

Application: TACS

Keith Szczepanski - keithmszczepanski@gmail.com
2020-2021 Annual Report

Summary

ID: 0000000086

Status: Annual Report Submission

Last submitted: Jul 30 2021 02:06 PM (EDT)

Entry 1 School Info and Cover Page

Completed - Jul 30 2021

[Instructions](#)

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

ACADEMY CHARTER SCHOOL 280201860934

a1. Popular School Name

TACS

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

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

HEMPSTEAD UFSD

d. DATE OF INITIAL CHARTER

2/2009

e. DATE FIRST OPENED FOR INSTRUCTION

9/2009

h. SCHOOL WEB ADDRESS (URL)

<http://www.academycharterschool.org>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

1687

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

1776

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

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

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

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	Yes, 4 sites
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School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	117 North Franklin Street, 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	Bishop Barrington Goldson	516-408-2200	516-410-4931	bgoldson@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	Ruth Escobar	516-408-2200		rescobar@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 .

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

Site 1 Certificate of Occupancy (COO)

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

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

Site 1 Fire Inspection Report

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	159 N. Franklin Street Hempstead NY 11550	516-408-2200- 20100	Hempstead	6-8	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	Bishop Barrington Goldson	516-408-2200	516-410-4931	bgoldson@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	Tamara Best	516-408-2200		TBest@academycharterschool.org
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?

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 .

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

Site 2 Certificate of Occupancy (COO)

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

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

Site 2 Fire Inspection Report

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	516-505-1049	Hempstead	3-5	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	Bishop Barrington Goldson	516-408-2200	516-410-4931	bgoldson@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	Leroy Ellis	516-408-2200		LEllis@academycharterschool.org
Phone Contact for After Hours Emergencies	Dr. Nicholas Stapleton	516-408-2200	516-902-7458	nstapleton@academycharterschool.org

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

Private Space

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

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 .

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

Site 3 Certificate of Occupancy (COO)

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

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

Site 3 Fire Inspection Report

[Fire Marshall- 159 TACS Extension.pdf](#)

Filename: Fire Marshall- 159 TACS Extension.pdf **Size:** 2.8 MB

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 St., Hempstead, NY 11550	516-408-2200	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	Bishop Barrington Goldson	516-408-2200	516-410-4931	bgoldson@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	Janine Gooden	516-408-2200		JGooden@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?

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 .

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

Site 4 Certificate of Occupancy (COO)

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

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

Site 4 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

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

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

Responses Selected:

Yes

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

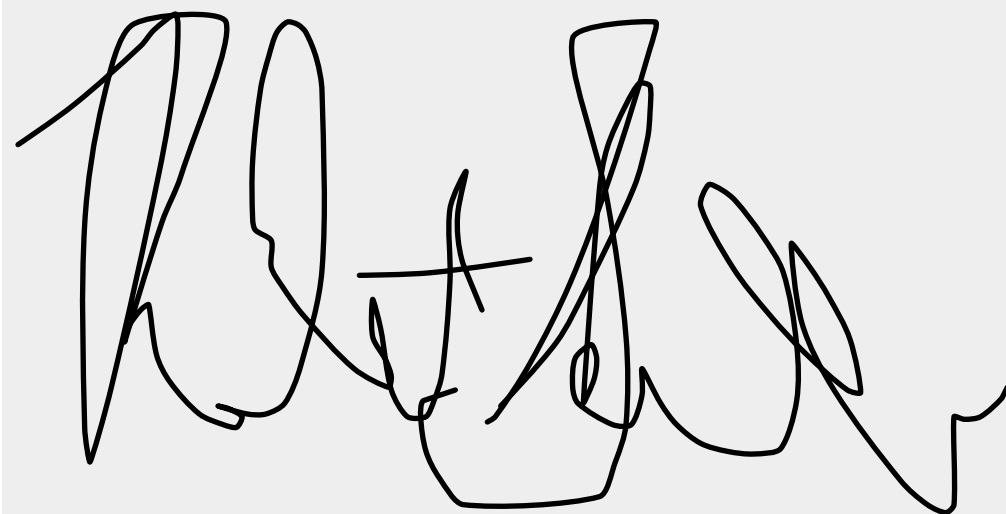
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, appearing to read "M. J. [unclear]".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, appearing to read "M. J. [unclear]".

Date

Jul 30 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed - Aug 15 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

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

2020-21-Accountability-Plan-Progress-Report-K-12- Hempstead (Final)

Filename: 2020-21-Accountability-Plan-Progres_cxPkgYI.pdf **Size:** 526.3 kB

Entry 4 - Audited Financial Statements

Completed - Oct 31 2021

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

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

TACS - FS 2021 FINAL

Filename: TACS_-_FS_2021_FINAL.pdf **Size:** 472.6 kB

Entry 4a - Audited Financial Report Template (SUNY)

Completed - Oct 31 2021

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

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

TACS Hempstead - 2020-21-Audited-Financial-Statement-Template CSI-SUNY FINAL

Filename: TACS_Hempstead_-_2020-21-Audited-F_GOsAwHc.xlsx **Size:** 177.1 kB

Entry 5 - Fiscal Year 2021-2022 Budget

Completed - Oct 31 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

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

[TACS Hempstead - 2021-22-Budget-and-Quarterly-Report-Template](#)

Filename: TACS_Hempstead_-_2021-22-Budget-an_pTUbQzo.xlsx Size: 540.7 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 30 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

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

[TACS Board Disclosures Complete](#)

Filename: TACS_Board_Disclosures_Complete_vkA0eyh.pdf Size: 14.5 MB

Entry 7 BOT Membership Table

Completed - Jul 30 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Robert Stewart	rtstewart@cometocalvary.com	Chair	Executive, Academics, Operations & Technology	Yes	3	09/01/2019	09/01/2022	8
2	Dawn West	redawn26@aol.com	Vice Chair	None	Yes	3	09/01/2020	09/01/2023	6

3	Stephen Rowley	srowley755@gmail.com	Treasurer	Finance, Operations & Technology	Yes	3	09/01/2019	09/01/2022	8
4	Peter J. Goodman	pg@nygodmanlaw.com	Trustee/Member	People & Legal	Yes	3	09/01/2020	09/01/2023	5 or less
5	Roderick Roberts	ramahlife@aol.com	Trustee/Member	Operations & Technology, People & Legal	Yes	3	09/01/2020	09/01/2023	7
6	Claudette Harrison	cmharrison@yahoo.com	Trustee/Member	Academics, People & Legal	Yes	1	05/15/2019	07/01/2022	8
7	Beth McKenzie	bam1459@aol.com	Trustee/Member	Executive, People & Legal, Operations & Technology	Yes	1	05/15/2018	05/14/2021	8
8	Carol Beckles	chansonbeckles@tbh.org	Secretary	Executive, People & Legal	Yes	1	05/15/2019	07/01/2022	8
9	Marie Graham	atomfhs@hotmail.com	Trustee/Member	Academics, Finance	Yes	1	05/15/2018	05/14/2021	7

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

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Dale James	dale.j.james@gmail.com	Treasurer	Executive, Finance	Yes	2	05/15/2021	05/15/2024	7
11	Dorothy Burton	dorothyburton@aol.com	Trustee/Member	Executive, People & Legal	Yes	2	07/13/2021	07/13/2024	7
12	Roger Ball	ball@fordham.edu	Trustee/Member	Academics	Yes	2	07/13/2021	07/13/2024	6
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	12
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	12

3. Number of Board meetings held during 2020-2021

8

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 9 Enrollment & Retention

Completed - Jul 30 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	The Academy School conducted several information sessions for parents who live in the Hempstead community every year between January and March. The information session focused on the school's success, programs and curriculum. The school engaged in continuous advertisement including television (News 12 Long Island), radio (K-Joy) and newspapers (Newsday, and HomeTown Shopper - Spanish and English), and distribution of flyers in various communities.	The Academy School conducted several information sessions for parents who live in the Hempstead community every year between January and March. The information session focused on the school's success, programs and curriculum. The school engaged in continuous advertisement including television (News 12 Long Island), radio (K-Joy) and newspapers (Newsday, and HomeTown Shopper - Spanish and English), and distribution of flyers in various communities.
English Language Learners	Advertising was targeted towards immigrant communities from Latin America and conducted in Spanish. The school provided a Stand Alone ESL program. All advertisement includes language of accepting ESL and ENL students.	Advertising will be targeted towards immigrant communities from Latin America and conducted in Spanish. The school will provide a Stand Alone ESL program. All advertisement will include language of accepting ESL and ENL students.
Students with Disabilities	The school served Students with Disabilities and provide programs and staffing to service students according to their IEPs. The school conducted outreach to all the Committees on Special Education of the various school districts from which it enroll students. All advertisement include language of accepting Students with Disabilities.	The school serves Students with Disabilities and provide programs and staffing to service students according to their IEPs. The school conducted outreach to all the Committees on Special Education of the various school districts from which it enroll students. All advertisement include language of accepting Students with Disabilities.

Retention Efforts Toward Meeting Targets

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

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

Completed - Jul 30 2021

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

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

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

Entry 13 School Calendar

Completed - Jul 30 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

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

only.

[Copy of The Academy Charter School 2021-2022 Revised Calendar Start Date \(1\)](#)

Filename: Copy_of_The_Academy_Charter_School_fcAHp7M.pdf Size: 150.0 kB

Entry 14 Links to Critical Documents on School Website

Completed - Jul 30 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

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

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: TACS

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://academycharterschool.org/reports/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://academycharterschool.org/reports/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://academycharterschool.org/reports/
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php?instid=800000063985
4. Lottery Notice announcing date of lottery	https://academycharterschool.org/enroll-3/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://academycharterschool.org/parentcorner/
6. District-wide Safety Plan	https://academycharterschool.org/parentcorner/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://academycharterschool.org/parentcorner/
7. Authorizer-Approved FOIL Policy	https://academycharterschool.org/schoolnotices/
8. Subject matter list of FOIL records	https://academycharterschool.org/schoolnotices/

Thank you.





**The Academy Charter School
Hempstead**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Wayne Haughton

117 North Franklin Street
Hempstead, NY 11550

516-408-2200

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Wayne Haughton, Executive Directory prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

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

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

SCHOOL OVERVIEW

The Academy Charter School (“The Academy”) opened in the fall of 2009 with 165 students in grades K-2. 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 1,719 students in grades K-12 in the 2019-2020 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 Academy’s mission is:

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

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

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

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

Standard Based Curriculum- Core content subjects, New York State Next Generation Learning Standards.

