



Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/20/2019 • Last updated: 10/09/2019

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 cover page task, please ensure that you select the correct authorizer (**as of June 30, 2019**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME ACADEMY CHARTER SCHOOL

(Select name from the drop down menu)

a1. Popular School Name (Optional) (No response)

b. CHARTER AUTHORIZER (As of June 30th, 2019) SUNY-Authorized Charter School

Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.

c. DISTRICT / CSD OF LOCATION Hempstead

d. DATE OF INITIAL CHARTER 02/2008

e. DATE FIRST OPENED FOR INSTRUCTION 09/2009

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

i. TOTAL MAX APPROVED 1344

**ENROLLMENT FOR THE 2018-19
SCHOOL YEAR (exclude Pre-K
program enrollment)**

j. TOTAL STUDENT ENROLLMENT 1344

**ON JUNE 30, 2019 (exclude Pre-K
program enrollment)**

**k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program
students)**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
---------------	--------------------------------------

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

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	Yes, 4 sites
--	--------------

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	94 Fulton Avenue Hempstead NY 11550	516-408-2200-824	Hempstead	K-2	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
Operational Leader	Sandrea O'Neil	516-408-2200	516-551-9127	soneil@academycharterschool.org
Compliance Contact	Wayne Haughton	516-408-2200	516-410-1586	whaughton@academycharterschool.org
Complaint Contact	Sandrea O'Neil	516-408-2200	516-551-9127	soneil@academycharterschool.org
DASA Coordinator	Nicole Carr	516-408-2200		ncarr@academycharterschool.org
Phone Contact for After Hours Emergencies	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org

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

Private Space

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

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

Site 1 Certificate of Occupancy (COO)

<https://nysed-cso-reports.fluidreview.com/resp/109850334/yFPTXS6fVy/>

Site 1 Fire Inspection Report

<https://nysed-cso-reports.fluidreview.com/resp/109850334/nBjtmqxAKU/>

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	117 N. Franklin Street Hempstead NY 11550	516-408-2200-803	Hempstead	2-5	No

m2a. 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	Sandrea O'Neil	516-408-2200	516-551-9127	SOneil@academycharterschool.org
Compliance Contact	Wayne Haughton	516-408-2200	516-410-1586	WHaughton@academycharterschool.org
Complaint Contact	Sandrea O'Neil	516-408-2200	516-551-9127	SOneil@academycharterschool.org
DASA Coordinator	Nicole Carr	516-408-2200		
Phone Contact for After Hours Emergencies	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org

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

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

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Site 2 Certificate of Occupancy (COO)

<https://nysed-cso-reports.fluidreview.com/resp/109850334/s65leHxILr/>

Site 2 Fire Inspection Report

<https://nysed-cso-reports.fluidreview.com/resp/109850334/bZoeZBX06f/>

School Site 3

m3. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	159 N. Franklin Street Hempstead NY 11550	516-408-2200- 20100	Hempstead	6-8	No

m3a. 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	Sandra O'Neil	516-408-2200	516-551-9127	SOneil@academycharterschool.org
Compliance Contact	Wayne Haughton	516-408-2200	516-410-1586	WHaughton@academycharterschool.org
Complaint Contact	Sandra O'Neil	516-408-2200	516-551-9127	SOneil@academycharterschool.org
DASA Coordinator	Nicole Carr	516-408-2200		ncarr@academycharterschool.org
Phone Contact for After Hours Emergencies	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	

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

Private Space

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

m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC .

Site 3 Certificate of Occupancy (COO)

<https://nysed-cso-reports.fluidreview.com/resp/109850334/grgnexlqgo/>

Site 3 Fire Inspection Report

<https://nysed-cso-reports.fluidreview.com/resp/109850334/kTf19ow766/>

School Site 4

m4. SCHOOL SITES

Please provide information on Site 4 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 4	127 N. Franklin Street Hempstead, NY 11550	516-505-1049	Hempstead	9-12	No

m4a. Please provide the contact information for Site 4.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org
Operational Leader	Sandra O'Neil	516-408-2200	516-551-9127	SOneil@academycharterschool.org
Compliance Contact	Wayne Haughton	516-408-2200	516-410-1586	WHaughton@academycharterschool.org
Complaint Contact	Sandra O'Neil	516-408-2200	516-551-9127	SOneil@academycharterschool.org
DASA Coordinator	Nicole Carr	516-408-2200		ncarr@academycharterschool.org
Phone Contact for After Hours Emergencies	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org

m4b. Is site 4 in public (co-located) space or in private space? Public Space Private Space

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

m4d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 4 if located in private space in NYC or located outside of NYC .

Site 4 Certificate of Occupancy (COO)

<https://nysed-cso-reports.fluidreview.com/resp/109850334/NBkNICF46G/>

Site 4 Fire Inspection Report

<https://nysed-cso-reports.fluidreview.com/resp/109850334/4PwJTvVveP/>

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions). No

ATTESTATION

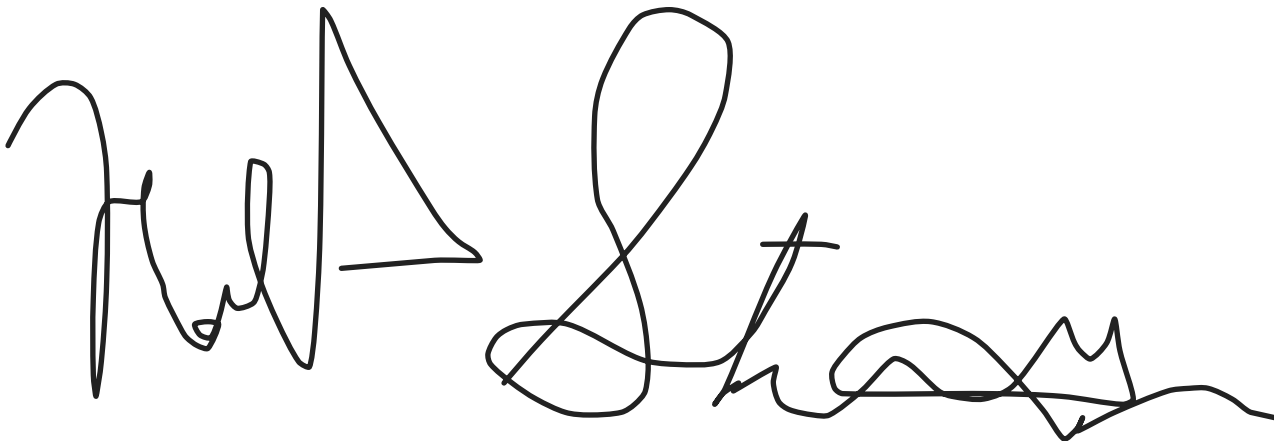
o. Individual Primarily Responsible for Submitting the Annual Report.

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

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that 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 "Nicholas Stapleton". The signature is fluid and cursive, with a large loop for the letter 'S'.

Signature, President of the Board of Trustees

A handwritten signature in black ink, consisting of several overlapping loops and curves, appearing to be a stylized name.

Date

2019/07/31

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

July 15, 2019

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

Dear Mr. John Williams:

This letter is to confirm that the fire alarm located at the above noted location is being monitored with a daily test signal to our Central Station and a full inspection was completed on June 12, 2019.

Thank you,

Corinne F.

Corinne F.
Checkmate Security Systems, Inc.

CHECKMATE  **SECURITY**
Systems Inc.

65 JOHN STREET, BABYLON, NY 11702

PHONE: (631) 669-3303 FAX: (631) 669-7259

www.CheckmateSecurity.com

Licensed by the NYS Department of State

Lic. No. 12000017610

July 15, 2019

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

Dear Mr. John Williams:

This letter is to confirm that the fire alarm located at the above noted location is being monitored with a daily test signal to our Central Station and scheduled for the annual inspection in August 2019.

Thank you,

Corinne F.

Corinne F.
Checkmate Security Systems, Inc.

No 52620

CERTIFICATE Approval of Building Alteration

Date NOV. 7, 2014

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

Fee \$ 25.00

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

CHECKMATE  **SECURITY**
Systems Inc.

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

July 15, 2019

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

Dear Mr. John Williams:

This letter is to confirm that the fire alarm located at the above noted location is being monitored with a daily test signal to our Central Station and is scheduled for the annual inspection in August 2019

Thank you,

Corinne F.

Corinne F.
Checkmate Security Systems, Inc.

CHECKMATE  **SECURITY**
Systems Inc.

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

July 15, 2019

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

Dear Mr. John Williams:

This letter is to confirm that the fire alarm located at the above noted location is being monitored with a daily test signal to our Central Station and scheduled for the annual inspection in August 2019.

Thank you,

Corinne F.

Corinne F.
Checkmate Security Systems, Inc.

Certificate of Occupancy

FEE \$500⁰⁰

VILLAGE OF HEMPSTEAD
BUILDING DEPARTMENT
99 NICHOLS COURT
HEMPSTEAD, N.Y.

No. 7421

Rec. No. 141275

Date Jul. 19, 2019

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

Lots 88 Street Address 127 No. Franklin St.

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

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

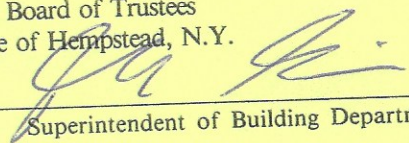
and to all requirements of the Building Zone Ordinance and Building Code of the Village of Hempstead, N.Y.

Zone Bus. B Occupancy Construct 5-story high school w/ parking garage

This certificate issued to Academy Charter School Owner of aforesaid Building

Address 117 No. Franklin St., Hempstead, NY

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



Superintendent of Building Department

Nº 52391

CERTIFICATE Approval of Building Alteration

Date Oct. 16, 2012

Fee \$25.⁰⁰

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

THIS IS TO CERTIFY that the Building Alteration and/or Addition in
premises 117 No. Franklin St.
Street Address
has been completed in accordance with the provisions of the Building Code
and Zoning Ordinance of the Village of Hempstead, N. Y.

Type of Alteration int. + ext. alterations for Charter Sch. K-5
Builder Red Rock Industries Owner 117 Millennium 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

Fee \$2.00

Occupancy Certificate

No. 4232

#96 Fulton Ave

Bureau of Buildings
Village of Hempstead, N. Y.

DATE *May 22 1948*

This certifies that the building located on Lots _____ Block No. _____

Map of *Descriptive* Location *S/S Fulton Ave 303' w/ Bell St*

conforms substantially to the approved plans on file in this office. Permit No. *6308* Date *June 15 1948*
and to all requirements of the Building Zone Ordinance and Building Code of the Village of Hempstead, N. Y.

ZONE

R-20 b

OCCUPANCY

*Two story, basement synagogue
school & community house*

This certificate issued to *Hempstead Hebrew Congregation* of the aforesaid building.

Address *16 Centre St. Hempstead NY*

OWNER - BUILDER - ARCHITECT

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

BUILDING INSPECTOR



Entry 2 NYS School Report Card Link

Last updated: 07/20/2019

ACADEMY CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) 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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By: Wayne Haughton

117 North Franklin Street

Hempstead, NY 11550

516-408-2200

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Wayne Haughton, Executive Director, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Robert Stewart	Acting Chairman
Dawn West	Trustee
Stephen Rowley	Trustee
Peter J. Goodman	Trustee
Roderick Roberts	Trustee
Rishi Maharaj	PTO Representative
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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 81% 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-11 in the 2018-2019 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:

To create world class scholars who will learn today, lead tomorrow and serve in the future.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2018-19	222	107	103	108	108	108	87	82	84	144	104	104	N/A	1,355

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 2015 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts					
Fourth	Year Entered	Cohort	Number of Students	Number	Number in

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Year Cohort	9 th Grade Anywhere	Designation	Enrolled on BEDS Day in October of the Cohort's Fourth Year	Leaving During the School Year	Accountability Cohort as of June 30 th
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A
2018-19	2015-16	2015	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 Graduated or 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)
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	N/A	N/A	N/A
2018-19	2015-16	2015	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or 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)
2016-17	2012-13	2012	N/A	N/A	N/A
2017-18	2013-14	2013	N/A	N/A	N/A
2018-19	2014-15	2014	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.

Present the school’s promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school’s requirements are consistent with the State Commissioner’s Part 100.5 Diploma Requirements.

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade. For these three graduation cohorts the Academy achieved this measure.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2016	98	88.2%
2017	100	95.0%
2018	140	82.8%

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 2019, the 2017 cohort will have completed its second year.

RESULTS AND EVALUATION

The school met its goal of having over 75% of students in the 2017 cohort passing three regents exams. The school provided extended learning time after school, on Saturdays, and during the Summer to provide academic support and preparation for the Regents examinations.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	N/A	N/A
2016	2017-18	N/A	57.3%
2017	2018-19	100	81.0%

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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 2015 cohort and graduated four years later and those who entered as members of the 2014 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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	School Year	Number in Cohort	Percent Graduating
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	N/A	N/A
2013	2017-18	N/A	N/A
2014	2018-19	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/>.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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. As such, for purposes of this report schools should include the district’s 2017-18 results as a temporary placeholder for the district’s 2018-19 results.

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	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

RESULTS AND EVALUATION

Percentage of the 2015 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	School Year	Number in Cohort	Percent Passing a Pathway Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	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 both leading indicator goals, the only goals applicable to the school in the 2018-19 school year.

Type	Measure	Outcome
------	---------	---------

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	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, director of secondary education, 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

This measurement does not apply to The Academy because the school does not serve students graduating in the 2018-19 school year.

Percentage of the 2015 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 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 an Advanced 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 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state’s finalized ESSA plan [here](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total 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
2016-17	2013	N/A	N/A	N/A
2017-18	2014	N/A	128	N/A
2018-19	2015	N/A	130	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
2013	N/A	N/A
2014	N/A	N/A
2015	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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation.

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	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2013	2016-17	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A
2015	2018-19	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 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 students 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* (9-12) 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 grade 9 receive 90 minutes, and students in grades 10-12 receive 45 minutes of instruction daily. 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), 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 10-12 receive 45 minutes. At-risk students also received forty-five minutes of pullout instructions in small groups two - three times per week. Moreover, the high school grades utilizes the assessment data provided by the, Regents exams, *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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grade in April 2019. 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).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	105	0	0	2	1	108
4	110	0	0	0	0	110
5	103	0	0	2	3	108
6	85	0	0	1	0	86
7	80	0	0	2	0	82
8	81	0	0	1	0	82
All	564	0	0	8	4	576

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, 68.8% of students, and 69.8% of students enrolled in at least their second year at the school, achieved a level of proficiency on the 2018-19 English language arts assessment exam.

Performance on 2018-19 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	71.4%	105	71.7%	92
4	75.5%	110	75.8%	99
5	47.6%	103	49.5%	97
6	70.6%	85	72.6%	73
7	78.8%	80	80.9%	68
8	71.6%	81	73.1%	67
All	68.8%	564	69.8%	496

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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

From the 2016-17 to 2018-19 school years, the overall percentage of students enrolled in at least their second year at the school performing at a proficient level increased 11.7 percentage points on the English language arts exams. The most notable increase occurred in the 6th through 8th grades where there was a 33.5, 26, and 11.3 percentage point increase respectively.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	70.9%	86	77.0%	87	71.7%	92
4	72.9%	59	76.1%	88	75.8%	99
5	47.3%	74	56.9%	58	49.5%	97
6	39.1%	64	75.8%	66	72.6%	73
7	54.9%	71	63.1%	65	80.9%	68
8	61.8%	68	75.0%	57	73.1%	67
All	58.1%	422	74.8%	421	69.8%	496

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 2018-19 English language arts MIP for all students of 105. 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 2018-19 school year was 177, 72 points above the state's 2018-19 English language arts MIP goal.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	7	25	41	28

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

$$\begin{array}{r}
 \text{PI} \\
 = \\
 25 \\
 + \\
 41 \\
 41 \\
 + \\
 + \\
 + \\
 28 \\
 28 \\
 (.5) * [28] \\
 \text{PI} \\
 = \\
 = \\
 = \\
 = \\
 94 \\
 69 \\
 14 \\
 177
 \end{array}$$

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 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 2018-19 English language arts exam. The Academy’s aggregate percentage of students enrolled in at least their second at the school testing at proficiency was 69.8%. The local district’s average was 25.9%.

The Academy met this measure. The school’s aggregate percentage of students performing at a proficient level on the English language arts exam was 43.9 percentage points above the Hempstead School District.

2018-19 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	71.7%	92	33.0%	579
4	75.8%	99	30.6%	545
5	49.5%	97	24.7%	587
6	72.6%	73	23.4%	440
7	80.9%	68	13.5%	386
8	73.1%	67	25.8%	365

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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

All	69.8%	496	25.9%	2902
-----	-------	-----	-------	------

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	70.9%	20.5%	77.0%	29%	71.7%	33.0%
4	72.9%	30.5%	76.1%	30%	75.8%	30.6%
5	47.3%	15.6%	56.9%	24%	49.5%	24.7%
6	39.1%	5.5%	75.8%	21%	72.6%	23.4%
7	54.9%	11.8%	63.1%	16%	80.9%	13.5%
8	61.8%	13.1%	75.0%	22%	73.1%	25.8%
All	58.1%	16.9%	74.8%	24.4%	69.8%	25.9%

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The effect size of The Academy’s predicted level of performance on the state English language arts exam was 1.92, nearly two full point above the comparative goal of .3. 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.

2017-18 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	93.3	109	74.3	36.7	37.6	2.10
4	84.4	103	71.8	37.8	34.1	1.80
5	79.5	77	51.9	28.4	23.5	1.45
6	91.5	79	72.2	34.0	38.2	2.37
7	89.9	79	57.0	26.6	30.3	1.97
8	81.6	84	75.0	38.9	36.1	1.78
All	86.9	531	67.8	34.1	33.6	1.92

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
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
2017-18	3-8	86.9	531	67.8	34.1	1.92

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.

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁷

RESULTS AND EVALUATION

School wide, and at the 4th, 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 0.1 percentage points.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50.4	50.0
5	49.9	50.0
6	51.9	50.0
7	60.2	50.0
8	68.2	50.0
All	56.1	50.0

ADDITIONAL EVIDENCE

Over the last three years, the school's mean growth percentile exceeded the state's target at each individual grade level, with the exception of 4th grade in the 2016-17 school year and the 2016-17 and 2018-19 school year.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	56.8	49.1	50.4	50.0
5	51.7	47.7	49.9	50.0
6	53.5	51.9	51.9	50.0
7	62.4	56.5	60.2	50.0
8	57.1	61.5	68.2	50.0
All	68.2	53.5	56.1	50.0

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

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.	Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 2017-18 results.)	Met

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 the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 Cohort⁸

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	N/A	N/A	N/A	N/A	98	43.9%
2017			N/A	N/A	100	16.0%
2018					140	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.

