

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
THE ACADEMY CHARTER SCHOOL'S  
AUTHORITY TO OPERATE:*

*THE ACADEMY CHARTER SCHOOL*

*THE ACADEMY CHARTER SCHOOL -  
UNIONDALE*

**Report Date: March 19, 2024**

**Review Date: December 5 – 7, 2023**

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

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## EDUCATION CORPORATION BACKGROUND

# THE ACADEMY CHARTER SCHOOL

### “ MISSION

*The mission is to create world-class competitive scholars who will learn today, lead tomorrow, and serve in the future. The Academy Charter School will graduate students with the content mastery and life skills needed to move into the top five percent of their middle and high school.*

### EDUCATION CORPORATION BACKGROUND

The Academy Charter School (“The Academy Schools”) is a SUNY authorized not-for-profit education corporation with the authority to operate two charter schools, The Academy Charter School (“The Academy”) and The Academy Charter School - Uniondale (“The Academy Uniondale”). Through a shared services model, The Academy Schools maintains a centralized management team that serves each of the charters, supporting the schools with curriculum development, student testing, recruitment, training, professional development, financial management, and technology. The Academy Schools also provides shared service supports for The Academy Charter School - Wyandanch (“The Academy Wyandanch”), which operates under a separate education corporation.

### CURRENT EDUCATION CORPORATION SNAPSHOT

*First School Opened:*  
2009

*Total Number of Charters:*  
2

*Number of Students Served:*  
3,325

### PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

*Serves: Kindergarten – 12<sup>th</sup>*

*Total Number of Charters:*  
2

*Number of Students Served:*  
3,325

*Information about each charter is found below in the Charter Schools Background section of this report.*

## EDUCATION CORPORATION BACKGROUND

### KEY DESIGN ELEMENTS

Extended learning time;	+
Teacher student ratio and moderate class size;	+
Standards based instruction;	+
Ongoing teacher support;	+
Character development and leadership skills;	+
Service learning;	+
Early literacy;	+
Accelerated coursework;	+
STEM Curriculum; and,	+
Performing arts.	+

## RENEWAL RECOMMENDATION

### FULL-TERM RENEWAL

**Renewal through 2028-29.** *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Applications for Charter Renewal:*

- *The Academy Charter School; and,*
- *The Academy Charter School - Uniondale;*

*If each school is renewed, The Academy Charter School will be granted the authority to continue to operate each charter for a period of five years with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in 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 (“SUNY Renewal Policies”).<sup>1</sup> The Table below presents more information about the schools.*

*The Institute further recommends the SUNY Trustees renew the provisional charter of The Academy Charter School, the New York not-for-profit charter school education, with the authority to operate the two charter schools listed above, through July 31, 2029.*

To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

### REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the “Act”):

- 1:** the charter, 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 charter 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 charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>3</sup>

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

2. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks (“SUNY Renewal Benchmarks”) which are available on the [Institute’s website](#).

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

## RENEWAL RECOMMENDATION

As part of the corporate charter renewal review process and as required by Education Law §2851(4), the Institute reviewed the progress of each of the education corporation's operating schools in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction, and other spending categories at each school operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction and organizational capacity for each of the schools. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on this review and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

- 4: | the charter school education corporation, as described in the Corporate Renewal Application, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 5: | the education corporation can demonstrate the ability to operate its schools in an educationally and fiscally sound manner in the next charter term; and,
- 6: | approving the education corporation to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

Over the charter term, The Academy Schools engaged in a strategic and ambitious growth plan to improve access to high quality educational offerings in the Uniondale and Wyandanch communities by replicating the successful systems of the flagship Hempstead location. The schools benefit from an expanded shared services team composed primarily of longstanding leaders of The Academy. The established leadership team, under the governance of a consistent board of trustees, learned from challenges faced during the founding of The Academy to anticipate obstacles to expansion, build partnerships with community stakeholders to address local needs, and ensure a sound foundation for the launch of The Academy Uniondale and The Academy Wyandanch over the last five years. As a strong indication of dedication to the program, many founding leaders enroll their children in the schools.

