



# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
THE ACADEMY CHARTER SCHOOL*

**Report Date: February 27, 2019**

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**Charter Schools Institute**  
The State University of New York

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# INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).<sup>1</sup>

## THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S  
APPLICATION  
FOR CHARTER  
RENEWAL

INFORMATION  
GATHERED DURING  
THE CHARTER TERM

ACADEMIC  
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL  
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,  
2013 and available at: [www.  
newyorkcharters.org/SUNY-  
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).



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## REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



## RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: [www.newyorkcharters.org/renewal/](http://www.newyorkcharters.org/renewal/).

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/).

This report contains appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of The Academy Charter School, and renew The Academy Charter School's authority to operate its school of the same name for a period of five years with authority to provide instruction to students in Kindergarten – 12<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal with a projected total enrollment of 1,775 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.<sup>3</sup>

## REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- 1:** the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2:** the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3:** given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>4</sup>

## ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all open and operating charter schools. The Academy Charter School ("The Academy - Hempstead") received a full-term renewal from the SUNY Trustees in 2014, and was given targets at that time. Charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program.

3. SUNY Renewal Policies  
(p. 14).

4. See New York Education  
Law § 2852(2).

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students.

The Academy - Hempstead makes good faith efforts to meet its enrollment and retention targets. The school surpasses its enrollment target for economically disadvantaged students but does not meet its other enrollment or retention targets. The school analyzes the district demographics and school locations and continues to find ways to increase enrollment for each subgroup. If renewed, the school plans to utilize the following efforts to meet its targets in the future charter term:

- advertising with radio stations and newspapers, mailing flyers in neighboring communities, and scheduling information sessions;
- conducting outreach to early childhood education programs and community based organizations serving ELL students;
- providing standalone ELL instruction and increasing the number of English to Speakers of Other Languages ("ESOL") certified teachers; and,
- conducting outreach to the districts Committees on Special Education ("CSE") of the various school districts from which the school enrolls students.

The Institute notes that the only other charter school in the Hempstead Union Free School District (the "district") was founded with support from the community based organization, Círculo de la Hispanidad, which has Spanish language instruction and integration of Latino history and culture as part of its mission and curricular content; and enrolls over 100 students in its English as a new language ("ENL") program.

For additional information on the school's enrollment and retention target progress, see Appendix A.

#### CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

*As of the date of this report, the Institute has not received district comments in response to the renewal application.*

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## THE ACADEMY CHARTER SCHOOL

### BACKGROUND

The SUNY Trustees approved the original charter for The Academy - Hempstead on January 16, 2009. The school opened its doors in the fall of 2009 initially serving 167 students in Kindergarten – 2<sup>nd</sup> grade. The school is authorized to serve 1,296 students in Kindergarten – 11<sup>th</sup> grade during the 2018-19 school year and, if renewed, will grow to serve students in Kindergarten – 12<sup>th</sup> grade, with a projected total enrollment of 1,775 students.

The current charter term expires on July 31, 2019. A subsequent charter term would enable the school to operate through July 31, 2024. The Academy - Hempstead is located in private spaces within the Hempstead Union Free School District. Kindergarten – 2<sup>nd</sup> grade are located at 94 Fulton Avenue, Hempstead, NY, 3<sup>rd</sup> – 5<sup>th</sup> grade are located at 117 N. Franklin Street, Hempstead, NY and 6<sup>th</sup> – 11<sup>th</sup> grade are located at 159 N. Franklin Street, Hempstead, NY.

The Academy - Hempstead's mission states:



*The mission is to create world class competitive scholars who will learn today, lead tomorrow, and serve in the future. To accomplish this, The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge gaps between theory and practice.*

*Our educational philosophy emphasizes core mastery, character development, and community awareness. Our school will improve student academic achievement by focusing on three important areas of our children's growth that will enable them to be empowered adults: mastery of academic subjects; an intensive focus on character development; and, fostering a lifelong behavior of giving back to their community.*



# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

The SUNY Trustees approved The Academy Charter School to replicate its program in December 2017. The Academy Charter School - Uniondale (“The Academy - Uniondale”) opened its doors in September of 2018 serving students in Kindergarten – 2<sup>nd</sup> grade.

The not-for-profit charter school education corporation, The Academy Charter School, has the authority to operate both of the schools. The schools utilize a shared service structure in which the education corporation provides academic, operational, and fiscal support to both schools. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations.

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

The Academy - Hempstead is an academic success having met its Accountability Plan goals. The school demonstrates success in the following ways:

- Over the charter term, The Academy - Hempstead outperformed the district in English language arts (“ELA”) in the most recent year by 47 percentage points. In addition, the school increased the percentage of students performing at or above proficiency by 23 percentage points with 71% of students scoring at or above proficient in 2017-18 compared to 48% in 2015-16. The school exceeded the targets for its comparative effect size and district comparison measures in ELA each year of the charter term. Notably, in 2017-18, the school posted a mean growth percentile of 56 surpassing the target by six points.
- Similarly, in mathematics, the school outperformed the district each year of the charter term. In 2017-18, the school outperformed the district by 48 percentage points. The school exceeded the targets for its comparative effect size and mean growth percentile measures in mathematics each year of the charter term. Notably, in 2017-18, the school posted a mean growth percentile of 65 surpassing the target by 15 points.
- The Academy - Hempstead met its science goal throughout the charter term. In 2017-18, the school outperformed the district by 35 percentage points and surpassed the absolute target of 75% by 16 percentage points. In 4<sup>th</sup> grade, 58% of students scored at performance level 4, the highest possible level.
- ELLs and former ELLs at The Academy - Hempstead posted strong mean growth percentiles in 2017-18. They exceeded the target of 50 in both ELA and mathematics. The school’s ELL program effectively supports students’ English language proficiency as evidenced by nearly half of ELL students scoring ‘Commanding’ or making progress on the New York State English as a Second Language Achievement Test (“NYSESLAT”) in 2017-18.

In addition to the school’s strong quantitative performance, The Academy - Hempstead expanded to serve middle and high school grades during this charter term. The school expanded its organizational capacity to support its growth, while developing internal talent pipelines for the growing number of leadership roles associated with the additional grade levels. The school continues to strengthen its systems across the academic program to support teachers with instructional planning, data analysis, and meeting the academic needs of all students.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant The Academy - Hempstead a Subsequent Full-Term Renewal of five years.

#### NOTEWORTHY

The Academy - Hempstead partners with the New York Institute of Technology ("NYIT") and the Cordell Hull Foundation for International Education to support teacher recruitment, specifically in hard to fill positions such as secondary mathematics, science, and ELL teachers. The partnership with the Cordell Hull Foundation offers international teachers a three year teaching residency at The Academy - Hempstead. The NYIT partnership offers a cohort of 12 to 15 uncertified teachers and teaching assistants the opportunity to earn a Master's degree in education and complete the state teaching certification requirements at a subsidized cost.

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# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

The Academy - Hempstead is an academic success having met its Accountability Plan goals. The school's strong academic program is supported by an effective organizational structure, experienced leadership team, and thoughtful board members who provide appropriate academic oversight.

At the beginning of the Accountability Period,<sup>5</sup> the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”<sup>6</sup> and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”<sup>7</sup> for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY’s required measures include measures that present schools’:

**ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?**

**COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?**

**GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?**

5. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. The Academy - Hempstead did not propose any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools’ Accountability Plans because of changes to the state’s assessment system. The analysis of elementary and middle school performance

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute measure of interim progress attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, as applicable) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of The Academy - Hempstead relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of The Academy - Hempstead's demonstrated student learning compared to other schools' demonstrated student learning. Notwithstanding the validity of the measures within a given school year, it is important to recognize changes in the administration of the state exams and cautiously interpret year over year trends in achievement scores.

The Institute uses the state's growth percentile analysis as a measure of The Academy - Hempstead's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes a science goal and a goal for performance under the former the No Child Left Behind ("NCLB"), accountability system, which will be replaced by Every Student Succeeds Act ("ESSA") goals in the future.



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## HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

The Academy - Hempstead met its key academic Accountability Plan goals in ELA, mathematics, and science in its second charter term. In 2017-18, the school outperformed 88% of all public schools in ELA and 85% of schools in mathematics. The school only enrolled students through 10<sup>th</sup> grade in 2017-18, and, as such, did not yet produce outcomes for a four year Accountability Cohort. However, in 2017-18, 86% of the school's first and second year high school cohorts earned enough credits to be promoted the next grade level, a strong leading indicator of future success in high school. The Academy - Hempstead also met its NCLB goal during the charter term.

The Academy - Hempstead demonstrated strong achievement in ELA over the charter term, meeting its goal in all five years of the Accountability Period. From 2013-14 through 2017-18, the school outperformed the district by at least 26 percentage points. Additionally, the school increased its proficiency rate by 37 percentage points over the term. Notably, 71% of the school's students enrolled in at least their second year scored at or above proficiency on the state ELA exam in 2017-18, surpassing the district performance by 47 percentage points. The Academy - Hempstead also exceeded the target for its comparative effect size measure during each year of the Accountability Period. In comparison to schools enrolling similar percentages of economically disadvantaged students across the state, the school performed higher than expected to a large degree from 2013-14 through 2017-18. In 2013-14, the school posted a mean growth percentile that fell narrowly under the target of 50. From 2014-15 through 2017-18, The Academy - Hempstead exceeded its growth target posting mean growth percentiles at or above 50 each year.

The Academy - Hempstead also met its mathematics goal over the charter term, exceeding the targets for all comparative and growth measures in every year of its Accountability Period. From 2013-14 through 2017-18, the school's students enrolled in at least their second year posted proficiency rates that surpassed the district performance by at least 34 percentage points. Notably in 2017-18, with 70% of the school's students in 3<sup>rd</sup> – 8<sup>th</sup> grade enrolled for at least two years scoring at or above proficiency, The Academy - Hempstead outperformed the district by 48 percentage points. Additionally, the school posted effect sizes far above the target of 0.3 in each year of the Accountability Period indicating that the school performed higher than expected to a large degree compared to demographically similar schools statewide. The Academy - Hempstead also exceeded the target for its growth measure in each year. In 2017-18, the school posted a mean growth percentile of 65, exceeding the target of 50 by 15 percentile points.

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The Academy - Hempstead also met its science goal during the charter term. The school exceeded or came close to the absolute target of 75% during each year of its Accountability Period. The school also outperformed the district every year. In 2016-17, the school's performance dipped under the target of 75% but outperformed the district by 19 percentage points. Notably in 2017-18, the school surpassed the absolute target by 16 percentage points and the district achievement by 35 percentage points.

The Academy - Hempstead remained in good standing under the state accountability system over the charter term.