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

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

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

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	107	108	107	108	77	81	80	83	77	117	--	--	--	945
2017-18	100	109	110	104	109	78	82	79	87	117	109	--	--	1084
2018-19	222	107	103	108	108	108	87	82	84	144	104	104	--	1361
2019-20	148	230	118	119	119	121	125	122	114	169	142	95	94	1717
2020-21	152	152	230	125	125	123	122	122	125	108	179	123	92	1782

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 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	95	0	95
2020-21	2017-18	2017	94	0	94

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)
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	95	0	95
2020-21	2017-18	2017	94	0	94

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)
2018-19	2014-15	2014	N/A	N/A	N/A
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	95	0	95

PROMOTION POLICY

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

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

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

As a result of the transition to remote learning in the Spring, NYSED provided guidance on the awarding of Regents exemptions based on successfully completing coursework aligned to the Regents courses. Scholars received exemption for the following Regents examinations if they received credit for the associated course:

- Mathematics: Algebra 1, Geometry, Algebra 2
- English Language Arts
- Science: Living Environment, Earth Science, Physics, Chemistry
- Social Studies: US History, Global History

No adjustments were made to the promotion criteria.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

All students at the school will graduate from high school

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

The Academy's 2019 and 2020 cohorts did not achieve the goal of 75% promotion, with the 2019 cohort 4.5 percentage points below the 75% goal. The 2020 cohort did exceed the goal of 75% by 1.4%. The school's shift to remote learning in March 2020 may be attributable to the school missing its promotion goal.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	173	70.1%
2020	106	76.4%

ADDITIONAL EVIDENCE

During the 2020-21 school year, many students participated solely in virtual instruction, which has significantly limited the teachers' ability to provide supervision throughout instruction and assure student accountability for learning. The percent promoted for the 2019 cohort saw a slight increase (0.1 %) in the 2020-2021 school year from 2019-2020 school year. Additionally, the 2020 cohort percent promoted after the first year exceeded the same of the 2019 cohort by 2.2%. Prior to the transition to remote learning, the school had met its promotion goal every year. We expect that the increasing trend in percent promoted will continue with the incoming cohorts as we return to in-person learning.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

The Academy achieved its goal of 75% of students achieving proficiency on at least three different New York State Regents exams required for graduation. The 2017, 2018, and 2019 cohorts exceeded this goal by 6, 10.9, and 14-percentage points, respectively.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	100	81.0%
2018	2019-20	142	85.9%
2019	2020-21	173	90.1%

ADDITIONAL EVIDENCE

The Academy achieved its goal of 75% of students achieving proficiency on at least three different New York State Regents exams required for graduation. The 2017 cohort exceed this goal by 6%. The 2018 cohort exceeded this goal by 10.9% and the 2019 cohort exceeded this goal by 14%.

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 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

The Academy Charter School – Hempstead has exceeded its four year graduation goal for its first two graduating classes. The 2016 cohort exceeded the goal by 18.6% and the 2017 cohort exceeded the goal by 17.6%. By the end of its fifth year 100% of the 2016 cohort had graduated.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A
2016	2019-20	95	93.6%
2017	2020-21	94	92.6%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	N/A	N/A
2015	2019-20	N/A	N/A
2016	2020-21	95	100%

ADDITIONAL EVIDENCE

During the 2020-21 school year, many students participated solely in virtual instruction, which had significantly limited the teachers' ability to provide supervision throughout instruction and assure student accountability for learning. To compensate for many of the challenges brought about by virtual instruction, the school offered academic support opportunities in mathematics, English Language Arts, science, and social studies after school, on Saturdays, during mid-Winter and Spring recess. Also, a majority of the 2017 cohort opted in to in-person instruction beginning in February 2021.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

The Academy Charter School-Hempstead met this goal based upon available data for the 2016 cohort where it exceeded the Hempstead School District by 15.3%.

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

Cohort Designation	School Year	Charter School		Hempstead	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A	536	62.5%
2016	2019-20	95	93.6%	479	78.3%
2017	2020-21	94	92.6%	N/A	N/A

ADDITIONAL EVIDENCE

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

Goal 1: Absolute Measure

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

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 bellow.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

The Academy’s 2017 cohort pursuing an alternate graduation pathway exceeded the goal of a 75 percent graduation rate.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
Additional Social Studies Regents	94	89	94.7%
Additional Math or Science Regents	94	92	97.9%
Overall	94	94	100%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	N/A
2016	2019-20	95	96.8%
2017	2020-21	94	100%

ADDITIONAL EVIDENCE

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The Academy's 2017 cohort achieved all, but one of the measures of this Accountability Plan goal. 75% of the scholars in first and second year did not earn at least 5.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Not 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.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Met
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ACTION PLAN

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

The teachers work with instructional leadership to align course goals with student achievement data collected during previous administration of Regents examinations. Students requiring academic 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.

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.

Scholars at The Academy Charter High School are supported throughout the entirety of the college application process. The school year starts with college counselor and family meetings for each student. Next, students are given expectations for what to expect through the school year. This includes, gauging initial interests, creating a list of colleges, determining eligibility for financial aid

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Goal 2: Absolute Measure

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

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

METHOD

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

For the 2020-2021 academic year, the Academy continued a partnership with Molloy College to offer college credit for courses provided to high school scholars on our campus. Courses were

taught by instructors hired by the Academy and vetted and approved by Molloy College faculty. Participating scholars received 3 [or 4] credits (from Molloy College) for completion of the college course with a grade of C or higher. Scholars had the opportunity to participate in the following courses:

- **ENG 1100 – College Composition (3 cr.):** College Composition seeks to initiate a dialogue among students that leads them to hone skill development by moving beyond their own "personal" position: the readings and classroom discussions give the sense that they are entering an ongoing conversation of consequence. Students are therefore required to integrate the thoughts and words of other writers of the class texts, online databases, other print and media sources and oral exchange into their own essays using the appropriate citing mechanism. Both in relation to their own experience and to a text or set of texts, student writers will learn how to articulate and develop a sophisticated argument within a specific rhetorical situation.
- **POL 1010 – American National Government (3 cr.):** This course provides students with an overview of the American system of government which examines the impact of public opinions, group interests, and organizations on the institutions of American government. Particular attention is focused on issues which relate to the politics of public policy and the decision-making process. The nature of American democracy is examined and critically analyzed.
- **ART 1020 – Drawing (3 cr.):** Drawing is an introductory studio drawing course with emphasis on learning to see and developing basic drawing skills using various media by employing fundamental design and composition concepts. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. During the semester, students will explore different drawing techniques and media. Students will be encouraged to develop an expression of individual style. This is a hands on art class in which you will be exposed to the basic principles of drawing. We will work from observation in order to translate three-dimensional objects and space onto a two dimensional surface. Drawing is a way of seeing that should be developed in an increasingly personal way as the student works through the semester.

RESULTS AND EVALUATION

The 2017 cohort did not achieve its goal of having 75 percent of graduating students from the 2017 cohort demonstrating preparedness for college

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2017 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
Passing AP Exam with 3 or Higher	37	19	51.4%
Passing College Level Course	40	31	77.5%
Achieving the college and career readiness benchmark on the SAT	76	18	23.7%
Earning a Regents diploma with advanced designation	87	51	58.6%
Overall	87	58	66.7

ADDITIONAL EVIDENCE

As shown in the table below. The 2017 cohort's performance on this goal was 5 percent better than the 2016 cohort.

Cohort	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
2016	94	58	61.7%
2017	87	58	66.7%

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

Goal 2: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

The Academy exceeded its goal of 75% of graduating students matriculating into a college or university in the year after graduation by five percentage points for the 2016 Cohort and by 25 points for the 2017 Cohort.

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 = $[(b)/(a)]*100$
2015	2018-19	N/A	N/A	N/A
2016	2019-20	95	76	80.0%
2017	2020-21	87	87	100%

ADDITIONAL EVIDENCE

The 2017 matriculation rate for the 2017 cohort exceeded that of the 2016 cohort by 20%. We will continue to implement a robust college preparation, beginning in the first year of each cohort program targeted to support scholars as they matriculate through high school. To support these endeavors, we have added an Early College Counselor whose primary focus will be implementing curriculum and programs for scholars in their first, second, and third year. A College and Career Placement officer will work with scholars in the fourth year of their cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE COLLEGE PREPARATION GOAL

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

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

ACTION PLAN

To achieve this goal, the school will increase opportunities for students to participate in Advanced Placement (AP) courses in addition to the opportunities provided for college coursework. We will offer AP Statistics and AP Spanish Language and Culture in addition to coursework offered during the 2020-2021 academic year. To support students in achieving the college readiness benchmark on the SATs, we will continue to offer SAT prep. We also will continue to offer additional one-to-one tutoring (including peer tutoring) for students in preparation for Regents examinations.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE 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 Academy Charter School recognizes that curriculum, instruction and assessment must be dynamic through this period. In evaluating the strengths of our current curriculum and the needs of our varying student populations, we recognize that modifications would be required. Some

modifications are driven by safety considerations, whereas others are predicated on instructional value.

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the *ReadyGen* curriculum in the elementary grades, 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 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.

METHOD

The Academy Charter School administers *Renaissance STAR* Reading assessments to measure English Language Arts proficiency. The computer-adaptive STAR Reading assessments serve multiple purposes, including screening, progress monitoring, instructional planning, forecasting proficiency, standards mastery, and measuring growth. These highly reliable, valid, and efficient standards-based measures of student performance in reading provide valuable information regarding the acquisition of skills along a continuum of learning expectations. STAR Reading is highly rated for academic screening and academic progress monitoring by the National Center on Intensive Intervention.

Students are administered this literacy assessment at the beginning of the school year in September, the middle of the school year in January, and the end of the school year in June.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: STAR

RESULTS AND EVALUATION

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

Grade	Median SGP	Number of Students
3	58	91
4	58	103
5	57	107

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

6	47	91
7	68	81
8	54.5	108
All	56	581

The school met this measure for all students.

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

Grade	Median SGP	Number of Students
3	59	47
4	50.5	50
5	66	69
6	46	41
7	69.5	56
8	69	43
All	62	306

The school met this measure for all students.

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

Students with Disabilities			General Education Students		
Grade	Median SGP	Number of Students	Grade	Median SGP	Number of Students
3	67	4	3	58	87
4	34.5	4	4	60	99
5	24	3	5	58	104
6	47	5	6	47	86
7	29.5	10	7	70	71

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

8	44	3	8	55	105
ALL	40	29	ALL	57	552

The school did not meet this measure.

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

Grade	All Students		Enrolled in at least their 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.80%	125	44.86%	107
4	51.56%	128	53.98%	113
5	45.83%	120	45.37%	108
6	53.39%	118	57.69%	104
7	43.44%	122	39.25%	107
8	62.79%	129	62.81%	121
ALL	49.73%	742	50.91%	660

The school did not meet this measure.

ADDITIONAL CONTEXT AND EVIDENCE

Grade	B.O.Y- ELA	E.O.Y-ELA	Growth (+ or -)
Kindergarten	23.6	43.6	20
1 st Grade	45.8	41.9	-3.9
2 nd Grade	35.8	39.9	4.1

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

3 rd Grade	45.2	47.9	2.7
4 th Grade	45.2	49.5	4.3
5 th Grade	41.9	46.3	4.4
6 th Grade	40.1	43.0	2.9
7 th Grade	39.0	46.3	7.3
8 th Grade	43.3	46.8	3.5

During the 2020-21 school year, many students participated only in virtual instruction which has many limitations in providing teacher supervision and student accountability for learning.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

The school met the Growth measure and one of the Closing The Gap measures, partially met the other Closing The Gap measure but did not meet the Absolute measure.