The Academy and The Academy Uniondale demonstrate both high growth and high absolute performance as measured by New York State exam results throughout the charter term. While the two schools share an aligned educational model, The Academy Uniondale's high school also introduced multiple career and technical education ("CTE") pathways for students in response to community demand and student interest. The three New York State Education Department ("NYSED") approved tracks include information technology, culinary arts and hospitality, and business and entrepreneurship. The school has applied for approval of its aircraft and drone technology program and medical science pathways and plans to add architecture and automotive programs in the 2024-25 school year. The Academy and The Academy Uniondale offer multiple Advanced Placement ("AP") courses and maintain partnerships with local universities, allowing students to earn college credit in 11<sup>th</sup> and 12<sup>th</sup> grade. The schools are developing an educator pipeline to offer scholarships to students who complete an education program and return to teach at The Academy Schools following graduation. Notably, the CTE program, like all of The Academy Schools' programs, establishes high expectations for The Academy Uniondale graduates, and leaders expect 85% of students to enroll in two- and four-year colleges equipped with marketable skills to support their financial independence and career goals throughout their postsecondary experience.

The Academy Schools' mission to learn, to lead, and to serve is evidenced by deep ties to the local community. Each school establishes authentic partnerships with local community based organizations, political interests, and religious aid groups, while school staff members routinely attend community partner events and invite outside groups into the schools. Leaders are strategic to engage with community stakeholders and maintain a public presence in the Long Island neighborhoods in which they operate.

The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charters.

### FINDINGS & INFORMATION

#### *Is the education corporation an academic success?*

The Academy and The Academy Uniondale are each an academic success, having met their Accountability Plan goals in ELA and mathematics. The schools offer an extended schedule to ensure that quality instructional time is maximized, including academic intervention services ("AIS") during the school day, daily after school programming opportunities, Saturday school, summer school, and support during winter and spring intercessions for students struggling academically. To provide enrichment for advanced students, The Academy and The Academy Uniondale



## EXECUTIVE SUMMARY

also offer accelerated course work before school and modified class sections for students above grade level. Instructional leaders at each school provide consistent support to improve teachers' pedagogical skills while the shared services team equips teachers and leaders with the resources, materials, and tools to provide a high quality educational program to each Kindergarten – 12<sup>th</sup> grade student. The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charters.

- The Academy and The Academy Uniondale exceeded the targets for all comparative and growth measures in ELA and mathematics during every year of the charter term.
- Notably in 2022-23, The Academy Uniondale posted exceptionally high achievement in mathematics with 72% of its students enrolled in at least their second scoring at or above proficiency. The school posted a mean growth percentile 13 points above the target of 50.
- The Academy met its graduation goal with at least 93% of its fourth year cohorts graduating after the completion of four years from 2019-20 through 2022-23.

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### ***Is the education corporation an effective, viable organization?***

The Academy Schools is an effective, viable organization. Throughout its expansion from one to three schools, The Academy Schools has maintained stable leadership and developed a strong internal pipeline of lead teachers, coaches, assistant principals, principals, and instructional experts on the shared services team to support network-wide priorities. The board and leadership team have also established effective talent recruitment and retention pipelines by hiring experienced international educators and holistically supporting their transition into the local community. To further develop a candidate pool of teachers aligned to The Academy Schools' mission and vision, the schools are introducing an alumni teaching program with financial support to bring prospective teachers back to the schools after completing college.

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### ***Is the education corporation fiscally sound?***

The Academy Schools is fiscally sound based on the Institute's review of the renewal documentation. The education corporation has solidified its financial standing and increased its scoring on the Institute's fiscal dashboard throughout the charter term. Enrollment projections for the next charter forecast increased enrollment revenue for both schools throughout the term.

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### ***If the SUNY Trustees renew each charter, are the education corporation's plans for each charter reasonable, feasible, and achievable?***

The education corporation's plans for a future charter term are reasonable, feasible, and achievable. The Academy Schools plans to implement the same core elements that led to its success over the current charter term and plans to add additional CTE pathways in the next charter term to meet student interests and align with labor market needs. The education corporation intends to apply to open a new charter in another Long Island district in the next charter term after conducting a community needs assessment and building partnerships with local stakeholders. The shared services team also partners with the KIPP network to launch a successful alumni tracking program.