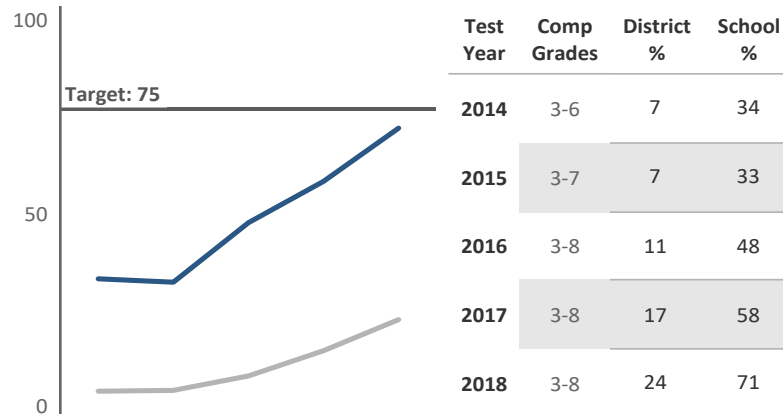
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# ACADEMIC PERFORMANCE

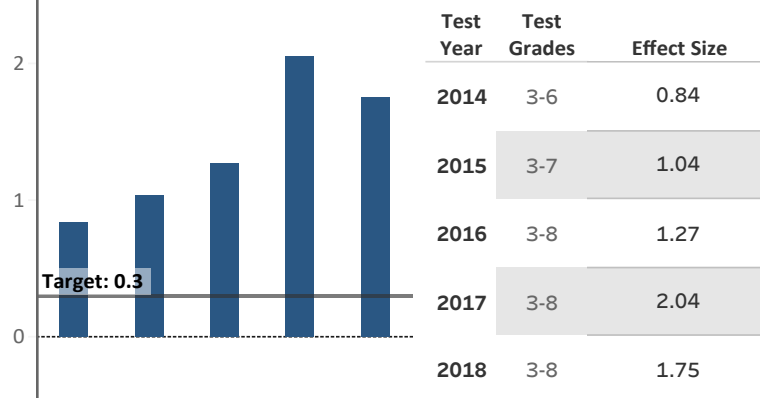
## THE ACADEMY CHARTER SCHOOL

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

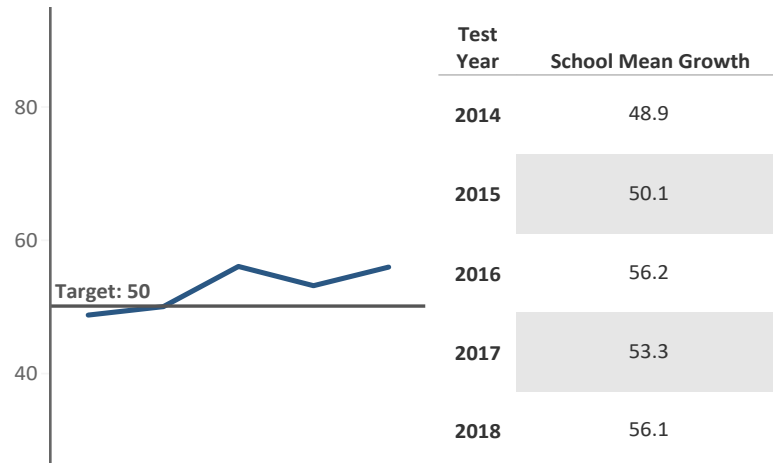
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



**Comparative Measure: Effect Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



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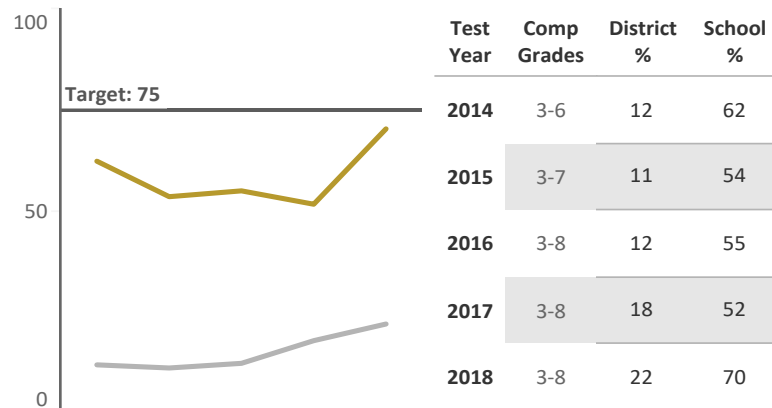
# ACADEMIC PERFORMANCE

## THE ACADEMY CHARTER SCHOOL

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

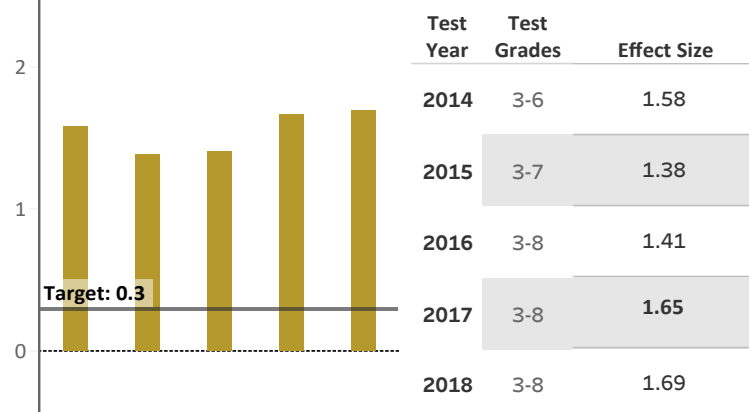
#### Comparative Measure:

**District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



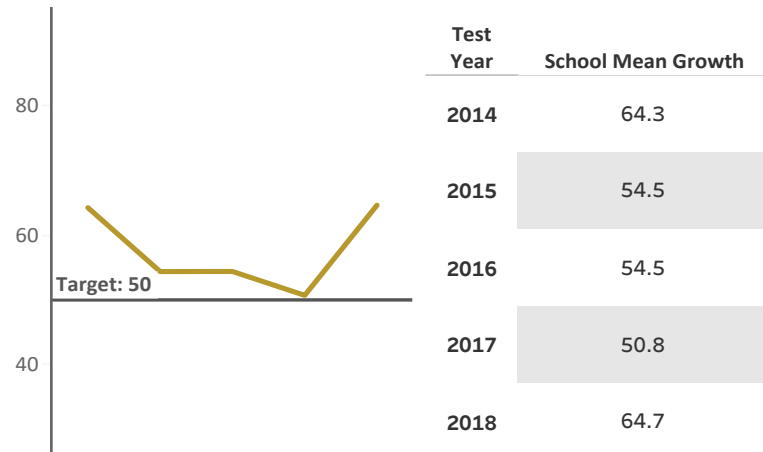
#### Comparative Measure: Effect

**Size.** Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **Mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



#### Comparative Growth

**Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **Mathematics**.



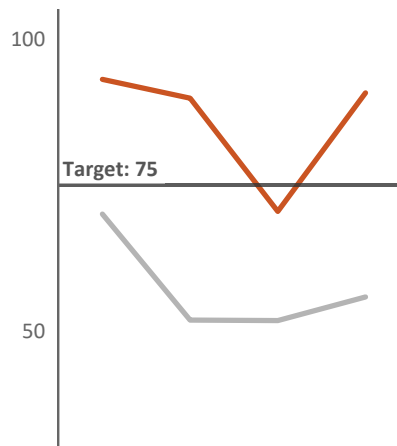
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# ACADEMIC PERFORMANCE

## THE ACADEMY CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL

**Science: Comparative Measure.** Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the **district**.



Test Year	District %	School %
2015	70	93
2016	52	90
2017	52	71
2018	56	91

### SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	42	50	47
Tested on State Exam	24	30	23
School Percent Proficient on ELA Exam	16.7	20.0	34.8
District Percent Proficient	0.8	1.9	5.4
	2016	2017	2018
ELL Enrollment	52	73	72
Tested on NYSESLAT Exam	51	72	72
School Percent 'Commanding' or Making Progress on NYSESLAT	39.2	44.4	47.2

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.



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## DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

The Academy - Hempstead has a robust assessment system in place that equips teachers with data to improve student learning.

- The school regularly administers a variety of diagnostic, formative, and summative assessments aligned to the school's curricula and state standards. The school administers Renaissance STAR Reading and STAR Math three times per year in Kindergarten – 8<sup>th</sup> grade to monitor growth over time. The school also creates and administers standards aligned interim assessments in ELA and mathematics for students in 3<sup>rd</sup> – 8<sup>th</sup> grade based on commercial material from Rally! Education and released test items from the New York State assessment. Teachers administer the Fountas and Pinnell Benchmark Assessment System ("F&P") to measure students' independent and instructional reading levels three times per year, with a round of progress monitoring in between the three checkpoints. In the high school grades, teachers administer the NWEA Measures of Academic Progress ("MAP") assessment three times per year to track growth against a national sample. High school teachers also administer course specific assessments from EngageNY and Holt McDougal, as well as released Regents items. Teachers of all subjects and grades use unit assessments from the curricula as well as weekly teacher created quizzes and daily exit tickets to monitor student learning.
- The Academy - Hempstead has valid and reliable methods for scoring, tracking, and analyzing data within grade bands with formal structures for adjusting instructional plans. All assessments have common scoring rubrics or guides, such as the EngageNY text analysis rubric and ELA Regents rubric, with teachers and coaches meeting prior to test administration to review expectations. Teachers use common planning time to review student work with some collaborative grading and review of grade level performance. Coaches and teachers, according to formative assessment results, adjust scope and sequence documents with targeted standards and objectives. In mathematics, daily exit tickets determine small group reteaching for the following day. In writing, teachers use on demand assessments to inform teacher student conferences.
- The school makes data accessible to teachers, school leaders, and board members. The school data coordinator compiles all interim assessment data and produces item analyses for teachers and coaches. Teachers access STAR data via an online portal and maintain data binders with other key assessments results including F&P levels. Teachers

create student portfolios with work from multiple subjects and classrooms, publicly post achievement targets, and track students' progress toward goals. Teachers use an online grade book and elementary teachers use ClassDojo to track and communicate student behavior data to students and parents.

- Teachers use assessment results to meet students' needs by adjusting classroom instruction and grouping students based on daily work, conferencing observations, and formative assessments. Following formal assessment cycles, teachers and coaches review individual student performance and trends across standards to create action plans detailing the standards and objectives for focus in upcoming weeks. During common planning meetings, teachers review data and student work samples to determine modifications to pre-planned units and lessons. Teachers create and rotate student groups as frequently as needed to ensure students are progressing through critical standards of the course and grade. Teachers appropriately identify and monitor students throughout academic interventions using research based assessments. School leaders regularly use assessment results to identify priorities for professional development and grade level meeting or individual coaching.
- The school communicates with families about students' progress and growth through report cards, progress reports, digital platforms such as PowerSchool, Kickboard, ClassDojo, and teacher specific updates including daily logs and sending student work home for parent signatures for students in the lower grades.

## DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

The Academy - Hempstead has curricula in place that effectively guide teachers in their instructional planning and supports student learning.

- The school uses a variety of commercial curricular materials across grades that provide a fixed, underlying structure aligned to state standards. Literacy instruction follows the workshop model in which students have ample time for independent work with ReadyGen from Pearson and EngageNY providing the curricular materials in elementary and middle school grades. The school uses Foundations phonics program in Kindergarten – 2<sup>nd</sup> grade. The Teachers College Reading and Writing Project ("TCRWP") informs the writing program. The school utilizes multiple curricula for mathematics instruction including Eureka at the elementary level, Envision for the middle school grades, and

EngageNY in the high school grades. The school uses My World by Pearson for social studies in Kindergarten - 8<sup>th</sup> grade, and Inspire from McGraw Hill supports science instruction in the same grades. At the high school level, with oversight from the assistant principals to ensure content alignment, department chairs create frameworks aligned to standards.

- The school has developed clear instructional expectations with tools and frameworks aligned to standards. Leaders communicate instructional priorities to teachers each year, as well as expectations for instructional planning. Coaches and network staff provide curricular maps that lay out a detailed scope and sequence for each content area including standards, performance measures, and program resources. Together with coaches, teachers adjust assessments, create unit overviews, and craft daily lesson plans ensuring standards alignment of objectives, activities, and daily assessments. In some cases, the school contracts subject matter experts to support planning. Pacing guides define what to teach and when to teach it with opportunities for teachers to adjust based on student data.
- The school has a process for selecting, developing, and reviewing its curriculum. The process involves multiple stakeholders including the chief academic officer, principals, coaches, and teachers; and considers achievement data, feedback from staff, resources from peer schools, and overall alignment to the schools' instructional priorities.
- Teachers plan objective driven lessons with the support of instructional coaches. Teachers utilize a common lesson planning template with standards, essential understandings, performance tasks, possible student misconceptions, materials and resources, academic and content vocabulary, higher order thinking questions, and differentiation. Coaches review all lesson plans and share feedback with teachers via email. Teachers often collaborate across grade teams to lead and support planning. Most lessons follow a gradual release of responsibility with the instructor modeling for students followed by guided and then independent practice.