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 Cohort⁹

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	N/A	N/A	N/A	N/A	98	88.8%
2017			N/A	N/A	100	19.0%
2018					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.

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.¹⁰ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2019-19 English language arts MIP for all students of 191.

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 Accountability Cohort. 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 2015 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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.

¹⁰ 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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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)¹¹ of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size

¹¹ For an explanation of the procedure to calculate the school’s PI, see page 28.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 ¹²

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 Based on the highest score for each student on the English Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 ¹³

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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	N/A

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	(Common Core)) by the completion of their fourth year in the cohort.	
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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

combination of the *Envision 2.0 and Eureka Math* in grades K-8; and *Amsco* series in grades 9-11 for Algebra and Geometry, 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 receive forty-five minutes of pullout instructions in small groups at least two-three times per week. The school utilizes the assessment data provided by *Renaissance 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 3rd through 8th grade in April 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	105	0	0	2	1	108
4	109	0	0	1	0	110
5	103	0	0	2	3	108
6	85	0	0	1	0	86
7	79	0	0	3	0	82
8	81	0	0	2	0	83
All	562	0	0	11	4	577

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, 69.6% of the students who took the 2018-19 state mathematics exam performed

¹⁴ 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

at a proficient level. 70.9% 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. 70.9% 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 4.1 percentage points.

Performance on 2018-19 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	72.4%	105	76.1%	92
4	67.9%	109	69.7%	99
5	64.1%	103	67.0%	97
6	78.8%	85	74.0%	73
7	58.2%	79	61.2%	67
8	76.5%	81	77.6%	67
All	69.6%	562	70.9%	495

ADDITIONAL EVIDENCE

The Academy showed a slight overall decline in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year. However, the school experienced growth in the percentage of students achieving proficiency in the 5th, 6th, and 8th grade when compared to the previous school year. Further, the percentage of students achieving proficiency on the state mathematics exam as 5th graders in the 2017-18 school year increased by 13.6 percentage points when the same cohort took the mathematics exam as 6th grade students in the 2018-19 school year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	73.0%	89	87.1%	85	76.1%	92
4	55.2%	58	70.1%	87	69.7%	99
5	40.2%	82	61.4%	57	67.0%	97
6	48.4%	62	65.2%	69	74.0%	73
7	41.4%	70	68.2%	66	61.2%	67
8	43.3%	67	70.1%	75	77.6%	67
All	50.9%	428	71.3%	439	70.9%	495

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2018-19 mathematics MIP for all students of 107. 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 2018-19 school year was 181, 74.5 points above the state's 2018-19 mathematics MIP.

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	22	31	39					
	PI	=	22	+	31	+	39	=	92
					31				70
									19.5
							(.5)*[39]		181.5
							PI		

Goal 4: Comparative Measure

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

METHOD

A school compares 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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.¹⁵

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 2018-19 state mathematics assessment exam exceeded the district average by an impressive 45.3 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.

2018-19 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	76.1%	92	36.1%	606
4	69.7%	99	30.8%	572
5	67.0%	97	27.7%	610
6	74.0%	73	14.9%	458
7	61.2%	67	12.7%	386
8	77.6%	67	0.0%	30
All	70.9%	495	25.6%	2662

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.

¹⁵ 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](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	73.0%	28.6%	87.1%	33%	76.1%	36.1%
4	55.2%	28.3%	70.1%	26%	69.7%	30.8%
5	40.2%	20.4%	61.4%	29%	67.0%	27.7%
6	48.4%	6.8%	65.2%	11%	74.0%	14.9%
7	41.4%	7.6%	68.2%	14%	61.2%	12.7%
8	43.3%	.4%	70.1%	1%	77.6%	0.0%
All	50.9%	17.9%	71.3%	22%	70.9%	25.6%

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 2017-18 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 1.87 points above the predicted comparative performance goal.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-18 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	93.3	108	82.4	39.5	42.9	2.08
4	84.4	103	68.0	36.6	31.3	1.49
5	79.5	77	50.6	33.5	17.2	0.93
6	91.5	79	64.6	26.8	37.8	2.20
7	89.9	80	66.3	24.1	42.1	2.27
8	81.6	83	73.5	22.5	51.0	2.24
All	87.0	530	68.5	31.2	37.3	1.87

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
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
2017-18	3-8	87.0	530	68.5	31.2	1.87

Goal 4: Growth Measure¹⁶

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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

¹⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.¹⁷

RESULTS AND EVALUATION

The Academy's overall mean growth percentile was above the statewide average. Additionally, with the exception of The Academy's 4th grade, each individual grade level exceeded the state's mean growth percentile target.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	46.4	50.0
5	57.5	50.0
6	71.8	50.0
7	72.9	50.0
8	78.7	50.0
All	64.7	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			
	2015-16	2016-17	2017-18	Target
4	61.5	45.6	46.4	50.0
5	51.0	38.1	57.5	50.0
6	55.0	49.0	71.8	50.0
7	51.1	49.2	72.9	50.0
8	53.1	74.8	78.7	50.0
All	54.6	50.8	64.7	50.0

SUMMARY OF THE MATHEMATICS GOAL

On the 2018-19 accountability plan progress report, The Academy achieved of its 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	Not Met

¹⁷ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	
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.	Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 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. 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 Cohort¹⁸

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013	N/A	N/A	N/A
2014	N/A	N/A	N/A
2015	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	N/A	N/A	110	5.5%	98	28.6%
2017			119	7.6%	100	21.0%
2018					140	42.9%

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.

¹⁸ Based on the highest score for each student on a mathematics Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th grade students. Thus, this measurement is not applicable to the school.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort¹⁹

Cohort Designation		Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
	Fourth Year		
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

ADDITIONAL EVIDENCE

As shown in the chart below, the school's 2016, 2017, and 2018 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	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	115	73.0%	110	80.9%	98	94.9%
2017			119	80.7%	100	95.0%
2018					140	90.7%

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

In the state's revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.²⁰ To achieve this measure, all tested

¹⁹ Based on the highest score for each student on a mathematics Regents exam

²⁰ 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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

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 Accountability Cohort. 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 2015 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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. Due to availability of comparative data, this measure uses the school’s Total Cohort results and not the Accountability Cohort results. 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 Total Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or	Number in	Percent Level 3 or	Number in

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	Fourth Year	Higher	Cohort	Higher	Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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) of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

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

RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 ²¹

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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.

²¹ Based on the highest score for each student on the English Regents exam

RESULTS AND EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 ²²

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 MATHEMATICS GOAL ²³

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the	N/A

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

²³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	percentage of comparable students in the district at least partially meeting 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 director of secondary education and assistant principals to change and improve academic programming. The director of secondary education also provides oversight and guidance to the school’s counseling program.

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 curriculum used by the school during the 2018 – 2019 school year was the Macmillan/McGraw-Hill, *Inspire* 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, *Physics by Pearson* for Physics, *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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

The Academy achieved this goal. 93.3% of The Academy's students in at least their second year at the school tested at a proficient level on the State Science exam, 18.3 percentage points above the stated goal.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	99.0%	99
8	84.9%	66
All	93.3%	165

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 2016-17 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					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98.3%	59	95.3%	86	99.0%	99
8	46.3%	67	86.7%	75	84.9%	66
All	70.6%	126	91.3%	161	93.3%	165

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district’s **2017-18** data.

RESULTS AND EVALUATION

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

2018-19 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 ²⁴	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	99.0%	99	N/A	N/A
8	84.9%	66	N/A	N/A
All	93.3%	165	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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	98.3%	59	95.3%	N/A	99.0%	N/A
8	46.3%	67	86.7%	N/A	84.9%	N/A
All	70.6%	126	91.3%	N/A	93.3%	N/A

²⁴ This table uses the prior year’s results as 2018-19 district science scores are not yet available.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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. The school administered 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 Cohort²⁵

²⁵ Based on the highest score for each student on any science Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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. However, in the three cohorts The Academy served in the 2018-19 school year, a significant percentage of each grade level scored a 65 or above on the state Science exam.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	N/A	N/A	110	65.5%	98	81.6%
2017			119	76.5%	100	85.0%
2018					140	74.3%

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. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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

the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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	Fourth	Charter School		School District	
		Percent	Cohort	Percent	Cohort

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	Year	Passing	Size	Passing	Size
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	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.

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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 Cohort²⁶

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A

²⁶ Based on the highest score for each student on a science Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	2018-19	N.A	N/A
------	---------	-----	-----

EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	N/A	N/A	110	62.7%	N/A	N/A
2016	N/A	N/A	119	80.7%	98	74.5%
2017			N/A	N/A	100	88.0%
2018					140	77.1%

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. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	N/A	N/A	N/A	N/A

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 Cohort²⁷

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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.

²⁷ Based on the highest score for each student on a science Regents exam

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	N/A	N/A	N/A	N/A	N/A	N/A
2016	N/A	N/A	N/A	N/A	98	86.7
2017			N/A	N/A	100	N/A
2018					140	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. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A

EVALUATION

In the 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 2018-19 school year, the Academy was in its third year of offering high school classes and only served 9th-11th 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 2018-19 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
2016-17	Good standing
2017-18	Good standing
2018-19	Good standing



Entry 4 Expenditures per Child

Last updated: 07/27/2019

ACADEMY CHARTER SCHOOL 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 2018-19 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:* [Audit Guide](#) available within the portal or on the NYSED website

at: <http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf>.

Line 1: Total Expenditures	27232755
Line 2: Year End FTE student enrollment	1348
Line 3: Divide Line 1 by Line 2	20206

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 2018-19 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)	1908685
Line 2: Management and General Cost (Column)	1816733
Line 3: Sum of Line 1 and Line 2	3725418
Line 5: Divide Line 3 by the Year End FTE student enrollment	2764

Thank you.

THE ACADEMY CHARTER SCHOOL

Financial Statements and Single Audit

For the years ended June 30, 2019 and 2018

THE ACADEMY CHARTER SCHOOL

Financial Statements

June 30, 2019 and 2018

Contents	Page
Independent Auditors' Report.....	1-3
Statements of Financial Position.....	4
Statements of Activities	5
Statements of Functional Expenses	6-7
Statements of Cash Flows.....	8
Notes to the Financial Statements.....	9-17
 Supplemental Information required by New York State Department of Education	
Statements of Financial Position: The Academy – Hempstead	18
Statements of Activities: The Academy – Hempstead.....	19
Statement of Functional Expenses: The Academy – Hempstead.....	20
Statements of Financial Position: The Academy – Uniondale.....	21
Statements of Activities: The Academy – Uniondale.....	22
Statement of Functional Expenses: The Academy – Uniondale.....	23
 Other Supplementary Information	
Schedule of Bonds Covenants Calculations	24
 Single Audit	
Schedule of Expenditures of Federal Awards.....	25
Notes to the Schedule of Expenditures of Federal Awards	26
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.....	27-28
Independent Auditors' Report on Compliance for each Major Program and on Internal Control over Compliance Required by the Uniform Guidance	29-30
Schedule of Findings and Questioned Costs.....	31-32
Summary Schedule of Prior Audit Findings	33
Corrective Action Plan.....	34

Independent Auditors' Report

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

We have audited the accompanying financial statements of The Academy Charter School, which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's responsibility for the financial statements

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

Auditors' responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Academy Charter School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other matters

Report on supplementary information required by New York State

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information shown on pages 18 to 23 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 18 to 23 is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of bonds covenants calculations, shown on Page 24, is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying schedule of expenditures of federal awards, shown on Page 25, as required by the *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* is presented for purposes of additional analysis and is also not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other reporting required by government auditing standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2019 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 25, 2019

THE ACADEMY CHARTER SCHOOL**Statements of Financial Position**

As of June 30,

	<u>2019</u>	<u>2018</u>
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 2,993,403	\$ 2,564,817
Accounts and grants receivable - net	1,605,782	602,391
Due from government agencies	524,576	132,815
Prepaid expenses	17,418	110,029
	<hr/>	<hr/>
Total current assets	5,141,179	3,410,052
Property and equipment, net - Note 5	67,653,014	43,597,972
Other assets		
Restricted cash and escrow reserves - Note 4	18,882,379	41,670,702
Security deposits	182,345	182,345
	<hr/>	<hr/>
Total assets	<u>\$ 91,858,917</u>	<u>\$ 88,861,071</u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts and accrued expenses payable	\$ 4,004,182	\$ 3,678,661
Accrued salaries and other payroll-related expenses	2,150,089	1,671,372
Accrued interest payable	2,398,694	1,835,238
Bonds payable - current portion	910,000	335,000
Line of credit - Note 9	650,000	445,387
Obligations under capital lease - current portion	13,282	271,362
	<hr/>	<hr/>
Total current liabilities	10,126,247	8,237,020
Bonds payable (less current portion; net of unamortized deferred financing costs of \$3,903,241 for 2019 and \$4,040,494 in 2018) - Note 6	77,951,760	78,724,506
Obligations under capital lease, net of current portion - Note 7	-	4,525
	<hr/>	<hr/>
Total liabilities	88,078,007	86,966,051
Net assets without donor restrictions		
Undesignated	3,600,574	1,815,873
Reserve - contingency	180,336	79,147
	<hr/>	<hr/>
Total net assets without donor restrictions	3,780,910	1,895,020
	<hr/>	<hr/>
Total liabilities and net assets without donor restrictions	<u>\$ 91,858,917</u>	<u>\$ 88,861,071</u>

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

THE ACADEMY CHARTER SCHOOL**Statements of Activities**

For the years ended June 30,

	<u>2019</u>	<u>2018</u>
<u>Operating revenue and other support</u>		
Public school district		
General education	\$ 29,588,720	\$ 20,254,448
Total state and local per pupil operating revenue	29,588,720	20,254,448
Grants, contracts and other support		
Federal and state grants	2,943,739	1,146,561
Contributions	695,206	15,600
Interest and other income	994,702	221,029
Total operating revenue and other support	<u>34,222,367</u>	<u>21,637,638</u>
<u>Expenses</u>		
Program expenses		
Regular education	24,524,597	16,797,506
Special education	979,261	737,152
Food service	1,477,487	1,091,265
Total program expenses	26,981,345	18,625,923
Supporting services		
Management and general	5,355,132	3,371,544
Total program and supporting services expenses	<u>32,336,477</u>	<u>21,997,467</u>
Change in net assets	1,885,890	(359,829)
Net assets without donor restrictions - beginning of year	1,895,020	2,254,849
Net assets without donor restrictions - end of year	<u>\$ 3,780,910</u>	<u>\$ 1,895,020</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, 2019

	Program expenses			Supporting services	Total program and supporting services
	Regular education	Special education	Food service	Management & general	
Salaries					
Administrative staff personnel	\$ 2,928,942	\$ 234,316	\$ -	\$ 741,999	\$ 3,905,257
Instructional personnel	9,368,043	147,797	-	-	9,515,840
Noninstructional personnel	94,271	-	511,002	1,589,847	2,195,120
Total salaries	12,391,256	382,113	511,002	2,331,846	15,616,217
Operating expenses					
Payroll taxes and fringe benefits	2,730,325	84,776	111,253	509,642	3,435,996
Retirement benefits	232,159	7,324	9,193	42,507	291,183
Financial and administrative	337,000	29,560	-	283,427	649,987
Administrative	212,134	6,413	-	49,885	268,432
Marketing and recruitment	41,787	1,348	-	9,025	52,160
Insurance	371,569	11,707	-	82,877	466,153
Legal and professional	320,745	10,045	-	386,036	716,826
Repairs and maintenance	514,445	14,569	24,215	106,113	659,342
Equipment leasing and maintenance	652,540	20,755	-	143,703	816,998
Staff development	470,938	14,234	-	110,785	595,957
Food costs	-	-	654,810	-	654,810
Student services and related activities	513,110	131,352	-	-	644,462
Supplies and instructional materials	909,210	26,887	-	219,521	1,155,618
Telephone and Internet services	136,947	4,217	-	31,479	172,643
Occupancy	1,331,243	33,255	-	379,490	1,743,988
Other expenses	167,718	4,724	7,955	34,785	215,182
Interest expense - facilities loans	1,866,619	149,329	99,553	373,324	2,488,825
Interest expense - equipment lease	40,549	3,244	2,163	8,110	54,066
Depreciation	1,179,576	35,031	51,758	231,632	1,497,997
Amortization	104,727	8,378	5,585	20,945	139,635
Total operating expenses	12,133,341	597,148	966,485	3,023,286	16,720,260
Total expenses	\$ 24,524,597	\$ 979,261	\$ 1,477,487	\$ 5,355,132	\$ 32,336,477

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 program and supporting services
	Regular education	Special education	Food service	Total programs	Management & general	
Salaries						
Administrative staff personnel	\$ 2,346,859	\$ 187,749	\$ -	\$ 2,534,608	\$ 594,538	\$ 3,129,146
Instructional personnel	6,442,804	149,484	-	6,592,288	-	6,592,288
Noninstructional personnel	69,059	-	385,404	454,463	1,101,415	1,555,878
Total salaries	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 benefits	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	106,220	4,044	-	110,264	26,561	136,825
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 and related activities	148,523	36,468	-	184,991	-	184,991
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
Occupancy	509,324	19,389	-	528,713	105,719	634,432
Other expenses	115,818	4,409	5,039	125,266	22,025	147,291
Interest expense - facilities loans	1,384,813	110,785	73,857	1,569,455	276,963	1,846,418
Interest expense - equipment lease	44,426	3,554	2,369	50,349	8,885	59,234
Depreciation	973,884	26,134	65,288	1,065,306	171,503	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**Statements of Cash Flows**

For the years ended June 30,

	<u>2019</u>	<u>2018</u>
Cash flows from operating activities		
Change in net assets	\$ 1,885,890	\$ (359,829)
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	1,497,997	1,236,809
Amortization of debt issuance costs	139,635	113,232
Changes in operating assets and liabilities		
Accounts and grants receivable	(1,003,391)	121,754
Due from government agencies	(391,761)	1,851
Security deposits	-	(29,925)
Prepaid expenses	92,611	(110,029)
Accounts payable	325,521	2,270,984
Accrued salaries and other payroll-related expenses	476,335	514,920
Accrued interest payable	563,456	1,065,899
Net cash provided by operating activities	<u>3,586,293</u>	<u>4,825,666</u>
Cash flows from investing activities		
Increase in restricted cash and escrow reserves	22,788,323	(38,227,524)
Acquisition of property, plant and equipment	<u>(25,553,039)</u>	<u>(22,217,021)</u>
Net cash used in investing activities	<u>(2,764,716)</u>	<u>(60,444,545)</u>
Cash flows from financing activities		
Repayments	(335,000)	(305,000)
Proceeds from bonds issuance	-	57,302,706
Draws on line of credit	2,464,100	445,387
Payments on line of credit	(2,259,486)	-
Obligations under capital leases	<u>(262,605)</u>	<u>(322,914)</u>
Net cash (used in)/provided by financing activities	<u>(392,991)</u>	<u>57,120,179</u>
Net increase in cash and cash equivalents	428,586	1,501,300
Cash and cash equivalents - beginning of year	<u>2,564,817</u>	<u>1,063,517</u>
Cash and cash equivalents - end of year	<u>\$ 2,993,403</u>	<u>\$ 2,564,817</u>
Supplemental cash flow disclosures		
Interest paid	<u>\$ 5,087,870</u>	<u>\$ 3,049,173</u>
Interest capitalized	<u>\$ 2,111,521</u>	<u>\$ 2,194,911</u>

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

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 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 eleventh grade classes in 2010 through 2019. In fiscal year 2020, TACS added twelfth grade reaching full capacity during the 2019-20 school year. The TACS charter was renewed in 2019 for an additional five years. The mission of TACS is to offer an interdisciplinary curriculum in a technology-rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. Enrollment is open to all potential student candidates, with a preference for those residing in the immediate area.