Type	Measure	Outcome
Growth	Each year, the school's median student growth percentile of all 3rd through 8th grade students will be greater than 50.	Met
Closing The Gap	Each year, the school's median student growth percentile of all 3rd through 8th grade students who were not on the pathway to proficiency in the fall will meet or exceed 55 in the spring administration.	Met
Closing The Gap	Each year, the median student growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Partially Met

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75% of 3rd through 8th grade students enrolled in at least their 2nd year at the school will be on the pathway to proficiency	Not Met
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ACTION PLAN

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

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
	<i>Renaissance STAR</i> Window Opens Kindergarten, 3 rd , and 6 th Grade will take <i>Renaissance STAR</i> ELA test – 8:30 – 10am	1 st , 4 th , and 7 th Grade will take <i>Renaissance STAR</i> ELA test- 8:30 – 10am	2 nd , 5 th , and 8 th Grade will take <i>Renaissance STAR</i> ELA test- 8:30 – 10am	<i>Renaissance STAR</i> ELA MAKEUP Day for all Grades
7	8	9	10	11
NYS 4 th and 8 th Grade Science Testing Window Begins. <i>Renaissance STAR</i> ELA MAKEUP Day for all Grades	NYS 4 th and 8 th Grade Science Testing Makeup Day. Kindergarten, 3 rd , and 6 th Grade will take <i>Renaissance STAR</i> Math test – 8:30 – 10am	NYS 4 th and 8 th Grade Science Testing Makeup Day. 2 nd , 5 th , and 7 th Grade will take <i>Renaissance STAR</i> Math test- 8:30 – 10am	4 th , and 8 th Grade will take <i>Renaissance STAR</i> Math test- 8:30 – 10am	<i>Renaissance STAR</i> Math MAKEUP Day for all Grades
14	15	16	17	18
<i>Renaissance STAR</i> Math MAKEUP Day for all Grades	<i>Renaissance STAR</i> ELA & Math MAKEUP Day for all Grades	<i>Renaissance STAR</i> ELA & Math MAKEUP Day for all Grades	<i>Renaissance STAR</i> Window Closes <i>Renaissance STAR</i> ELA & Math MAKEUP Day for all Grades	

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The Academy Charter High School met this goal for its 2017 cohort with 75% of the cohort achieving this indicator.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	NA	N/A	N/A	N/A
2016	2019-20	95	2	45	48.4%
2017	2020-21	94	74	15	75%

² Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

Given the COVID-19 pandemic, the NYSED regents examination in English were not taken by all scholars. The 2018 and 2019 cohorts have not yet met achieved this measure. The 2020 cohort has not yet been administered the English Regents examination.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	100	16.0%	95	15.8%	94	75.0%
2018	140	0.0%	142	0.0%	119	45.8%
2019			169	0.0%	174	12.3%
2020					113	0.0%

Goal 3: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

21% of the 2017 cohort sat for the Regents English Common Core Exam by the completion of the fourth year in the cohort. 100% of those scholars who did sit for the Regents exams achieved at least a level three, which is equivalent to the same of the 2016 cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	95	3	92	100%
2017	2020-21	94	74	20	100%

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	102	1.0%	95	97.9%	94	100.0%
2018	152	0.7%	142	0.0%	119	85.7%
2019			169	0.0%	174	22.4%
2020					113	0.0%

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

The calculation of this measure is not required for 2020-21.

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

During the third year of the 2017 cohort, 21% of the cohort sat for the January 2020 Regents administration of the English common core exam. The remaining 79% of the cohort was scheduled to take the English common core regents examination during the June 2020 Regents administration period, which was suspended by the NYSED due to the COVID-19 pandemic. Of the 21% of scholars in the 2017 cohort who sat for the Regents examination, only 3 scholars were not proficient in the 8th grade and one of the three scholars (33.3%) achieved at least a level 4 which fell short of the target by 42%.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	20	0	5	26.3%
2017	2020-21	36	33	1	33.3%

2020-21 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 their fourth year, 100% of the students in the 2017 cohort who sat for the Regents English common core exam and were not proficient in 8th grade achieved at least a level 3. This exceeded the goal by 25%. Due to the cancellation of multiple Regents examination administrations, 3 of the 36 scholars in the 2017 cohort who were not proficient in 8th grade, sat for the Regents English common core exam.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	20	0	14	70%
2017	2020-21	36	33	3	100%

ADDITIONAL EVIDENCE

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

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

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

GOAL 4: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 4: Mathematics

BACKGROUND

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

The school will continue to use most of the curriculum outlined in the charter. Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the Pearson, *Envision*, and *Great Minds, Eureka* curriculums are utilized in the elementary grades, and other standards-based supplementary materials from the *EngageNY* modules.

In the elementary grades, for those students participating 100% online, students will also be provided access to virtual manipulatives from *Didax*. Moreover, the school will use electronic curriculum materials from the *Envision*, and *Eureka* outlined in the charter.

METHOD

The Academy Charter School administers *Renaissance STAR Math assessments to measure Mathematics proficiency. The computer-adaptive STAR Reading assessments serve multiple purposes, including screening, progress monitoring, instructional planning, forecasting proficiency, standards mastery, and measuring growth. These highly reliable, valid, and efficient standards-based measures of student performance in reading provide valuable information regarding the acquisition of skills along a continuum of learning expectations. STAR Math is highly rated for academic screening and academic progress monitoring by the National Center on Intensive Intervention*

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **STAR**

RESULTS AND EVALUATION

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

Grade	Median SGP	Number of Students
3	54	86
4	56	95
5	54	104

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

6	59	96
7	64.5	90
8	73.5	100
All	60	571

The school met this measure

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

Grade	Median SGP	Number of Students
3	3	57
4	4	54.5
5	5	56.5
6	6	62
7	7	68
8	8	81
All	59	297

The school met this measure.

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

Students with Disabilities			General Education Students		
Grade	Median SGP	Number of Students	Grade	Median SGP	Number of Students
3	13	4	3	55	82
4	34.5	4	4	56	91
5	27	3	5	54	101

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6	58	7	6	60	89
7	59.5	10	7	70	80
8	94	3	8	72	97
ALL	57	31	ALL	60.5	540

The school did not meet this measure.

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

Grade	All Students		Enrolled in at least their 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	37.21%	86	38.46%	78
4	37.89%	95	36.05%	86
5	39.42%	104	40.43%	94
6	56.25%	96	57.78%	90
7	66.67%	90	64.63%	82
8	76.00%	100	75.26%	97
ALL	52.36%	742	52.56%	660

The school did not meet this measure.

ADDITIONAL EVIDENCE

Grade	B.O.Y- Math	E.O.Y-Math	Growth (+ or -)
Kindergarten	N/A	N/A	N/A
1 st Grade	48.9	40.7	-8.2

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2 nd Grade	33.4	34.4	1
3 rd Grade	48.4	48.2	-0.2
4 th Grade	46.3	54.2	7.9
5 th Grade	51.6	57.5	5.9
6 th Grade	51.6	57.5	5.9
7 th Grade	58.7	64.9	6.2
8 th Grade	64.2	66.7	2.5

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The school met its Growth measure and one of its Closing the Gap measures, and partially met the other two measures.

Type	Measure	Outcome
Growth	Each year, the school's median student growth percentile of all 3rd through 8th grade students will be greater than 50.	Met
Closing The Gap	Each year, the school's median student growth percentile of all 3rd through 8th grade students who were not on the pathway to proficiency in the fall will meet or exceed 55 in the spring administration.	Met
Closing The Gap	Each year, the median student growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Partially Met

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75% of 3rd through 8th grade students enrolled in at least their 2nd year at the school will be on the pathway to proficiency	Partially Met
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ACTION PLAN

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

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
	<i>Renaissance STAR</i> Window Opens Kindergarten, 3 rd , and 6 th Grade will take <i>Renaissance STAR</i> ELA test – 8:30 – 10am	1 st , 4 th , and 7 th Grade will take <i>Renaissance STAR</i> ELA test- 8:30 – 10am	2 nd , 5 th , and 8 th Grade will take <i>Renaissance STAR</i> ELA test- 8:30 – 10am	<i>Renaissance STAR</i> ELA MAKEUP Day for all Grades
7	8	9	10	11
NYS 4 th and 8 th Grade Science Testing Window Begins. <i>Renaissance STAR</i> ELA MAKEUP Day for all Grades	NYS 4 th and 8 th Grade Science Testing Makeup Day. Kindergarten, 3 rd , and 6 th Grade will take <i>Renaissance STAR</i> Math test – 8:30 – 10am	NYS 4 th and 8 th Grade Science Testing Makeup Day. 2 nd , 5 th , and 7 th Grade will take <i>Renaissance STAR</i> Math test- 8:30 – 10am	4 th , and 8 th Grade will take <i>Renaissance STAR</i> Math test- 8:30 – 10am	<i>Renaissance STAR</i> Math MAKEUP Day for all Grades
14	15	16	17	18
<i>Renaissance STAR</i> Math MAKEUP Day for all Grades	<i>Renaissance STAR</i> ELA & Math MAKEUP Day for all Grades	<i>Renaissance STAR</i> ELA & Math MAKEUP Day for all Grades	<i>Renaissance STAR</i> Window Closes <i>Renaissance STAR</i> ELA & Math MAKEUP Day for all Grades	

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

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

The Academy exceeded its goal of 65% of students scoring at or above a performance level 4 by 9.1%. 2017 cohort exceeded the 2016 cohort by 44%. The school provided additional opportunities for targeted academic support in mathematics after school, on Saturdays, during mid-Winter recess, Spring recess, and during our six-week summer school program.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	95	5	27	30.0%
2017	2020-21	94	67	20	74.1%

ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts have exceeded the goal of 65% of students scoring at or above a performance level 4 by 27.9% and 11.9% respectively. These cohorts have also already exceeded the same of the 2016 and 2017 cohorts.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	100	21.0%	95	21.1%	94	74.1%
2018	140	42.9%	142	40.1%	119	92.9%
2019			169	18.9%	174	76.9%
2020					113	2.9%

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The Academy exceeded its goal of 80% of students scoring at or above a performance level 3 by 20%. 2017 cohort matched the 2016 cohort. The school provided additional opportunities for targeted academic support in mathematics after school, on Saturdays, during mid-Winter recess, Spring recess, and during our six-week summer school program.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	95	5	90	100.0%
2017	2020-21	94	0	94	100.0%

ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts have already exceeded the goal of 80% of students scoring at or above a performance level 3 by 20% and 16.6% respectively.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	102	95.1%	95	94.7%	94	100.0%
2018	152	82.9%	142	88.7%	119	100.0%
2019			169	26.0%	174	96.6%
2020					113	70.8%

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The 2016 and 2017 cohorts did not meet this goal by 53.2% and 56% respectively. During the 2020-21 school year, many students participated solely in virtual instruction, which had significantly limited the teachers’ ability to provide supervision throughout instruction and assure student accountability for learning. To compensate for many of the challenges brought about by virtual instruction, the school offered academic support opportunities in mathematics, English Language Arts, science, and social studies after school, on Saturdays, during mid-Winter and Spring recess. Also, a majority of the 2017 cohort opted in to in-person instruction beginning in February 2021.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	20	3	2	11.8%
2017	2020-21	44	0	4	9.0%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The Academy exceeded its goal of 75% of students who were not proficient in 8th grade scoring at or above a performance level 3 by 25%. 2017 cohort matched the 2016 cohort. The school provided additional opportunities for targeted academic support in mathematics after school, on Saturdays, during mid-Winter recess, Spring recess, and during our six-week summer school program.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	20	3	17	100.0%
2017	2020-21	44	0	44	100.0%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The Academy has achieved two of the four applicable measures of this Accountability Plan goal. The school did not achieve the following goals: 1) 65% of students achieving at least a performance level 4 on a Regents mathematics exam and, 2) At least 50% of the 2017 cohort who were not proficient in 8th grade did not meet or exceed Common Core expectations.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve

³ Based on the highest score for each student on the mathematics Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

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

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

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

BACKGROUND

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

The school will continue to use most of the curriculum outlined in the charter. The school will continue to use most of the curriculum outlined in the charter. Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the McGraw-Hill *is* utilized in the elementary grades, and other standards-based supplementary materials from the *EngageNY* modules. In the high school, the *Pearson* curriculum is being utilized for Living Environment instruction, and *Perfection Learning* for Earth Science.

In the elementary grades, for those students participating 100% virtually, students will also be provided access to virtual labs from *Gizmos*. In the high school students participating virtually will use the *Smart Science Education Inc.* curriculum virtually for labs. Moreover, the school will use electronic curriculum materials from the *McGraw-Hill, Inspire Science*, outlined in the charter.

