08/31/2020	7
7	Stephanie Gomez	Parent Rep		No	1	08/31/2017	08/31/2018	5 or less

8	Donovan Henry	Trustee/Member		Yes	1	06/01/2018	06/30/2023	5 or less
9	Beth McKenzie	Trustee/Member		Yes	1	06/01/2018	06/30/2023	5 or less

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

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
10	Marie Graham	Trustee/Member		Yes	1	06/01/2018	06/30/2023	5 or less
11	Dale James	Trustee/Member		Yes	1	06/01/2018	06/30/2023	5 or less
12	Roger Ball	Trustee/Member		Yes	1	06/01/2018	06/30/2023	5 or less
13	Dorothy Atkinson	Trustee/Member		Yes	1	06/01/2018	06/30/2023	5 or less
14								
15								

1c. Are there more than 15 members of the Board of Trustees? No

2. Total number of members on June 30, 2018 7

3. Total number of members joining the Board during the 2017-18 school year 6

4. Total number of members departing the Board during the 2017-18 school year 3

5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes 13

6. Number of Board meetings conducted during the 2017-18 School Year 9

7. Number of Board meetings scheduled for the coming 2018-19 school year 12

Thank you.



Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/17/2018

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2017-18 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2018-19.

ACADEMY CS (SUNY TRUSTEES)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	The Academy will engage in a continuous advertisement including radio and newspapers, mail drops in various communities, distribution of flyers and scheduled information sessions.	The Academy will engage in a continuous advertisement including radio and newspapers, mail drops in various communities, distribution of flyers and scheduled information sessions.
English Language Learners	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 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 includes language of accepting ESL and ENL students.
Students with Disabilities	The school will serve Students with Disabilities and provide programs and staffing to service students according to their IEPs. The school will conduct outreach to all the Committees on Special Education of the various school districts from which it enroll students. All advertisement includes language of accepting Students with Disabilities.	The school will serve Students with Disabilities and provide programs and staffing to service students according to their IEPs. The school will conduct outreach to all the Committees on Special Education of the various school districts from which it enroll students. All advertisement includes language of accepting Students with Disabilities.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
Economically Disadvantaged	The Academy has engaged in various advertisement strategies including radio and newspapers, mail drops in various communities, distribution of flyers and scheduled information sessions. The school does not have a problem recruiting poor students as demonstrated by the current free and reduced lunch population of 86.4% which is much high than the school district's.	The Academy has engaged in various advertisement strategies including radio and newspapers, mail drops in various communities, distribution of flyers and scheduled information sessions. The school does not have a problem recruiting poor students as demonstrated by the current free and reduced lunch population of 86.4% which is much high than the school district's.
English Language Learners	The school has also increased the numbers of ESL teachers and oversight of the ESL program. All advertisement included language of accepting ESL and ENL students.	The school has also increased the numbers of ESL teachers and oversight of the ESL program. All advertisement included language of accepting ESL and ENL students.
Students with Disabilities	The school has hired a second full time Director of Special Education; this has increase the oversight as follows: K-8, and high school. We have increased communication with the various Committees on Special Education from the various districts, and improved the internal referral process. All advertisement includes language of accepting Students with Disabilities, and the creation of ICT classes and increased resource room teachers.	The school has hired a second full time Director of Special Education; this has increase the oversight as follows: K-8, and high school. We have increased communication with the various Committees on Special Education from the various districts, and improved the internal referral process. All advertisement includes language of accepting Students with Disabilities, and the creation of ICT classes and increased resource room teachers.



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/17/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 - 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/30/18
65	12	12	3	68

2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
11	1	1	5	16

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

TACS is in an expansion phase including the high school grades, one grade at a time per year; as a result additional teachers have to be hired each year. The school has recently become an Educational Corporation and has been approved for an additional K-6 school which will open as a K-2 school with 175 students in September 2018. The school uses the SED teacher rating system (HEDI) to evaluate instructional staff; some (4) teachers rated Ineffective have been terminated or not invited back for the 2018-2019 school year. A few teachers (3) have been terminated for violation of school policies.