Effective December 2017, The Academy Charter School – Uniondale location received its charter approval from The State University of New York Charter School Institute. In September 2018, The Academy Charter School – Uniondale began to operate classes from kindergarten to second grade and added a third grade in 2019-20 school year.

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

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

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

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

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 2 Summary of significant accounting policies – (continued)

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

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

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

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, 2019 and 2018 are \$170,210 and \$293,598, respectively.

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

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 2 Summary of significant accounting policies – (continued)

Property and equipment. Property and equipment are recorded at cost. Donated assets are capitalized at the estimated fair value at date of receipt. Maintenance and repairs are charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of \$500. 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.

Debt issuance costs. Debt issuance costs, net of accumulated amortization, are reported as a direct deduction from the face amount of the bonds payable to which such costs relate. Amortization of debt issuance costs is reported as a component of interest expense and is computed using a straight-line method over the term of the related debt. Accounting principles generally accepted in the United States of America require that the effective yield method be used to amortize financing costs; however, the effect of using the straight-line method is not materially different from the results that would have been obtained under the effective yield method. Amortization expenses for the years ended June 30, 2019 and 2018 was \$139,635 and \$113,232, respectively.

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 the Financial Statements

June 30, 2019 and 2018

Note 2 Summary of significant accounting policies – (continued)

Functional allocation of expenses.

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

<u>Expense</u>	<u>Method of allocation</u>
Salaries and benefits	Direct allocation; then time and effort
Legal and professional fees	Direct allocation; then time and effort
Financial and administrative	Direct allocation; then time and effort
Supplies and instructional materials	Direct allocation
Student services	Direct allocation
Occupancy	Direct allocation
Repairs and maintenance	Time and effort
Food costs	Direct allocation
Depreciation and amortization	Direct allocation
Equipment leasing and maintenance	Time and effort

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, 2016.

New accounting pronouncement. On August 18, 2016, FASB issued ASU 2016-14, Not-for-Profit Entities (Topic 958) – *Presentation of Financial Statements of Not-for-Profit Entities*. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The School has implemented ASU 2016-14 and has adjusted the presentation of these financial statements accordingly. The ASU has been applied retrospectively to all periods presented.

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

June 30, 2019 and 2018

Note 3 Liquidity and availability

At June 30, 2019, financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the balance sheet date, comprise the following:

Cash and cash equivalents	\$ 2,993,403
Accounts and grants receivable – net	1,605,782
Receivables from government agencies	<u>524,576</u>
Total financial assets available for general expenditures within one year	<u>\$ 5,123,761</u>

None of the financial assets are subject to donor or other contractual restrictions which would make them unavailable for general expenditures within one year of the balance sheet date. To meet obligations and cash liquidity needs, the School may borrow from the available credit line.

Note 4 Restricted cash and escrow reserves

Restricted cash and escrow reserve accounts as of June 30, 2019 and 2018 were as follows:

	2019		
	The Academy - Uniondale	The Academy - Hempstead	Total
Restricted cash – contingency	\$ 100,244	\$ 80,092	\$ 180,336
Restricted cash – held by trustee	2,478,485	6,043,321	8,521,806
Interest reserve	2,155,110	996,357	3,151,467
Debt Service	1,768,455	5,185,394	6,953,849
Repairs and replacement	-	74,921	74,921
Total	<u>\$ 6,502,294</u>	<u>\$ 12,380,085</u>	<u>\$ 18,882,379</u>
	2018		
	The Academy - Uniondale	The Academy - Hempstead	Total
Restricted cash – contingency	\$ 250	\$ 78,897	\$ 79,147
Restricted cash – held by trustee	8,231,990	23,128,156	31,360,146
Interest reserve	2,316,625	995,183	3,311,808
Debt Service	1,741,475	5,117,719	6,859,194
Repairs and replacement	-	60,407	60,407
Total	<u>\$ 12,290,340</u>	<u>\$ 29,380,362</u>	<u>\$ 41,670,702</u>

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 5 Property and equipment

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

	2019			2018		
	The Academy - Uniondale	The Academy - Hempstead	Total	The Academy - Uniondale	The Academy - Hempstead	Total
Land	\$ -	\$ 790,000	\$ 790,000	\$ -	\$ 790,000	\$ 790,000
Building	10,590,055	17,507,416	28,097,471	-	17,507,416	17,507,416
Building improvements	95,163	3,955,414	4,050,577	-	3,955,414	3,955,414
Furniture and fixtures	112,380	2,129,463	2,241,843	-	2,087,480	2,087,480
Machinery and equipment	5,795	5,000	10,795	-	5,000	5,000
Computer and office equipment	256,029	2,762,992	3,019,021	-	2,311,640	2,311,640
Construction in progress	4,127,777	32,581,868	36,709,645	8,101,457	14,607,906	22,709,363
Total property and equipment	15,187,199	59,732,153	74,919,352	8,101,457	41,264,856	49,366,313
Less: accumulated depreciation	(291,314)	(6,975,024)	(7,266,338)	-	(5,768,341)	(5,768,341)
Total property and equipment, net	\$ 14,895,885	\$ 52,757,129	\$ 67,653,014	\$ 8,101,457	\$ 35,496,515	\$ 43,597,972

Note 6 Bonds payable

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

On 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.

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

June 30, 2019 and 2018

Note 6 Bonds payable – (continued)

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.

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

<u>June 30,</u>	<u>The Academy - Uniondale</u>	<u>The Academy - Hempstead</u>	<u>Total</u>
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
2024	340,000	1,200,000	1,540,000
Thereafter	<u>20,415,000</u>	<u>56,045,000</u>	<u>76,460,000</u>
Total	<u>21,465,000</u>	<u>61,300,000</u>	<u>82,765,000</u>
Less: current portion	-	(910,000)	(910,000)
Less: unamortized debt issuance costs	<u>(1,083,867)</u>	<u>(2,819,373)</u>	<u>(3,903,240)</u>
Total long-term bonds payable	<u>\$ 20,381,133</u>	<u>\$ 57,570,627</u>	<u>\$ 77,951,760</u>

As of June 30, 2019, the School was in compliance with all debt covenants pursuant to the bond agreements.

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 7 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. The remaining lease payable balance as of June 30, 2019 was \$13,282 which was paid off subsequently.

Note 8 Concentrations of credit and revenue risks

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

The School received approximately 87% and 94% 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, 2019 and 2018, respectively. Additionally, the School's grants receivable consists of approximately 100% from the New York State Department of Education and one organization.

Note 9 Line of credit

The School has a \$650,000 unsecured revolving line of credit, with an interest rate of 5.75% per annum with a bank. The revolving line of credit is due and payable on demand by the bank. As of June 30, 2019 and 2018, the outstanding balance was \$650,000 and \$445,387, respectively.

Note 10 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 ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 11 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 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, 2019 and 2018, the School's matching contributions were \$291,183 and \$225,793. 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 12 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, 2019 and 2018, accrued payroll amounted to \$1,749,471 and \$1,243,136, respectively. Also included are other payroll accrual of \$400,618 and \$428,236 as of June 30, 2019 and 2018, respectively.

Note 13 Ground lease agreement

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

Note 14 Subsequent events

Management has evaluated events and transactions for potential recognition or disclosure through October 25, 2019, which is the date the financial statements were available to be issued. There were no events requiring adjustments or disclosure to the financial statements.

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

	<u>2019</u>	<u>2018</u>
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 2,973,819	\$ 2,563,853
Accounts and grants receivable - net	1,087,162	602,391
Due from government agencies	185,812	132,815
Due from The Academy - Uniondale	275,586	40,620
Prepaid expenses	17,418	10,029
	<hr/>	<hr/>
Total current assets	4,539,797	3,349,708
Property and equipment, net	52,757,129	35,496,515
Other assets		
Restricted cash and escrow reserves	12,380,085	29,380,362
Security deposits	152,420	152,420
	<hr/>	<hr/>
Total assets	<u>\$ 69,829,431</u>	<u>\$ 68,379,005</u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts payable	\$ 3,271,055	\$ 3,547,834
Accrued salaries and other payroll-related expenses	2,150,089	1,671,372
Accrued interest payable	1,798,386	1,819,122
Bonds payable - current portion	910,000	335,000
Line of credit	650,000	445,387
Obligations under capital lease - current portion	13,282	271,362
	<hr/>	<hr/>
Total current liabilities	8,792,812	8,090,077
Bonds payable (less current portion; net of unamortized deferred financing costs of \$2,819,373 in 2019 and \$2,921,635 in 2018)	57,570,627	58,378,365
Obligations under capital lease, net of current portion	-	4,525
	<hr/>	<hr/>
Total liabilities	66,363,439	66,472,967
Net assets without donor restrictions		
Undesignated	3,285,656	1,826,891
Reserve - contingency	180,336	79,147
	<hr/>	<hr/>
Total net assets	3,465,992	1,906,038
	<hr/>	<hr/>
Total liabilities and net assets	<u>\$ 69,829,431</u>	<u>\$ 68,379,005</u>

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

	<u>2019</u>	<u>2018</u>
<u>Operating revenue and other support</u>		
Public school district		
General education	\$ 26,045,182	\$ 20,254,448
Total state and local per pupil operating revenue	26,045,182	20,254,448
Grants, contracts and other support		
Federal and state grants	1,813,405	1,146,561
Contributions	695,206	15,600
Interest and other income	342,600	221,029
Total operating revenue and other support	<u>28,896,393</u>	<u>21,637,638</u>
<u>Expenses</u>		
Program expenses		
Regular education	20,991,015	16,797,506
Special education	867,545	737,152
Food service	1,218,043	1,091,265
Total program expenses	<u>23,076,603</u>	<u>18,625,923</u>
Supporting Services		
Management and general	<u>4,259,836</u>	<u>3,360,526</u>
Total program and supporting services expenses	<u>27,336,439</u>	<u>21,986,449</u>
Change in net assets	1,559,954	(348,811)
Net assets without donor restrictions - beginning of year	<u>1,906,038</u>	<u>2,254,849</u>
Net assets without donor restrictions - end of year	<u>\$ 3,465,992</u>	<u>\$ 1,906,038</u>

THE ACADEMY CHARTER SCHOOL

Statement of Functional Expenses: The Academy – Hempstead

For the year ended June 30, 2019

	Regular Education	Special Education	Food Service	Total Programs	Management & General	Total 2019
Salaries						
Administrative staff personnel	\$ 2,648,747	\$ 211,900	\$ -	\$ 2,860,647	\$ 671,016	\$ 3,531,663
Instructional personnel	8,409,169	147,797	-	8,556,966	-	8,556,966
Noninstructional personnel	94,271	-	423,319	517,590	1,314,214	1,831,804
Total salaries	11,152,187	359,697	423,319	11,935,203	1,985,230	13,920,433
Payroll taxes and fringe benefits	2,498,239	80,577	94,829	2,673,645	444,718	3,118,363
Retirement	220,563	7,114	8,372	236,049	39,263	275,312
Financial and administrative	280,000	25,000	-	305,000	230,987	535,987
Administrative	181,884	5,866	-	187,750	39,282	227,032
Marketing and recruitment	41,787	1,348	-	43,135	9,025	52,160
Insurance	352,031	11,354	-	363,385	76,029	439,414
Legal and professional	299,549	9,662	-	309,211	329,784	638,995
Repairs and maintenance	371,558	11,984	14,104	397,646	66,142	463,788
Equipment leasing and maintenance	631,924	20,382	-	652,306	136,477	788,783
Staff development	403,471	13,013	-	416,484	87,138	503,622
Food costs	-	-	557,029	557,029	-	557,029
Student services and activities	480,003	119,149	-	599,152	-	599,152
Supplies and instructional materials	737,069	23,773	-	760,842	159,185	920,027
Telephone and Internet services	122,807	3,961	-	126,768	26,523	153,291
Occupancy	647,546	20,886	-	668,432	139,851	808,283
Other expenses	119,291	3,848	4,528	127,667	21,237	148,904
Interest expense - facilities loans	1,367,141	109,371	72,914	1,549,426	273,428	1,822,854
Interest expense - equipment lease	40,549	3,244	2,163	45,956	8,110	54,066
Depreciation	966,720	31,180	36,695	1,034,595	172,088	1,206,683
Amortization	76,696	6,136	4,090	86,922	15,339	102,261
Total operating expenses	9,838,828	507,848	794,724	11,141,400	2,274,606	13,416,006
Total expenses	\$ 20,991,015	\$ 867,545	\$ 1,218,043	\$ 23,076,603	\$ 4,259,836	\$ 27,336,439

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

	2019	2018
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 19,584	\$ 964
Accounts and grants receivable - net	518,620	-
Due from government agencies	338,764	-
Prepaid expenses	-	100,000
	<hr/>	<hr/>
Total current assets	876,968	100,964
Property and equipment, net		
	14,895,885	8,101,457
Other assets		
Restricted cash and escrow reserves	6,502,294	12,290,340
Security deposits	29,925	29,925
	<hr/>	<hr/>
Total assets	<u>\$ 22,305,072</u>	<u>\$ 20,522,686</u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts payable	733,127	130,827
Due to The Academy - Hempstead	275,586	40,620
Accrued interest payable	600,308	16,116
	<hr/>	<hr/>
Total current liabilities	1,609,021	187,563
Bonds payable (less current portion; net of unamortized deferred financing costs of \$1,083,867 in 2019 and financing costs of \$1,118,859 in 2018)		
	20,381,133	20,346,141
	<hr/>	<hr/>
Total liabilities	21,990,154	20,533,704
Net assets without donor restrictions		
	314,918	(11,018)
	<hr/>	<hr/>
Total liabilities and net assets without donor restrictions	<u>\$ 22,305,072</u>	<u>\$ 20,522,686</u>

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

	<u>2019</u>	<u>2018</u>
<u>Operating revenue and other support</u>		
Public school district		
General education	\$ 3,543,538	\$ -
Total state and local per pupil operating revenue	<u>3,543,538</u>	<u>-</u>
Grants, contracts and other support		
Federal and state grants	1,130,334	-
Interest and other income	<u>652,102</u>	<u>-</u>
Total operating revenue and other support	<u>5,325,974</u>	<u>-</u>
<u>Expenses</u>		
Program Expenses		
Regular education	3,533,582	-
Special education	111,716	-
Food service	<u>259,444</u>	<u>-</u>
Total program expenses	3,904,742	-
Supporting Services		
Management and general	<u>1,095,296</u>	<u>11,018</u>
Total expenses	<u>5,000,038</u>	<u>11,018</u>
Change in net assets	325,936	(11,018)
Net assets without donor restrictions - beginning of year	<u>(11,018)</u>	<u>-</u>
Net assets without donor restrictions - end of year	<u>\$ 314,918</u>	<u>\$ (11,018)</u>

THE ACADEMY CHARTER SCHOOL

Statement of Functional Expenses: The Academy – Uniondale

For the year ended June 30, 2019

	Regular Education	Special Education	Food Service	Total Programs	Management & General	Total 2019
Salaries						
Administrative staff personnel	\$ 280,195	\$ 22,416	\$ -	\$ 302,611	\$ 70,983	\$ 373,594
Instructional personnel	958,874	-	-	958,874		958,874
Noninstructional personnel	-	-	87,683	87,683	275,633	363,316
Total salaries	1,239,069	22,416	87,683	1,349,168	346,616	1,695,784
Payroll taxes and fringe benefits	232,086	4,199	16,424	252,709	64,924	317,633
Retirement	11,596	210	821	12,627	3,244	15,871
Financial and administrative	57,000	4,560	-	61,560	52,440	114,000
Administrative	30,250	547	-	30,797	10,603	41,400
Insurance	19,538	353	-	19,891	6,848	26,739
Legal and professional	21,196	383	-	21,579	56,252	77,831
Repairs and maintenance	142,887	2,585	10,111	155,583	39,971	195,554
Equipment leasing and maintenance	20,616	373	-	20,989	7,226	28,215
Staff development	67,467	1,221	-	68,688	23,647	92,335
Food costs	-	-	97,781	97,781	-	97,781
Student services and activities	33,107	12,203	-	45,310	-	45,310
Supplies and instructional materials	172,141	3,114	-	175,255	60,336	235,591
Telephone and Internet services	14,140	256	-	14,396	4,956	19,352
Occupancy	683,697	12,369	-	696,066	239,639	935,705
Other expenses	48,427	876	3,427	52,730	13,548	66,278
Interest expense - facilities loans	499,478	39,958	26,639	566,075	99,896	665,971
Depreciation	212,856	3,851	15,063	231,770	59,544	291,314
Amortization	28,031	2,242	1,495	31,768	5,606	37,374
Total operating expenses	2,294,513	89,300	171,761	2,555,574	748,680	3,304,254
Total expenses	\$ 3,533,582	\$ 111,716	\$ 259,444	\$ 3,904,742	\$ 1,095,296	\$ 5,000,038

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

For the years ended June 30, 2019

	<u>Minimum Requirement</u>	<u>Actual</u>
Debt service coverage ratio	1.15	2.13
Days cash on hand	35	36

The debt service coverage ratio is calculated as follows:

Increase in net assets	\$ 1,885,890		
Add back: Interest expense	2,488,825		
Depreciation and amortization	<u>1,637,632</u>		
Net revenues available for debt service	<u>\$ 6,012,347</u>		
Debt service payments			
Interest expense	\$ 2,488,825		
Principal	<u>335,000</u>		
Total current debt service	<u>\$ 2,823,825</u>		
Net revenues available for debt service	<u>\$ 6,012,347</u>	=	2.13
Total current debt service	<u>\$ 2,823,825</u>		

The days cash on hand is calculated as follows:

Total expenses	\$ 32,336,477		
Less: Depreciation and amortization	<u>(1,637,632)</u>		
Net expenses	30,698,845		
Days	<u>365</u>		
Cash used per day	<u>\$ 84,106</u>		
Cash at year end	<u>\$ 2,993,403</u>	=	36
Cash used per day	<u>\$ 84,106</u>		

THE ACADEMY CHARTER SCHOOL
Schedule of Expenditures of Federal Awards
For the year ended June 30, 2019

<u>Federal Grantor/Pass-through Grantor/Program Title</u>	<u>Federal CFDA No.</u>	<u>Pass-through identifying number</u>	<u>Federal expenditures</u>
Child Nutrition Cluster:			
U.S. Department of Agriculture:			
<u>Pass-through New York State Department of Education</u>			
School Breakfast Program	10.553	280201860934	\$ 316,792
National School Lunch Program	10.555	280201860934	932,736
Summer Food Service Program	10.559	280201860934	<u>206,560</u>
Total U.S. Department of Agriculture			<u>1,456,088</u>
Total Child Nutrition Cluster			<u>1,456,088</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	257,590
Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)	84.367A	0147-18-4495	44,877
English Language Acquisition Grants	84.365A	0293-18-4495	10,658
Strengthening Institutions Program	84.031A	0149-19-4495	25,241
Student Support and Academic Enrichment	84.424A	0204-19-4495	<u>20,585</u>
Total U.S. Department of Education			<u>358,951</u>
Total Expenditures of Federal Awards			<u>\$ 1,815,039</u>

The accompanying notes are an integral part of this schedule.