METHOD

In the elementary grades a departmental teacher develop exams were administered to students. This was based mostly on theoretical concepts with no lab performance. Teachers then administered standards-based tests to evaluate student performance. Quarterly grades were calculated based on these assessments.

RESULTS AND EVALUATION

Awaiting the results of the New York State Grade 4 & Grade 8 Intermediate-Level Science Test

ADDITIONAL CONTEXT AND EVIDENCE

During the 2020-21 school year, many students participated only in virtual instruction which has many limitations in providing teacher supervision and student accountability for learning.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Students and staff made up a good effort for instructional learning but there were limitations on teaching science virtually and they were missing science labs impacted student achievement.

ACTION PLAN

The school will continue to support struggling students by providing academic services in science. Students will receive support services during the school day, extended school day, extended school week such as Saturday tutoring, extended school year including 6-week summer school program.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Moreover, teachers will be provided with ongoing professional development to increase their knowledge-based related to standards-based curriculum and pedagogy. For the 2021-22 school year, the school will hire additional special education and ESL staff to target instruction for these two subgroups.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The Academy's 2016 and 2017 cohorts exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents science exam by the completion of their fourth year in the cohort by 9.2% and 9% respectively.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	95	0	80	84.2%
2017	2020-21	94	0	79	84.0%

⁴ Based on the highest score for each student on any science Regents exam

ADDITIONAL EVIDENCE

As shown by data in the chart below, students through the 2019 cohort are already exceeding the goal of 75 percent of students scoring at least 65 on the New York State Regents science exam by the completion of their fourth year in the cohort. Thus, the school has already met this measure’s target for the next two academic years.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	102	86%	95	83.2%	97.9%	94
2018	152	68%	142	72.5%	88.7%	119
2019			169	22.5%	92.3%	174
2020						113

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

77.6% of the 2016 cohort and 89.2% of the 2017 cohort passed the US History Regents.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	95	2	71	76.3%
2017	2020-21	94	1	83	89.2%

EVALUATION

The Academy’s 2016 and 2017 cohorts exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents US History exam by the completion of their fourth year in the cohort by 1.3% and 14.2% respectively.

ADDITIONAL EVIDENCE

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

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	102	87%	95	94.7%	94	96.8%
2018	152	70%	142	88.7%	119	94.1%
2019			169	18.9%	174	90.2%
2020					113	13.3%

Goal 6: Comparative Measure

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	95	0	82	86.3%
2017	2020-21	94	91	2	66.7%

EVALUATION

The Academy's 2016 and 2017 cohorts exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort by 1.3% and 14.2% respectively.

ADDITIONAL EVIDENCE

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

As shown by data in the chart below, students through the 2018 cohort are already exceeding the goal of 75 percent of students scoring at least 65 on the New York State Regents US History exam by the completion of their fourth year in the cohort. Thus, the school has already met this measure's target for the next two academic years. The Academy has not administered the Global History Regents to the 2019 and 2020 cohorts. The scholars in the 2019 cohort who have received a grade of at least 65% did so prior to joining the 2019 cohort at the high school.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	102	2%	95	0.0%	94	98.9%
2018	152	N/A	142	0.0%	119	86.6%
2019			169	0.0%	174	4.6%
2020					113	0.0%

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

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

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

THE ACADEMY CHARTER SCHOOL

Financial Statements and Single Audit

For the years ended June 30, 2021 and 2020

THE ACADEMY CHARTER SCHOOL

Financial Statements

June 30, 2021 and 2020

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

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, 2021 and 2020, 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, 2021 and 2020, 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 22 to 27 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 22 to 27 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 28, 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 29, 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 22, 2021 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.

NChang LLP

New York, New York
October 22, 2021

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

As of June 30,

	<u>2021</u>	<u>2020</u>
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 9,822,477	\$ 7,309,447
Accounts and grants receivable - net	1,248,677	1,336,393
Due from government agencies	656,675	635,684
Prepaid expenses	48,110	2,467
	<hr/>	<hr/>
Total current assets	11,775,939	9,283,991
Property and equipment, net - Note 5	106,898,072	74,368,334
Other assets		
Restricted cash and escrow reserves - Note 4	57,336,887	12,131,193
Security deposits	72,090	192,090
	<hr/>	<hr/>
Total assets	<u><u>\$ 176,082,988</u></u>	<u><u>\$ 95,975,608</u></u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts and accrued expenses payable	\$ 4,208,002	\$ 1,550,887
Accrued salaries and other payroll-related expenses	3,434,749	2,407,411
Accrued interest payable	1,971,937	2,371,714
Bonds payable - current portion - Note 6	1,495,000	1,075,000
Loans payable - Note 13	-	2,500,000
Deferred revenue	60,355	74,681
	<hr/>	<hr/>
Total current liabilities	11,170,043	9,979,693
Loans payable - long term portion - Note 13	-	4,349,550
Bonds payable (less current portion; net of unamortized deferred financing costs of \$5,286,385 for 2021 and \$3,755,857 in 2020) - Note 6	156,903,343	77,024,143
	<hr/>	<hr/>
Total liabilities	168,073,386	91,353,386
Net assets without donor restrictions		
Undesignated	7,826,421	4,440,331
Reserve - contingency	183,181	181,891
	<hr/>	<hr/>
Total net assets without donor restrictions	8,009,602	4,622,222
	<hr/>	<hr/>
Total liabilities and net assets without donor restrictions	<u><u>\$ 176,082,988</u></u>	<u><u>\$ 95,975,608</u></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>2021</u>	<u>2020</u>
<u>Operating revenue and other support</u>		
Public school districts		
General education	\$ 44,096,873	\$ 38,730,821
Grants, contracts and other support		
Federal and state grants	7,941,361	2,438,018
Contributions and private grants	2,087,972	510,259
Interest and other income	227,454	559,576
Total operating revenue and other support	<u>54,353,660</u>	<u>42,238,674</u>
<u>Expenses</u>		
Program expenses		
Regular education	37,038,585	31,477,567
Food service	2,295,703	1,913,446
Special education	2,011,949	1,403,461
Total program expenses	<u>41,346,237</u>	<u>34,794,474</u>
Supporting services		
Management and general	<u>9,620,043</u>	<u>6,602,888</u>
Total program and supporting services expenses	<u>50,966,280</u>	<u>41,397,362</u>
Change in net assets	3,387,380	841,312
Net assets without donor restrictions - beginning of year	<u>4,622,222</u>	<u>3,780,910</u>
Net assets without donor restrictions - end of year	<u><u>\$ 8,009,602</u></u>	<u><u>\$ 4,622,222</u></u>

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

THE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses
For the year ended June 30, 2021

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

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

THE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses
For the year ended June 30, 2020

	Program expenses			Supporting	Total	
	Regular education	Special education	Food service	Management & general	program and supporting services	
Salaries						
Administrative staff personnel	\$ 4,093,015	\$ 356,241	\$ -	\$ 4,449,256	\$ 1,185,488	\$ 5,634,744
Instructional personnel	11,504,583	207,908	-	11,712,491	-	11,712,491
Noninstructional personnel	179,115	-	780,504	959,619	1,705,945	2,665,564
Total salaries	<u>15,776,713</u>	<u>564,149</u>	<u>780,504</u>	<u>17,121,366</u>	<u>2,891,433</u>	<u>20,012,799</u>
Operating expenses						
Payroll taxes and fringe benefits	3,442,825	122,968	170,359	3,736,152	631,155	4,367,307
Retirement benefits	302,668	10,822	14,974	328,464	55,472	383,936
Financial and administrative	274,483	21,959	-	296,442	267,964	564,406
Administrative	185,825	6,468	-	192,293	43,519	235,812
Marketing and recruitment	151,283	5,742	-	157,025	34,704	191,729
Insurance	622,902	22,853	-	645,755	144,094	789,849
Legal and professional	526,958	19,705	-	546,663	534,956	1,081,619
Repairs and maintenance	796,820	26,715	39,860	863,395	148,300	1,011,695
Equipment leasing and maintenance	901,552	32,047	-	933,599	210,121	1,143,720
Staff development	315,898	10,553	-	326,451	74,655	401,106
Food costs	-	-	609,399	609,399	-	609,399
Student services and related activities	516,871	138,502	-	655,373	-	655,373
Supplies and instructional materials	656,926	22,665	-	679,591	154,152	833,743
Telephone and internet services	262,044	9,448	-	271,492	60,870	332,362
Occupancy	996,981	32,463	-	1,029,444	236,892	1,266,336
Other expenses	218,541	8,061	10,751	237,353	39,745	277,098
Interest expense - facilities loans	3,353,783	268,303	178,868	3,800,954	670,757	4,471,711
Interest expense - equipment lease	5,505	440	294	6,239	1,101	7,340
Depreciation	2,058,452	70,755	102,542	2,231,749	380,891	2,612,640
Amortization	110,537	8,843	5,895	125,275	22,107	147,382
Total operating expenses	<u>15,700,854</u>	<u>839,312</u>	<u>1,132,942</u>	<u>17,673,108</u>	<u>3,711,455</u>	<u>21,384,563</u>
Total expenses	<u>\$ 31,477,567</u>	<u>\$ 1,403,461</u>	<u>\$ 1,913,446</u>	<u>\$ 34,794,474</u>	<u>\$ 6,602,888</u>	<u>\$ 41,397,362</u>

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,

	2021	2020
Cash flows from operating activities		
Change in net assets	\$ 3,387,380	\$ 841,312
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	3,324,927	2,612,640
Amortization of debt issuance costs	1,400,643	147,382
Forgiveness of debt	(4,849,550)	-
Changes in operating assets and liabilities		
Accounts and grants receivable	87,716	269,389
Due from government agencies	(20,991)	(111,108)
Security deposits	120,000	(9,745)
Prepaid expenses	(45,643)	14,951
Accounts and accrued expenses payable	2,657,115	(2,113,992)
Accrued salaries and other payroll-related expenses	1,027,338	557,940
Accrued interest payable	(399,777)	(26,980)
Deferred revenue	(14,326)	(65,239)
Net cash provided by operating activities	<u>6,674,832</u>	<u>2,116,550</u>
Cash flows from investing activities		
Acquisition of property, plant and equipment	<u>(35,854,665)</u>	<u>(9,327,960)</u>
Net cash used in investing activities	<u>(35,854,665)</u>	<u>(9,327,960)</u>
Cash flows from financing activities		
Payments on bonds payable	(1,225,000)	(910,000)
Refunded bonds	(21,975,000)	-
Proceeds from bonds issuance	102,098,557	-
Draws on line of credit	-	1,950,000
Payments on line of credit	-	(2,600,000)
Proceeds from loans	-	6,349,550
Repayments of loans	(2,000,000)	-
Obligations under capital leases	-	(13,282)
Net cash provided by financing activities	<u>76,898,557</u>	<u>4,776,268</u>
Net increase/(decrease) in cash, cash equivalents, and restricted cash	47,718,724	(2,435,142)
Cash, cash equivalents, and restricted cash - beginning of year	<u>19,440,640</u>	<u>21,875,782</u>
Cash, cash equivalents, and restricted cash - end of year	<u>\$ 67,159,364</u>	<u>\$ 19,440,640</u>
Supplemental cash flow disclosures		
Interest paid	<u>\$ 6,880,610</u>	<u>\$ 5,623,923</u>
Interest capitalized	<u>\$ 2,240,268</u>	<u>\$ -</u>
Reconciliation of cash, cash equivalents and restricted cash balances:		
Cash and cash equivalents	\$ 9,822,477	\$ 7,309,447
Restricted cash and escrow reserves:		
Restricted cash – contingency	183,181	181,891
Restricted cash – held by trustee	39,547,346	3,268,616
Interest reserve	5,229,230	1,717,263
Debt Service	12,177,107	6,874,270
Repairs and replacement	200,023	89,153
Total restricted cash and escrow reserves	<u>57,336,887</u>	<u>12,131,193</u>
Total cash, cash equivalents and restricted cash	<u>\$ 67,159,364</u>	<u>\$ 19,440,640</u>

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

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

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 2020, The Academy Charter School – Uniondale obtained a charter modification authorizing it to operate classes from kindergarten through sixth grade and ninth through eleventh grades.