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#) prior to employment. 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.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system? (No response)

Thank you

Hempstead (K - 11)

The Academy Charter School
2018 -2019 Calendar

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

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

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

MAY 21SD						
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 18SD						
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

4-Sep	First day of School
Sep 10-11	Rosh Hashanah School Closed
19-Sep	Yom Kippur School Closed
26-Sep	Grades K - 2 Curriculum Night
27-Sep	Grades 3-8 Curriculum Night
8-Oct	Columbus Day – School Closed
6-Nov	Election Day School Closed / PD
Nov 7 -8	Parent Teacher Conferences
12-Nov	Veteran’s Day School Closed
21-Nov	12noon Dismissal
Nov 22 -23	Thanksgiving Recess
Dec 24 - Jan 1	Holiday Recess
21-Jan	MLK Day School Closed
Jan 22-25	High School Regents
Feb 6 -7	Parent Teacher Conferences
Feb 18-22	Winter Break School Closed
April 2 - 4	Grades 3 - 8 NYS ELA Test
April 16-17	Parent Teacher Conferences
April 18-26	Spring Break School Closed
May 1 -3	Grades 3 – 8 NYS Math Test
May 22 - June 3	Grades 4 & 8 NYS Science Test
May 24 - 27	Memorial Day School Closed
26-Jun	Last Day of School -12noon Dismissal
	Inclement Weather
24-May	1st Snow Day (Otherwise Closed)
18-Apr	2nd Snow Day (Otherwise Closed)
	2pm - Early Dismissal
	Total Student Days =183



The Academy Charter School

**2017-18 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 17, 2018

By: Wayne Haughton

117 North Franklin Street

Hempstead, NY 11550

Wayne Haughton, Executive Director prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Bishop Barrington Goldson	Chair; Finance, Judicial, Grievance, and Compliance Committees
Robert Stewart	Vice Chair; Technology and Instruction Committee
Dawn West-Bloise	Trustee; Community Relations Committee
Steven Rowley	Trustee; Finance and Academic Committees
Peter J. Goodman	Trustee; Legal/Real Estate Committee
Roderick Roberts	Trustee; Fundraising and Community Relations Committee
Stephanie Gomez	Parent Representative
Donovan Henry	Trustee
Beth McKenzie	Trustee
Marie Graham	Trustee
Dale James	Trustee
Roger Ball	Trustee
Dorothy Atkinson	Trustee

Wayne Haughton has served as the Executive Director since 2012.

The Academy Charter School (“The Academy”) opened in the fall of 2009 with 165 students in grades K-2. Located in Hempstead, NY, a school district with approximately 70% free and reduced price lunch students, The Academy continues to successfully serve a student population with a large percentage of English language learners, special education students, and economically disadvantaged students. To further the mission, The Academy expanded to serve students in grades K-10 in the 2017-18 school year.

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

The Mission of The Academy:

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

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2013-14	N/A	N/A	N/A	N/A	N/A
2014-15	N/A	N/A	N/A	N/A	N/A
2015-16	N/A	N/A	N/A	N/A	N/A
2016-17	117	N/A	N/A	N/A	N/A
2017-18	110	119	N/A	N/A	229

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 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2017-18 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: <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 anywhere 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
2015-16	2012-13	2012	N/A	N/A	N/A
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	N/A	N/A	N/A
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	N/A	N/A	N/A

2016-17	2012-13	2012	N/A	N/A	N/A
2017-18	2013-14	2013	N/A	N/A	N/A

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.

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

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

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

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

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

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

12

22

5

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. For these two graduation cohorts the Academy achieved this measure.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	110	96.4%
2017	119	75.6%

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. For these two graduation cohorts the Academy achieved this measure.

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 Regents 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. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

The school met its goal of having over 75% of students in the 2016 and 2017 cohort earn at least five credits each year.

57.3 percent of The Academy’s students in the 2016 cohort scored at or above proficient on at least three different New York State Regents exams required for graduation. This cohort didn’t not meet the goal of 75 percent of students in the second year of high school scoring at or above proficient on at least three different New York State Regents exams required for graduation.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	N/A	N/A
2015	N/A	N/A
2016	110	57.3%

ADDITIONAL EVIDENCE

After every Regents administration period, the individual trajectories of every student are reviewed. In addition, the item analysis of each examination is reviewed as a component of evaluation of the instructional program. These reviews have resulted in the percentage of students in this cohort scoring at or above proficient on at least three different New York State Regents exams required for graduation increased over eight percentage points from the 2016-17 school year to the 2017-18 school year. It should also be noted that the instructional changes implemented have resulted in the 2017 Cohort having 65.5% of its students passing 3 or more Regents after only one year.

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 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed 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 below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

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.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Goal 1: Absolute Measure

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

METHOD

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

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Percentage of the 2014 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
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy met one of two leading indicator goals. Because the school only served 9th and 10th grade in the 2017-18 school year, the absolute and comparative measures in this section do not apply.