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# SUNY RENEWAL BENCHMARK 1D

## IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Effective instruction is evident throughout The Academy - Hempstead classrooms. Teachers are well prepared, deliver thoughtful instruction, and establish supportive classroom environments that encourage academic achievement. As shown in the chart below, during the renewal visit, Institute team members conducted 30 observations following a defined protocol used in all renewal visits.

### NUMBER OF CLASSROOM OBSERVATIONS

		GRADE												
		K	1	2	3	4	5	6	7	8	9	10	11	Total
CONTENT AREA	ELA	1	3	1		1	1	1	1	1		1		11
	Math	2	1	1	2	2	1	1		1	2			13
	Soc St										1		1	2
	Science				1				1		1		1	4
	Total	3	4	2	3	3	2	2	2	2	4	1	2	30

- Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum (24 out of 30 lessons observed). Teachers share and make visible objectives that are measurable and aligned with standards. Most teachers begin their lessons with a choral reading of the objective and some make the rationale for learning explicit. Teachers explain content clearly and accurately with instances of students making connections to prior learning. Moreover, teachers are well prepared with resources and activities aligned to the objective, and teaching strategies for engaging students in the content. Teaching assistants have clear roles to either support classroom management during whole class activities or lead small group instruction.
- Half of the teachers observed regularly and effectively use techniques to check for student understanding (15 out of 30 lessons observed). Most teachers actively circulate the classroom to monitor student progress. Teachers routinely circulate and use questioning to check for understanding often through choral response. In some instances, teachers prompt students to give a thumbs up or down though the attempts do not consistently yield insights into individual student progress toward mastery. Leaders recognize effective checks for understanding as an instructional priority and teachers receive one-on-one support during coaching sessions.

- Some teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding, higher order thinking, and problem solving skills (8 out of 30 lessons observed). Throughout most classrooms, teachers carry the cognitive load either doing the thinking for students or missing opportunities for students to engage in productive struggle. Leaders identified this trend in classroom observation data from the previous year and have prioritized higher order thinking as an area for teacher development this year. The school provides whole school professional development sessions on questioning throughout the year while coaches are also working one-on-one to support teachers with this pedagogical skill.
- Teachers convey a sense of urgency for learning and establish classroom environments focused on academic achievement (25 out of 30 lessons observed). Teachers establish effective classroom routines and procedures, and clearly communicate their expectations to students throughout the lesson. When students require behavioral reminders, teachers provide them without disrupting the learning. Teachers pace lessons appropriately and deliver content in engaging ways providing frequent opportunities for students to participate.

## DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

The Academy - Hempstead has strong instructional leadership. Over the charter term the school has grown to serve students in Kindergarten – 11<sup>th</sup> grade. To support this growth the school has thoughtfully developed internal leadership pathways and recruited externally to grow its team with experienced, mission aligned leaders. The Academy - Hempstead's instructional leadership team provides a comprehensive coaching and professional development program to teachers.

- The Academy - Hempstead's leadership establishes an environment of high expectations for teachers' personal professional growth and in the belief that all students can succeed. The chief academic officer determines the instructional priorities for the year and sets performance expectations for students. School level principals create school based plans to implement the identified priorities within their respective grade bands. Teachers across the Kindergarten – 11<sup>th</sup> grade program consistently identify the schoolwide priorities and the expectations leaders have set for their instructional practice.
- The instructional leadership effectively supports the development of the teaching staff, and consists of the chief academic officer, director of student support services, and the director of curriculum and instruction for Kindergarten – 5<sup>th</sup> grade. The school intends to add an additional director of curriculum and instruction for 6<sup>th</sup> – 12<sup>th</sup> grade during



the next charter term. A principal, associate assistant principal, and three instructional coaches oversee the elementary grades. Similarly, a principal and two instructional coaches lead the middle grades. At the high school level a principal and two assistant principals oversee the academic program. The elementary and middle grades also identify grade chairs to serve as a tertiary level of support. In the high school grades, leaders identify department chairs to serve as teacher leaders.

- Instructional leaders provide sustained, systemic coaching and supervision that improves teachers' instructional effectiveness. Principals, assistant principals, and instructional coaches conduct regular informal observations of teachers with written or verbal follow up, as well as weekly one-on-one meetings with the teachers assigned to their coaching caseload. Teachers submit lesson plans to leaders weekly and receive written feedback they incorporate prior to teaching the lesson. When necessary, leaders model instructional practices in the classroom by leading instruction while the teacher observes. Instructional coaches are in classrooms several times per week; in some instances these coaches will co-teach with teachers. When the schedule allows, department chairs and grade chairs also provide informal observations or coaching to the teachers in their grade or content areas.
- Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within grade levels. In the elementary and middle school grades, teachers have daily common planning meetings and weekly grade team meetings. During these meeting times, teachers review upcoming assessments, discuss student data, create action plans, and co-plan lessons. In the high school grades, department chairs lead weekly department meetings that focus on the same areas. The school designates additional time for curriculum and instructional planning during pre-service, weekly professional development sessions, and external professional development offerings that happen in the summer and throughout the academic year.
- Instructional leaders implement a professional development program that develops the content knowledge and pedagogical practice of all teachers. Instructional leaders design the school's professional development plans to align with and address a clearly identified set of priorities. A careful combination of whole school offerings and individualized external offerings meets each teacher's developmental needs. For example, as determined by 2017-18 classroom observation data, high level questioning is a 2018-19 schoolwide priority and all teachers participate in a series of trainings throughout the year to develop this instructional skill. Some teachers, depending on need, receive additional support with questioning during their weekly coaching sessions. Similarly, the school contracts with the local Boards of Cooperative Educational Services of New York State ("BOCES"), curriculum, instruction, and assessment vendors, and the NYIT

to provide external training to teachers and leaders. The school uses classroom data and teacher observations to determine which teachers and leaders should attend each external training. In some cases, secondary leaders will attend external trainings and share the lessons learned with teachers at the school.

- Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers' strengths and weaknesses. Teachers understand what leaders expect of them and how leaders evaluate them. The school uses the Danielson framework to conduct teacher evaluations. In addition to the Danielson rubric, leaders review data such as attendance, pass rates, and at-risk program data to evaluate teacher performance. The school offers monetary incentives to teachers that demonstrate strong academic outcomes.

## DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

### SUNY RENEWAL BENCHMARK 1F

The Academy - Hempstead has programs in place to meet the needs of at-risk students including students with disabilities, ELLs, and students struggling academically. The school has clear procedures to identify students in need of additional academic support and the school has increased staffing in key areas such as academic intervention services ("AIS") and ENL in order to ensure the school has the capacity to meet students' needs.

- The Academy - Hempstead has clear procedures for identifying at-risk students. At the elementary and middle school levels the school administers the STAR reading and mathematics assessments three times per year and uses the resulting data in conjunction with F&P and, where applicable, New York State assessment data to determine whether students require academic interventions. Based on students' classroom performance, teachers can also recommend students for interventions. If students participate in one or more cycles of intervention without making adequate progress then teachers refer them to the director of student support services for formal evaluation. The director of student support services then coordinates with the CSE if evaluation results indicate a student may need special education services. High school students take the MAP assessment as well as regular interim assessments, which teachers use to determine whether they require academic interventions. To identify ELLs the school utilizes a screening process that includes asking parents to complete a home language questionnaire and, if there is evidence a student speaks a language other than English at home, the school administers the New York State Identification Test for English Language Learners ("NYSITELL"). The school also administers the NYSESLAT to measure ELL students' English language proficiency, and uses the resulting data to determine the level of support students need.

- The school implements a variety of effective intervention programs to meet the needs of at-risk students. At the elementary and middle school levels the school provides AIS in mathematics and ELA according to a schedule that teachers determine at the beginning of the school year. Students also receive support from a resource room teacher on a regular basis throughout the week. At-risk teachers utilize a variety of materials including Leveled Literacy Instruction, Rally Education, and Envisions Math when working with students. At the high school level the school offers AIS in ELA. At all levels, students whose Individualized Education Programs (“IEPs”) mandate related services such as speech or occupational therapy receive those services from district based external providers. In response to a significant increase in ELL enrollment in the past year, The Academy- Hempstead hired additional ENL teachers who provide ELLs with both push-in and pull-out support. ENL teachers are implementing an online program called iLit from Pearson for the first time during the 2018-19 school year, which provides additional language acquisition support to ELLs.
- General education teachers as well as at-risk teachers utilize effective strategies to support students within the general education program. At the elementary and middle school levels at-risk teachers including AIS teachers, ENL teachers, and resource room teachers regularly push into classrooms and pull students out to provide small group support based on a weekly schedule. At the high school level 10<sup>th</sup> and 11<sup>th</sup> grade students who do not pass the end of year algebra and geometry Regents exams enroll the following year in a mathematics foundations course designed to remediate the skills necessary for students to pass the Regents the following January. In response to enrolling a large number of 9<sup>th</sup> grade students who are new to The Academy - Hempstead and significantly behind academically the high school offers an integrated co-teaching (“ICT”) model, in which a general education teacher and special education teacher provide instruction jointly. To support ELLs in the general education setting, teachers at all levels use visuals, text chunking, and sentence starters. ELLs may also make use of dictionaries during class, and Spanish speaking teachers occasionally translate classroom instruction to ensure that ELLs are able to access the content presented.
- The school effectively monitors the progress and success of at-risk students. A Response to Intervention (“RTI”) committee oversees the RTI process, which identifies students in need of additional support and monitors their progress on an eight to 10 week schedule. Elementary and middle school teachers use the results of STAR reading and mathematics assessments to monitor students’ progress over time, and teachers keep notes that track anecdotal evidence of student development. The director of student support services ensures all teachers have copies of student IEPs and regularly shares updates with

teachers and school leaders on student progress toward IEP goals via email. The director of student support services also ensures general education teachers are aware of ELL students' progress by sharing testing accommodations and the results of assessments. The school uses Las Links to monitor ELL students' progress throughout the year. The ENL teachers use the Las Links data to modify their instruction on an ongoing basis.

- The Academy - Hempstead provides effective training and professional development to identify at-risk students and help teachers meet student needs. During pre-service training at the beginning of the school year the director of student support services provides targeted professional development to special education teachers and ENL teachers on best practices for supporting students. Additionally, teachers have accessed trainings through the local BOCES including a session on strategies for ICT classrooms. Teachers receive additional training during weekly common planning meetings and during weekly professional development sessions.
- The school provides many opportunities for coordination between classroom teachers and at-risk program staff, which includes AIS teachers, resource room teachers, ENL teachers, and ICT teachers. Instructional staff at all levels participate in monthly data articulation meetings, during which student support teachers update general education teachers on at-risk student progress. At-risk teachers at the elementary and middle school levels also participate in general education teachers' daily common planning meetings, schedule one-on-one check ins with general education teachers, and utilize general education teachers' lesson plans when preparing materials for at-risk students. At the high school level student support teachers also attend common planning meetings. ICT teachers and general education teachers likewise have a separate weekly planning meeting during which they determine topics for reteaching and discuss upcoming lessons.

# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

The Academy - Hempstead is an effective, viable organization. The school is thoughtful about its academic program, reflects on its strengths and weaknesses regularly, and makes adjustments as necessary. The board provides appropriate oversight of the school and supports leaders in the reflection process.

### SUNY RENEWAL BENCHMARK 2A

## IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

The Academy - Hempstead is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The Academy - Hempstead leaders provide consistent and ongoing support for teachers. The school provides ample opportunities for students to participate in science and technology activities as well as the performing arts.

### SUNY RENEWAL BENCHMARK 2B

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

**Parent Survey Data.** The Academy - Hempstead distributes a survey to families on an annual basis to collect family satisfaction data about the school's academic program, school culture, and communication. In 2017-18, 10% of families who received the survey responded. The vast majority (90%) of respondents indicated satisfaction with the school's overall program. The participation rate is not high enough to be representative of the school community.