THE ACADEMY CHARTER SCHOOL

Notes to the Schedule of Expenditures of Federal Awards

For the year ended June 30, 2019

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, 2019. 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, 2019, 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 25, 2019.

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.

NChing LLP

New York, New York
October 25, 2019

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

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

Report on Compliance for Each Major Federal Program

We have audited The Academy Charter School's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of The Academy Charter School's major federal programs for the year ended June 30, 2019. The Academy Charter School's major federal programs are identified in the summary of auditors' results section of the accompanying Schedule of Findings and Questioned Costs.

Management's Responsibility

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

Auditors' Responsibility

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

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

Opinion on Each Major Federal Program

In our opinion, The Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

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.

NChang LLP

New York, New York
October 25, 2019

THE ACADEMY CHARTER SCHOOL
Schedule of Findings and Questioned Costs
 For the year ended June 30, 2019

Schedule I – Summary of auditors’ results

Financial statements

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

Unmodified

Internal control over financial reporting:

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

Noncompliance material to financial statements noted?

yes no

Federal awards

Internal control over major federal programs:

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

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

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

yes no

Identification of major federal programs:

<u>CFDA number(s)</u>	<u>Name of Federal Program or Cluster</u>
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, 2019

Section II – Financial Statement Findings

None

Section III – Federal Award Findings and Questioned Costs

None

THE ACADEMY CHARTER SCHOOL
Summary Schedule of Prior Audit Findings
For the year ended June 30, 2019

Financial Statement Findings

None

Federal Award Findings and Questioned Costs

None

THE ACADEMY CHARTER SCHOOL
Corrective Action Plan
For the year ended June 30, 2019

None



**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 >" Prior Year " column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >" Prior Year " column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> 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. >" Prior Year " column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> 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
--------------	-----------------------------

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:	2019-20
Prior Academic Year:	2018-19

**ACADEMY CHARTER SCHOOL, THE
2019-20**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	147	235.2	117.6	117.6	117.6	117.6	117.6	117.6
TOTAL ENROLLMENT = 1705.004								

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	25	0	25	0	25	0	25
NUMBER OF STUDENTS ENROLLED:	0	1705.004	0	1705.004	0	1705.004	0	1705.003

**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						
	2018-19	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	1284.014		1284.014		1284.014		1284.013
SECONDARY District	UNIONDALE UFSD	171.03		171.03		171.03		171.03
Other District 3	ROOSEVELT UFSD	83.02		83.02		83.02		83.02
Other District 4	NYC CHANCELLOR'S OFFICE	39.91		39.91		39.91		39.91
Other District 5	WESTBURY UFSD	21.7		21.7		21.7		21.7
Other District 6	AMITYVILLE UFSD	18.03		18.03		18.03		18.03
Other District 7	BALDWIN UFSD	14.33		14.33		14.33		14.33
Other District 8	FREEPORT UFSD	11.8		11.8		11.8		11.8
Other District 9	MALVERNE UFSD	11.51		11.51		11.51		11.51
Other District 10	ELMONT UFSD	6.33		6.33		6.33		6.33
Other District 11	SEWANHAKA CENTRAL HS DISTRICT	6.33		6.33		6.33		6.33
Other District 12	WEST HEMPSTEAD UFSD	6.01		6.01		6.01		6.01
Other District 13	LONG BEACH CITY SD	5.06		5.06		5.06		5.06
Other District 14	WYANDANCH UFSD	4.14		4.14		4.14		4.14
Other District 15	VALLEY STREAM 13 UFSD	3.45		3.45		3.45		3.45
Other District 16	VALLEY STREAM CENTRAL HS DISTRICT	3.45		3.45		3.45		3.45
Other District 17	LYNBROOK UFSD	3.13		3.13		3.13		3.13
Other District 18	GLEN COVE CITY SD	2.53		2.53		2.53		2.53
Other District 19	HICKSVILLE UFSD	1.61		1.61		1.61		1.61
Other District 20	CARLE PLACE UFSD	1.27		1.27		1.27		1.27
Other District 21	FRANKLIN SQUARE UFSD	1.27		1.27		1.27		1.27
Other District 22	MINEOLA UFSD	1.27		1.27		1.27		1.27
Other District 23	SACHEM CSD	1.27		1.27		1.27		1.27
Other District 24	VALLEY STREAM 24 UFSD	1.27		1.27		1.27		1.27
Other District 25	VALLEY STREAM 30 UFSD	1.27		1.27		1.27		1.27
Other District 26	(Select from drop-down list) →							

**ACADEMY CHARTER SCHOOL, THE
2019-20**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***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.

***NOTE:** Each quarter, the actual FTE should be reported.

ADMINISTRATIVE PERSONNEL FTE	
PRIOR YEAR	
2018-19	
ACTUAL	
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
2.0		2.0		2.0		2.0	
7.0		7.0		7.0		7.0	
20.0		20.0		20.0		20.0	
2.0		2.0		2.0		2.0	
11.0		11.0		11.0		11.0	
12.0		12.0		12.0		12.0	
54.0	0.0	54.0	0.0	54.0	0.0	54.0	0.0

ACTUAL QUARTERLY FTE		
Q1	Q2	Q3
Actual	Actual	Actual
0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE	
PRIOR YEAR	
2018-19	
ACTUAL	
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
87.0		87.0		87.0		87.0	
3.0		3.0		3.0		3.0	
4.0		4.0		4.0		4.0	
27.0		27.0		27.0		27.0	
28.0		28.0		28.0		28.0	
8.5		8.5		8.5		8.5	
157.5	0.0	157.5	0.0	157.5	0.0	157.5	0.0

ACTUAL QUARTERLY FTE		
Q1	Q2	Q3
Actual	Actual	Actual
0.0	0.0	0.0

NON-INSTRUCTIONAL PERSONNEL FTE	
PRIOR YEAR	
2018-19	
ACTUAL	
Nurse	
Librarian	
Custodian	
Security	

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
19.5		19.5		19.5		19.5	
19.0		19.0		19.0		19.0	

ACTUAL QUARTERLY FTE		
Q1	Q2	Q3
Actual	Actual	Actual

ACADEMY CHARTER SCHOOL, THE

Other		17.5		17.5		17.5		17.5				
TOTAL NON-INSTRUCTIONAL	0.0	56.0	0.0	56.0	0.0	56.0	0.0	56.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	0.0	267.5	0.0	267.5	0.0	267.5	0.0	267.5	0.0	0.0	0.0	0.0

ACADEMY CHARTER SCHOOL,
2019-20

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
(1) CEO, (1) Executive Director
(1) Chief Academic Officer, (3) Principal, (3) Asst Principal
(4) Dean of Sch Culture, (2) ELA Coach, (3) Math Coach, (1) Dean of Students, (2) ELA Coach, (1) Chief Inst. Tech & Innovation, (1) Dir of Assessment, (1) Dir of PE, (2) Dir of Stud Svcs, (1) Coord of Inst, (1) Dir of Sec Ed, (1) Dir
(1) CFO, (1) Comptroller
(1) Student Records Officer, (1) Ops Assoc, (1) HR Complaine Assoc, (1) Payroll Spec, (1) Chief of Staff, (1) Assoc Human Capital, (1) DOO, (1) Legal, (1) Jr. Accountant, (1) Dir of Facilities, (1) Exec Asst
(1) Exec Admin Asst, (3) Office Asst, (4) Admin Asst, (3) Receptionists, (1) Office Mngr

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
(78) Regular, (9) Title I
(3) SPED
(4) Substitutes
(27) Teacher Assistants
(4) Art, (7) ESL, (4) Music, (6) PE, (1) Reader
(8) Guidance Counselors, (.5) Nurse
Summer Sch, After Sch, Bonus, Other Salaries

NON-INSTRUCTIONAL PERSONNEL FTE	Q4 Actual
Nurse	
Librarian	
Custodian	
Security	

Description of Assumptions
(16.5) Custodians, (1) Custodian Superv,
(1) Security Coordinator, (18) Securities

ACADEMY CHARTER SCHOOL,

Other		(1) Chef, (2) Assst Chef, (1) Asst Food Svc Dir,
TOTAL NON-INSTRUCTIONAL	0.0	
TOTAL PERSONNEL SERVICE FTE	0.0	

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2019-20

Total Revenue	-	8,878,504	-	-	8,878,504	-	-	8,878,504
Total Expenses	-	7,093,739	-	-	8,642,221	-	-	9,353,168
Net Income	-	1,784,765	-	-	236,283	-	-	(474,665)
Actual Student Enrollment	-	1,705	-	-	1,705	-	-	1,705

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

REVENUE

REVENUES FROM STATE SOURCES

2019-20

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%		
HEMPSTEAD UFSD	19,578	6,284,607	-	-	6,284,607	-	-	6,284,607	
UNIONDALE UFSD	21,983	939,938	-	-	939,938	-	-	939,938	
ROOSEVELT UFSD	18,225	378,260	-	-	378,260	-	-	378,260	
NYC CHANCELLOR'S OFFICE	16,150	161,137	-	-	161,137	-	-	161,137	
WESTBURY UFSD	20,991	113,876	-	-	113,876	-	-	113,876	
AMITYVILLE UFSD	19,117	86,170	-	-	86,170	-	-	86,170	
BALDWIN UFSD	16,833	60,304	-	-	60,304	-	-	60,304	
FREEPORT UFSD	17,468	51,531	-	-	51,531	-	-	51,531	
MALVERNE UFSD	22,175	63,809	-	-	63,809	-	-	63,809	
ELMONT UFSD	15,908	25,174	-	-	25,174	-	-	25,174	
SEWANHAKA CENTRAL HS DISTRICT	14,022	22,190	-	-	22,190	-	-	22,190	
WEST HEMPSTEAD UFSD	17,513	26,313	-	-	26,313	-	-	26,313	
LONG BEACH CITY SD	23,822	30,135	-	-	30,135	-	-	30,135	
WYANDANCH UFSD	18,331	18,973	-	-	18,973	-	-	18,973	
VALLEY STREAM 13 UFSD	16,972	14,638	-	-	14,638	-	-	14,638	
ALL OTHER School Districts: (Weighted Avg)	18,580	85,190	-	-	85,190	-	-	85,190	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	19,618	-	8,362,244	-	-	8,362,244	-	-	8,362,244
Special Education Revenue		30,000		-	30,000		-	30,000	
Grants									
Stimulus				-			-		
DYCD (Department of Youth and Community Development)				-			-		
Other				-			-		
NYC DoE Rental Assistance									
Other				-			-		
TOTAL REVENUE FROM STATE SOURCES		- 8,392,244		-	- 8,392,244		-	- 8,392,244	

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

				-			-	
		82,369		-	82,369		-	82,369
		4,048		-	4,048		-	4,048
		324,557		-	324,557		-	324,557

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2019-20

Total Revenue	-	8,878,504	-	-	8,878,504	-	-	8,878,504
Total Expenses	-	7,093,739	-	-	8,642,221	-	-	9,353,168
Net Income	-	1,784,765	-	-	236,283	-	-	(474,665)
Actual Student Enrollment	-	1,705	-	-	1,705	-	-	1,705
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-			-	
Other				-			-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	410,973	-	-	410,973	-	-	410,973
LOCAL and OTHER REVENUE								
Contributions and Donations		62,500		-	62,500		-	62,500
Fundraising				-			-	
Erate Reimbursement				-			-	
Earnings on Investments				-			-	
Interest Income		12,500		-	12,500		-	12,500
Food Service (Income from meals)		32		-	32		-	32
Text Book				-			-	
OTHER		<u>255</u>		-	<u>255</u>		-	<u>255</u>
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	75,287	-	-	75,287	-	-	75,287
TOTAL REVENUE	-	<u>8,878,504</u>	-	-	<u>8,878,504</u>	-	-	<u>8,878,504</u>

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2019-20

Total Revenue	-	8,878,504	-	-	8,878,504	-	-	8,878,504
Total Expenses	-	7,093,739	-	-	8,642,221	-	-	9,353,168
Net Income	-	1,784,765	-	-	236,283	-	-	(474,665)
Actual Student Enrollment	-	1,705	-	-	1,705	-	-	1,705

	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No.
of Positions

Executive Management	2.00	108,003		-	92,574		-	108,003
Instructional Management	7.00	251,034		-	215,172		-	251,034
Deans, Directors & Coordinators	20.00	471,169		-	403,859		-	471,169
CFO / Director of Finance	2.00	78,077		-	66,923		-	78,077
Operation / Business Manager	11.00	264,558		-	226,764		-	264,558
Administrative Staff	12.00	171,490		-	146,991		-	171,490
TOTAL ADMINISTRATIVE STAFF	54.00	1,344,331	-	-	1,152,283	-	-	1,344,331

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	87.00	432,024		-	1,296,072		-	1,512,083
Teachers - SPED	3.00	18,873		-	56,618		-	66,054
Substitute Teachers	4.00	15,371		-	46,113		-	53,798
Teaching Assistants	27.00	82,351		-	247,053		-	288,228
Specialty Teachers	28.00	135,765		-	407,296		-	475,179
Aides	-			-			-	
Therapists & Counselors	8.50	48,639		-	145,916		-	170,235
Other	-	278,012		-	278,012		-	278,012
TOTAL INSTRUCTIONAL	157.50	1,011,034	-	-	2,477,078	-	-	2,843,589

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			-			-	
Librarian	-			-			-	
Custodian	19.50	188,192		-	161,307		-	188,192
Security	19.00	205,664		-	176,283		-	205,664
Other	17.50	199,888		-	171,332		-	199,888
TOTAL NON-INSTRUCTIONAL	56.00	593,743	-	-	508,923	-	-	593,743

SUBTOTAL PERSONNEL SERVICE COSTS

	267.50	-	2,949,108	-	-	4,138,284	-	4,781,663
--	--------	---	-----------	---	---	-----------	---	-----------

PAYROLL TAXES AND BENEFITS

Payroll Taxes		250,674		-	351,754		-	406,441
Fringe / Employee Benefits		616,805		-	616,805		-	616,805

		ACADEMY CHARTER SCHOOL, THE Budget / Operating Plan 2019-20							
Total Revenue		-	8,878,504	-	-	8,878,504	-	-	8,878,504
Total Expenses		-	7,093,739	-	-	8,642,221	-	-	9,353,168
Net Income		-	1,784,765	-	-	236,283	-	-	(474,665)
Actual Student Enrollment		-	1,705	-	-	1,705	-	-	1,705
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Retirement / Pension			59,047		-	82,856		-	95,738
TOTAL PAYROLL TAXES AND BENEFITS		-	926,526	-	-	1,051,415	-	-	1,118,984
TOTAL PERSONNEL SERVICE COSTS			3,875,633	-	-	5,189,699	-	-	5,900,647
CONTRACTED SERVICES									
Accounting / Audit					-			-	
Legal			17,500		-	17,500		-	17,500
Management Company Fee					-			-	
Nurse Services					-			-	
Food Service / School Lunch			77,208		-	231,624		-	231,624
Payroll Services					-			-	
Special Ed Services					-			-	
Titlement Services (i.e. Title I)			6,000		-	6,000		-	6,000
Other Purchased / Professional / Consulting			301,250		-	301,250		-	301,250
TOTAL CONTRACTED SERVICES		-	401,958	-	-	556,374	-	-	556,374

267.50

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2019-20

Total Revenue	-	8,878,504	-	-	8,878,504	-	-	8,878,504
Total Expenses	-	7,093,739	-	-	8,642,221	-	-	9,353,168
Net Income	-	1,784,765	-	-	236,283	-	-	(474,665)
Actual Student Enrollment	-	1,705	-	-	1,705	-	-	1,705

	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

SCHOOL OPERATIONS

Board Expenses		7,500		-	7,500		-	7,500
Classroom / Teaching Supplies & Materials		78,000		-	78,000		-	78,000
Special Ed Supplies & Materials				-			-	
Textbooks / Workbooks		62,500		-	62,500		-	62,500
Supplies & Materials other				-			-	
Equipment / Furniture		105,000		-	105,000		-	105,000
Telephone		30,000		-	30,000		-	30,000
Technology		15,000		-	15,000		-	15,000
Student Testing & Assessment		30,000		-	30,000		-	30,000
Field Trips		6,000		-	18,000		-	18,000
Transportation (student)		2,000		-	6,000		-	6,000
Student Services - other		32,000		-	96,000		-	96,000
Office Expense		35,000		-	35,000		-	35,000
Staff Development		115,000		-	115,000		-	115,000
Staff Recruitment		7,500		-	7,500		-	7,500
Student Recruitment / Marketing		12,500		-	12,500		-	12,500
School Meals / Lunch		7,500		-	7,500		-	7,500
Travel (Staff)		17,500		-	17,500		-	17,500
Fundraising				-			-	
Other		47,500		-	47,500		-	47,500
TOTAL SCHOOL OPERATIONS	-	610,500	-	-	690,500	-	-	690,500