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

ACTION PLAN

To meet its goal of 75 percent of students in their second year scoring proficient on at least three different NYS Regents exams required for graduation, the school provides students the opportunity to complete three regents exams by the end of their 9th grade year (one in math, one in science, and one in social studies). Students will have the additional opportunity to complete these exams during their August and January administration following their 9th grade year. At the conclusion of the 10th grade year, students will have the opportunity to complete two additional regents examinations (one in math and one in science) for a total of 5 regents examinations offered by the conclusion of their second year.

The teachers work with instructional leadership to align course goals with student achievement data collected during previous administration of regents examinations. Students requiring academic supports, based on regents examination data, qualify and receive academic intervention services. Additional learning time and academic intervention services is 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 two 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.

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. To ensure students have multiple pathways to graduate on time, the school will also be providing students with Career and Technical Education (CTE) coursework.

Further, the school’s counselors monitor student progress toward graduation regularly. They work with school principal, assistant principals, students and families to identify the supports needed to assist students in graduating on time.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

All students will be prepared to attend college

Goal 2: Absolute Measure

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

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

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 measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students graduating in the 2017-18 school year.

Percentage of the 2014 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
N/A	N/A	N/A	N/A

N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

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.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	N/A	N/A	N/A

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

2016-17	2013	N/A	N/A	N/A
2017-18	2014	N/A	TBD	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

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.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

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 fall following graduation.

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate =[(b)/(a)]*100
2012	N/A	N/A	N/A
2013	N/A	N/A	N/A
2014	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

ACTION PLAN

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilized the *Holt McDougal Literature* curricula, and other standards-based supplementary texts from the *EngageNY* modules.

Students in grade 9 receive 90 minutes of instruction daily while students in grades 10-11 receive 45 minutes. At-risk students also received forty-five minutes of pullout instructions in small groups two times per week. The school utilizes the assessment data provided by the, *NWEA MAP* diagnostic and progress monitoring assessment, unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered a 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 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).⁴ 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.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁵

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

This measurement does not apply to The Academy because the school does not serve students in these cohorts.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	N/A	N/A
2017					N/A	N/A

⁴ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

⁵ Based on the highest score for each student on the English Regents exam

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 a 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.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁶

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	N/A	N/A
2017					N/A	N/A

Goal 3: Absolute Measure

⁶ Based on the highest score for each student on the English Regents exam

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.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.⁷ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

English Language Arts Performance Index (PI)
For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	[?]	[?]	[?]	[?]

$$\begin{array}{cccccccccccc}
 \text{PI} & = & [?] & + & [?] & + & [?] & + & [?] & = & [?] \\
 & & & & & & & & & & [?] \\
 & & & & & & & & & & [?] \\
 & & & & & & & & & & [?] \\
 & & & & & & & & & & \text{PI} \\
 & & & & & & & & & & \text{N/A}
 \end{array}$$

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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.

⁷ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving Performance Level 4 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

English Regents Performance Index (PI)⁸
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

⁸ For an explanation of the procedure to calculate the school’s PI, see page 20.

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁹

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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

⁹ Based on the highest score for each student on the English Regents exam

Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁰

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 3: Optional Measure

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

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

¹⁰ Based on the highest score for each student on the English Regents exam

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹¹

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	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.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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.	N/A

ACTION PLAN

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

¹¹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

The Mathematics program at The Academy Charter School is based on the premise that students come to school with a wide range of abilities. Through a developmentally appropriate and rigorous approach in Mathematics, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in Mathematics. The Academy Charter School uses the *Amsco* series, and supplementary materials from the *EngageNY* modules in meeting the *New York State Next Generation Learning Standards*. Students complete multiple learning experiences in which they are able to utilize their classroom technology, and manipulatives for practice. Students in Algebra 1 receive 90 minutes of instructional daily while students in other mathematics courses receive 45 minutes of instruction daily. At-risk students also received forty-five minutes of pullout instructions in small groups at least two times per week. The school utilizes the assessment data provided by the *NWEA MAP* diagnostic and progress monitoring assessment, unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

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 school scores Regents on a scale from 0 to 100. 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.¹² 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.

¹² Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹³

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. While, this measurement is not applicable to the school for this Accountability Report, the school is monitoring this indicator for the 2016 and 2017 Cohorts and increasing the rigor where required to have more students meet this benchmark.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	110	5.5%
2017					119	7.6%

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 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 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.

¹³ Based on the highest score for each student on a mathematics Regents exam

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. It should be noted, however, that the Academy's 2016 and 2017 Cohorts have already met this measure. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹⁴

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

As shown in the chart below, the school's 2016 and 2017 cohorts both had over 80 percent of students partially meeting Common Core expectations, scoring at Level 3 on a Regents mathematics exam, by the completion of their fourth year in the cohort.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			115	73.0%	110	80.9%
2017					119	80.7%

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.