## EXECUTIVE SUMMARY

Based on the Institute's review of the education corporation's performance across each of its charters as posted over the charter term; a review of the Applications for Charter Renewal submitted by the education corporation for each of its charters; a review of academic, organizational, governance, and financial documentation; and, a renewal review of each of the charter's academic program, the Institute finds that the education corporation and each charter within it meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant the education corporation, The Academy Charter School, and The Academy Charter School and The Academy Charter School - Uniondale each a Full-Term Subsequent Renewal of five years.



## CHARTER SCHOOL BACKGROUND

# THE ACADEMY CHARTER SCHOOL

117 North Franklin St, Hempstead, New York | Grades: K-2 | Hempstead Union Free School District  
159 North Franklin St, Hempstead, New York | Grades: 3-8 | Hempstead Union Free School District  
127 North Franklin St, Hempstead, New York | Grades: 9-12 | Hempstead Union Free School District

The SUNY Trustees approved the original charter for The Academy on January 16, 2009. The charter opened its doors in fall 2009, serving 168 students in Kindergarten – 2<sup>nd</sup> grade.

### PROGRAM

The Academy implements the same program elements of all The Academy Schools charters. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

The Academy serves as the flagship school upon which The Academy Schools bases its successful educational model. The school maintains a stable, defined student culture, as it retains the majority of students between its elementary, middle, and high school programs and infuses the academic experience with character development, opportunities for leadership, and experiential service learning. The Academy graduated its first class of seniors in 2020, and expects six alumni to return to the network as teachers or teacher assistants upon their college completion. In future years, the education corporation hopes to continue to recruit alumni back to campus as cohorts of new teachers and leaders to fulfill the schools’ mission to learn, to lead, and to serve.

### CURRENT CHARTER

*Serves: Kindergarten – 12<sup>th</sup>*  
*Chartered Enrollment: 1,775*  
*Charter Expires on: July 31, 2024*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 12<sup>th</sup>*  
*Chartered Enrollment: 1,999*  
*Charter Expiration: July 31, 2029*

### CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	1,639	1,718	105%	K – 12
2020-21	1,687	1,784	106%	K – 12
2021-22	1,729	1,860	108%	K – 12
2022-23	1,752	1,872	105%	K – 12
2023-24	1,775	1,897	107%	K – 12

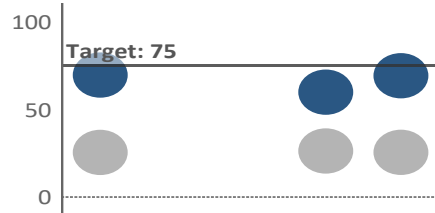


# CHARTER SCHOOL BACKGROUND

## THE ACADEMY CHARTER SCHOOL

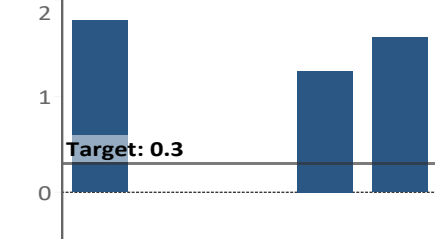
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



Test Year	Comp Grades	District %	Charter %
2019	3-8	26	70
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	27	60
2023	3-8	26	69

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED%	Effect Size
2019	3-8	82.4	1.78
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	82.4	1.26
2023	3-8	81.5	1.61

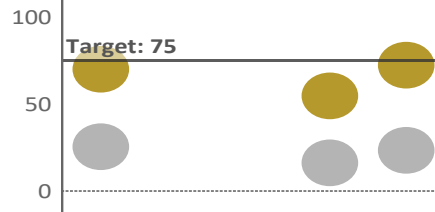
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2019	54.5
2020	N/A
2021	N/A
2022	N/A
2023	62.3

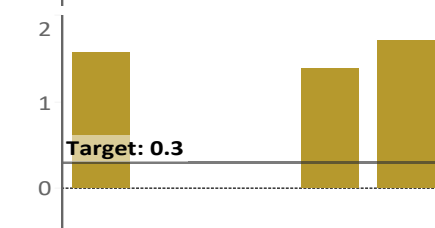
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