FACILITY OPERATION & MAINTENANCE

Insurance		127,519		-	127,519		-	127,519
Janitorial		40,000		-	40,000		-	40,000
Building and Land Rent / Lease / Facility Finance Interest		1,168,128.7		-	1,168,128.7		-	1,168,128.7
Repairs & Maintenance		132,500		-	132,500		-	132,500
Equipment / Furniture		10,000		-	10,000		-	10,000
Security				-			-	
Utilities		142,500		-	142,500		-	142,500
TOTAL FACILITY OPERATION & MAINTENANCE	-	1,620,648	-	-	1,620,648	-	-	1,620,648

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY

DEFERRED RENT

		585,000		-	585,000		-	585,000
				-			-	
				-			-	

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2019-20

Total Revenue	-	8,878,504	-	-	8,878,504	-	-	8,878,504
Total Expenses	-	7,093,739	-	-	8,642,221	-	-	9,353,168
Net Income	-	1,784,765	-	-	236,283	-	-	(474,665)
Actual Student Enrollment	-	1,705	-	-	1,705	-	-	1,705
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	2018-19	Original	Revised		Original	Revised		Original
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget
	Pupil							
TOTAL EXPENSES	-	<u>7,093,739</u>	-	-	<u>8,642,221</u>	-	-	<u>9,353,168</u>
NET INCOME	-	<u>1,784,765</u>	-	-	<u>236,283</u>	-	-	<u>(474,665)</u>

		ACADEMY CHARTER SCHOOL, THE Budget / Operating Plan 2019-20						
Total Revenue	-	8,878,504	-	-	8,878,504	-	-	8,878,504
Total Expenses	-	7,093,739	-	-	8,642,221	-	-	9,353,168 ^{3rd C}
Net Income	-	1,784,765	-	-	236,283	-	-	(474,665)
Actual Student Enrollment	-	1,705	-	-	1,705	-	-	1,705
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2018-19 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:	-	25	-	-	25	-	-	25
HEMPSTEAD UFSD	-	1,284	-	-	1,284	-	-	1,284
UNIONDALE UFSD	-	171	-	-	171	-	-	171
ROOSEVELT UFSD	-	83	-	-	83	-	-	83
NYC CHANCELLOR'S OFFICE	-	40	-	-	40	-	-	40
WESTBURY UFSD	-	22	-	-	22	-	-	22
AMITYVILLE UFSD	-	18	-	-	18	-	-	18
BALDWIN UFSD	-	14	-	-	14	-	-	14
FREEPORT UFSD	-	12	-	-	12	-	-	12
MALVERNE UFSD	-	12	-	-	12	-	-	12
ELMONT UFSD	-	6	-	-	6	-	-	6
SEWANHAKA CENTRAL HS DISTRICT	-	6	-	-	6	-	-	6
WEST HEMPSTEAD UFSD	-	6	-	-	6	-	-	6
LONG BEACH CITY SD	-	5	-	-	5	-	-	5
WYANDANCH UFSD	-	4	-	-	4	-	-	4
VALLEY STREAM 13 UFSD	-	3	-	-	3	-	-	3
ALL OTHER School Districts: (Weighted Avg)	-	18	-	-	18	-	-	18
TOTAL ENROLLMENT	-	1,705	-	-	1,705	-	-	1,705
REVENUE PER PUPIL	-	5,207	-	-	5,207	-	-	5,207
EXPENSES PER PUPIL	-	4,161	-	-	5,069	-	-	5,486

Total Revenue		-	-	8,878,499	-	-
Total Expenses		-	-	10,719,234	-	-
Net Income		-	-	(1,840,736)	-	-
Actual Student Enrollment		-	-	1,705	-	-
		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. Budgeted quarter(s) must be completed on tabs 2, 3 and 4.				
REVENUES FROM STATE SOURCES		2019-20				
Per Pupil Revenue	Per Pupil Rate	25.0%		25.0%	25.0%	
HEMPSTEAD UFSD	19,578	-	-	6,284,602	-	-
UNIONDALE UFSD	21,983	-	-	939,938	-	-
ROOSEVELT UFSD	18,225	-	-	378,260	-	-
NYC CHANCELLOR'S OFFICE	16,150	-	-	161,137	-	-
WESTBURY UFSD	20,991	-	-	113,876	-	-
AMITYVILLE UFSD	19,117	-	-	86,170	-	-
BALDWIN UFSD	16,833	-	-	60,304	-	-
FREEMONT UFSD	17,468	-	-	51,531	-	-
MALVERNE UFSD	22,175	-	-	63,809	-	-
ELMONT UFSD	15,908	-	-	25,174	-	-
SEWANHAKA CENTRAL HS DISTRICT	14,022	-	-	22,190	-	-
WEST HEMPSTEAD UFSD	17,513	-	-	26,313	-	-
LONG BEACH CITY SD	23,822	-	-	30,135	-	-
WYANDANCH UFSD	18,331	-	-	18,973	-	-
VALLEY STREAM 13 UFSD	16,972	-	-	14,638	-	-
ALL OTHER School Districts: (Weighted Avg)	18,580	-	-	85,190	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	19,618	-	-	8,362,239	-	-
Special Education Revenue			-	30,000		-
Grants						
Stimulus			-			-
DYCD (Department of Youth and Community Development)			-			-
Other			-			-
NYC DoE Rental Assistance						
Other			=			=
TOTAL REVENUE FROM STATE SOURCES		-	-	8,392,239	-	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			-			-
Title I			-	82,369		-
Title Funding - Other			-	4,048		-
School Food Service (Free Lunch)			-	324,557		-
Grants						

Total Revenue	-	-	8,878,499	-	-
Total Expenses	-	-	10,719,234	-	-
Net Income	-	-	(1,840,736)	-	-
Actual Student Enrollment	-	-	1,705	-	-
	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	-	-	410,973	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		-	62,500		-
Fundraising		-			-
Erate Reimbursement		-			-
Earnings on Investments		-			-
Interest Income		-	12,500		-
Food Service (Income from meals)		-	32		-
Text Book		-			-
OTHER		-	255		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	75,287	-	-
TOTAL REVENUE	-	-	8,878,499	-	-

Total Revenue		-	-	8,878,499	-
Total Expenses		-	-	10,719,234	-
Net Income		-	-	(1,840,736)	-
Actual Student Enrollment		-	-	1,705	-
		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	2.00		-	92,574	-
Instructional Management	7.00		-	215,172	-
Deans, Directors & Coordinators	20.00		-	403,859	-
CFO / Director of Finance	2.00		-	66,923	-
Operation / Business Manager	11.00		-	226,764	-
Administrative Staff	12.00		-	146,991	-
TOTAL ADMINISTRATIVE STAFF	54.00	-	-	1,152,283	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	87.00		-	2,376,131	-
Teachers - SPED	3.00		-	103,799	-
Substitute Teachers	4.00		-	84,540	-
Teaching Assistants	27.00		-	452,930	-
Specialty Teachers	28.00		-	746,710	-
Aides	-		-		-
Therapists & Counselors	8.50		-	267,512	-
Other	-		-	278,012	-
TOTAL INSTRUCTIONAL	157.50	-	-	4,309,633	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-		-		-
Librarian	-		-		-
Custodian	19.50		-	161,307	-
Security	19.00		-	176,283	-
Other	17.50		-	171,332	-
TOTAL NON-INSTRUCTIONAL	56.00	-	-	508,923	-
SUBTOTAL PERSONNEL SERVICE COSTS		-	-	5,970,839	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes			-	507,521	-
Fringe / Employee Benefits			-	616,805	-

Total Revenue		-	-	8,878,499	-	-
Total Expenses		-	-	10,719,234	-	-
Net Income		-	-	(1,840,736)	-	-
Actual Student Enrollment		-	-	1,705	-	-
		Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30	
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
Retirement / Pension			-	<u>119,547</u>		-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	1,243,874	-	-
TOTAL PERSONNEL SERVICE COSTS						
	267.50	-	-	7,214,713	-	-
CONTRACTED SERVICES						
Accounting / Audit			-	52,000		-
Legal			-	17,500		-
Management Company Fee			-			-
Nurse Services			-			-
Food Service / School Lunch			-	231,624		-
Payroll Services			-			-
Special Ed Services			-			-
Titlement Services (i.e. Title I)			-	6,000		-
Other Purchased / Professional / Consulting			-	<u>301,250</u>		-
TOTAL CONTRACTED SERVICES		-	-	608,374	-	-

Total Revenue	-	-	8,878,499	-	-
Total Expenses	-	-	10,719,234	-	-
Net Income	-	-	(1,840,736)	-	-
Actual Student Enrollment	-	-	1,705	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses		-	7,500		-
Classroom / Teaching Supplies & Materials		-	78,000		-
Special Ed Supplies & Materials		-			-
Textbooks / Workbooks		-	62,500		-
Supplies & Materials other		-			-
Equipment / Furniture		-	105,000		-
Telephone		-	30,000		-
Technology		-	15,000		-
Student Testing & Assessment		-	30,000		-
Field Trips		-	18,000		-
Transportation (student)		-	6,000		-
Student Services - other		-	96,000		-
Office Expense		-	35,000		-
Staff Development		-	115,000		-
Staff Recruitment		-	7,500		-
Student Recruitment / Marketing		-	12,500		-
School Meals / Lunch		-	7,500		-
Travel (Staff)		-	17,500		-
Fundraising		-			-
Other		-	47,500		-
TOTAL SCHOOL OPERATIONS	-	-	690,500	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance		-	127,519		-
Janitorial		-	40,000		-
Building and Land Rent / Lease / Facility Finance Interest		-	1,168,128.7		-
Repairs & Maintenance		-	132,500		-
Equipment / Furniture		-	10,000		-
Security		-			-
Utilities		-	142,500		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	1,620,648	-	-
DEPRECIATION & AMORTIZATION		-	585,000		-
RESERVES / CONTINGENCY		-			-
DEFERRED RENT		-			-

Total Revenue	-	-	8,878,499	-	-
Total Expenses	-	-	10,719,234	-	-
Net Income	-	-	(1,840,736)	-	-
Actual Student Enrollment	-	-	1,705	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
TOTAL EXPENSES	-	-	<u>10,719,234</u>	-	-
NET INCOME	-	-	<u>(1,840,736)</u>	-	-

Total Revenue	-	-	8,878,499	-	-
Total Expenses	Quarter - 1/1 - 3/31	-	10,719,234	-	-
Net Income	-	-	(1,840,736)	-	-
Actual Student Enrollment	-	-	1,705	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	25	-	-
HEMPSTEAD UFSD	-	-	1,284	-	-
UNIONDALE UFSD	-	-	171	-	-
ROOSEVELT UFSD	-	-	83	-	-
NYC CHANCELLOR'S OFFICE	-	-	40	-	-
WESTBURY UFSD	-	-	22	-	-
AMITYVILLE UFSD	-	-	18	-	-
BALDWIN UFSD	-	-	14	-	-
FREEPORT UFSD	-	-	12	-	-
MALVERNE UFSD	-	-	12	-	-
ELMONT UFSD	-	-	6	-	-
SEWANHAKA CENTRAL HS DISTRICT	-	-	6	-	-
WEST HEMPSTEAD UFSD	-	-	6	-	-
LONG BEACH CITY SD	-	-	5	-	-
WYANDANCH UFSD	-	-	4	-	-
VALLEY STREAM 13 UFSD	-	-	3	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	18	-	-
TOTAL ENROLLMENT	-	-	1,705	-	-
REVENUE PER PUPIL	-	-	5,207	-	-
EXPENSES PER PUPIL	-	-	6,287	-	-

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2019-20

Total Revenue	35,514,010	35,514,010	-	35,514,010	35,514,010
Total Expenses	35,808,363	35,808,363	-	(35,808,363)	(35,808,363)
Net Income	(294,353)	(294,353)	-	(294,353)	(294,353)
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

2019-20
Per Pupil Rate

Per Pupil Revenue

HEMPSTEAD UFSD	19,578	25,138,421	25,138,421	-	25,138,421	25,138,421
UNIONDALE UFSD	21,983	3,759,752	3,759,752	-	3,759,752	3,759,752
ROOSEVELT UFSD	18,225	1,513,040	1,513,040	-	1,513,040	1,513,040
NYC CHANCELLOR'S OFFICE	16,150	644,547	644,547	-	644,547	644,547
WESTBURY UFSD	20,991	455,505	455,505	-	455,505	455,505
AMITYVILLE UFSD	19,117	344,680	344,680	-	344,680	344,680
BALDWIN UFSD	16,833	241,217	241,217	-	241,217	241,217
FREEPORT UFSD	17,468	206,122	206,122	-	206,122	206,122
MALVERNE UFSD	22,175	255,234	255,234	-	255,234	255,234
ELMONT UFSD	15,908	100,698	100,698	-	100,698	100,698
SEWANHAKA CENTRAL HS DISTRICT	14,022	88,759	88,759	-	88,759	88,759
WEST HEMPSTEAD UFSD	17,513	105,253	105,253	-	105,253	105,253
LONG BEACH CITY SD	23,822	120,539	120,539	-	120,539	120,539
WYANDANCH UFSD	18,331	75,890	75,890	-	75,890	75,890
VALLEY STREAM 13 UFSD	16,972	58,553	58,553	-	58,553	58,553
ALL OTHER School Districts: (Weighted Avg)	18,580	340,759	340,759	-	340,759	340,759
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	19,618	33,448,970	33,448,970	-	33,448,970	33,448,970
Special Education Revenue		120,000	120,000	-	120,000	120,000
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-
Other		-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		33,568,970	33,568,970	-	33,568,970	33,568,970

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		-	-	-	-	-
Title I		329,476	329,476	-	329,476	329,476
Title Funding - Other		16,190	16,190	-	16,190	16,190
School Food Service (Free Lunch)		1,298,227	1,298,227	-	1,298,227	1,298,227
Grants						

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2019-20

Total Revenue	35,514,010	35,514,010	-	35,514,010	35,514,010
Total Expenses	35,808,363	35,808,363	-	(35,808,363)	(35,808,363)
Net Income	(294,353)	(294,353)	-	(294,353)	(294,353)
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	1,643,893	1,643,893	-	1,643,893	1,643,893
LOCAL and OTHER REVENUE					
Contributions and Donations	250,000	250,000	-	250,000	250,000
Fundraising	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	50,000	50,000	-	50,000	50,000
Food Service (Income from meals)	127	127	-	127	127
Text Book	-	-	-	-	-
OTHER	<u>1,020</u>	<u>1,020</u>	<u>-</u>	<u>1,020</u>	<u>1,020</u>
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	301,147	301,147	-	301,147	301,147
TOTAL REVENUE	<u>35,514,010</u>	<u>35,514,010</u>	<u>-</u>	<u>35,514,010</u>	<u>35,514,010</u>

DESCRIPTION OF ASSUMPTIONS

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2019-20

Total Revenue	35,514,010	35,514,010	-	35,514,010	35,514,010
Total Expenses	35,808,363	35,808,363	-	(35,808,363)	(35,808,363)
Net Income	(294,353)	(294,353)	-	(294,353)	(294,353)
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	2.00	401,154	401,154	-	(401,154)	(401,154)
Instructional Management	7.00	932,413	932,413	-	(932,413)	(932,413)
Deans, Directors & Coordinators	20.00	1,750,055	1,750,055	-	(1,750,055)	(1,750,055)
CFO / Director of Finance	2.00	290,000	290,000	-	(290,000)	(290,000)
Operation / Business Manager	11.00	982,644	982,644	-	(982,644)	(982,644)
Administrative Staff	12.00	636,961	636,961	-	(636,961)	(636,961)
TOTAL ADMINISTRATIVE STAFF	54.00	4,993,228	4,993,228	-	(4,993,228)	(4,993,228)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	87.00	5,616,310	5,616,310	-	(5,616,310)	(5,616,310)
Teachers - SPED	3.00	245,343	245,343	-	(245,343)	(245,343)
Substitute Teachers	4.00	199,821	199,821	-	(199,821)	(199,821)
Teaching Assistants	27.00	1,070,562	1,070,562	-	(1,070,562)	(1,070,562)
Specialty Teachers	28.00	1,764,950	1,764,950	-	(1,764,950)	(1,764,950)
Aides	-	-	-	-	-	-
Therapists & Counselors	8.50	632,301	632,301	-	(632,301)	(632,301)
Other	-	1,112,048	1,112,048	-	(1,112,048)	(1,112,048)
TOTAL INSTRUCTIONAL	157.50	10,641,335	10,641,335	-	(10,641,335)	(10,641,335)

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	19.50	698,997	698,997	-	(698,997)	(698,997)
Security	19.00	763,894	763,894	-	(763,894)	(763,894)
Other	17.50	742,440	742,440	-	(742,440)	(742,440)
TOTAL NON-INSTRUCTIONAL	56.00	2,205,331	2,205,331	-	(2,205,331)	(2,205,331)

SUBTOTAL PERSONNEL SERVICE COSTS

267.50	17,839,894	17,839,894	-	(17,839,894)	(17,839,894)
--------	------------	------------	---	--------------	--------------

PAYROLL TAXES AND BENEFITS

Payroll Taxes		1,516,391	1,516,391	-	(1,516,391)	(1,516,391)
Fringe / Employee Benefits		2,467,220	2,467,220	-	(2,467,220)	(2,467,220)

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2019-20

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Total Revenue	35,514,010	35,514,010	-	35,514,010	35,514,010
Total Expenses	35,808,363	35,808,363	-	(35,808,363)	(35,808,363)
Net Income	(294,353)	(294,353)	-	(294,353)	(294,353)
Actual Student Enrollment					
Retirement / Pension	357,188	357,188	-	(357,188)	(357,188)
TOTAL PAYROLL TAXES AND BENEFITS	4,340,799	4,340,799	-	(4,340,799)	(4,340,799)
TOTAL PERSONNEL SERVICE COSTS					
267.50	22,180,693	22,180,693	-	(22,180,693)	(22,180,693)
CONTRACTED SERVICES					
Accounting / Audit	52,000	52,000	-	(52,000)	(52,000)
Legal	70,000	70,000	-	(70,000)	(70,000)
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	772,079	772,079	-	(772,079)	(772,079)
Payroll Services	-	-	-	-	-
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	24,000	24,000	-	(24,000)	(24,000)
Other Purchased / Professional / Consulting	1,205,000	1,205,000	-	(1,205,000)	(1,205,000)
TOTAL CONTRACTED SERVICES	2,123,079	2,123,079	-	(2,123,079)	(2,123,079)