**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The nine parents in attendance at the focus group expressed high levels of satisfaction with the school's academic program and communication. Parents appreciate the high expectations the school sets for students and parents and how the school holds all stakeholders accountable for students' academic success.



**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2017-18, 89% of The Academy - Hempstead students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

## DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

The school organization effectively supports the delivery of the academic program. The school has an effective leadership structure that provides a high level of professional development and instructional support to teachers. The school has been thoughtful about the need for additional leadership capacity as it has grown and as a result has added personnel in key areas where needed.

- The Academy - Hempstead has an administrative structure with staff, operational systems, policies, and procedures that allow the school to carry out its academic program effectively, and the organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. An executive director oversees the schools’ operational, instructional, and central office staff. Reporting to the executive director, the chief academic officer supervises school principals, associate principals, the director of student support services, and an elementary director of instruction. The school intends to hire a 6<sup>th</sup> – 12<sup>th</sup> grade director of instruction for the 2019-20 school year to further enhance the schools’ instructional leadership capacity. At the elementary and middle school levels instructional coaches provide teachers with additional support, and at the high school level department chairs fulfill the same role. In general, teachers and staff are aware of whom to report to for specific matters and who evaluates them. However, due to recent structural changes to at-risk program management at-risk staff members are not consistently aware of their direct coaches or supervisors, and leaders are working to clarify reporting lines for these staff members.
- The school has a clear student discipline system in place at the administrative level that staff members apply consistently. Each school has a dean of culture who supports teachers in holding students accountable for high behavioral expectations. Guidance counselors and school psychologists provide further support for students with social emotional needs. At the elementary and middle school levels, each grade focuses

its character education program on a specific virtue such as honesty and self control. The school organizes grade levels into “houses,” similar to an advisory model, which contribute to a strong culture among students. Staff members implement class and individual incentives to reward and motivate students, such as “brag tags” that students can earn for exemplary behavior associated with their grade’s virtue.

- The Academy - Hempstead retains high quality staff members, as evidenced by its teacher retention rate of over 90% for the 2018-19 school year. The school’s recent growth has necessitated hiring a number of new teachers; to manage this, the school created a centralized human resources team that oversees teacher recruitment for each school site. The school participates in an international teacher exchange program that enables the school to recruit teachers from countries such as Jamaica, Turkey, and India, which increases the size and diversity of the teacher candidate pool. The school also partners with NYIT to offer discounted teacher certification courses. Additionally, The Academy - Hempstead offers monetary incentives to teachers based on student outcomes in order to increase teacher retention and recognize teachers for their work.
- The school maintains its student enrollment staying within the 20% collar required by the SUNY charter agreement. Notably, at the beginning of the 2018-19 school year the school, in cooperation with the district, enrolled four additional Kindergarten classrooms after a fire destroyed a local district elementary school building. School leaders anticipate these additional students will remain enrolled at the school, thus they recognize a need to adapt aspects of the school’s organizational growth plan in order to accommodate this influx of students to the cohort. In the short term, the school will technically be out of compliance with the Act in terms of siting the additional Kindergarten students but the Institute agrees with the school that the further disruption of moving students again during this school year would not be educationally beneficial.
- The Academy - Hempstead implements a variety of strategies to meet enrollment and retention targets for special education students, ELLs, and students who qualify for FRPL. These include advertising in newspapers and on local radio stations; mailing information about the school to residents’ homes; distributing flyers in both English and Spanish languages; and, targeting outreach to special education students through the district CSE. School leaders identify a need to increase the enrollment and retention of ELLs and students with disabilities, which currently falls below that of the district, and has attempted to address this issue by increasing staffing in areas that serve these students and hiring a director of student supports.

- The Academy - Hempstead monitors and evaluates the school's programs to ensure effectiveness. For example, the high school grades arranged a professional development session for teachers on utilizing effective questioning techniques in the classroom; based on strong positive feedback to the session, the school arranged for elementary and middle school teachers to receive the same professional development. The school intends to develop its academic program to better serve students' needs with the addition of several new programs including accelerated coursework at the middle and high school levels; a science, technology, engineering, and math ("STEM") curriculum; and, additional course offerings in the performing arts.

## DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

The Academy Charter School's board provides effective oversight of the school and has been thoughtful and reflective as the organization grows. Board members establish a clear vision for the school and support the school in executing that vision through their experience and community relationships.

- Board members possess a variety of skills, backgrounds, and experiences that enable them to provide effective oversight. Board members also have deep ties to the Hempstead community, which enables the school to access local resources and engage with community stakeholders. In response to the school's recent growth the board has recruited several new members in the last year who possess skills and experience critical to the education corporation as it grows including real estate management and finance. The board implements a committee structure that includes an academic, finance, external relations, and grievance committee. Additionally, in order to enhance its oversight of legal matters the board hired a full time in house legal counsel at the beginning of the 2017-18 school year.
- Board members set high expectations for school performance and hold leaders accountable for meeting those expectations. In order to provide rigorous oversight of the school's fiscal, organizational, and academic health, board members receive regular updates from the executive director and the chief academic officer at monthly board meetings and during frequent phone calls. The board was closely involved in the addition of the four Kindergarten classrooms at the beginning of the school year, coordinating with representatives from the district, community stakeholders, and internal staff to ensure the school had the resources and staffing necessary to transition the new students effectively.

- The board has identified clear priorities, objectives, and long range goals. Primary among the board's objectives is ensuring the school meets its accountability plan measures in particular the absolute measure of 75% proficiency on state assessments. Additionally, the board is focused on ensuring a high level of performance as the organization grows from one school to two. The board likewise emphasizes the importance of strong outcomes for the school's first graduating class and hopes to closely track students' post graduation plans. Finally, the board has identified the need for additional financial capacity, thus it has approved the addition of a chief financial officer to the central leadership team who will assist the board in finding additional revenue streams as the school grows.
- The board effectively hires and retains key personnel. School and central leadership roles have experienced minimal turnover, which has created consistency and stability at the schools even as the organization has undergone significant growth. The board oversaw the addition of several centralized instructional leadership roles including an elementary director of instruction and a director of student support services, who have increased the school's capacity to implement its academic program effectively. Additionally, the board oversaw the addition of a centralized data coordinator who has provided support to the school in analyzing student assessment and other critical data.
- Board members effectively communicate with the school community. The board chair makes a presentation to the entire staff during pre-service training at the beginning of the school year, and board members frequently visit the school and speak with teachers about their needs. Board members regularly attend school events where they speak with parents and students about their experience at the school.

## DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The Academy Charter School board materially and substantially implements, maintains, and abides by appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership and education corporation staff members working across schools accountable for both academic results and fiscal soundness.

- The board arranged for the purchase and financing of a high school facility in close proximity to the elementary and middle school buildings. The board is aware that the transaction significantly increased the education corporation's debt load. The board

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also purchased and financed a facility for The Academy - Uniondale to house the new elementary program, which opened on time this school year. The board understands the need to recruit and backfill students and work to reduce its debt load over time.

- The board engages in strategic planning and is considering issues related to the refinancing of bonds of earlier facility financings.
- The board makes use of outside consultant services as needed.

## SUNY RENEWAL BENCHMARK 2F

### HAS THE EDUCATION CORPORATION SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter with certain, minor exceptions.

- **Annual Reports.** While The Academy Charter School properly submitted its annual reports to the Institute and NYSED, the education corporation has not posted recent annual reports on its website in accordance with the Act. The Institute will follow up to update the website prior to the next charter term.
- **Complaints.** The Institute did not receive any formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters to the school during the charter term.

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# FISCAL PERFORMANCE



## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, The Academy Charter School fiscally needs monitoring as does its school, The Academy - Hempstead. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that The Academy - Hempstead and the education corporation have demonstrated fiscal concerns related to high facility debt load over the charter term.<sup>8</sup> (The SUNY Fiscal Dashboard for The Academy - Hempstead is included in Appendix D and the Fiscal Dashboard for the The Academy Charter School merged education corporation is included in Appendix E). The discussion that follows relates mainly to the merged education corporation because a school is not a legally distinct fiscal entity.

The Academy - Hempstead opened in 2009-10 authorized by SUNY. On December 12, 2017, the SUNY Trustees approved the education corporation to operate one new charter school, The Academy - Uniondale, which opened in the fall of 2018. In addition to analyzing the soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the schools and finds it too has limited financial resources to ensure stable operations. The fiscal dashboards reflect the independent entity as “fiscally needs monitoring” but its status should improve as the enrollment fills out.

In contrast, the Charter Schools Growth Fund awarded the education corporation a grant of \$500,000 in 2017 under the Emerging CMO Fund designed to increase the number of excellent charter school networks led by entrepreneurs with backgrounds similar to those of the students and families they serve. The fund revenues are to be used for the strategic development of organizational capacity to maintain high academic achievement and institutional stability and viability. Subsequently in 2018 the Charter School Growth Fund approved an additional investment in the Academy Charter School by authorizing the disbursement of a total of \$2,475,000 in grants and a convertible loan, in annual installments payable through December 2022.

8. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

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Since 2017, the school closed on two large bond financing deals for the high school and the new school located in Uniondale. Having the two schools that draw large enrollment allows for efficiencies associated with operations and capacity to share programs and resources in the areas of academic program, fiscal management and operational support, human resources, technology, and public relations. The proximity of the schools concerned the Institute as students from Uniondale Union Free School District already attended the original school in Hempstead, which has lower per pupil funding rate. Enrollment, however, has not proved to be a problem. While students from the Uniondale Union Free School District attend The Academy - Hempstead, the number enrolled in the lower elementary grades is minimal due to the preference given to Hempstead Union Free School District residents in the lottery. The financial model is intended to ensure that fully enrolled schools are financially sustainable, operating the school's program solely through public funding.

## SUNY RENEWAL BENCHMARK 3A

### DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The Academy - Hempstead has very strong enrollment demand but limited financial resources, which is driven by the large facility projects undertaken with accompanying bond debt. The Academy - Hempstead has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process involves the board, school leadership, external financial consultants, and the schools medium and long term financial planning using a model designed to achieve self sufficiency of unique requirements of any particular program offered without the use of private philanthropy. The budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment.
- The projected five-year renewal budget reflects anticipated growth in revenues and expenses associated with planned enrollment as the school grows to serve students in Kindergarten – 12<sup>th</sup> grade. At the education corporation level, enrollment and revenue from The Academy - Uniondale should also increase each year as the grade span grows.
- Currently the financial management of the schools is outsourced, the renewal term reflects bringing that function in house in year three of the next charter term with a new fiscal position overseeing the fiscal functions of the two operating schools.

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- The Academy - Hempstead operates three sites. Two of the sites are located within walking distance of each other and have been purchased and renovated through tax exempt bond financing. The third site is located in privately leased space. The new high school site will be available for the next school year freeing up space in the middle school building and eliminating the use of the supplemental leased space by the 2020-21 school year. As planned by the board, the spaces will have the capacity to fit the program needs for the next charter term.

## DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The Academy - Hempstead has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls.

- The education corporation Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates but does not yet reflect the addition of the new charter school and the development of the network structure. The Institute recommends that the manual be updated to accurately reflect the structure of the education corporation and the financial functions with two schools and central operations.
- The most recent audit report for The Academy Charter School as of June 30, 2018 had no material findings or deficiencies in internal controls.

## DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The Academy - Hempstead and the education corporation have complied with financial reporting requirements.

- The Institute and NYSED have received the required financial reports on time, complete and following generally accepted accounting principles.
- Independent audits of annual financial statements have received unqualified opinions with no advisory or management letter findings to report.
- The school and education corporation have generally filed key reports timely, and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.