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

Note 2 Summary of significant accounting policies

Basis of accounting. 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”).

Recently adopted accounting pronouncements.

- **Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made (Topic 958).** In June 2018, the FASB issued ASU 2018-08, Not-for-Profit Entities (Topic 958): *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. Effective July 1, 2019, the School adopted ASU 2018-08. Key provisions of this guidance include clarification regarding the accounting for grants and contracts as exchange transactions or contributions, and improved guidance for conditional versus unconditional contributions.
- **Revenue from Contracts with Customers (Topic 606).** In May 2014, the FASB issued ASU 2014-09, Revenue from Contracts with Customers (Topic 606), which establishes a new contract and control-based revenue recognition model, changes the basis for deciding when revenue is recognized over time or at a point in time, and expands disclosures about revenue.

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

Note 2 Summary of significant accounting policies – (continued)

Recently adopted accounting pronouncements. – (continued)

For contributions, the School evaluates whether they are conditional or unconditional. Contributions are considered to be conditional when both barriers, the right of return of the assets and the right of release from the obligation, must be overcome for the School to be entitled to the revenue.

Review of various provisions of both standards resulted in no significant changes in the way the School recognizes revenue.

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 School.

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, whereby the donor has stipulated the funds be maintained in perpetuity.

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. Revenue from these transactions is recognized ratably over the related school year.

Grants and contracts revenue is recognized when qualifying expenditures are incurred and/or services are provided to the students during the applicable school year. Funds received in advance or any unspent funds for which qualifying expenditures have not been incurred are recorded as deferred revenue. Any unspent amounts might be returned to the granting agency or the granting agency can approve that those amounts be applied to a future grant period.

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.

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2021 and 2020

Note 2 Summary of significant accounting policies – (continued)

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, 2021 and 2020 are \$388,323 and \$168,567, 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.

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

Donated goods and services. 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.

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. Effective July 1, 2021, the School modified its capitalization policy to increase threshold to \$5,000. Depreciation is computed using the straight-line method over estimated useful lives of the respective asset. The estimated depreciable lives of the different classes of property are as follows:

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

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

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

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
Repairs and maintenance	Time and effort

Debt issuance costs. Debt issuance costs, net of accumulated amortization, are reported as a direct deduction from the face amount of the bonds payable to which such costs relate. Amortization of debt issuance costs is reported as a component of interest expense and is computed using a straight-line method over the term of the related debt. Accounting principles generally accepted in the United States of America require that the effective yield method be used to amortize financing costs; however, the effect of using the straight-line method is not materially different from the results that would have been obtained under the effective yield method. Amortization expenses for the years ended June 30, 2021 and 2020 was \$1,400,643 and \$147,382, respectively. During the year ended June 30, 2021, unamortized debt issuance costs in the amount of \$1,239,250 were written off as a result of the related debt extinguishment as described in Note 6.

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, 2021, there are no uncertain positions taken or expected to be taken that would require recognition or disclosure in the accompanying financial statements. Periods ending June 30, 2018 and subsequent remain subject to examination by the taxing authorities.

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

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

Note 2 Summary of significant accounting policies – (continued)

New accounting pronouncements. In February 2016, the FASB issued ASU 2016-02, *Leases* which is effective for fiscal years beginning after December 15, 2021, with early adoption permitted. In addition to expanded disclosure requirements regarding leasing activities, the new standard significantly changes current lessee accounting for operating leases. Under the new standard all lessees will be required to recognize a right-of-use asset and a lease liability in the statement of financial position for all leases of property and equipment, except for certain leases classified as short-term leases. The new standard requires lessors to account for leases using an approach that is substantially equivalent to existing guidance for sale-type leases, direct financing leases and operating leases; however, it expands disclosure requirements for lessors.

FASB issued ASU 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*, which becomes effective for the June 30, 2022. This ASU focuses on improving transparency in the reporting of contributed nonfinancial assets and requires a separate line-item presentation on the statement of activities and additional disclosures.

The School is in the process of evaluating the impact these standards will have on the future financial statements.

Note 3 Liquidity and availability

At June 30, 2021 and 2020, financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the balance sheet date, comprise the following:

	<u>2021</u>	<u>2020</u>
Cash and cash equivalents	\$ 9,822,477	\$ 7,309,447
Accounts and grants receivable – net	1,248,677	1,336,393
Due from government agencies	<u>656,675</u>	<u>635,684</u>
Total financial assets available for general expenditures within one year	<u>\$ 11,727,829</u>	<u>\$ 9,281,524</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. The School structures its financial assets to be available as its general expenditures, liabilities and other obligations come due. To help manage unanticipated liquidity needs, the School may borrow from the available credit line.

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

June 30, 2021 and 2020

Note 4 Restricted cash and escrow reserves

Restricted cash and escrow reserve accounts as of June 30, 2021 and 2020 were as follows:

	2021		
	The Academy - Hempstead	The Academy - Uniondale	Total
Restricted cash – contingency	\$ 81,059	\$ 102,122	\$ 183,181
Restricted cash – held by trustee	4,104,124	35,443,222	39,547,346
Interest reserve	1,033,326	4,195,904	5,229,230
Debt Service	7,407,115	4,769,992	12,177,107
Repairs and replacement	100,012	100,011	200,023
Total	<u>\$ 12,725,636</u>	<u>\$ 44,611,251</u>	<u>\$ 57,336,887</u>

	2020		
	The Academy - Hempstead	The Academy - Uniondale	Total
Restricted cash – contingency	\$ 80,782	\$ 101,109	\$ 181,891
Restricted cash – held by trustee	2,600,927	667,689	3,268,616
Interest reserve	996,248	721,015	1,717,263
Debt Service	5,132,795	1,741,475	6,874,270
Repairs and replacement	89,153	-	89,153
Total	<u>\$ 8,899,905</u>	<u>\$ 3,231,288</u>	<u>\$ 12,131,193</u>

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

June 30, 2021 and 2020

Note 5 Property and equipment

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

	2021		
	The Academy - Hempstead	The Academy - Uniondale	Total
Land	\$ 790,000	\$ -	\$ 790,000
Building	53,872,158	16,313,429	70,185,587
Building improvements	4,256,074	1,385,837	5,641,911
Furniture and fixtures	2,316,671	325,933	2,642,604
Machinery and equipment	5,000	74,035	79,035
Educational equipment	400,992	-	400,992
Computer and office equipment	4,555,481	1,293,934	5,849,415
Software	-	50,956	50,956
Construction in progress	11,143,653	23,317,823	34,461,476
Total property and equipment	77,340,029	42,761,947	120,101,976
Less: accumulated depreciation	(11,578,751)	(1,625,153)	(13,203,904)
Property and equipment, net	\$ 65,761,278	\$ 41,136,794	\$ 106,898,072

	2020		
	The Academy - Hempstead	The Academy - Uniondale	Total
Land	\$ 790,000	\$ -	\$ 790,000
Building	53,872,158	16,313,429	70,185,587
Building improvements	4,119,523	127,330	4,246,853
Furniture and fixtures	2,255,431	141,152	2,396,583
Machinery and equipment	5,000	5,795	10,795
Educational equipment	276,934	-	276,934
Computer and office equipment	3,348,036	339,423	3,687,459
Construction in progress	271,712	2,381,388	2,653,100
Total property and equipment	64,938,794	19,308,517	84,247,311
Less: accumulated depreciation	(9,069,378)	(809,599)	(9,878,977)
Property and equipment, net	\$ 55,869,416	\$ 18,498,918	\$ 74,368,334

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

Note 6 Bonds payable

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

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

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

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

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

Note 6 Bonds payable – (continued)

On July 1, 2020, The Town of Hempstead Local Development Corporation provided financing through the issuance of \$35,860,000 in Tax-Exempt Education Revenue Bonds (the “Series 2020A Bonds”), bearing interest from 4.76% to 5.73% per annum, with principal due at varying amounts annually through maturity on February 1, 2050, as well as \$22,135,000 in Tax-Exempt Education Revenue Refunding Bonds (the “Series 2020B Bonds”), bearing interest rate from 4.76% to 5.66% per annum, with principal due at varying amounts annually through maturity on February 1, 2044, and a \$945,000 Taxable Education Revenue Bond (the “Series 2020C Bonds”), bearing interest at 6.00% due at varying amounts annually through maturity on February 1, 2025. The proceeds of the bonds are to be used to finance and refinance the costs of certain charter school facilities for both Hempstead and Uniondale campuses. Portion of proceeds to be used to refund outstanding amounts on Series 2011A and Series 2013A bonds. Additionally, the funds to be used for construction, equipping and furnishing of a 30,000 square foot, 3 story building for the Hempstead elementary school annex; interior renovation, equipping and furnishing of a Uniondale campus building; and a construction of additional 40,000 square foot facilities at the Uniondale campus.

On May 21, 2021, The Town of Hempstead Local Development Corporation provided financing through the issuance of \$45,965,000 in Tax-Exempt Education Revenue Bonds (the “Series 2021A Bonds”), bearing interest from 4.05% to 4.60% per annum, with principal due at varying amounts annually through maturity on February 1, 2051, and a \$650,000 Taxable Education Revenue Bond (the “Series 2021B Bonds”), bearing interest at 5.00% due in full on February 1, 2025. The proceeds of the bonds are to be used to finance and refinance the costs of certain charter school facilities for Uniondale campus such as the acquisition and construction of an approximately 93,000 square foot, four-story addition to Uniondale's existing building situated on an approximately 5.7 acre parcel of land leased from Nassau County (the “Land”), all located at 100 Charles Lindbergh Boulevard, Uniondale, New York, and the acquisition and installation of certain equipment, furnishings and personal property for use in the Improvements (the “Equipment”; and together with the Improvements, the “2021 Facility”), which 2021 Facility is to be used as classrooms, administrative areas and related educational uses as a charter high school, (B) paying capitalized interest on the Series 2021 Bonds; (C) funding a debt service reserve, if required, for the Series 2021 Bonds, and (D) paying certain costs of issuance of the Series 2021 Bonds. Additionally, the funds to be used for construction, equipping and furnishing of a 30,000 square foot, 3 story building for the Hempstead elementary school annex; interior renovation, equipping and furnishing of a Uniondale campus building; and a construction of additional 40,000 square foot facilities at the Uniondale campus.