DESCRIPTION OF ASSUMPTIONS

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2019-20

Total Revenue	35,514,010	35,514,010	-	35,514,010	35,514,010
Total Expenses	35,808,363	35,808,363	-	(35,808,363)	(35,808,363)
Net Income	(294,353)	(294,353)	-	(294,353)	(294,353)
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	30,000	30,000	-	(30,000)	(30,000)
Classroom / Teaching Supplies & Materials	312,000	312,000	-	(312,000)	(312,000)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	250,000	250,000	-	(250,000)	(250,000)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	420,000	420,000	-	(420,000)	(420,000)
Telephone	120,000	120,000	-	(120,000)	(120,000)
Technology	60,000	60,000	-	(60,000)	(60,000)
Student Testing & Assessment	120,000	120,000	-	(120,000)	(120,000)
Field Trips	60,000	60,000	-	(60,000)	(60,000)
Transportation (student)	20,000	20,000	-	(20,000)	(20,000)
Student Services - other	320,000	320,000	-	(320,000)	(320,000)
Office Expense	140,000	140,000	-	(140,000)	(140,000)
Staff Development	460,000	460,000	-	(460,000)	(460,000)
Staff Recruitment	30,000	30,000	-	(30,000)	(30,000)
Student Recruitment / Marketing	50,000	50,000	-	(50,000)	(50,000)
School Meals / Lunch	30,000	30,000	-	(30,000)	(30,000)
Travel (Staff)	70,000	70,000	-	(70,000)	(70,000)
Fundraising	-	-	-	-	-
Other	190,000	190,000	-	(190,000)	(190,000)
TOTAL SCHOOL OPERATIONS	2,682,000	2,682,000	-	(2,682,000)	(2,682,000)

FACILITY OPERATION & MAINTENANCE

Insurance	510,076	510,076	-	(510,076)	(510,076)
Janitorial	160,000	160,000	-	(160,000)	(160,000)
Building and Land Rent / Lease / Facility Finance Interest	4,672,515	4,672,515	-	(4,672,515)	(4,672,515)
Repairs & Maintenance	530,000	530,000	-	(530,000)	(530,000)
Equipment / Furniture	40,000	40,000	-	(40,000)	(40,000)
Security	-	-	-	-	-
Utilities	570,000	570,000	-	(570,000)	(570,000)
TOTAL FACILITY OPERATION & MAINTENANCE	6,482,591	6,482,591	-	(6,482,591)	(6,482,591)

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY

DEFERRED RENT

	2,340,000	2,340,000	-	(2,340,000)	(2,340,000)
	-	-	-	-	-
	-	-	-	-	-

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan
2019-20

Total Revenue	35,514,010	35,514,010	-	35,514,010	35,514,010
Total Expenses	35,808,363	35,808,363	-	(35,808,363)	(35,808,363)
Net Income	(294,353)	(294,353)	-	(294,353)	(294,353)
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
TOTAL EXPENSES	35,808,363	35,808,363	-	(35,808,363)	(35,808,363)
NET INCOME	(294,353)	(294,353)	-	(294,353)	(294,353)

DESCRIPTION OF ASSUMPTIONS

	ACADEMY CHARTER SCHOOL, THE					
	Budget / Operating Plan					
	2019-20					
Total Revenue	35,514,010	35,514,010	-	35,514,010	35,514,010	
Total Expenses	35,808,363	35,808,363	-	(35,808,363)	(35,808,363)	
Net Income	(294,353)	(294,353)	-	(294,353)	(294,353)	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Number of Districts:						
HEMPSTEAD UFSD						
UNIONDALE UFSD						
ROOSEVELT UFSD						
NYC CHANCELLOR'S OFFICE						
WESTBURY UFSD						
AMITYVILLE UFSD						
BALDWIN UFSD						
FREEPORT UFSD						
MALVERNE UFSD						
ELMONT UFSD						
SEWANHAKA CENTRAL HS DISTRICT						
WEST HEMPSTEAD UFSD						
LONG BEACH CITY SD						
WYANDANCH UFSD						
VALLEY STREAM 13 UFSD						
ALL OTHER School Districts: (Weighted Avg)						
TOTAL ENROLLMENT						
REVENUE PER PUPIL						
EXPENSES PER PUPIL						

		ACADEMY CHARTER SCHOOL, THE Budget / Operating Plan 2019-20						
Total Revenue	-	8,878,504	-	-	8,878,504	-	-	8,878,504
Total Expenses	-	7,093,739	-	-	8,642,221	-	-	9,353,168
Net Income	-	1,784,765	-	-	236,283	-	-	(474,665)
Actual Student Enrollment	-	1,705	-	-	1,705	-	-	1,705
	Prior Year Actual 2018-19 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	-	550,000	-	-	550,000	-	-	550,000
Other	-	-	-	-	-	-	-	-
Total Operating Activities	-	550,000	-	-	550,000	-	-	550,000
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>								
Example - Subtract Property and Equipment Expenditures	-	(107,500)	-	-	(107,500)	-	-	(107,500)
Other	-	-	-	-	-	-	-	-
Total Investment Activities	-	(107,500)	-	-	(107,500)	-	-	(107,500)
FINANCING ACTIVITIES <i>{enter descriptions below}</i>								
Example - Add Expected Proceeds from a Loan or Line of Credit	-	(214,687)	-	-	(214,687)	-	-	(214,687)
Other	-	-	-	-	-	-	-	-
Total Financing Activities	-	(214,687)	-	-	(214,687)	-	-	(214,687)
Total Cash Flow Adjustments	-	227,813	-	-	227,813	-	-	227,813
NET INCOME	-	2,012,578	-	-	464,096	-	-	(246,851)
Beginning Cash Balance	6,420,489	6,420,489	-	-	8,433,067	-	-	8,897,163
ENDING CASH BALANCE	6,420,489	8,433,067	-	-	8,897,163	-	-	8,650,311

Total Revenue	-	-	8,878,499	-	-
Total Expenses	-	-	10,719,234	-	-
Net Income	-	-	(1,840,736)	-	-
Actual Student Enrollment	-	-	1,705	-	-
	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	-	-	550,000	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	550,000	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	(107,500)	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	(107,500)	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	(214,687)	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	(214,687)	-	-
Total Cash Flow Adjustments	-	-	227,813	-	-
NET INCOME	-	-	(1,612,922)	-	-
Beginning Cash Balance	-	-	8,650,311	-	-
ENDING CASH BALANCE	-	-	7,037,389	-	-

	ACADEMY CHARTER SCHOOL, THE					
	Budget / Operating Plan					
	2019-20					
Total Revenue	35,514,010	35,514,010	-	35,514,010	35,514,010	
Total Expenses	35,808,363	35,808,363	-	(35,808,363)	(35,808,363)	
Net Income	(294,353)	(294,353)	-	(294,353)	(294,353)	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Back Depreciation	2,200,000	2,200,000	-	2,200,000	2,200,000	
Other	-	-	-	-	-	
Total Operating Activities	2,200,000	2,200,000	-	2,200,000	2,200,000	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>						
Example - Subtract Property and Equipment Expenditures	(430,000)	(430,000)	-	(430,000)	(430,000)	
Other	-	-	-	-	-	
Total Investment Activities	(430,000)	(430,000)	-	(430,000)	(430,000)	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Expected Proceeds from a Loan or Line of Credit	(858,747)	(858,747)	-	(858,747)	(858,747)	
Other	-	-	-	-	-	
Total Financing Activities	(858,747)	(858,747)	-	(858,747)	(858,747)	
Total Cash Flow Adjustments	911,253	911,253	-	911,253	911,253	
NET INCOME	616,900	616,900	-	616,900	616,900	
Beginning Cash Balance	6,420,489	6,420,489	-	-	-	
ENDING CASH BALANCE	7,037,389	7,037,389	-	616,900	616,900	

**ACADEMY CHARTER SCHOOL, THE
BALANCE SHEET
2019-20**

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.

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	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	-	8,878,504	-	-	8,878,504	-	-
Total Expenses	-	7,093,739	-	-	8,642,221	-	-
Net Income	-	1,784,765	-	-	236,283	-	-
Actual Student Enrollment	-	1,705	-	-	1,705	-	-

*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	2019-20						
REVENUES FROM STATE SOURCES	Per Pupil Rate						
Per Pupil Revenue	Per Pupil Rate	Actual	Current Budget	Variance	Actual	Current Budget	Variance
HEMPSTEAD UFSD	19,578		6,284,607	-		6,284,607	-
UNIONDALE UFSD	21,983		939,938	-		939,938	-
ROOSEVELT UFSD	18,225		378,260	-		378,260	-
NYC CHANCELLOR'S OFFICE	16,150		161,137	-		161,137	-
WESTBURY UFSD	20,991		113,876	-		113,876	-
AMITYVILLE UFSD	19,117		86,170	-		86,170	-
BALDWIN UFSD	16,833		60,304	-		60,304	-
FREEPORT UFSD	17,468		51,531	-		51,531	-
MALVERNE UFSD	22,175		63,809	-		63,809	-
ELMONT UFSD	15,908		25,174	-		25,174	-
SEWANHAKA CENTRAL HS DISTRICT	14,022		22,190	-		22,190	-
WEST HEMPSTEAD UFSD	17,513		26,313	-		26,313	-
LONG BEACH CITY SD	23,822		30,135	-		30,135	-
WYANDANCH UFSD	18,331		18,973	-		18,973	-
VALLEY STREAM 13 UFSD	16,972		14,638	-		14,638	-
ALL OTHER School Districts: (Count = 10)	18,580		85,190	-		85,190	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	19,618		8,362,244	-		8,362,244	-
Special Education Revenue			30,000	-		30,000	-
Grants							
Stimulus			-	-		-	-
DYCD (Department of Youth and Community Development)			-	-		-	-
Other			-	-		-	-
NYC DoE Rental Assistance			-	-		-	-
Other			-	-		-	-
TOTAL REVENUE FROM STATE SOURCES			8,392,244	-		8,392,244	-

REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			-	-		-	-
Title I			82,369	-		82,369	-
Title Funding - Other			4,048	-		4,048	-
School Food Service (Free Lunch)			324,557	-		324,557	-
Grants							
Charter School Program (CSP) Planning & Implementation			-	-		-	-
Other			-	-		-	-

Total Revenue	-	8,878,504	-	-	8,878,504	-	-
Total Expenses	-	7,093,739	-	-	8,642,221	-	-
Net Income	-	1,784,765	-	-	236,283	-	-
Actual Student Enrollment	-	1,705	-	-	1,705	-	-

*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	-	108,003	-	92,574	-	-
Instructional Management	-	251,034	-	215,172	-	-
Deans, Directors & Coordinators	-	471,169	-	403,859	-	-
CFO / Director of Finance	-	78,077	-	66,923	-	-
Operation / Business Manager	-	264,558	-	226,764	-	-
Administrative Staff	-	171,490	-	146,991	-	-
TOTAL ADMINISTRATIVE STAFF	-	1,344,331	-	1,152,283	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	432,024	-	1,296,072	-	-
Teachers - SPED	-	18,873	-	56,618	-	-
Substitute Teachers	-	15,371	-	46,113	-	-
Teaching Assistants	-	82,351	-	247,053	-	-
Specialty Teachers	-	135,765	-	407,296	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	48,639	-	145,916	-	-
Other	-	278,012	-	278,012	-	-
TOTAL INSTRUCTIONAL	-	1,011,034	-	2,477,078	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	188,192	-	161,307	-	-
Security	-	205,664	-	176,283	-	-
Other	-	199,888	-	171,332	-	-
TOTAL NON-INSTRUCTIONAL	-	593,743	-	508,923	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

	-	2,949,108	-	4,138,284	-	-
--	---	-----------	---	-----------	---	---

PAYROLL TAXES AND BENEFITS

Payroll Taxes		250,674	-	351,754	-	-
Fringe / Employee Benefits		616,805	-	616,805	-	-
Retirement / Pension		59,047	-	82,856	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	926,526	-	1,051,415	-	-

TOTAL PERSONNEL SERVICE COSTS

	-	3,875,633	-	5,189,699	-	-
--	---	-----------	---	-----------	---	---

ACADEMY CHARTER SCHOOLS
Budget / Operating Plan

2019-20

Total Revenue	-	8,878,504	-	-	8,878,504	-	-
Total Expenses	-	7,093,739	-	-	8,642,221	-	-
Net Income	-	1,784,765	-	-	236,283	-	-
Actual Student Enrollment	-	1,705	-	-	1,705	-	-

*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	17,500	-	-	17,500	-	-	-
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	77,208	-	-	231,624	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	6,000	-	-	6,000	-	-	-
Other Purchased / Professional / Consulting	301,250	-	-	301,250	-	-	-
TOTAL CONTRACTED SERVICES	-	401,958	-	-	556,374	-	-

ACADEMY CHARTER SCHOOLS

Budget / Operating Plan

2019-20

Total Revenue	- 8,878,504	-	-	8,878,504	-	-
Total Expenses	- 7,093,739	-	-	8,642,221	-	-
Net Income	- 1,784,765	-	-	236,283	-	-
Actual Student Enrollment	- 1,705	-	-	1,705	-	-

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	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	7,500	-	-	7,500	-	-
Classroom / Teaching Supplies & Materials	78,000	-	-	78,000	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	62,500	-	-	62,500	-	-
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	105,000	-	-	105,000	-	-
Telephone	30,000	-	-	30,000	-	-
Technology	15,000	-	-	15,000	-	-
Student Testing & Assessment	30,000	-	-	30,000	-	-
Field Trips	6,000	-	-	18,000	-	-
Transportation (student)	2,000	-	-	6,000	-	-
Student Services - other	32,000	-	-	96,000	-	-
Office Expense	35,000	-	-	35,000	-	-
Staff Development	115,000	-	-	115,000	-	-
Staff Recruitment	7,500	-	-	7,500	-	-
Student Recruitment / Marketing	12,500	-	-	12,500	-	-
School Meals / Lunch	7,500	-	-	7,500	-	-
Travel (Staff)	17,500	-	-	17,500	-	-
Fundraising	-	-	-	-	-	-
Other	47,500	-	-	47,500	-	-
TOTAL SCHOOL OPERATIONS	-	610,500	-	-	690,500	-

FACILITY OPERATION & MAINTENANCE

Insurance	127,519	-	-	127,519	-	-
Janitorial	40,000	-	-	40,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	1,168,129	-	-	1,168,129	-	-
Repairs & Maintenance	132,500	-	-	132,500	-	-
Equipment / Furniture	10,000	-	-	10,000	-	-
Security	-	-	-	-	-	-
Utilities	142,500	-	-	142,500	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	1,620,648	-	-	1,620,648	-

DEPRECIATION & AMORTIZATION

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

ACADEMY CHARTER SCHOOLS
Budget / Operating Plan

2019-20

Total Revenue	-	8,878,504	-	-	8,878,504	-	-
Total Expenses	-	7,093,739	-	-	8,642,221	-	-
Net Income	-	1,784,765	-	-	236,283	-	-
Actual Student Enrollment	-	1,705	-	-	1,705	-	-

*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
	TOTAL EXPENSES	-	<u>7,093,739</u>	-	-	<u>8,642,221</u>	-
NET INCOME	-	<u>1,784,765</u>	-	-	<u>236,283</u>	-	-

**ACADEMY CHARTER SCHOOLS
Budget / Operating Plan**

2019-20

Total Revenue	-	8,878,504	-	-	8,878,504	-	-
Total Expenses	-	7,093,739	-	-	8,642,221	-	-
Net Income	-	1,784,765	-	-	236,283	-	-
Actual Student Enrollment	-	1,705	-	-	1,705	-	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
		Current			Current		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual

ENROLLMENT - *School Districts Are Linked To Above Entries*							
HEMPSTEAD UFSD	-	1,284	-	-	1,284	-	-
UNIONDALE UFSD	-	171	-	-	171	-	-
ROOSEVELT UFSD	-	83	-	-	83	-	-
NYC CHANCELLOR'S OFFICE	-	40	-	-	40	-	-
WESTBURY UFSD	-	22	-	-	22	-	-
AMITYVILLE UFSD	-	18	-	-	18	-	-
BALDWIN UFSD	-	14	-	-	14	-	-
FREEPORT UFSD	-	12	-	-	12	-	-
MALVERNE UFSD	-	12	-	-	12	-	-
ELMONT UFSD	-	6	-	-	6	-	-
SEWANHAKA CENTRAL HS DISTRICT	-	6	-	-	6	-	-
WEST HEMPSTEAD UFSD	-	6	-	-	6	-	-
LONG BEACH CITY SD	-	5	-	-	5	-	-
WYANDANCH UFSD	-	4	-	-	4	-	-
VALLEY STREAM 13 UFSD	-	3	-	-	3	-	-
ALL OTHER School Districts: (Count = 10)	-	18	-	-	18	-	-
TOTAL ENROLLMENT	-	1,705	-	-	1,705	-	-
REVENUE PER PUPIL	-	5,207	-	-	5,207	-	-
EXPENSES PER PUPIL	-	4,161	-	-	5,069	-	-

**DL, THE
n**

Total Revenue	8,878,504	-	-	8,878,499	-
Total Expenses	9,353,168	-	-	10,719,234	-
Net Income	(474,665)	-	-	(1,840,736)	-
Actual Student Enrollment	1,705	-	-	1,705	-

<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

2019-20
Per Pupil Rate

HEMPSTEAD UFSD	19,578	6,284,607	-		6,284,602	-
UNIONDALE UFSD	21,983	939,938	-		939,938	-
ROOSEVELT UFSD	18,225	378,260	-		378,260	-
NYC CHANCELLOR'S OFFICE	16,150	161,137	-		161,137	-
WESTBURY UFSD	20,991	113,876	-		113,876	-
AMITYVILLE UFSD	19,117	86,170	-		86,170	-
BALDWIN UFSD	16,833	60,304	-		60,304	-
FREEPORT UFSD	17,468	51,531	-		51,531	-
MALVERNE UFSD	22,175	63,809	-		63,809	-
ELMONT UFSD	15,908	25,174	-		25,174	-
SEWANHAKA CENTRAL HS DISTRICT	14,022	22,190	-		22,190	-
WEST HEMPSTEAD UFSD	17,513	26,313	-		26,313	-
LONG BEACH CITY SD	23,822	30,135	-		30,135	-
WYANDANCH UFSD	18,331	18,973	-		18,973	-
VALLEY STREAM 13 UFSD	16,972	14,638	-		14,638	-
ALL OTHER School Districts: (Count = 10)	18,580	85,190	-		85,190	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	19,618	8,362,244	-	-	8,362,239	-
Special Education Revenue		30,000	-		30,000	-
Grants						
Stimulus		-	-		-	-
DYCD (Department of Youth and Community Development)		-	-		-	-
Other		-	-		-	-
NYC DoE Rental Assistance		-	-		-	-
Other		-	-		-	-
TOTAL REVENUE FROM STATE SOURCES		8,392,244	-	-	8,392,239	-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		-	-		-	-
Title I		82,369	-		82,369	-
Title Funding - Other		4,048	-		4,048	-
School Food Service (Free Lunch)		324,557	-		324,557	-
Grants						
Charter School Program (CSP) Planning & Implementation		-	-		-	-
Other		-	-		-	-