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- The June 30, 2018 annual audit was received by the Institute by the due date of November 1, 2018, and reported, as expected, ongoing financial concerns related to the new bond financing for facility projects and the heavy debt load as the two schools ramp up enrollment growth and build out capacity.

## SUNY RENEWAL BENCHMARK 3D

### DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The Academy - Hempstead and the education corporation have continued to maintain limited financial resources while they build out facilities and remain compliant with all debt covenant requirements. The education corporation engages in a continual balancing act to ensure program needs are being met while so much attention is on facilities construction, renovation, and financing.

- The school opened in 2009-10, and has reported weak financial condition as it works through facility expansion projects which have been scaling to meet the enrollment demands of the schools.
- The merged education corporation fiscal dashboard in Appendix E reflects the education corporation fiscally needs monitoring, with 45 days of cash on hand to pay liabilities coming due shortly. All bond financing loan covenants are being met.
- The education corporation entered into two bond tax exempt financing deals since 2017 for \$35.9 million and \$19.5 million for the Hempstead and Uniondale facilities, respectively.
- The education corporation benefits from a combined balance sheet which is a combination of individual schools assets and liabilities. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits.
- The Academy Charter School had total net assets of approximately \$1.9 million as of June 30, 2018 and had approximately \$2.6 million in cash on hand.
- As a requirement of charter agreements, The Academy Charter School has established a separate dissolution reserve fund account of \$150,000.

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Albany, NY 12246

# FUTURE PLANS



## IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

As The Academy - Hempstead is an academic success, the education corporation's plans for the school are reasonable, feasible, and achievable.

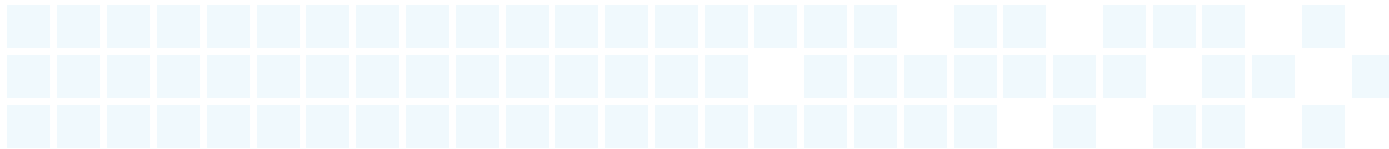
**Plans for the School's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** The Academy - Hempstead plans to continue to implement the same core elements of its educational program that enabled the school to meet its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term. Over the next charter term The Academy - Hempstead will grow to serve students in 12<sup>th</sup> grade, reaching full capacity during the 2019-20 school year.

**Plans for Board Oversight & Governance.** Current board members express interest in continuing to serve The Academy Charter School in the next charter term and may add new members in the next charter term.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the five-year financial plan, The Academy Charter School presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable with ongoing monitoring of facility project costs and loan covenant compliance and attention to ensure program needs are being met. As the next charter term progresses, enrollment and grades served should increase to bring revenue closer in line with the facilities costs already expended. In addition, as older bonds become available, The Academy Charter School may be able to refinance with better rates or better terms with respect to financial independence.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	1,296	1,775
<b>Grade Span</b>	K-11	K-12
<b>Teaching Staff</b>	94	110
<b>Days of Instruction</b>	182	182



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The Academy - Hempstead plans to continue instruction in the current sites plus one new site in the next school year, and then one fewer site in the following school year. These facility arrangements should meet program needs for the next charter term.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.





The Academy

# Ax

## APPENDICES

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SO<sup>A</sup>

SCHOOL  
OVERVIEW

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PERFORMANCE  
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COMMENTS

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FD<sup>D</sup>

FISCAL DASHBOARD

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EF<sup>E</sup>

ED CORP FISCAL

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# APPENDIX A: School Overview

## THE ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES WITH AUTHORITY TO OPERATE THE ACADEMY CHARTER SCHOOL

### CHAIR

Barrington Goldson

### VICE CHAIR

Robert Stewart

### TREASURER

Stephen Rowley

### TRUSTEES

Peter Goodman

Dawn West-Bloise

Roderick Roberts

Donovan Henry

Beth McKenzie

Marie Graham

Dale James

Dorothy Burton

Roger Ball

## SCHOOL LEADERS

### PRINCIPAL

*Dr. Nicholas Stapleton, Chief Academic Officer (2015-16 to Present)*

*Clarence Williams, Jr., Principal (2012-13 to 2014-15)*

*Dr. Nicholas Stapleton, Principal (2010-11 to 2011-12)*

*Nykeisha Jenkins-Rycraw, Principal (2009-10 to 2010-11)*

## SCHOOL CHARACTERISTICS

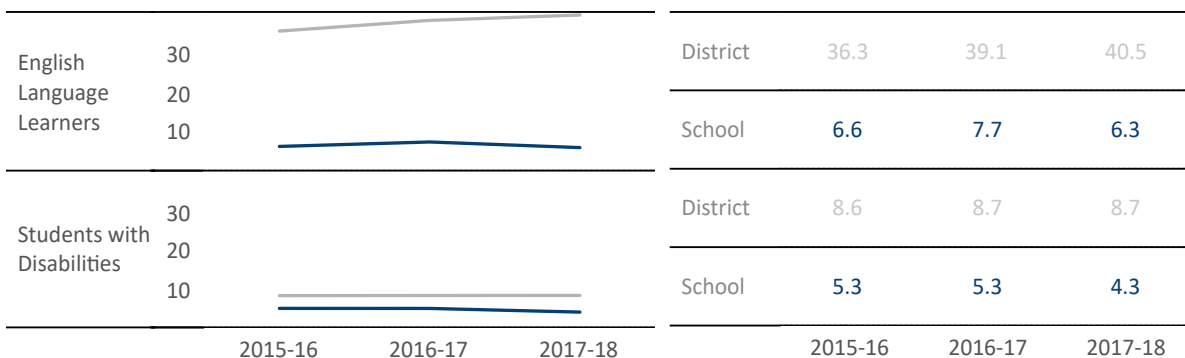
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	601	667	111%	K-7	K-7
2015-16	704	794	113%	K-8	K-8
2016-17	825	940	114%	K-9	K-9
2017-18	1,134	1,093	96%	K-10	K-10
2018-19	1,296	1,269	98%	K-11	K-11

# APPENDIX A: School Overview

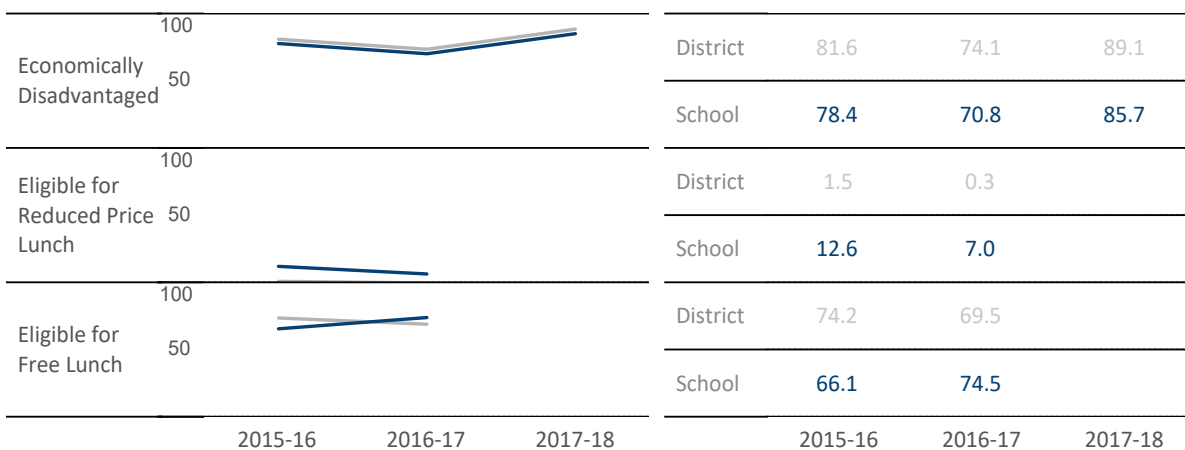
Academy Charter School

Hempstead

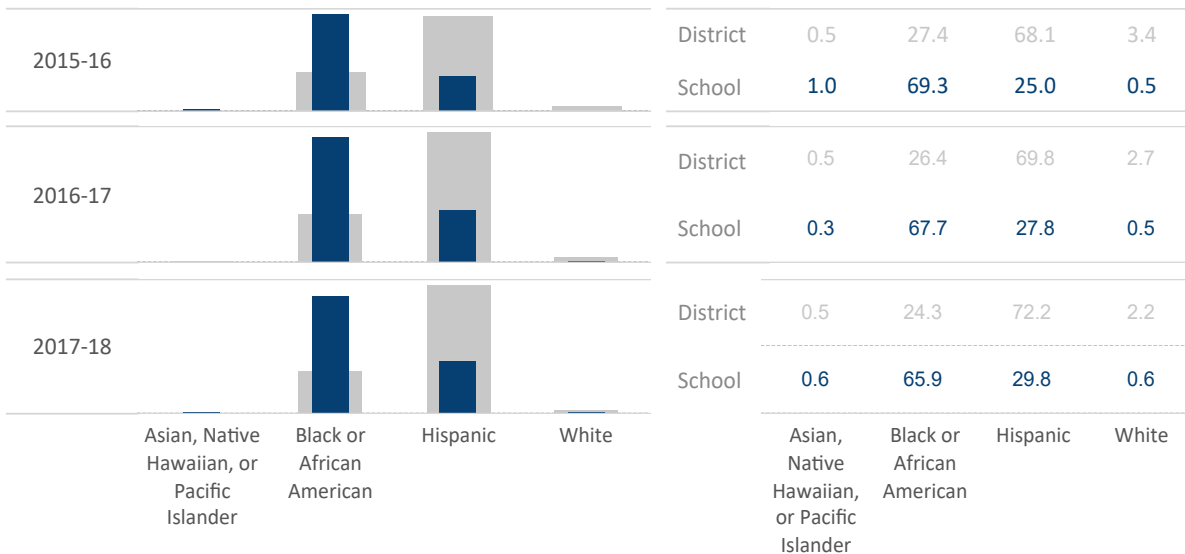
## Student Demographics: Special Populations



## Student Demographics: Free/Reduced Lunch



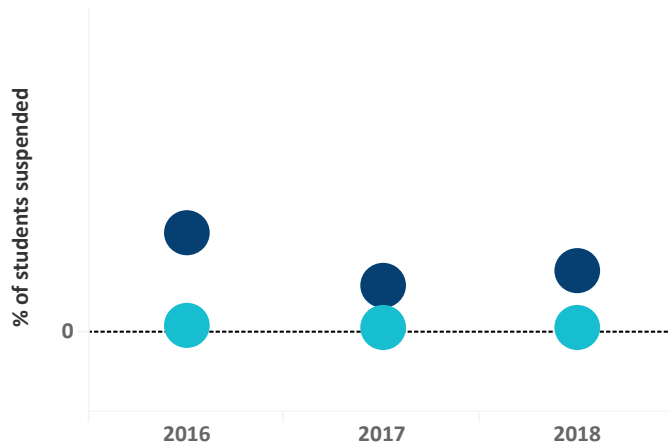
## Student Demographics: Race/Ethnicity



# APPENDIX A: School Overview

## Academy Charter School

Hempstead



School ISS Rate

School OSS Rate

2016

0.4

6.1

2017

0.2

2.8

2018

0.2

3.7

District data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return



**Expulsions:** The number of students expelled from the school each year

2016

2017

2018

0

0

1

## Academy Charter School's Enrollment and Retention Status: 2017-18

District Target

School

### Enrollment

economically disadvantaged



73.9

85.7

English language learners



26.9

10.8

students with disabilities



9.9

4.4

### Retention

economically disadvantaged



96.4

89.5

English language learners



96.5

94.7

students with disabilities



93.7

86.3



# APPENDIX A: School Overview

## PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE <b>10%</b>	OVERALL SATISFACTION <b>90%</b>	HIGH EXPECTATIONS <b>95%</b>	COMMUNICATION <b>86%</b>	ACADEMIC PROGRAM <b>93%</b>
-----------------------------	------------------------------------	---------------------------------	-----------------------------	--------------------------------

## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
<b>2009-10</b>	First Year Visit	April 5, 2010
<b>2011-12</b>	Evaluation Visit	April 27-28, 2011
<b>2013-14</b>	Renewal Visit	September 30 - October 1, 2013
<b>2018-19</b>	Renewal Visit	November 13-14, 2018

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
<b>November 13-14, 2018</b>	Hannah Hansen	School Evaluation Analyst
	Maureen Foley	Director for New Charters
	Grant Newman	External Consultant

# APPENDIX A: School Overview

## KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Extended learning time;	+
Teacher student ratio/moderate class size;	+
Standards based instruction;	+
Ongoing support for teachers;	+
Character development;	+
Service learning;	+
Early literacy in Kindergarten - 5 <sup>th</sup> grade;	+
Accelerated coursework in 6 <sup>th</sup> - 12 <sup>th</sup> grade;	+
STEM curriculum; and,	+
Performing Arts.	+

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: English Language Arts Academy Charter School, The

	2015-16 Grades Served: K-8					2016-17 Grades Served: K-9					2017-18 Grades Served: K-10					MET
	MET					MET					MET					
	All					All					All					
	Grades	Students % (N)	2+ Years Students % (N)			Grades	Students % (N)	2+ Years Students % (N)			Grades	Students % (N)	2+ Years Students % (N)			
<b><u>ABSOLUTE MEASURES</u></b> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	64.9 (74)	61.9 (63)			3	71.7 (99)	72.0 (93)			3	74.3 (109)	77.5 (89)			
	4	61.3 (80)	61.3 (62)			4	65.8 (73)	71.7 (60)			4	71.8 (103)	74.2 (89)			
	5	43.2 (81)	43.2 (74)			5	46.3 (82)	47.4 (76)			5	51.9 (77)	57.6 (59)			
	6	37.5 (80)	38.5 (65)			6	39.5 (76)	37.3 (67)			6	72.2 (79)	74.3 (70)			
	7	37.2 (78)	38.0 (71)			7	53.1 (81)	52.0 (75)			7	57.0 (79)	59.7 (67)			
	8	43.2 (44)	46.2 (39)			8	62.3 (77)	64.7 (68)			8	75.0 (84)	75.3 (77)			
	All	48.1 (437)	47.9 (374)		NO	All	57.0 (488)	57.9 (439)		NO	All	67.8 (531)	70.7 (451)		NO	
	Grades	PLI	AMO			Grades	PLI	AMO			Grades	PI	MIP			
3-8	136	104		YES	3-8	148	111		YES	3-8	175	101		YES		
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Comparison: Hempstead UFSD					Comparison: Hempstead UFSD					Comparison: Hempstead UFSD					
	Grades	School	District			Grades	School	District			Grades	School	District			
	3-8	47.9	10.8		YES	3-8	57.9	16.9		YES	3-8	70.7	24.4		YES	
	% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size		
80.7	48.1	27.0	1.27	YES	93.5	57.0	24.3	2.04	YES	83.7	67.8	35.4	1.75	YES		
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	Grades	School	State			Grades	School	State			Grades	School	State			
	4	56.8				4	49.1				4	50.4				
	5	51.7				5	47.7				5	49.9				
	6	53.5				6	51.9				6	51.9				
	7	62.4				7	56.5				7	60.2				
	8	57.1				8	61.5				8	68.2				
	All	56.2	50.0		YES	All	53.3	50.0		YES	All	56.1	50.0		YES	
	Grades	PLI	AMO			Grades	PLI	AMO			Grades	PI	MIP			
3-8	136	104		YES	3-8	148	111		YES	3-8	175	101		YES		
<b><u>COMPARATIVE MEASURES</u></b> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Hempstead UFSD					Comparison: Hempstead UFSD					Comparison: Hempstead UFSD					
	Grades	School	District			Grades	School	District			Grades	School	District			
	3-8	47.9	10.8		YES	3-8	57.9	16.9		YES	3-8	70.7	24.4		YES	
	% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size		
80.7	48.1	27.0	1.27	YES	93.5	57.0	24.3	2.04	YES	83.7	67.8	35.4	1.75	YES		
<b><u>GROWTH MEASURE</u></b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State			Grades	School	State			Grades	School	State			
	4	56.8				4	49.1				4	50.4				
	5	51.7				5	47.7				5	49.9				
	6	53.5				6	51.9				6	51.9				
	7	62.4				7	56.5				7	60.2				
	8	57.1				8	61.5				8	68.2				
	All	56.2	50.0		YES	All	53.3	50.0		YES	All	56.1	50.0		YES	
	Grades	PLI	AMO			Grades	PLI	AMO			Grades	PI	MIP			
3-8	136	104		YES	3-8	148	111		YES	3-8	175	101		YES		

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: Mathematics Academy Charter School, The

	2015-16 Grades Served: K-8				2016-17 Grades Served: K-9				2017-18 Grades Served: K-10						
	All		2+ Years		All		2+ Years		All		2+ Years				
	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)	Grades	% (N)	Students	% (N)			
<b><u>ABSOLUTE MEASURES</u></b> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	63.0 (73)	61.3 (62)		3	72.5 (102)	72.9 (96)		3	82.4 (108)	85.2 (88)				
	4	60.8 (79)	63.9 (61)		4	48.6 (72)	55.9 (59)		4	68.0 (103)	68.5 (89)				
	5	55.6 (81)	54.1 (74)		5	43.2 (81)	42.7 (75)		5	50.6 (77)	60.3 (58)				
	6	59.5 (79)	59.4 (64)		6	51.4 (72)	47.6 (63)		6	64.6 (79)	64.3 (70)				
	7	40.3 (72)	41.8 (67)		7	43.0 (79)	39.7 (73)		7	66.3 (80)	66.2 (68)				
	8	45.5 (44)	48.7 (39)		8	44.7 (76)	44.8 (67)		8	73.5 (83)	72.4 (76)				
	All	54.9 (428)	55.0 (367)	NO	All	51.7 (482)	51.7 (433)	NO	All	68.5 (530)	70.4 (449)	NO			
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP				
3-8	142	101	YES	3-8	139	109	YES	3-8	177	103	YES				
<b><u>COMPARATIVE MEASURES</u></b> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Hempstead UFSD				Comparison: Hempstead UFSD				Comparison: Hempstead UFSD						
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-8	55.0	12.4	YES	3-8	51.7	18.0	YES	3-8	70.4	22.1	YES			
	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size			
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	80.7	54.9	27.6	1.41	YES	93.5	51.7	22.1	1.65	YES	83.7	68.5	32.6	1.69	YES
<b><u>GROWTH MEASURE</u></b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State				
	4	61.5			4	45.6			4	46.4					
	5	51.0			5	38.1			5	57.5					
	6	55.0			6	49.0			6	71.8					
	7	51.1			7	49.2			7	72.9					
	8	53.1			8	74.8			8	78.7					
	All	54.5	50.0	YES	All	50.8	50.0	YES	All	64.7	50.0	YES			
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	MIP				

# APPENDIX C: District Comments

NO COMMENTS RECEIVED

# APPENDIX D: Fiscal Dashboard

## ACADEMY CHARTER SCHOOL, THE

NOTE: Effective 2017-18 the school merged into the education corporation, "Academy Charter School, The." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net

Other Assets

##### Total Assets - **GRAPH 1**

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - **GRAPH 1**

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - **GRAPH 1**

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - **GRAPHS 2, 3 & 4**

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporally Restricted Revenue

##### Total Revenue - **GRAPHS 2 & 3**

##### Change in Net Assets

##### Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

##### Net Assets - End of Year - **GRAPH 2**

Opened 2009-10

MERGED

2013-14	2014-15	2015-16	2016-17	2017-18
354,347	163,032	617,591	1,063,517	-
40,966	299,026	-	-	-
466,874	417,760	464,660	724,145	-
23,252	43,543	-	-	-
-	-	111,426	134,666	-
885,439	923,361	1,193,677	1,922,328	-
18,020,507	22,643,106	21,919,966	22,617,760	-
7,892,594	4,945,269	4,422,617	3,595,598	-
26,798,540	28,511,736	27,536,260	28,135,686	-

1,417,631	2,610,857	2,565,977	2,177,016	-
-	-	-	1,156,452	-
-	-	-	-	-
-	-	-	305,000	-
115,000	-	297,427	-	-
87,608	815,840	1,875	322,914	-
1,620,239	3,426,697	2,865,279	3,961,382	-
-	-	-	-	-
1,620,239	3,426,697	2,865,279	3,961,382	-

1,273,301	548,811	717,180	2,176,162	-
-	-	-	78,687	-
1,273,301	548,811	717,180	2,254,849	-
2,893,540	3,975,508	3,582,459	6,216,231	-

8,824,308	12,252,027	14,470,896	17,521,211	20,254,448
107,299	159,430	-	70,692	-

8,542	-	162,129	-	-
151,620	191,315	201,612	848,140	1,146,561
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
339,001	445,950	579,958	-	-
9,430,770	13,048,722	15,414,595	18,440,043	21,401,009

6,928,107	10,468,857	11,292,285	13,105,332	16,797,506
573,221	910,292	870,967	738,850	737,152
-	-	-	-	-
380,761	581,242	658,907	682,149	1,091,265
7,882,089	11,960,391	12,822,159	14,526,331	18,625,923
1,157,608	2,059,406	2,490,804	2,916,682	3,360,526
-	-	-	-	-
9,039,697	14,019,797	15,312,963	17,443,013	21,986,449

391,073	(971,075)	101,632	997,030	(585,440)
---------	-----------	---------	---------	-----------

-	-	-	513,841	15,600
-	-	-	-	-
757	246,585	66,737	26,798	221,029
-	-	-	-	-
757	246,585	66,737	540,639	236,629

9,431,527	13,295,307	15,481,332	18,980,682	21,637,638
-	-	-	-	-
9,431,527	13,295,307	15,481,332	18,980,682	21,637,638

391,830	(724,490)	168,369	1,537,669	(348,811)
---------	-----------	---------	-----------	-----------

881,471	1,273,301	548,811	717,180	2,254,849
---------	-----------	---------	---------	-----------

-	-	-	-	-
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1,273,301	548,811	717,180	2,254,849	1,906,038
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# APPENDIX D: Fiscal Dashboard

## ACADEMY CHARTER SCHOOL, THE

NOTE: Effective 2017-18 the school merged into the education corporation, "Academy Charter School, The." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	1,042,342	1,410,808	1,968,243	2,176,947	3,118,128
Instructional Personnel	2,867,814	4,243,109	4,486,457	5,388,795	6,592,288
Non-Instructional Personnel	451,725	786,378	947,802	1,203,197	1,555,878
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>4,361,881</b>	<b>6,440,295</b>	<b>7,402,502</b>	<b>8,768,939</b>	<b>11,266,294</b>
Fringe Benefits & Payroll Taxes	889,881	1,330,688	1,628,524	1,814,217	2,298,180
Retirement	90,379	120,688	172,902	187,707	225,793
Management Company Fees	643,750	-	560,000	450,000	450,000
Building and Land Rent / Lease	889,586	1,898,379	1,888,884	1,920,161	2,311,448
Staff Development	137,130	284,496	183,417	301,531	615,543
Professional Fees, Consultant & Purchased Services	155,606	869,559	295,348	579,157	333,330
Marketing / Recruitment	-	2,997	20,137	44,766	51,557
Student Supplies, Materials & Services	206,126	344,962	208,363	406,121	424,642
Depreciation	556,931	962,134	1,081,472	1,131,338	1,350,041
Other	1,108,427	1,765,599	1,871,414	1,839,076	2,659,621
<b>Total Expenses</b>	<b>9,039,697</b>	<b>14,019,797</b>	<b>15,312,963</b>	<b>17,443,013</b>	<b>21,986,449</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	494	601	704	755	807
Final Chartered Enrollment (includes any revisions)	494	601	704	825	1,134
Actual Enrollment - <b>GRAPH 4</b>	490	667	794	940	1,093
Chartered Grades	K-6	K-7	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	K-9	K-10