Test Year	Comp Grades	District %	Charter %
2019	3-8	26	70
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	16	55
2023	3-8	23	73

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED%	Effect Size
2019	3-8	82.4	1.57
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	82.4	1.39
2023	3-8	81.5	1.71

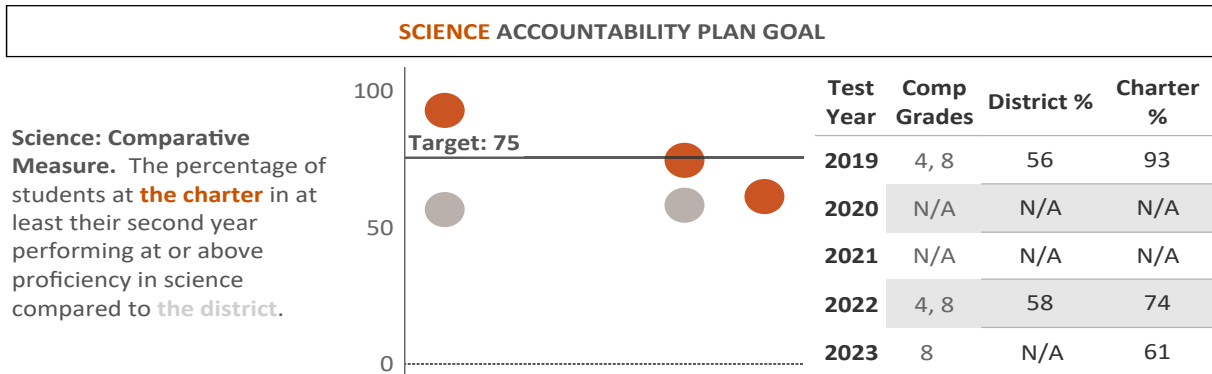
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2019	57.6
2020	N/A
2021	N/A
2022	N/A
2023	64.9

# CHARTER SCHOOL BACKGROUND

## THE ACADEMY CHARTER SCHOOL



**TESTED PERCENTAGES**

	2019		2022		2023	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	564	562	859	860	874	876
School Tested %	97.9%	97.4%	98.2%	98.5%	98.4%	98.9%
District Tested %	84.5%	77.4%	83.4%	71.3%	87.1%	74.0%

**SPECIAL POPULATIONS PERFORMANCE\***

	2019	2022	2023
Students with Disabilities Tested on State Exam	30	46	35
Charter Percent Proficient on ELA Exam	20.0	13.0	22.9
District Percent Proficient	10.7	14.0	9.1
Tested on NYSESLAT Exam	144	329	388
Charter Percent 'Commanding' or Making Progress	13.9	11.9	22.9

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter 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. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

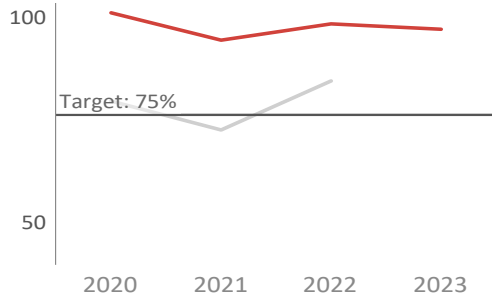


# CHARTER SCHOOL BACKGROUND

## THE ACADEMY CHARTER SCHOOL

### HIGH SCHOOL GRADUATION RATE

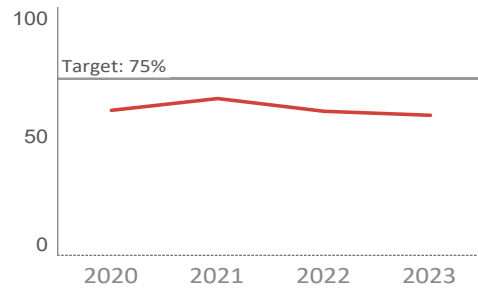
**Comparative Measure: Graduation Rate.** Each year, the percentage of **the charter school's students graduating** after completion of their fourth year will exceed the **District**.