**DL, THE
n**

Total Revenue	8,878,504	-	-	8,878,499	-												
Total Expenses	9,353,168	-	-	10,719,234	-												
Net Income	(474,665)	-	-	(1,840,736)	-												
Actual Student Enrollment	1,705	-	-	1,705	-												
<table style="width: 100%; border: none;"> <tr> <td style="width: 55%;"></td> <td style="width: 10%; text-align: center;">Quarter - 1/1 - 3/31</td> <td colspan="4" style="width: 25%; text-align: center;">4th Quarter - 4/1 - 6/30</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</td> <td style="text-align: center;">Current Budget</td> <td style="text-align: center;">Variance</td> <td style="text-align: center;">Actual</td> <td style="text-align: center;">Current Budget</td> <td style="text-align: center;">Variance</td> </tr> </table>							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
	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	410,973	-	-	410,973	-												
LOCAL and OTHER REVENUE																	
Contributions and Donations	62,500	-		62,500	-												
Fundraising	-	-		-	-												
Erate Reimbursement	-	-		-	-												
Earnings on Investments	-	-		-	-												
Interest Income	12,500	-		12,500	-												
Food Service (Income from meals)	32	-		32	-												
Text Book	-	-		-	-												
OTHER	255	-		255	-												
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	75,287	-	-	75,287	-												
TOTAL REVENUE	8,878,504	-	-	8,878,499	-												

**DL, THE
n**

Total Revenue	8,878,504	-	-	8,878,499	-
Total Expenses	9,353,168	-	-	10,719,234	-
Net Income	(474,665)	-	-	(1,840,736)	-
Actual Student Enrollment	1,705	-	-	1,705	-

<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	-	108,003	-		92,574	-
Instructional Management	-	251,034	-		215,172	-
Deans, Directors & Coordinators	-	471,169	-		403,859	-
CFO / Director of Finance	-	78,077	-		66,923	-
Operation / Business Manager	-	264,558	-		226,764	-
Administrative Staff	-	171,490	-		146,991	-
TOTAL ADMINISTRATIVE STAFF	-	1,344,331	-	-	1,152,283	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	1,512,083	-		2,376,131	-
Teachers - SPED	-	66,054	-		103,799	-
Substitute Teachers	-	53,798	-		84,540	-
Teaching Assistants	-	288,228	-		452,930	-
Specialty Teachers	-	475,179	-		746,710	-
Aides	-	-	-		-	-
Therapists & Counselors	-	170,235	-		267,512	-
Other	-	278,012	-		278,012	-
TOTAL INSTRUCTIONAL	-	2,843,589	-	-	4,309,633	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-		-	-
Librarian	-	-	-		-	-
Custodian	-	188,192	-		161,307	-
Security	-	205,664	-		176,283	-
Other	-	199,888	-		171,332	-
TOTAL NON-INSTRUCTIONAL	-	593,743	-	-	508,923	-

SUBTOTAL PERSONNEL SERVICE COSTS

PAYROLL TAXES AND BENEFITS

Payroll Taxes		406,441	-		507,521	-
Fringe / Employee Benefits		616,805	-		616,805	-
Retirement / Pension		95,738	-		119,547	-
TOTAL PAYROLL TAXES AND BENEFITS		1,118,984	-	-	1,243,874	-

TOTAL PERSONNEL SERVICE COSTS

	-	5,900,647	-	-	7,214,713	-
--	---	-----------	---	---	-----------	---

DL, THE n					
Total Revenue	8,878,504	-	-	8,878,499	-
Total Expenses	9,353,168	-	-	10,719,234	-
Net Income	(474,665)	-	-	(1,840,736)	-
Actual Student Enrollment	1,705	-	-	1,705	-
		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	-	-		52,000	-
Legal	17,500	-		17,500	-
Management Company Fee	-	-		-	-
Nurse Services	-	-		-	-
Food Service / School Lunch	231,624	-		231,624	-
Payroll Services	-	-		-	-
Special Ed Services	-	-		-	-
Titlement Services (i.e. Title I)	6,000	-		6,000	-
Other Purchased / Professional / Consulting	301,250	-		301,250	-
TOTAL CONTRACTED SERVICES	556,374	-	-	608,374	-

**DL, THE
n**

Total Revenue	8,878,504	-	-	8,878,499	-
Total Expenses	9,353,168	-	-	10,719,234	-
Net Income	(474,665)	-	-	(1,840,736)	-
Actual Student Enrollment	1,705	-	-	1,705	-

<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

SCHOOL OPERATIONS					
Board Expenses	7,500	-		7,500	-
Classroom / Teaching Supplies & Materials	78,000	-		78,000	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	62,500	-		62,500	-
Supplies & Materials other	-	-		-	-
Equipment / Furniture	105,000	-		105,000	-
Telephone	30,000	-		30,000	-
Technology	15,000	-		15,000	-
Student Testing & Assessment	30,000	-		30,000	-
Field Trips	18,000	-		18,000	-
Transportation (student)	6,000	-		6,000	-
Student Services - other	96,000	-		96,000	-
Office Expense	35,000	-		35,000	-
Staff Development	115,000	-		115,000	-
Staff Recruitment	7,500	-		7,500	-
Student Recruitment / Marketing	12,500	-		12,500	-
School Meals / Lunch	7,500	-		7,500	-
Travel (Staff)	17,500	-		17,500	-
Fundraising	-	-		-	-
Other	47,500	-		47,500	-
TOTAL SCHOOL OPERATIONS	690,500	-	-	690,500	-
FACILITY OPERATION & MAINTENANCE					
Insurance	127,519	-		127,519	-
Janitorial	40,000	-		40,000	-
Building and Land Rent / Lease / Facility Finance Interest	1,168,129	-		1,168,129	-
Repairs & Maintenance	132,500	-		132,500	-
Equipment / Furniture	10,000	-		10,000	-
Security	-	-		-	-
Utilities	142,500	-		142,500	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,620,648	-	-	1,620,648	-
DEPRECIATION & AMORTIZATION	585,000	-		585,000	-
RESERVES / CONTINGENCY	-	-		-	-
DEFERRED RENT	-	-		-	-

DL, THE					
n					
DL, THE					
n					
Total Revenue	8,878,504	-	-	8,878,499	-
Total Expenses	9,353,168	-	-	10,719,234	-
Net Income	(474,665)	-	-	(1,840,736)	-
Actual Student Enrollment	1,705	-	-	1,705	-
		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	9,353,168	-	-	10,719,234	-
NET INCOME	(474,665)	-	-	(1,840,736)	-

**DL, THE
n**

Total Revenue	8,878,504	-	-	8,878,499	-
Total Expenses	9,353,168	-	-	10,719,234	-
Net Income	(474,665)	-	-	(1,840,736)	-
Actual Student Enrollment	1,705	-	-	1,705	-

*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	1,284	-	-	1,284	-
UNIONDALE UFSD	171	-	-	171	-
ROOSEVELT UFSD	83	-	-	83	-
NYC CHANCELLOR'S OFFICE	40	-	-	40	-
WESTBURY UFSD	22	-	-	22	-
AMITYVILLE UFSD	18	-	-	18	-
BALDWIN UFSD	14	-	-	14	-
FREEPORT UFSD	12	-	-	12	-
MALVERNE UFSD	12	-	-	12	-
ELMONT UFSD	6	-	-	6	-
SEWANHAKA CENTRAL HS DISTRICT	6	-	-	6	-
WEST HEMPSTEAD UFSD	6	-	-	6	-
LONG BEACH CITY SD	5	-	-	5	-
WYANDANCH UFSD	4	-	-	4	-
VALLEY STREAM 13 UFSD	3	-	-	3	-
ALL OTHER School Districts: (Count = 10)	18	-	-	18	-
TOTAL ENROLLMENT	1,705	-	-	1,705	-
REVENUE PER PUPIL	5,207	-	-	5,207	-
EXPENSES PER PUPIL	5,486	-	-	6,287	-

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

2019-20

Total Revenue	-	-	-	35,514,010	(35,514,010)	-	-	35,514,010
Total Expenses	-	-	-	35,808,363	35,808,363	-	-	35,808,363
Net Income	-	-	-	(294,353)	294,353	-	-	(294,353)
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 -
-	-	-	25,138,421	(25,138,421)	-	-	25,138,421
-	-	-	3,759,752	(3,759,752)	-	-	3,759,752
-	-	-	1,513,040	(1,513,040)	-	-	1,513,040
-	-	-	644,547	(644,547)	-	-	644,547
-	-	-	455,505	(455,505)	-	-	455,505
-	-	-	344,680	(344,680)	-	-	344,680
-	-	-	241,217	(241,217)	-	-	241,217
-	-	-	206,122	(206,122)	-	-	206,122
-	-	-	255,234	(255,234)	-	-	255,234
-	-	-	100,698	(100,698)	-	-	100,698
-	-	-	88,759	(88,759)	-	-	88,759
-	-	-	105,253	(105,253)	-	-	105,253
-	-	-	120,539	(120,539)	-	-	120,539
-	-	-	75,890	(75,890)	-	-	75,890
-	-	-	58,553	(58,553)	-	-	58,553
-	-	-	340,759	(340,759)	-	-	340,759
-	-	-	33,448,970	(33,448,970)	-	-	33,448,970
-	-	-	120,000	(120,000)	-	-	120,000
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	33,568,970	(33,568,970)	-	-	33,568,970

**REVENUE
REVENUES FROM STATE SOURCES**

2019-20 Per Pupil Rate
19,578
21,983
18,225
16,150
20,991
19,117
16,833
17,468
22,175
15,908
14,022
17,513
23,822
18,331
16,972
18,580
19,618

Per Pupil Revenue	
HEMPSTEAD UFSD	19,578
UNIONDALE UFSD	21,983
ROOSEVELT UFSD	18,225
NYC CHANCELLOR'S OFFICE	16,150
WESTBURY UFSD	20,991
AMITYVILLE UFSD	19,117
BALDWIN UFSD	16,833
FREEPORT UFSD	17,468
MALVERNE UFSD	22,175
ELMONT UFSD	15,908
SEWANHAKA CENTRAL HS DISTRICT	14,022
WEST HEMPSTEAD UFSD	17,513
LONG BEACH CITY SD	23,822
WYANDANCH UFSD	18,331
VALLEY STREAM 13 UFSD	16,972
ALL OTHER School Districts: (Count = 10)	18,580
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	19,618
Special Education Revenue	
Grants	
Stimulus	
DYCD (Department of Youth and Community Development)	
Other	
NYC DoE Rental Assistance	
Other	
TOTAL REVENUE FROM STATE SOURCES	

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	
Title I	
Title Funding - Other	
School Food Service (Free Lunch)	
Grants	
Charter School Program (CSP) Planning & Implementation	
Other	

-	-	-	-	-	-	-	-
-	-	-	329,476	(329,476)	-	-	329,476
-	-	-	16,190	(16,190)	-	-	16,190
-	-	-	1,298,227	(1,298,227)	-	-	1,298,227
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

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

2019-20

Total Revenue	-	-	-	35,514,010	(35,514,010)	-	-	35,514,010
Total Expenses	-	-	-	35,808,363	35,808,363	-	-	35,808,363
Net Income	-	-	-	(294,353)	294,353	-	-	(294,353)
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 -
Other	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	1,643,893	(1,643,893)	-	-	1,643,893
LOCAL and OTHER REVENUE								
Contributions and Donations	-	-	-	250,000	(250,000)	-	-	250,000
Fundraising	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-
Interest Income	-	-	-	50,000	(50,000)	-	-	50,000
Food Service (Income from meals)	-	-	-	127	(127)	-	-	127
Text Book	-	-	-	-	-	-	-	-
OTHER	-	-	-	1,020	(1,020)	-	-	1,020
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	301,147	(301,147)	-	-	301,147
TOTAL REVENUE	-	-	-	35,514,010	(35,514,010)	-	-	35,514,010

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

2019-20

Total Revenue	-	-	-	35,514,010	(35,514,010)	-	-	35,514,010
Total Expenses	-	-	-	35,808,363	35,808,363	-	-	35,808,363
Net Income	-	-	-	(294,353)	294,353	-	-	(294,353)
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 -
---------------	---	----------------------------------	----------------------------	-------------------------------------	--	-----------------------------------	--------------------------

EXPENSES Quarter 0

ADMINISTRATIVE STAFF PERSONNEL COSTS

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

-	-	-	401,154	401,154	-	-	401,154
-	-	-	932,413	932,413	-	-	932,413
-	-	-	1,750,055	1,750,055	-	-	1,750,055
-	-	-	290,000	290,000	-	-	290,000
-	-	-	982,644	982,644	-	-	982,644
-	-	-	636,961	636,961	-	-	636,961
-	-	-	4,993,228	4,993,228	-	-	4,993,228

INSTRUCTIONAL PERSONNEL COSTS

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

-	-	-	5,616,310	5,616,310	-	-	5,616,310
-	-	-	245,343	245,343	-	-	245,343
-	-	-	199,821	199,821	-	-	199,821
-	-	-	1,070,562	1,070,562	-	-	1,070,562
-	-	-	1,764,950	1,764,950	-	-	1,764,950
-	-	-	-	-	-	-	-
-	-	-	632,301	632,301	-	-	632,301
-	-	-	1,112,048	1,112,048	-	-	1,112,048
-	-	-	10,641,335	10,641,335	-	-	10,641,335

NON-INSTRUCTIONAL PERSONNEL COSTS

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

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	698,997	698,997	-	-	698,997
-	-	-	763,894	763,894	-	-	763,894
-	-	-	742,440	742,440	-	-	742,440
-	-	-	2,205,331	2,205,331	-	-	2,205,331

SUBTOTAL PERSONNEL SERVICE COSTS

-

-	-	-	17,839,894	17,839,894	-	-	17,839,894
---	---	---	------------	------------	---	---	------------

PAYROLL TAXES AND BENEFITS

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

-	-	-	1,516,391	1,516,391	-	-	1,516,391
-	-	-	2,467,220	2,467,220	-	-	2,467,220
-	-	-	357,188	357,188	-	-	357,188
-	-	-	4,340,799	4,340,799	-	-	4,340,799

TOTAL PERSONNEL SERVICE COSTS

-

-	-	-	22,180,693	22,180,693	-	-	22,180,693
---	---	---	------------	------------	---	---	------------

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

2019-20

Total Revenue	-	-	-	35,514,010	(35,514,010)	-	-	35,514,010
Total Expenses	-	-	-	35,808,363	35,808,363	-	-	35,808,363
Net Income	-	-	-	(294,353)	294,353	-	-	(294,353)
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	-	-	-	52,000	52,000	-	-	52,000
Legal	-	-	-	70,000	70,000	-	-	70,000
Management Company Fee	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	772,079	772,079	-	-	772,079
Payroll Services	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	24,000	24,000	-	-	24,000
Other Purchased / Professional / Consulting	-	-	-	1,205,000	1,205,000	-	-	1,205,000
TOTAL CONTRACTED SERVICES	-	-	-	2,123,079	2,123,079	-	-	2,123,079

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

2019-20

Total Revenue	-	-	-	35,514,010	(35,514,010)	-	-	35,514,010
Total Expenses	-	-	-	35,808,363	35,808,363	-	-	35,808,363
Net Income	-	-	-	(294,353)	294,353	-	-	(294,353)
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

Board Expenses	-	-	-	30,000	30,000	-	-	30,000
Classroom / Teaching Supplies & Materials	-	-	-	312,000	312,000	-	-	312,000
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	250,000	250,000	-	-	250,000
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	420,000	420,000	-	-	420,000
Telephone	-	-	-	120,000	120,000	-	-	120,000
Technology	-	-	-	60,000	60,000	-	-	60,000
Student Testing & Assessment	-	-	-	120,000	120,000	-	-	120,000
Field Trips	-	-	-	60,000	60,000	-	-	60,000
Transportation (student)	-	-	-	20,000	20,000	-	-	20,000
Student Services - other	-	-	-	320,000	320,000	-	-	320,000
Office Expense	-	-	-	140,000	140,000	-	-	140,000
Staff Development	-	-	-	460,000	460,000	-	-	460,000
Staff Recruitment	-	-	-	30,000	30,000	-	-	30,000
Student Recruitment / Marketing	-	-	-	50,000	50,000	-	-	50,000
School Meals / Lunch	-	-	-	30,000	30,000	-	-	30,000
Travel (Staff)	-	-	-	70,000	70,000	-	-	70,000
Fundraising	-	-	-	-	-	-	-	-
Other	-	-	-	190,000	190,000	-	-	190,000
TOTAL SCHOOL OPERATIONS	-	-	-	2,682,000	2,682,000	-	-	2,682,000

FACILITY OPERATION & MAINTENANCE

Insurance	-	-	-	510,076	510,076	-	-	510,076
Janitorial	-	-	-	160,000	160,000	-	-	160,000
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	4,672,515	4,672,515	-	-	4,672,515
Repairs & Maintenance	-	-	-	530,000	530,000	-	-	530,000
Equipment / Furniture	-	-	-	40,000	40,000	-	-	40,000
Security	-	-	-	-	-	-	-	-
Utilities	-	-	-	570,000	570,000	-	-	570,000
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	6,482,591	6,482,591	-	-	6,482,591

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY

DEFERRED RENT

	-	-	-	2,340,000	2,340,000	-	-	2,340,000
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-

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

2019-20

Total Revenue	-	-	-	35,514,010	(35,514,010)	-	-	35,514,010
Total Expenses	-	-	-	35,808,363	35,808,363	-	-	35,808,363
Net Income	-	-	-	(294,353)	294,353	-	-	(294,353)
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	-	-	-	35,808,363	35,808,363	-	-	35,808,363
NET INCOME	-	-	-	(294,353)	294,353	-	-	(294,353)