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹⁵ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

¹⁴ Based on the highest score for each student on a mathematics Regents exam

¹⁵ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	[?]	[?]	[?]	[?]

$$\begin{array}{ccccccc}
 \text{PI} & = & [?] & + & [?] & + & [?] \\
 & & & & & + & [?] \\
 & & & & & & (.5)*[?] \\
 & & & & & & \text{PI} \\
 & & & & & & = \\
 & & & & & & \text{N/A}
 \end{array}$$

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Mathematics Regents Performance Index (PI)¹⁶
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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.

¹⁶ For an explanation of the procedure to calculate the school’s PI, see page 29.

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

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁷

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁸

¹⁷ Based on the highest score for each student on the English Regents exam

¹⁸ Based on the highest score for each student on the mathematics Regents exam

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. While this measurement is not applicable to the school, it should be noted that the school is monitoring students for whom we have grade 8 scores. The chart below displays their current status:

Cohort	# of Student in Cohort	# of Grade 8 Math Scores Available	# of Students Scoring Level 1 or 8 in Grade 8	# of Students Scoring Level 3 or Above on Math Regents	% of Students Scoring Level 3 or Above on Math Regents
2016	110	30	15	13	86.7
2017	119	83	55	42	76.1

this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year

<p>Goal 4: Optional Measure</p> <p>[Include additional measures that are part of the Accountability Plan.]</p> <p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>
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SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOALS ¹⁹

The Academy met the only absolute goal for which it could be measure as a result of the school's current grade configuration.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or	Met

¹⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	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.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 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.	N/A

ACTION PLAN

The Academy has departmentalized instruction. Each assistant principal has been given specific areas of instructional oversight. Content leads have been assigned for each area and work closely with the assistant principals to change and improve academic programming.

Additionally, the Academy has increased the opportunities for teacher collaboration and co-teaching to implement the math program. Academic intervention services are being provided three times per week through the specific design and implementation of additional math courses through the collaborative effort of math teachers and school leadership.

GOAL 5: SCIENCE

Goal 5: Science

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

BACKGROUND

The Science program at The Academy Charter School utilizes *Biology by Miller and Levine*, for Living Environment, *Chemistry by Pearson* for Chemistry, *Earth Science: The Physical Setting by Perfection Learning* for Earth Science, and *Marine Science by Pearson* for Marine Biology to implement instruction. Students receive six (6) forty-five minute periods of instruction per week; one period is dedicated to lab activity and five (5) periods for theory. Unit assessments and school-designed interim assessments are used to measure students' progress and inform instructional planning.

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 **Living Environment and Chemistry**. 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.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	N/A	N/A
2013	N/A	N/A
2014	N/A	N/A

ADDITIONAL EVIDENCE

As shown in the chart below, The Academy's 2017 student cohort is already meeting this goal and the 2016 student cohort is less than ten percentage points below the goal of 75 percent proficiency.

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

²⁰ Based on the highest score for each student on any science Regents exam



Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	110	65.5%
2017					119	76.5%

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

The Social Studies program at The Academy Charter School utilizes *United States History by Pearson* for United States History and *World History by Pearson* for Global History 1 and Global History 2 to implement instruction. Students receive forty-five minutes of daily instruction in Social Studies. Unit assessments and school-designed interim assessments are used to measure students' progress and inform instructional planning.

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 Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

As shown in the chart below, The Academy's 2017 student cohort is already meeting this goal and the 2016 student cohort is 12.3 percentage points below the goal of 75 percent proficiency.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

²¹ Based on the highest score for each student on a science Regents exam

2014	N/A	N/A	N/A	N/A	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016			N/A	N/A	110	62.7%
2017					119	80.7%

Goal 6: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A

EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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.

RESULTS

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A
2015			N/A	N/A	N/A	N/A
2016					N/A	N/A

Goal 6: Comparative Measure

²² Based on the highest score for each student on a science Regents exam

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A

EVALUATION

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

ADDITIONAL EVIDENCE

In the 2017-18 school year, the Academy was in its second year of offering high school classes and only served 9th and 10th grade students. Thus, this measurement is not applicable to the school. The school will expand to serve 9th through 12th grade by the 2019-20 school year.

GOAL 7: ESSA

Goal 7: ESSA

The Academy will be in good standing pursuant to the state's ESSA accountability system.

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 school met its goal of good standing for the 2017-18 school year.

ADDITIONAL EVIDENCE

The Academy has been in good standing in each of the last three school years.

Accountability Status by Year

Year	Status
2015-16	Good standing
2016-17	Good standing
2017-18	Good standing