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2021 and 2020

Note 6 Bonds payable – (continued)

The summary of bonds payable is as follows as of June 30,:

	<u>2021</u>	<u>2020</u>
Series 2011 Bonds	\$ -	\$ 9,655,000
Series 2013 Bonds	-	12,705,000
Series 2017 Bonds	37,440,000	38,030,000
Series 2018 Bonds	21,365,000	21,465,000
Series 2020 Bonds	58,790,000	-
Series 2021 Bonds	<u>46,089,728</u>	<u>-</u>
Total bonds payable	163,684,728	81,855,000
Less: current portion	(1,495,000)	(1,075,000)
Less: unamortized debt issuance costs	<u>(5,286,385)</u>	<u>(3,755,857)</u>
Long-term bonds payable - net	<u>\$ 156,903,343</u>	<u>\$ 77,024,143</u>

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

<u>June 30,</u>	<u>The Academy - Hempstead</u>	<u>The Academy - Uniondale</u>	<u>Total</u>
2022	\$ 1,200,000	\$ 295,000	\$ 1,495,000
2023	1,275,000	315,000	1,590,000
2024	1,585,765	719,235	2,305,000
2025	1,679,527	1,705,473	3,385,000
2026	1,765,256	1,799,744	3,565,000
Thereafter	<u>66,392,025</u>	<u>84,952,703</u>	<u>151,344,728</u>
Total bonds payable	73,897,573	89,787,155	163,684,728
Less: current portion	(1,200,000)	(295,000)	(1,495,000)
Less: unamortized debt issuance costs	<u>(2,182,090)</u>	<u>(3,104,295)</u>	<u>(5,286,385)</u>
Long-term bonds payable - net	<u>\$ 70,515,483</u>	<u>\$ 86,387,860</u>	<u>\$ 156,903,343</u>

As of June 30, 2021, 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, 2021 and 2020

Note 7 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.

For the years ended June 30, 2021 and 2020, the School received approximately 81% and 92% of its operating revenue, which is subject to specific requirements, from per pupil funding primarily from the Districts of Hempstead and Uniondale, respectively. Additionally, the School's grants receivable consists of approximately 100% from the New York State Education Department and one other organization.

Note 8 Line of credit

In June 2020, the School obtained a revolving line of credit with a financial institution in the amount of \$1,500,000. The line of credit bears interest of 5.75% and is due and payable upon demand by the bank. As of June 30, 2021 and 2020, the outstanding line of credit total balances were \$0 for both years.

Note 9 Contingencies

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

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

THE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2021 and 2020

Note 10 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 contributions (pre-tax and Roth), 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, 2021 and 2020, the School's matching contributions were \$525,801 and \$383,936, respectively. Such plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the plan's participants and beneficiaries.

Note 11 Accrued salary and other payroll-related expenses

Accrued payroll and other payroll-related expenses consist of amounts earned by the staff during the school year, but paid over the summer months, including the related payroll taxes and benefits. As of June 30, 2021 and 2020, accrued payroll amounted to \$2,964,785 and \$2,032,062, respectively. The other payroll-related accruals as of June 30, 2021 and 2020 amounted to \$469,964 and \$375,349, respectively.

Note 12 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 subject to incremental increase, however the current lease payments are approximately \$68,000 per annum for the next 10 years.

Note 13 Loans payable

A) To provide relief efforts to nonprofits and other small businesses during the pandemic, the government extended the Paycheck Protection Program ("PPP"), administered by the Small Business Administration to provide relief efforts to nonprofits and other small businesses with certain qualified business expenses pursuant to the Coronavirus Aid Relief and Economic Security Act ("CARES Act"). In April 2020, the School obtained a \$4,349,550 term loan under the PPP. The loan accrues interest at 1% per annum and matures on April 15, 2022. Payments are not required for the first six months after the funding of the loan. The loan is uncollateralized and is fully guaranteed by the Federal government.

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

THE ACADEMY CHARTER SCHOOL
Notes to the Financial Statements
June 30, 2021 and 2020

Note 13 Loans payable – (continued)

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

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

Total loans outstanding at June 30, 2021 and 2020 were \$0 and \$6,849,550, respectively.

Note 14 Subsequent events

Management has evaluated events and transactions for potential recognition or disclosure through October 22, 2021, which is the date the financial statements were available to be issued and has concluded that no subsequent events occurred that require an adjustment to or disclosure in the financial statements.

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

	<u>2021</u>	<u>2020</u>
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 5,209,336	\$ 6,787,466
Accounts and grants receivable - net	964,614	1,127,758
Due from government agencies	574,924	339,221
Due from The Academy - Uniondale	437,636	243,448
Prepaid expenses	48,110	2,467
	<hr/>	<hr/>
Total current assets	7,234,620	8,500,360
Property and equipment, net	65,761,278	55,869,416
Other assets		
Restricted cash and escrow reserves	12,725,636	8,899,905
Security deposits	42,165	162,165
	<hr/>	<hr/>
Total assets	<u>\$ 85,763,699</u>	<u>\$ 73,431,846</u>
 <u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts and accrued expenses payable	\$ 2,873,803	\$ 1,326,803
Accrued salaries and other payroll-related expenses	2,818,477	2,128,472
Accrued interest payable	1,018,343	1,771,406
Bonds payable - current portion	1,200,000	975,000
Loans payable	-	2,500,000
Deferred revenue	49,787	74,681
	<hr/>	<hr/>
Total current liabilities	7,960,410	8,776,362
Loans payable - long term portion	-	4,349,550
Bonds payable (less current portion; net of unamortized deferred financing costs of \$2,182,090 in 2021 and \$2,709,365 in 2020)	70,515,483	56,705,635
	<hr/>	<hr/>
Total liabilities	<u>78,475,893</u>	<u>69,831,547</u>
Net assets without donor restrictions		
Undesignated	7,104,625	3,418,408
Reserve - contingency	183,181	181,891
	<hr/>	<hr/>
Total net assets without donor restrictions	<u>7,287,806</u>	<u>3,600,299</u>
Total liabilities and net assets without donor restrictions	<u>\$ 85,763,699</u>	<u>\$ 73,431,846</u>

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

	<u>2021</u>	<u>2020</u>
<u>Operating revenue and other support</u>		
Public school districts		
General education	\$ 34,824,352	\$ 33,647,136
Grants, contracts and other support		
Federal and state grants	7,194,948	1,869,593
Contributions and private grants	2,086,935	487,092
Interest and other income	6,782	118,737
Total operating revenue and other support	<u>44,113,017</u>	<u>36,122,558</u>
<u>Expenses</u>		
Program expenses		
Regular education	29,573,453	27,395,509
Food service	1,703,510	1,633,109
Special education	1,620,686	1,294,357
Total program expenses	<u>32,897,649</u>	<u>30,322,975</u>
Supporting Services		
Management and general	<u>7,527,861</u>	<u>5,665,276</u>
Total program and supporting services expenses	<u>40,425,510</u>	<u>35,988,251</u>
Change in net assets	3,687,507	134,307
Net assets without donor restrictions - beginning of year	<u>3,600,299</u>	<u>3,465,992</u>
Net assets without donor restrictions - end of year	<u><u>\$ 7,287,806</u></u>	<u><u>\$ 3,600,299</u></u>

THE ACADEMY CHARTER SCHOOL

Statement of Functional Expenses: The Academy – Hempstead

For the year ended June 30, 2021

	Program expenses				Supporting services	Total program and supporting services
	Regular Education	Special Education	Food Service	Total Programs	Management & General	
Salaries						
Administrative staff personnel	\$ 4,082,708	\$ 361,271	\$ -	\$ 4,443,979	\$ 1,213,084	\$ 5,657,063
Instructional personnel	10,927,323	373,391	-	11,300,714	-	11,300,714
Noninstructional personnel	238,384	-	499,660	738,044	2,258,461	2,996,505
Total salaries	15,248,415	734,662	499,660	16,482,737	3,471,545	19,954,282
Payroll taxes and fringe benefits	3,250,232	156,595	106,504	3,513,331	739,967	4,253,298
Retirement	324,693	15,644	10,640	350,977	73,922	424,899
Financial and administrative	-	-	-	-	503,687	503,687
Administrative	116,791	5,627	-	122,418	30,416	152,834
Marketing and recruitment	117,764	5,674	-	123,438	30,670	154,108
Insurance	632,397	30,469	-	662,866	164,697	827,563
Legal and professional	609,712	29,376	-	639,088	497,968	1,137,056
Repairs and maintenance	735,761	35,449	24,109	795,319	167,508	962,827
Equipment leasing and maintenance	851,757	41,037	-	892,794	221,826	1,114,620
Staff development	316,157	15,232	-	331,389	82,338	413,727
Food costs			788,207	788,207	-	788,207
Student services and activities	286,322	88,363	-	374,685	-	374,685
Supplies and instructional materials	480,960	23,172	-	504,132	125,259	629,391
Telephone and internet services	316,052	15,227	-	331,279	82,311	413,590
Occupancy	304,761	14,683	-	319,444	79,370	398,814
Other expenses	252,666	12,173	8,279	273,118	57,523	330,641
Interest expense - facilities loans	2,815,994	225,280	150,186	3,191,460	563,199	3,754,659
Interest expense - equipment lease	5,471	438	292	6,201	1,094	7,295
Depreciation	1,917,582	92,388	62,835	2,072,805	436,568	2,509,373
Amortization	989,966	79,197	52,798	1,121,961	197,993	1,319,954
Total operating expenses	14,325,038	886,024	1,203,850	16,414,912	4,056,316	20,471,228
Total expenses	\$ 29,573,453	\$ 1,620,686	\$ 1,703,510	\$ 32,897,649	\$ 7,527,861	\$ 40,425,510

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

	<u>2021</u>	<u>2020</u>
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 4,613,141	\$ 521,981
Accounts and grants receivable - net	284,063	208,635
Due from government agencies	81,751	296,463
	<hr/>	<hr/>
Total current assets	4,978,955	1,027,079
Property and equipment, net	41,136,794	18,498,918
Other assets		
Restricted cash and escrow reserves	44,611,251	3,231,288
Security deposits	29,925	29,925
	<hr/>	<hr/>
Total assets	<u><u>\$ 90,756,925</u></u>	<u><u>\$ 22,787,210</u></u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts and accrued expenses payable	\$ 1,334,199	\$ 224,084
Accrued salaries and other payroll-related expenses	616,272	278,939
Accrued interest payable	953,594	600,308
Bonds payable - current portion	295,000	100,000
Deferred revenue	10,568	-
Due to The Academy - Hempstead	437,636	243,448
	<hr/>	<hr/>
Total current liabilities	3,647,269	1,446,779
Bonds payable (less current portion; net of unamortized deferred financing costs of \$3,104,295 in 2021 and \$1,046,492 in 2020)	86,387,860	20,318,508
	<hr/>	<hr/>
Total liabilities	90,035,129	21,765,287
Net assets without donor restrictions	721,796	1,021,923
	<hr/>	<hr/>
Total liabilities and net assets without donor restrictions	<u><u>\$ 90,756,925</u></u>	<u><u>\$ 22,787,210</u></u>

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

	<u>2021</u>	<u>2020</u>
<u>Operating revenue and other support</u>		
Public school districts		
General education	\$ 9,272,521	\$ 5,083,685
Grants, contracts and other support		
Federal and state grants	746,413	568,425
Contributions and private grants	1,037	23,167
Interest and other income	220,672	440,839
Total operating revenue and other support	<u>10,240,643</u>	<u>6,116,116</u>
<u>Expenses</u>		
Program Expenses		
Regular education	7,465,132	4,082,058
Food service	592,193	280,337
Special education	391,263	109,104
Total program expenses	<u>8,448,588</u>	<u>4,471,499</u>
Supporting Services		
Management and general	<u>2,092,182</u>	<u>937,612</u>
Total program and supporting services expenses	<u>10,540,770</u>	<u>5,409,111</u>
Change in net assets	(300,127)	707,005
Net assets without donor restrictions - beginning of year	<u>1,021,923</u>	<u>314,918</u>
Net assets without donor restrictions - end of year	<u>\$ 721,796</u>	<u>\$ 1,021,923</u>

THE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses: The Academy – Uniondale
For the year ended June 30, 2021