#### Primary School District: AMITYVILLE UFSD

##### Per Pupil Funding (Weighted Avg of All Districts)

	2013-14	2014-15	2015-16	2016-17	2017-18
Per Pupil Funding	18,249	18,249	18,249	18,301	18,804
Increase over prior year	0.3%	0.0%	0.0%	0.3%	2.7%

#### PER STUDENT BREAKDOWN

##### Revenue

	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	19,246	19,574	19,416	19,625	19,589
Other Revenue and Support	2	370	84	575	217
<b>TOTAL - GRAPH 3</b>	<b>19,248</b>	<b>19,944</b>	<b>19,500</b>	<b>20,200</b>	<b>19,805</b>

##### Expenses

	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	16,086	17,942	16,151	15,459	17,049
Management and General, Fundraising	2,362	3,089	3,137	3,104	3,076
<b>TOTAL - GRAPH 3</b>	<b>18,448</b>	<b>21,031</b>	<b>19,288</b>	<b>18,563</b>	<b>20,125</b>
% of Program Services	87.2%	85.3%	83.7%	83.3%	84.7%
% of Management and Other	12.8%	14.7%	16.3%	16.7%	15.3%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>4.3%</b>	<b>-5.2%</b>	<b>1.1%</b>	<b>8.8%</b>	<b>-1.6%</b>

##### Student to Faculty Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
Student to Faculty Ratio	8.9	8.3	9.9	8.0	10.2

##### Faculty to Admin Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
Faculty to Admin Ratio	4.2	4.2	4.2	4.2	2.5

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.3	(0.4)	(0.0)	0.4	0.0
	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring	N/A

#### Working Capital - GRAPH 7

	2013-14	2014-15	2015-16	2016-17	2017-18
Net Working Capital	(734,800)	(2,503,336)	(1,671,602)	(2,039,054)	0
As % of Unrestricted Revenue	-7.8%	-18.8%	-10.8%	-10.7%	0.0%
Working Capital (Current) Ratio Score	0.5	0.3	0.4	0.5	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	HIGH	HIGH	HIGH	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Poor	Poor	Poor	N/A

#### Quick (Acid Test) Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
Score	0.5	0.3	0.4	0.5	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	HIGH	HIGH	HIGH	HIGH	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Poor	Poor	Poor	Poor	N/A

#### Debt to Asset Ratio - GRAPH 7

	2013-14	2014-15	2015-16	2016-17	2017-18
Score	0.1	0.1	0.1	0.1	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	N/A

#### Months of Cash - GRAPH 8

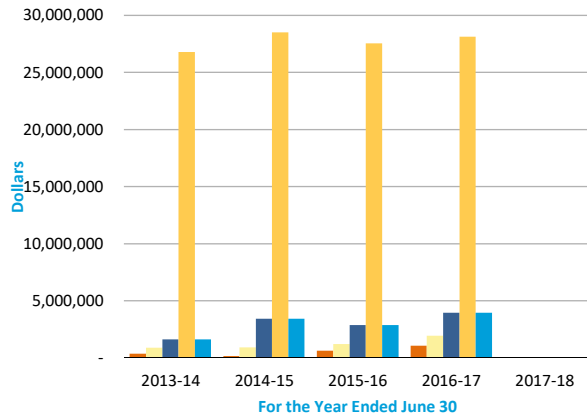
	2013-14	2014-15	2015-16	2016-17	2017-18
Score	0.5	0.1	0.5	0.7	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	HIGH	HIGH	HIGH	HIGH	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Poor	Poor	Poor	Poor	N/A

# APPENDIX D: Fiscal Dashboard

## ACADEMY CHARTER SCHOOL, THE

NOTE: Effective 2017-18 the school merged into the education corporation, "Academy Charter School, The." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

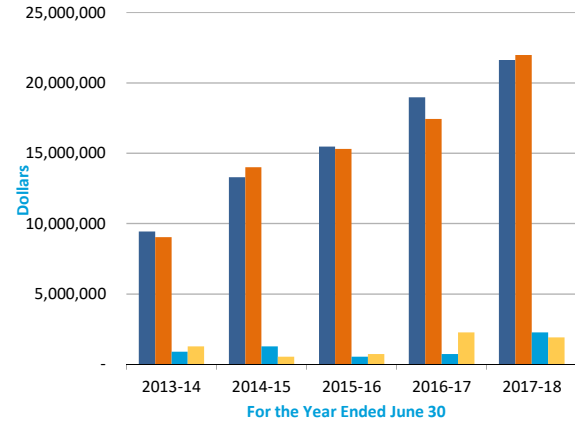
**GRAPH 1** Cash, Assets and Liabilities



■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

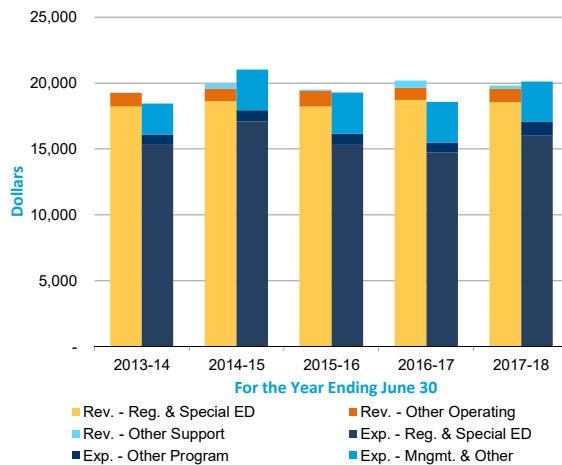
**GRAPH 2** Revenue, Expenses and Net Assets



■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

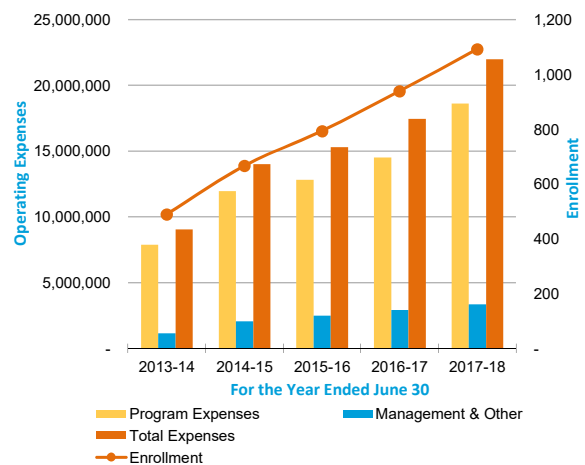
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**GRAPH 3** Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

**GRAPH 4** Enrollment vs. Operating Expenses



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.



# APPENDIX D: Fiscal Dashboard

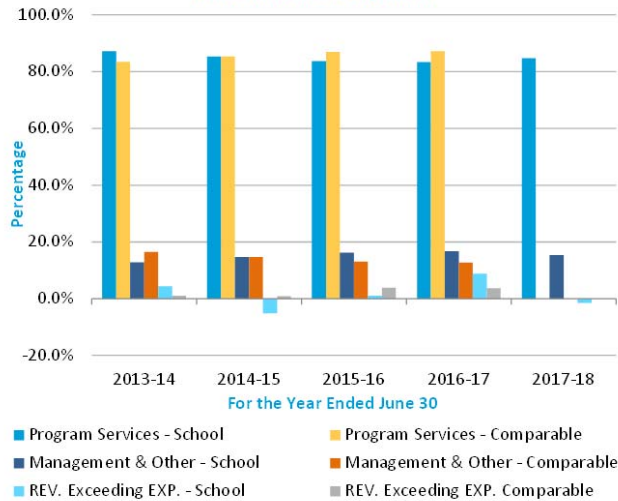
## ACADEMY CHARTER SCHOOL, THE

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Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

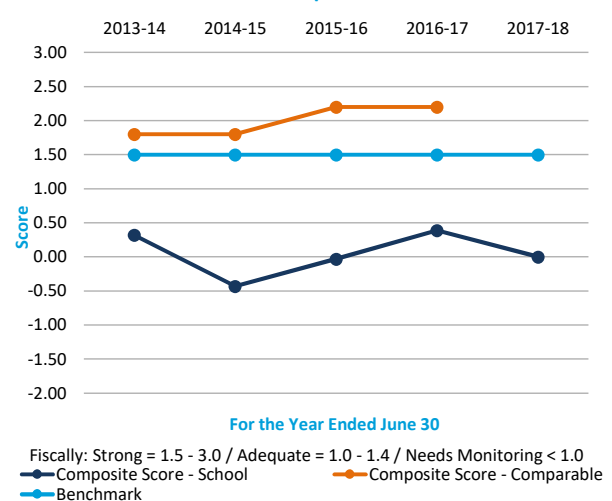
### % Breakdown of Expenses



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6

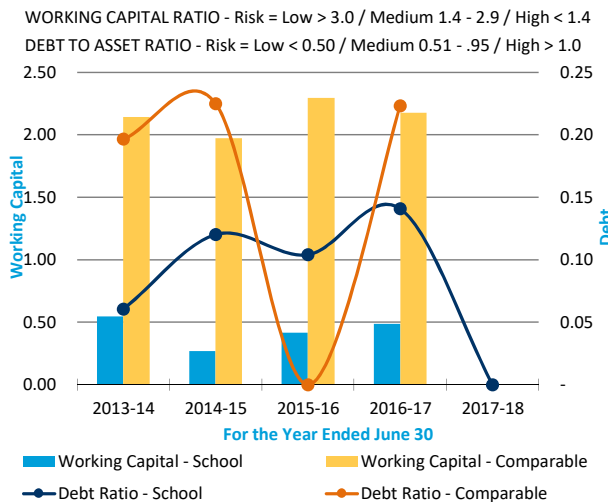
### Composite Score



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7

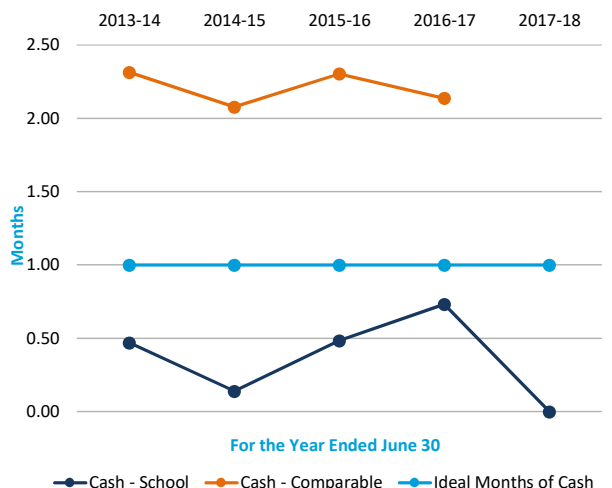
### Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8

### Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

# APPENDIX E: Ed Corp Fiscal Dashboard

## ACADEMY CHARTER SCHOOL, THE (COMBINED)

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net

Other Assets

##### Total Assets - **GRAPH 1**

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - **GRAPH 1**

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - **GRAPH 1**

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - **GRAPHS 2, 3 & 4**

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

##### Total Revenue - **GRAPHS 2 & 3**

##### Change in Net Assets

##### Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

##### Net Assets - End of Year - **GRAPH 2**

##### MERGED

2013-14	2014-15	2015-16	2016-17	2017-18
-	-	-	-	2,564,817
-	-	-	-	602,391
-	-	-	-	132,815
-	-	-	-	110,029
-	-	-	-	-
-	-	-	-	3,410,052
-	-	-	-	43,597,972
-	-	-	-	41,853,047
-	-	-	-	88,861,071