	District %	Charter %
2020	78.3	98.9
2021	71.5	92.6
2022	83.0	96.4
2023	83.0	95.1

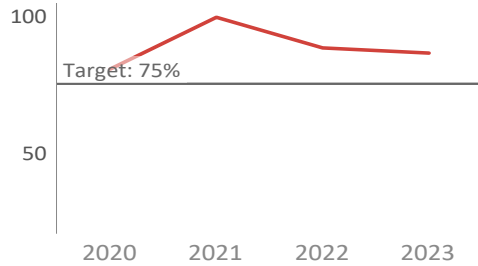
### COLLEGE PREPARATION AND ATTAINMENT

**College Preparation Measure:** Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.



	Graduates	College Prep %
2020	94	61.7
2021	87	66.7
2022	106	61.3
2023	136	59.6

**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2020	94	80.9
2021	87	100.0
2022	106	88.7
2023	136	86.8

### ENGLISH LANGUAGE ARTS AND MATHEMATICS

**Comparative and Absolute Measure: District Comparison.** Each year, the charter school's **ELA Accountability Performance Index** and the **math PI** will exceed the **district's PI** and the **state's MIP**.

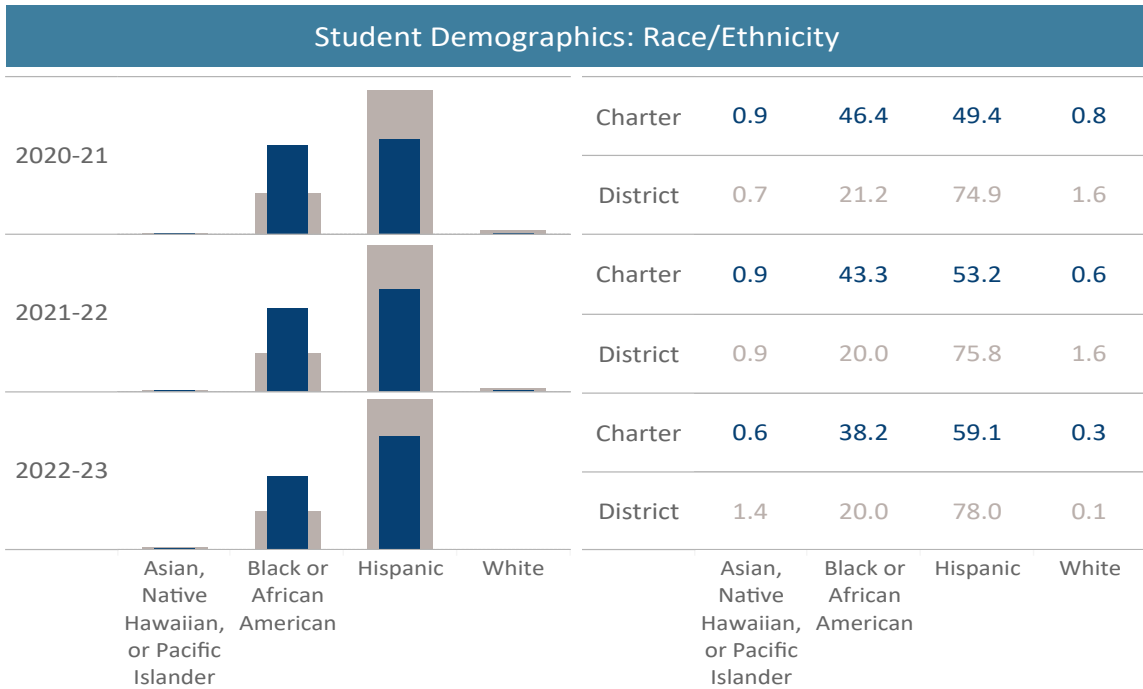
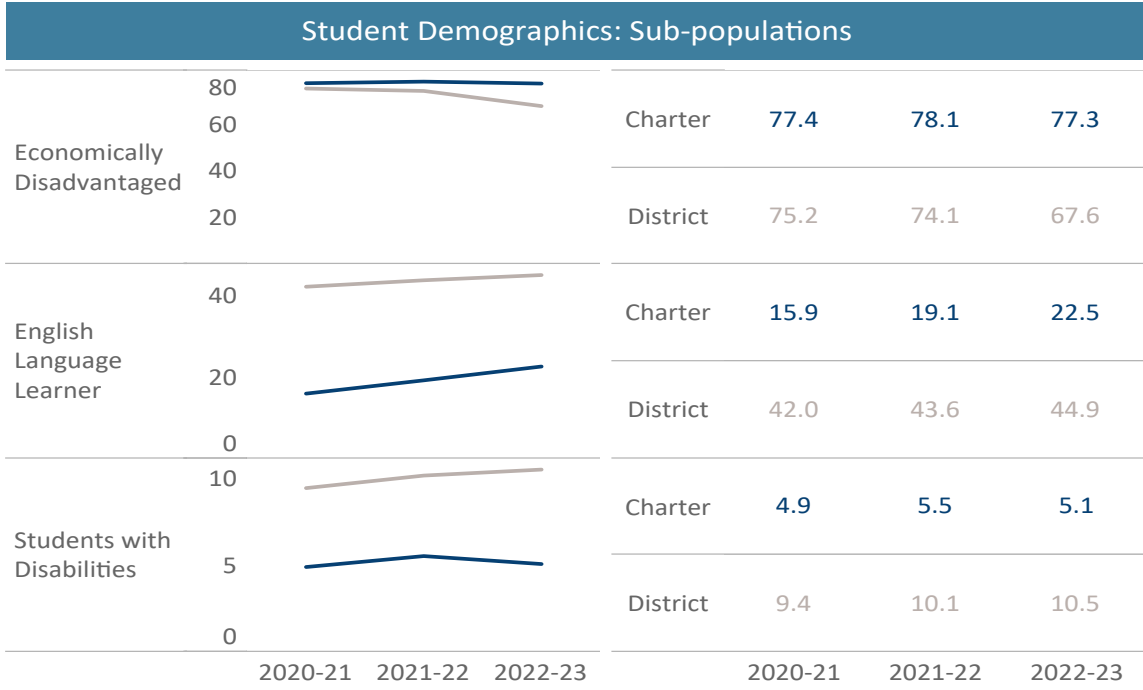
N/A