	Program expenses				Supporting services	Total program and supporting services
	Regular Education	Special Education	Food Service	Total Programs	Management & General	
Salaries						
Administrative staff personnel	\$ 781,878	\$ 71,103	\$ -	\$ 852,981	\$ 242,202	\$ 1,095,183
Instructional personnel	2,760,656	85,131	-	2,845,787	-	2,845,787
Noninstructional personnel	78,986	-	168,117	247,103	738,758	985,861
Total salaries	3,621,520	156,234	168,117	3,945,871	980,960	4,926,831
Payroll taxes and fringe benefits	744,365	32,112	34,555	811,032	201,626	1,012,658
Retirement	74,169	3,200	3,443	80,812	20,090	100,902
Financial and administrative	-	-	-	-	112,957	112,957
Legal and professional	37,900	1,635	-	39,535	18,877	58,412
Administrative	31,707	1,368	-	33,075	10,060	43,135
Marketing and recruitment	13,245	571	-	13,816	4,203	18,019
Insurance	98,552	4,252	-	102,804	31,270	134,074
Repairs and maintenance	288,065	12,427	13,372	313,864	78,028	391,892
Equipment leasing and maintenance	229,335	9,894	-	239,229	72,766	311,995
Staff development	26,402	1,139	-	27,541	8,377	35,918
Food costs	-	-	282,863	282,863	-	282,863
Student services and activities	42,963	28,832	-	71,795	-	71,795
Supplies and instructional materials	142,343	6,141	-	148,484	45,164	193,648
Telephone and internet services	84,870	3,661	-	88,531	26,929	115,460
Occupancy	264,961	11,430	-	276,391	84,070	360,461
Other expenses	19,380	836	900	21,116	5,250	26,366
Interest expense - facilities loans	1,085,356	86,828	57,886	1,230,070	217,071	1,447,141
Depreciation	599,482	25,862	27,829	653,173	162,381	815,554
Amortization	60,517	4,841	3,228	68,586	12,103	80,689
Total operating expenses	3,843,612	235,029	424,076	4,502,717	1,111,222	5,613,939
Total expenses	\$ 7,465,132	\$ 391,263	\$ 592,193	\$ 8,448,588	\$ 2,092,182	\$ 10,540,770

THE ACADEMY CHARTER SCHOOL

Other Supplementary Information – Schedule of Bonds Covenants Calculations

For the year ended June 30, 2021

	<u>Minimum Requirement</u>	<u>Actual</u>
Debt service coverage ratio	1.15	2.07
Days cash on hand	45	78

The debt service coverage ratio is calculated as follows:

Increase in net assets	\$ 3,387,380		
Add back: Interest expense	5,201,800		
Depreciation and amortization	<u>4,725,570</u>		
Net revenues available for debt service	<u>\$ 13,314,750</u>		
Debt service payments – bonds			
Interest expense	\$ 5,201,800		
Principal	<u>1,225,000</u>		
Total current debt service – bonds	<u>\$ 6,426,800</u>		
Net revenues available for debt service	<u>\$ 13,314,750</u>	=	2.07
Total current debt service – bonds	<u>\$ 6,426,800</u>		

The days cash on hand is calculated as follows:

Total expenses	\$ 50,966,280		
Less: Depreciation and amortization	<u>(4,725,570)</u>		
Net expenses	46,240,710		
Days	<u>365</u>		
Cash used per day	<u>\$ 126,687</u>		
Cash at year end	<u>\$ 9,822,477</u>	=	78
Cash used per day	<u>\$ 126,687</u>		

THE ACADEMY CHARTER SCHOOL
Schedule of Expenditures of Federal Awards
For the year ended June 30, 2021

<u>Federal Grantor/Program or Cluster Title</u>	<u>Federal CFDA #</u>	<u>Pass-through grantor and number</u>	<u>Federal expenditures</u>
Child Nutrition Cluster:			
United States Department of Agriculture			
National School Lunch Program	10.555	NYS Education Department, 280201860934	\$ 222,147
Summer Food Service Program	10.559	NYS Education Department, 280201860934	<u>1,638,592</u>
Total United States Department of Agriculture			<u>1,860,739</u>
Total Child Nutrition Cluster			<u>1,860,739</u>
United States Department of Education			
Title I Grants to Local Education Agencies	84.010A	NYS Education Department, 0021-21-4495	351,386
Title I Grants to Local Education Agencies	84.010A	NYS Education Department, 0021-21-5465	<u>41,868</u>
Total Title I Grants to Local Education Agencies			<u>393,254</u>
English Language Acquisition State Grants	84.365A	NYS Education Department, 0293-21-4495	<u>30,694</u>
Total English Language Acquisition State Grants			<u>30,694</u>
Supporting Effective Instruction State Grants	84.367A	NYS Education Department, 0147-21-4495	43,806
Supporting Effective Instruction State Grants	84.367A	NYS Education Department, 0147-21-5465	<u>7,543</u>
Total Supporting Effective Instruction State Grants			<u>51,349</u>
Student Support and Academic Enrichment program	84.424A	NYS Education Department, 0204-21-4495	16,750
Student Support and Academic Enrichment program	84.424A	NYS Education Department, 0204-21-5465	<u>10,000</u>
Total Student Support and Academic Enrichment program			<u>26,750</u>
Elementary and Secondary School Emergency Relief Fund	84.425D	NYS Education Department, 5890-21-4495	331,998
Elementary and Secondary School Emergency Relief Fund	84.425D	NYS Education Department, 5890-21-5465	<u>39,240</u>
Total Elementary and Secondary School Emergency Relief Fund			<u>371,238</u>
Total United States Department of Education			<u>873,285</u>
Total Expenditures of Federal Awards			<u>\$ 2,734,024</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, 2021

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, 2021. 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, 2021, 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 22, 2021.

Internal control over financial reporting

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

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

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

Compliance and other matters

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

Purpose of this report

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

NChang LLP

New York, New York
October 22, 2021

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, 2021. 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, 2021.

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.

NChing LLP

New York, New York
October 22, 2021

THE ACADEMY CHARTER SCHOOL
Schedule of Findings and Questioned Costs
 For the year ended June 30, 2021

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:

CFDA number(s)	Name of Federal Program or Cluster
10.555, 10.559	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, 2021

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, 2021

Financial Statement Findings

None

Federal Award Findings and Questioned Costs

None

THE ACADEMY CHARTER SCHOOL
Corrective Action Plan
For the year ended June 30, 2021

None

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	ACADEMY CHARTER SCHOOL
Name of trustee (print):	ROBERT STEWART
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	BOARD CHAIRMAN
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	111 CATHEDRAL AVENUE
City, State Zip:	HEMPSTEAD NY, 11550
Phone:	516-850-2702

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None


Name and Relationship	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
STACK:	N/A		

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation and in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

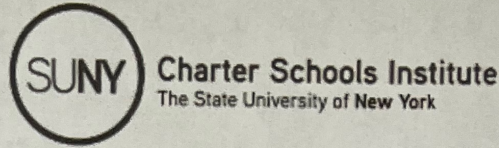
None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
ROBERT STEWART (COO) MINISTER	CALVARY TABERNACLE	(COO) MINISTER	RENT AUDIT/ADJUDICATION FOR GRADUATION + CONCERTS	\$9,000	WE SECURED COMPETITIVE BIDS. I DIDN'T VOTE	ONGOING
					DISCOUNT PRICE BELOW MARKET VALUE	

Trustee Signature

Signature:  7/14/21

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	The Academy Charter School
Name of trustee (print):	Marie Graham
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	atomfhs@hotmail.com

Home Address	
Please complete with <i>changes</i> only:	
Street:	2000 Front St
City, State Zip:	East Meadow NY 11554
Phone:	516 794 2165

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	n/a
1b) Salary:	n/a
1c) Start date:	n/a
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None


Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
/				

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
/						

Trustee Signature

Signature: 

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	The Academy Charter School
Name of trustee (print):	Peter J. Goodman
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	pgoodman@bfslawfirm.com

Home Address	
Please complete with <i>changes</i> only:	
Street:	5 Prospect Avenue
City, State Zip:	Sea Cliff, New York
Phone:	516-361-4875

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	Berger, Fischhoff, Shumer, Wexler & Goodman LLP
Street:	6901 Jericho Turnpike; Suite 230
City, State Zip:	Syosset, New York 11791
Phone:	516-747-1136

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"


3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	
Name of trustee (print):	STEPHEN ROWLEY
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	Srowley755@gmail.com

Home Address	
Please complete with changes only:	
Street:	SAME
City, State Zip:	
Phone:	

Business Address	
Please complete with changes only:	
Business Name:	THE ACADEMY CHARTER SCHOOL
Street:	100 Charles Lindbergh Blvd
City, State Zip:	Uniondale, New York 11553
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input checked="" type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	Parttime INSTRUCTOR
1b) Salary:	\$40,000 ⁰⁰
1c) Start date:	9-8-20
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

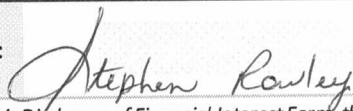
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A	N/A	N/A	N/A	N/A

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Trustee Signature

Signature: 

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Academy Charter School
Name of trustee (print):	Dorothy M. Burton
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board member
Email Address:	Dorothymburton@aoh.com

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

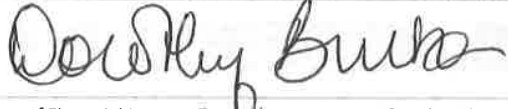
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:  7/13/21

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	The Academy Charter School
Name of trustee (print):	Carol A. Hanson-Beckles
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	No Change
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	Not employed at this time
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

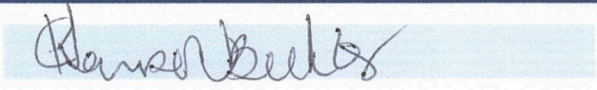
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
Beverley Hanson Sister	None	N/A	Would not be involved in voting or participate if she is the party.	N/A

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: 

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation: The Academy Charter Sch

Name of trustee (print): Claudette Harrison

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): Trustee

Email Address: cmharrison@yahoo

Home Address

Please complete with **changes** only:

Street: 5 Vanata Ct

City, State Zip: Hempstead NY

Phone: 516 489-2069

Business Address

Please complete with **changes** only:

Business Name:

Street:

City, State Zip:

Phone:

Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)]. Yes No
- 1a) Description of the position:
- 1b) Salary:
- 1c) Start date:
- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

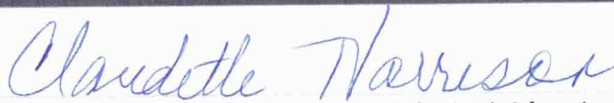
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	The Academy Charter School
Name of trustee (print):	Dale James
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member, Board of Trustees
Email Address:	dale.j.james@gmail.com

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
<p>1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].</p> <p>1a) Description of the position:</p> <p>1b) Salary:</p> <p>1c) Start date:</p>	<input type="radio"/> Yes <input type="radio"/> No
<p>2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.</p>	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Dale James

Digitally signed by Dale James
Date: 2021.07.13 08:06:17 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	
Name of trustee (print):	Roger Ball
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair of Educational Committee
Email Address:	ball@fordham.edu

Home Address	
Please complete with <i>changes</i> only:	
Street:	419 Mile Square Road
City, State Zip:	Yonkers NY 10701
Phone:	914-319-6217

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	NYC DOE
Street:	730 Bryant Ave
City, State Zip:	Bronx NY 10465
Phone:	719-328-1972

Questions	
<p>1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].</p> <p>1a) Description of the position:</p> <p>1b) Salary:</p> <p>1c) Start date:</p>	<input type="radio"/> Yes <input type="radio"/> No
<p>2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.</p>	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Roger Ball