ACADEMY CHARTER SCHOOL, THE
Budget / Operating Plan

2019-20

Total Revenue	-	-	-	35,514,010	(35,514,010)	-	-	35,514,010
Total Expenses	-	-	-	35,808,363	35,808,363	-	-	35,808,363
Net Income	-	-	-	(294,353)	294,353	-	-	(294,353)
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	-	-	-		-	-	
AMITYVILLE UFSD	-	-	-		-	-	
BALDWIN UFSD	-	-	-		-	-	
FREEPORT UFSD	-	-	-		-	-	
MALVERNE UFSD	-	-	-		-	-	
ELMONT UFSD	-	-	-		-	-	
SEWANHAKA CENTRAL HS DISTRICT	-	-	-		-	-	
WEST HEMPSTEAD UFSD	-	-	-		-	-	
LONG BEACH CITY SD	-	-	-		-	-	
WYANDANCH UFSD	-	-	-		-	-	
VALLEY STREAM 13 UFSD	-	-	-		-	-	
ALL OTHER School Districts: (Count = 10)	-	-	-		-	-	
TOTAL ENROLLMENT	-	-	-		-	-	
REVENUE PER PUPIL	-	-	-		-	-	
EXPENSES PER PUPIL	-	-	-		-	-	

Total Revenue	(35,514,010)	-	-
Total Expenses	35,808,363	-	-
Net Income	294,353	-	-
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
--------------------------------------	--	--------------------------------

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

2019-20
Per Pupil Rate

HEMPSTEAD UFSD	19,578	(20,100,421)	-	-
UNIONDALE UFSD	21,983	(3,759,752)	-	-
ROOSEVELT UFSD	18,225	(1,513,040)	-	-
NYC CHANCELLOR'S OFFICE	16,150	(644,547)	-	-
WESTBURY UFSD	20,991	(455,505)	-	-
AMITYVILLE UFSD	19,117	(344,680)	-	-
BALDWIN UFSD	16,833	(241,217)	-	-
FREEPORT UFSD	17,468	(206,122)	-	-
MALVERNE UFSD	22,175	(255,234)	-	-
ELMONT UFSD	15,908	(100,698)	-	-
SEWANHAKA CENTRAL HS DISTRICT	14,022	(88,759)	-	-
WEST HEMPSTEAD UFSD	17,513	(105,253)	-	-
LONG BEACH CITY SD	23,822	(120,539)	-	-
WYANDANCH UFSD	18,331	(75,890)	-	-
VALLEY STREAM 13 UFSD	16,972	(58,553)	-	-
ALL OTHER School Districts: (Count = 10)	18,580	(340,759)	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	19,618	(33,448,970)	-	-
Special Education Revenue		(120,000)	-	-
Grants				
Stimulus		-	-	-
DYCD (Department of Youth and Community Development)		-	-	-
Other		-	-	-
NYC DoE Rental Assistance		-	-	-
Other		-	-	-
TOTAL REVENUE FROM STATE SOURCES		(33,568,970)	-	-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		-	-	-
Title I		(329,476)	-	-
Title Funding - Other		(16,190)	-	-
School Food Service (Free Lunch)		(1,298,227)	-	-
Grants				
Charter School Program (CSP) Planning & Implementation		-	-	-
Other		-	-	-

--

Total Revenue	(35,514,010)	-	-
Total Expenses	35,808,363	-	-
Net Income	294,353	-	-
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	(1,643,893)	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	(250,000)	-	-
Fundraising	-	-	-
Erate Reimbursement	-	-	-
Earnings on Investments	-	-	-
Interest Income	(50,000)	-	-
Food Service (Income from meals)	(127)	-	-
Text Book	-	-	-
OTHER	(1,020)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(301,147)	-	-
TOTAL REVENUE	(35,514,010)	-	-

Total Revenue	(35,514,010)	-	-
Total Expenses	35,808,363	-	-
Net Income	294,353	-	-
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
---	--------------------------------------	--	--------------------------------

EXPENSES	Quarter 0 No. of Positions			
ADMINISTRATIVE STAFF PERSONNEL COSTS				
Executive Management	-	401,154	-	-
Instructional Management	-	932,413	-	-
Deans, Directors & Coordinators	-	1,750,055	-	-
CFO / Director of Finance	-	290,000	-	-
Operation / Business Manager	-	982,644	-	-
Administrative Staff	-	636,961	-	-
TOTAL ADMINISTRATIVE STAFF	-	4,993,228	-	-
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	-	5,616,310	-	-
Teachers - SPED	-	245,343	-	-
Substitute Teachers	-	199,821	-	-
Teaching Assistants	-	1,070,562	-	-
Specialty Teachers	-	1,764,950	-	-
Aides	-	-	-	-
Therapists & Counselors	-	632,301	-	-
Other	-	1,112,048	-	-
TOTAL INSTRUCTIONAL	-	10,641,335	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	698,997	-	-
Security	-	763,894	-	-
Other	-	742,440	-	-
TOTAL NON-INSTRUCTIONAL	-	2,205,331	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	17,839,894	-	-
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		1,516,391	-	-
Fringe / Employee Benefits		2,467,220	-	-
Retirement / Pension		357,188	-	-
TOTAL PAYROLL TAXES AND BENEFITS		4,340,799	-	-
TOTAL PERSONNEL SERVICE COSTS	-	22,180,693	-	-

--

Total Revenue	(35,514,010)	-	-
Total Expenses	35,808,363	-	-
Net Income	294,353	-	-
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
---	--------------------------------------	--	--------------------------------

CONTRACTED SERVICES			
Accounting / Audit	52,000	-	-
Legal	70,000	-	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	772,079	-	-
Payroll Services	-	-	-
Special Ed Services	-	-	-
Titlment Services (i.e. Title I)	24,000	-	-
Other Purchased / Professional / Consulting	1,205,000	-	-
TOTAL CONTRACTED SERVICES	2,123,079	-	-

Total Revenue	(35,514,010)	-	-
Total Expenses	35,808,363	-	-
Net Income	294,353	-	-
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	30,000	-	-
Classroom / Teaching Supplies & Materials	312,000	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	250,000	-	-
Supplies & Materials other	-	-	-
Equipment / Furniture	420,000	-	-
Telephone	120,000	-	-
Technology	60,000	-	-
Student Testing & Assessment	120,000	-	-
Field Trips	60,000	-	-
Transportation (student)	20,000	-	-
Student Services - other	320,000	-	-
Office Expense	140,000	-	-
Staff Development	460,000	-	-
Staff Recruitment	30,000	-	-
Student Recruitment / Marketing	50,000	-	-
School Meals / Lunch	30,000	-	-
Travel (Staff)	70,000	-	-
Fundraising	-	-	-
Other	190,000	-	-
TOTAL SCHOOL OPERATIONS	2,682,000	-	-
FACILITY OPERATION & MAINTENANCE			
Insurance	510,076	-	-
Janitorial	160,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	4,672,515	-	-
Repairs & Maintenance	530,000	-	-
Equipment / Furniture	40,000	-	-
Security	-	-	-
Utilities	570,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	6,482,591	-	-
DEPRECIATION & AMORTIZATION	2,340,000	-	-
RESERVES / CONTINGENCY	-	-	-
DEFERRED RENT	-	-	-

--

Total Revenue	(35,514,010)	-	-
Total Expenses	35,808,363	-	-
Net Income	294,353	-	-
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	<u>35,808,363</u>	-	-
NET INCOME	<u>294,353</u>	-	-

				-
				-
Total Revenue	(35,514,010)		-	-
Total Expenses	35,808,363		-	-
Net Income	294,353		-	-
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			-	-
AMITYVILLE UFSD			-	-
BALDWIN UFSD			-	-
FREEPORT UFSD			-	-
MALVERNE UFSD			-	-
ELMONT UFSD			-	-
SEWANHAKA CENTRAL HS DISTRICT			-	-
WEST HEMPSTEAD UFSD			-	-
LONG BEACH CITY SD			-	-
WYANDANCH UFSD			-	-
VALLEY STREAM 13 UFSD			-	-
ALL OTHER School Districts: (Count = 10)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
ACADEMY CHARTER SCHOOL, THE
2019-20

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:

BETH A. MCKENZIE

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

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 —				

Beth A McKenzie
Signature

7/19/2019
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: 516-633-8314

Business Address: PO BOX 7605, FREEPORT, NY 11520

E-mail Address: BAM1459@aol.com

Home Telephone: 516-633-8314

Home Address: BOX 7605, FREEPORT, NY 11520

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 X 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 X 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			

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

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				


7-24-19

 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: 516-747-1136

Business Address: 6901 Jericho Turnpike; Ste 230; Syosset, New York 11791

E-mail Address: pgoodman@bfsllawfirm.com

Home Telephone: 516-361-4875

Home Address: 5 Prospect Avenue; Sea Cliff, New York 11579

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

Trustee Name:

BARRINGTON F. 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 CHAIR
Also member of Finance Committee

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.

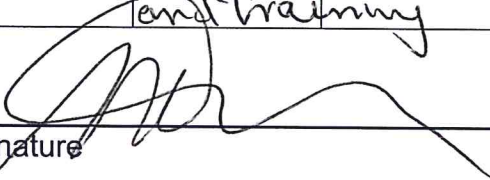
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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 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
Calvary Tabernacle	Use of Facility to conduct Plays, graduation and training	\$15000 to \$18000	BARRINGTON GOLDSON	We have secured other competitive cost - Not vote on use - Discount price below market value

Signature:  Date: 7/30/19

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 N. Franklin ST

E-mail Address: ~~Hempstead~~ GOLDSON Henry158@aol.com

Home Telephone: 516 470-4931

Home Address: 158 Hilton Ave Hempstead NY 11520

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

Trustee Name:

DALE JOHN JAMES

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 Member

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

D. James
Signature

07/31/2019
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: 212-752-1356

Business Address: 1411 Broadway, 34th Flr, New York, NY 10018

E-mail Address: dale.j.james@gmail.com

Home Telephone: 212-234-1609

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

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

Trustee Name:

DOROTHY M. BURTON

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). 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

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

N O N E

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.				
N	O	N	E	

Dorothy Burton 07/31/2019
 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: 718-262-8032

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

E-mail Address: dorothymburton@aol.com

Home Telephone: 516-643-6433

Home Address: 417 Woodland Estates Drive, Baldwin, NY 11510

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):

Academy Charter School

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

Vice Chair, Acting Chairman of the Board

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.

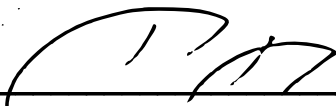
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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

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

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>				
Calvary Tabernacle	Use of Facility to conduct Plays, Graduations and Training	15,000-18,000	Robert Stewart	We have Secured Competitive bids and RFP Didn't Vote Discount Price Below Market Value


8/1/19

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: 78 North Franklin Street, Hempstead NY 11550

E-mail Address: rtennyson01@aol.com

Home Telephone: 516-850-2702

Home Address: 220 Denton Avenue, Lynbrook NY 11563

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

Trustee Name:

DOROTHY M. BURTON

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). 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

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

Trustee Name:

Roger Ball

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).

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.

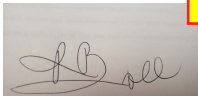
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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



Signature

July 31, 2019

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: 914-319-6217

Business Address: 730 Bryant Ave, The Bronx, NY 10474

E-mail Address: drrogerball@gmail.com

Home Telephone: same as above

Home Address: 418 Mile Square Road, Yonkers, NY 10701

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):

The 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>	<u>None</u>		

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

Paul West
Signature

8/1/19
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) 396-7415

Business Address: 76-02 Northern Blvd. Jackson Heights NY 11436

E-mail Address: redawn226@aol.com

Home Telephone: (516) 505-5835

Home Address: 226 Cedar St Hempstead NY 11550



Entry 8 BOT Table

Created: 07/20/2019 • Last updated: 07/27/2019

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

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 2018-19
1	Bishop Barrington Goldson	Chair	Finance, Judicial, Grievance and Compliance Committees	Yes	2	09/01/2014	08/31/2019	8
2	Robert Stewart	Vice Chair	Technology and Instruction Committees	Yes	2	09/01/2014	08/31/2019	8
3	Dawn West-Bloise	Trustee/Member	Community Relations Committee	Yes	2	09/01/2015	08/31/2020	6
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	2	09/01/2015	08/31/2020	5 or less
6	Roderick Roberts	Trustee/Member	Fundraising and Community Relations	Yes	2	09/01/2015	08/31/2020	6

			Committ ees					
7	Janet Roache	Parent Rep	PTO	Yes	1	08/01/20 18	08/01/20 19	10
8	Donovan Henry	Trustee/M ember		Yes	1	06/01/20 18	05/31/20 23	5 or less
9	Beth McKenzie	Trustee/M ember		Yes		06/01/20 18	05/31/20 23	7

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	Committ ee Affiliation s	Voting Member Per By- Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/Y YYY)	End Date of Current Term (MM/DD/Y YYY)	Board Meetings Attended During 2018-19
10	Marie Graham	Trustee/M ember		Yes	1	06/01/20 18	05/31/20 23	5 or less
11	Dale James	Trustee/M ember		Yes	1	06/01/20 18	05/31/20 23	5 or less
12	Roger Ball	Trustee/M ember		Yes	1	06/01/20 18	05/31/20 23	5 or less
13	Dorothy Atkinson	Trustee/M ember		Yes		06/01/20 18	05/31/20 23	5 or less
14								
15								

1c. Are there more that 15 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

- 1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- 2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2019	13
b.Total Number of Members Added During 2018-19	1
c. Total Number of Members who Departed during 2018-19	1
d.Total Number of members in 2018-19, as set by in Bylaws, Resolution or Minutes	13

3. Number of Board meetings held during 2018-19 9

4. Number of Board meetings scheduled for 2019-20 12

Thank you.



Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/20/2019

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2018-19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2019-20.

ACADEMY CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018-19	Describe Recruitment Plans in 2019-20
Economically Disadvantaged	The Academy School will conduct several information sessions for parents who live in the Hempstead community every year between January and March. The information session will focus of the school's success, programs and curriculum. The school will engage in a continuous advertisement including radio and newspapers, mail drops in various communities, distribution of flyers and scheduled information sessions.	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 80% which is much high than the school district's.
English Language Learners/Multilingual 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.	During the 2018-2019 school year, the school population of ESL students increase from 6.3% to 10%. Though our ESL population has a high success rate with the NYSESLAT, we anticipate enrolling a high percentage of ESL students in the incoming 2019-2020 kindergarten cohort. Moreover, the school has increased the number of certified ESL teachers and has improved its curriculum to reflect programs that increase language acquisitions skills in the elementary grades (K-5).
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 has two (2) fulltime Director of Special Education; this has increase the oversight to as follows: K-5 (elementary), and secondary (6-12). For the 2019-2020 school year, the school has doubled the number of certified special education teachers and has increase the number of ICT classes in the elementary and middle school grades.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018-19	Describe Retention Plans in 2019-20
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 80% 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 80% which is much high than the school district's.
English Language Learners/Multilingual Learners	During the 2018-2019 school year, the school population of ESL students increase from 6.3% to 10%. Though our ESL population has a high success rate with the NYSESLAT, we anticipate enrolling a high percentage of ESL students in the incoming 2019-2020 kindergarten cohort. Moreover, the school has increased the number of certified ESL teachers and has improved its curriculum to reflect programs that increase language acquisitions skills in the elementary grades (K-5).	During the 2018-2019 school year, the school population of ESL students increase from 6.3% to 10%. Though our ESL population has a high success rate with the NYSESLAT, we anticipate enrolling a high percentage of ESL students in the incoming 2019-2020 kindergarten cohort. Moreover, the school has increased the number of certified ESL teachers and has improved its curriculum to reflect programs that increase language acquisitions skills in the elementary grades (K-5).
Students with Disabilities	The school has two (2) fulltime Director of Special Education; this has increase the oversight to as follows: K-5 (elementary), and secondary (6-12). For the 2019-2020 school year, the school has doubled the number of certified special education teachers and has increase the number of ICT classes in the elementary and middle school grades.	The school has two (2) fulltime Director of Special Education; this has increase the oversight to as follows: K-5 (elementary), and secondary (6-12). For the 2019-2020 school year, the school has doubled the number of certified special education teachers and has increase the number of ICT classes in the elementary and middle school grades.



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/20/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 - 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 - 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 - 6/30/19	FTE of Classroom Teachers on 6/30/19
85	23	23	45	102

2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 - 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 - 6/30/19	FTE Administrators Added in New Positions 7/1/18 - 6/30/19	FTE Administrative Positions on 6/30/19
16	1	1	5	21

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 added another school which opened as a K-2 school with 175 students in September 2018. As a result, some instructional staff have been transferred to help with the replication of this new school. The school uses the SED teacher rating system (HEDI) to evaluate instructional staff; some teachers rated Ineffective and have been terminated or not invited back for the 2019-2020 school year.

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?

	Yes
--	-----

Thank you

SEPTEMBER 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				
MARCH 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				
JUNE 20SD						
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 20SD						
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 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	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		

NOVEMBER 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	30
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	29
MAY 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	30
31						

- School Closed
- First & Last Day of School
- 2pm Dismissals & 12 Noon Dismissal
- Parent & Teachers Conferences / Curriculum Nights
- NYS Testing Dates

Inclement Weather Make – Up Days	
May -22 nd	1 st - Snow Day (Otherwise School Closed)
May - 26 th	2 nd - Snow Day (Otherwise School Closed)
April - 9 th	3 rd - Snow Day (Otherwise School Closed)

3-Sep
17-Sep
18-Sep
Sep 30 - Oct 1
9-Oct
14-Oct
Nov 6-7
Nov 13-14
11-Nov
27-Nov
Nov 28-29
Dec 23 - Jan 3
20-Jan
Jan 21-24
Feb 5-6
Feb 12-13
Feb 17-21
Mar 25 - 27
April 1-2
April 7 -8
Apr 9-17
Apr21 - 23
Apr 13 - May 15
May 4 - 15
May 18 -29
May 22-26
June - 1st
June -2nd
Jun 17-25
26-Jun

Created 5/14/2019
First day of School
Curriculum Night Grades - 6-12
Curriculum Night Grades - K - 5
Rosh Hashanah School Closed
Yom Kippur School Closed
Columbus Day – School Closed
Parent Teacher Conferences Grades 6-12
Parent Teacher Conferences Grades K-5
Veteran’s Day School Closed
12noon Dismissal
Thanksgiving Recess
Holiday Recess
MLK Day School Closed
January Regents
Parent Teacher Conferences Grades 6-12
Parent Teacher Conferences Grades K - 5
Winter Break
Grades 3 - 8 NYS ELA Test
Parent Teacher Conferences Grades 6 -12
Parent Teacher Conferences Grades K - 5
Springs Break School Closed
Grades 3 – 8 NYS Math Test
NYSESLAT Speaking
NYSESLAT Listening, Reading, Writing
Science Gr 4 & 8 Performance Test
School Closed
Science Gr 4 & 8 Written Test
New Regents US Hist. & Government
Other Regents Exams
Last Day of School 2pm Dismissal