-	-	-	-	5,513,899
-	-	-	-	1,671,372
-	-	-	-	-
-	-	-	-	335,000
-	-	-	-	-
-	-	-	-	716,749
-	-	-	-	8,237,020
-	-	-	-	78,729,031
-	-	-	-	86,966,051

-	-	-	-	1,816,123
-	-	-	-	78,897
-	-	-	-	1,895,020

-	-	-	-	88,861,071
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-	-	-	-	20,254,448
-	-	-	-	-

-	-	-	-	-
-	-	-	-	1,146,561
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	21,401,009

-	-	-	-	16,797,506
-	-	-	-	737,152
-	-	-	-	-
-	-	-	-	1,091,265
-	-	-	-	18,625,923
-	-	-	-	3,371,544
-	-	-	-	-
-	-	-	-	21,997,467

-	-	-	-	(596,458)
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-	-	-	-	15,600
-	-	-	-	-
-	-	-	-	221,029
-	-	-	-	-
-	-	-	-	236,629

-	-	-	-	21,637,638
-	-	-	-	-
-	-	-	-	21,637,638

-	-	-	-	(359,829)
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-	-	-	-	2,254,849
---	---	---	---	-----------

-	-	-	-	-
---	---	---	---	---

-	-	-	-	1,895,020
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# APPENDIX E: Ed Corp Fiscal Dashboard

## ACADEMY CHARTER SCHOOL, THE (COMBINED)

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service	-	-	-	-	3,129,146
Administrative Staff Personnel	-	-	-	-	6,592,288
Instructional Personnel	-	-	-	-	1,555,878
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	-	-	<b>11,277,312</b>
Fringe Benefits & Payroll Taxes	-	-	-	-	2,298,180
Retirement	-	-	-	-	225,793
Management Company Fees	-	-	-	-	450,000
Building and Land Rent / Lease	-	-	-	-	2,311,448
Staff Development	-	-	-	-	615,543
Professional Fees, Consultant & Purchased Services	-	-	-	-	333,330
Marketing / Recruitment	-	-	-	-	51,557
Student Supplies, Materials & Services	-	-	-	-	424,642
Depreciation	-	-	-	-	1,350,041
Other	-	-	-	-	2,659,621
<b>Total Expenses</b>	-	-	-	-	<b>21,997,467</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	-	-	-	-	807
Final Chartered Enrollment (includes any revisions)	-	-	-	-	1,134
Actual Enrollment - <b>GRAPH 4</b>	-	-	-	-	1,093
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

##### Per Pupil Funding (Weighted Avg of All Districts)

	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	-	-	-	19,589
Other Revenue and Support	-	-	-	-	217
<b>TOTAL - GRAPH 3</b>	-	-	-	-	<b>19,805</b>

##### Expenses

Program Services	-	-	-	-	17,049
Management and General, Fundraising	-	-	-	-	3,086
<b>TOTAL - GRAPH 3</b>	-	-	-	-	<b>20,135</b>
% of Program Services	0.0%	0.0%	0.0%	0.0%	84.7%
% of Management and Other	0.0%	0.0%	0.0%	0.0%	15.3%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	0.0%	0.0%	<b>-1.6%</b>

#### Student to Faculty Ratio

#### Faculty to Admin Ratio

#### Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	0.0	0.0	0.0	0.5
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	Fiscally Needs Monitoring

#### Working Capital - GRAPH 7

Net Working Capital	0	0	0	0	(4,826,968)
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	-22.3%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.4
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	HIGH
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	Poor

#### Quick (Acid Test) Ratio

Score	0.0	0.0	0.0	0.0	0.4
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	HIGH
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	Poor

#### Debt to Asset Ratio - GRAPH 7

Score	0.0	0.0	0.0	0.0	1.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	HIGH
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	Poor

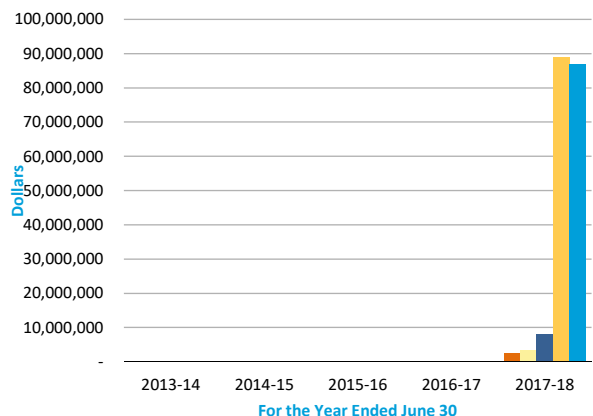
#### Months of Cash - GRAPH 8

Score	0.0	0.0	0.0	0.0	1.4
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	Good

# APPENDIX E: Ed Corp Fiscal Dashboard

## ACADEMY CHARTER SCHOOL, THE (COMBINED)

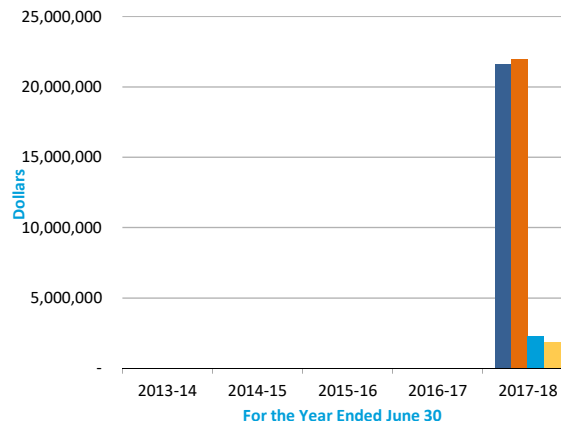
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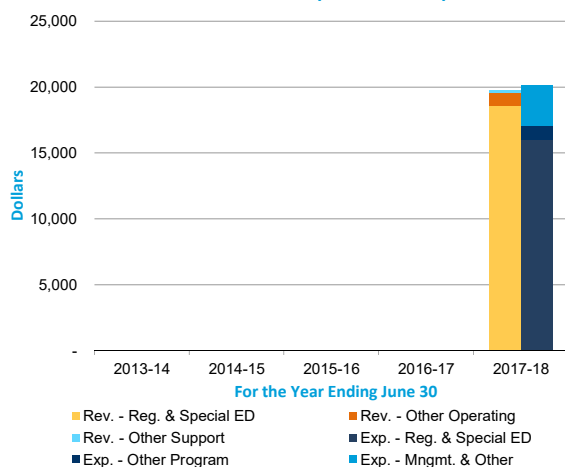
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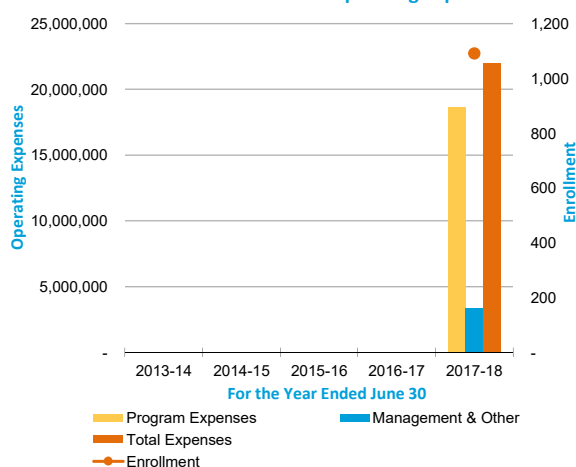
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**GRAPH 3** Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

**GRAPH 4** Enrollment vs. Operating Expenses



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

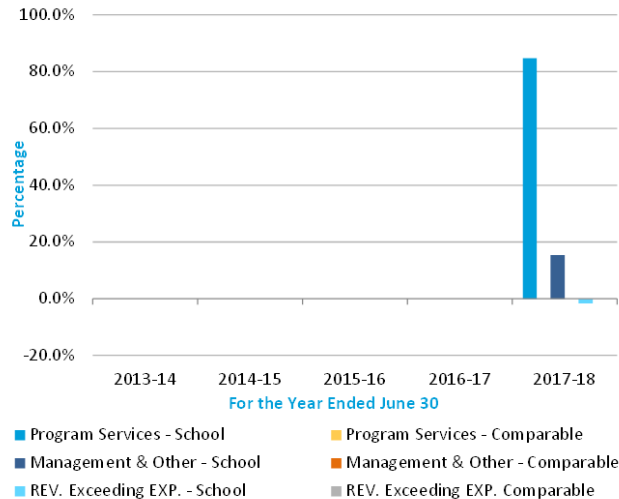
# APPENDIX E: Ed Corp Fiscal Dashboard

## ACADEMY CHARTER SCHOOL, THE (COMBINED)

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

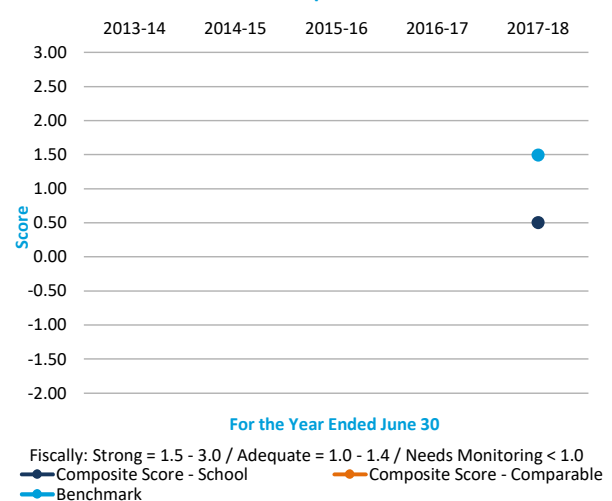
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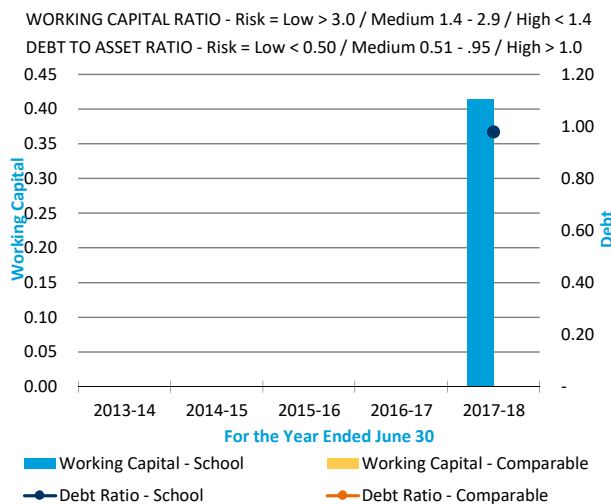
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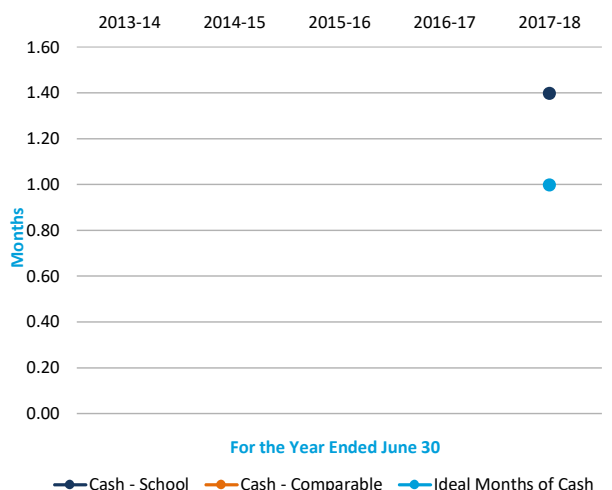
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GRAPH 8

### Months of Cash



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