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

The Academy Charter School
2021 -2022 Calendar

TOTAL DAYS STUDENTS ARE IN ATTENDANCE = 184

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

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

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

7/2/2021	
1-Sep	First Day of School
6-Sep	Labor Day School Closed
Sep 7 - Sep 8	Rosh Hashanah
16-Sep	Yom Kuppur
11-Oct	Columbus Day
2-Nov	Election Day
11-Nov	Veterans Day
24-Nov	12 Noon Dismissal
Nov 25 - Nov 26	Thanksgiving Recess
23-Dec	12 Noon Dismissal
Dec 24- Jan -2	Holiday Recess
17-Jan	Dr. Martin Luther King Jr School Closed
Jan 25 - Jan 28	Regents Exams
Feb 21 -Feb 25	Winter Break
March 29 - March 31	Grades 3-8 ELA State Test
April 15- April 22	Spring Break
April 11 - May 20	NYSESLAT State Test
April 26 - April 28	Grades 3-8 Math Satae Test
May 9 - May 20	NYSESLAT Reading & Writing State Test
May 24 - June 3	Grade 8 Science Performance Test
30-May	Memorial Day School Closed
6-Jun	Grade 8 Science Written
June 15 - June 24	Regents Exams
20-Jun	Juneteenth School Closed
24-Jun	Last Day of School

	First & Last Day of School
	Early Dismissal at 2:00pm
	NYS Testing
	School Closed

Nº 53940

CERTIFICATE

Date July 8, 2021

Approval of Building Alteration

Fee \$ 25.00

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

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

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

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

Joseph Simon
Superintendent of Inspectors



NASSAU COUNTY FIRE COMMISSION
OFFICE OF THE FIRE MARSHAL

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

FIRE DETECTION AND FIRE ALARM SYSTEM COMMISSIONING REPORT

To: Checkmate Security Systems
65 John St.
Babylon NY 11702

Date 6/23/2021
Location ID 20022277
T/I 20102683

Location Academy Charter School (4' x 25') 159 N Franklin St., Hempstead NY 11550

- 1. Original, stamped approved design drawings on site with cut sheets and battery calculations.
2. Stamped original design drawings match installation
3. Remote annunciator is visible and readable from the exterior.
4. All areas/rooms on premise protected by system as required.
5. Correct amp hour batteries installed at FACP and power supplies.
6. T-bars and back boxes are installed on all ceiling tile mounted system detectors.
7. No smoke detector located within 3' of supply air diffusers (supply or return)
8. Smoke detector(s) minimum 4" off wall /maximum 15' off wall, maximum spacing 30' apart /41' in corridors <10' wide
9. Heat detector(s) minimum 4" off wall/maximum 25' off wall, maximum spacing 50' apart.
10. Remote indicator lights provided for concealed detectors are visible and labeled with device description.
11. All rooms that contain main FACP or sub FACP are adequately labeled on entry door
12. Access provided for service of all concealed detection devices.
13. Detection in accessible spaces greater than 6 inches in depth
14. Smoke detectors tested as per manufacturer approved method. Device location descriptions accurate.
15. Heat detectors tested as per manufacturer approved method. Device location descriptions accurate
16. Carbon-monoxide detectors tested as per manufacturer approved method. Device location descriptions accurate.
17. All manual pull stations tested as per manufacturer approved method.
18. All Fire Sprinkler water flow devices tested - Alarm within 90 seconds maximum.
19. All Fire Sprinkler dry system trip test(s) water delivery (Light Hazard 1 head 60 Sec / Ordinary hazard 2 heads 50 sec)
20. All Automatic Fire Extinguishing system(s) tested from micro switch
21. All Beam type smoke detector devices tested as per manufacturer approved method.
22. All Fire Sprinkler tamper switches tested.
23. Trouble/supervisory signals for manual pull stations, smoke detectors, heat detectors and horn/strobes
24. Electrical (AC loss) disconnect trouble signal.
25. Battery disconnect trouble signal
26. Dedicated hard-wired phone line(s) loss trouble signal.
27. Ground fault trouble signal.
28. Immediate HVAC fan shut down
29. Fan restart is independent of FACP reset
30. Strobes remain active upon alarm silence.
31. Magnetic hold open devices release for fire/smoke doors.
32. Required fire shutters close.
33. Required HVAC dampers close
34. Fire Sprinkler water flow device activates a non-silenceable alarm. Alarm to remain active until water flow is shut off.
35. Magnetic locking devices deactivate upon fire alarm system activation.
36. For beam depths greater than 10% of ceiling height, smoke detectors shall not exceed 15' spacing.
37. Smoke protection provided for partitioned spaces greater than or equal to 85% floor to ceiling height
38. Multi-criteria initiating devices operate independently

Table with 3 columns: P, F, N/A. Contains checkboxes for each of the 38 items in the list above.

Comments

- [X] System in compliance and approved
[] System not in compliance
[] Revised Design Drawings w/Fees Required
[] Re-Inspection w/ Fee Required

Issued by: [Signature] Sh# 73
Nassau County Fire Marshal



NASSAU COUNTY FIRE COMMISSION
OFFICE OF FIRE MARSHAL

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

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

To: Mazo Construction Corp.
140-14 Keyland Court
Bohemia NY

Date: 6/23/2021

Location ID #: 20022077

T/I #: 20104297

Location: Academy Charter School 4th + 5th Grade, 159 N Franklin St. Hempstead NY

Pass Fail NA

- 1. Original, stamped approved plans on site with cut sheets.
- 2. Stamped original plans match installation.
- 3. All areas/rooms on premise protected by system as required.
- 4. Discharge heads properly spaced as per NFPA 13
- 5. Spacing from finished ceiling/roof deck to deflector is between 1" and 12" (unobstructed construction).
- 6. Sprinkler deflector maximum 22" below ceiling/roof deck and 1" to 6" below structural member (obstructed construction).
- 7. Deflectors aligned parallel to ceilings, roofs or the incline of stairs.
- 8. Sprinklers positioned to avoid obstructions to discharge.
- 9. Soffits greater than 12 inches in depth have additional protection.
- 10. Combustible space(s) above ceiling greater than 6 inches have additional protection.
- 11. Combustible exterior canopies, balconies & decks > 48 inches have additional dry piped protection.
- 12. Sprinklers may be omitted from skylights ≤ 32 sq ft, and at least 10' horizontally from another unprotected skylight or unprotected ceiling pocket.
- 13. Protective cages on sprinkler heads where damage is possible.
- 14. All control, drain and test connection valves provided with permanently marked signs.
- 14. Hydraulic Design Information Sign at alarm valve or dry pipe valve.
- 15. "Fire Sprinkler Valve Room" door labeled (2" letters red/white).
- 16. Riser accessible for maintenance of system and emergency shut off.
- 17. FDC not less than 18 inches and not more than 4 feet above level of adjacent grade or access level.
- 18. Connections are operable and free of obstructions (3 ft in all directions). Protected by bollards, if necessary.
- 19. FDC designated by a sign or plate with at least 1" high letters (AUTOSPKR., OPEN SPKR.).
- 20. FDC threads match local fire department hose threads.
- 21. All portions of building are within 600 feet of hydrant measured on approved route around exterior of building.
- 22. Connection openings covered by an approved device.
- 23. Required spare heads and wrench provided in approved cabinet located in main valve room.
- 24. 200 psi hydrostatic test including FDC and piping, holding for 2 hours with no pressure loss or visible leakage.
- 25. Water flow test(s) - activation of bell and fire alarm within 90 seconds of full water flow from inspectors test.
- 26. Dry system trip test(s) steady water flow within 3 min.
- 27. Dry system air pressure leakage test at 40 psi for 24 hours; maximum 1 1/2 psi pressure loss.
- 28. Contractor's material and test certificate(s) completed and signed

Comments: Water flow activation fire alarm in 58 seconds (wet) + 27 dry system

System in compliance and approved System not in compliance Revised Plans Req. w/ Fees

Permit # _____

Re-Inspection Fee Req.

Fire Marshal

Shield # 73



NASSAU COUNTY FIRE COMMISSION OFFICE OF FIRE MARSHAL

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

FIRE STANDPIPE SYSTEM TEST / INSPECTION

To: Mazo Construction Corp
140-14 Keyland Cr.
Bohemia NY

Date: 6/23/2021

Location ID #: 20022277

T/I #: 20104297

Location: Academy Charter School 4th & 5th Grade, 159 N. Franklin St. Hempstead NY

- | | Pass | Fail | NA | |
|-----|-------------------------------------|-------------------------------------|-------------------------------------|--|
| 1. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Original, stamped approved plans on site. |
| 2. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Stamped original plans match installation. |
| 3. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Location and size of standpipes and FDC comply with plans. |
| 4. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Standpipe connections located minimum 3 feet off floor / maximum 5 feet off floor on intermediate landings. |
| 5. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Valves are identified with signs as required. |
| 6. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Riser supports are provided at the lowest level, alternate levels and at the top of riser. |
| 7. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | FDC designated by a sign or plate with at least 6" high letters ("FDC STANDPIPE" or "FDC STANDPIPE AND AUTOSPKR") |
| 8. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | FDC and outlet threads match local fire department hose threads. |
| 9. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | FDC operable and free of obstructions (3ft in all directions). Protected by bollards, if necessary. |
| 10. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | FDC openings covered by approved device. |
| 11. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | FDC located not less than 40 feet nor more than 100 feet from nearest hydrant. |
| 12. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | FDC mounted 18" to 48" above grade. |
| 13. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | No shutoff valve in FDC piping. |
| 14. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Sign provided at FDC indicating pressure required at inlets to deliver system demand (manual system only). |
| 15. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 200 psi hydrostatic test holding for 2 hours with no pressure loss. |
| 16. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Flow test 500 GPM at most remote standpipe; 250 GPM each at the two most hydraulically remote outlets; 250 GPM top outlets of additional standpipe risers. Total not to exceed 1250 GPM, or 1000 GPM for buildings sprinklered throughout. |
| 17. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Flow test provides minimum residual 100 psi at hydraulically most remote 2 1/2 inch hose connection. |
| 18. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Cabinets (if provided) containing standpipes not blocked or obscured from view. |
| 19. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Cabinets (if provided) without clear glass panel or door identified with permanently attached sign not less than 2" high indicating "Standpipe". |
| 20. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Cabinet doors (if provided) unlocked unless provided with frangible material that is easily broken and allows access. |
| 21. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Contractor's material and test certificate(s) completed and signed |

Fire Department (if applicable) present for test: _____

Comments: JME Pumpor used

System in compliance and approved System not in compliance Revised Plans Req. w/ Fees
 Re-Inspection w/ Fee Required

Fire Marshal: [Signature] Shield #: 73

FEE \$500⁰⁰

Certificate of Occupancy

VILLAGE OF HEMPSTEAD
BUILDING DEPARTMENT

99 NICHOLS COURT
HEMPSTEAD, N.Y.

Nº 7421

Rec. No. 141275

Date Jul. 19, 2019

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

Lots 88 Street Address 127 No. Franklin St.

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

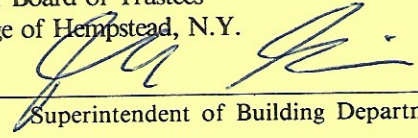
conforms substantially to the approved plans on file in this office. Permit No. 26482 Date Jul. 27, 2017

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

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

This certificate issued to Academy Charter School Owner of aforesaid Building
Address 117 No. Franklin St., Hempstead, NY

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



Superintendent of Building Department

Nº 53940

CERTIFICATE

Date July 8, 2021

Approval of Building Alteration

Fee \$ 25.00

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

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

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

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

Joseph Simon
Superintendent of Inspectors

CERTIFICATE

Date Oct. 16, 2012

No 52391

Approval of Building Alteration

Fee \$25.00

VILLAGE OF HEMPSTEAD

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

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

Street Address

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

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