# CHARTER SCHOOL BACKGROUND

## The Academy Charter School

## Hempstead

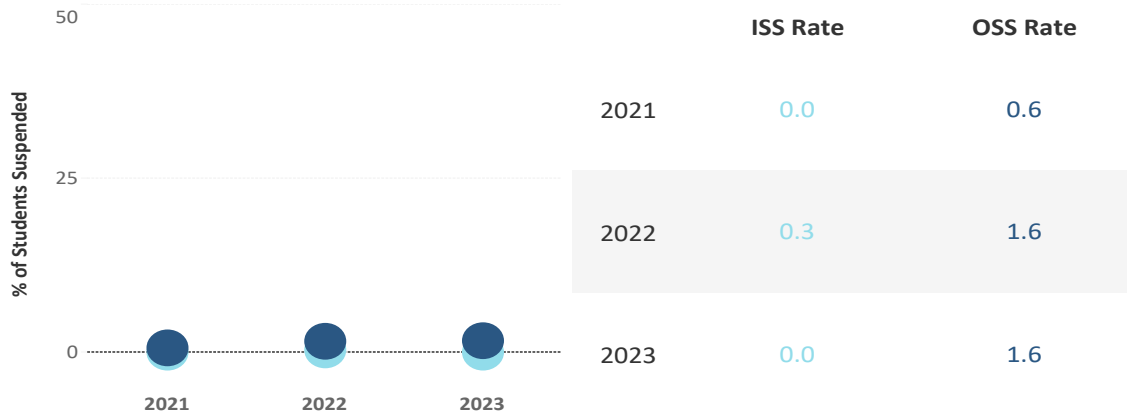


\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



# CHARTER SCHOOL BACKGROUND

## The Academy Charter School



## Hempstead

	ISS Rate	OSS Rate
2021	0.0	0.6
2022	0.3	1.6
2023	0.0	1.6

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total 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 charter each year

Year	2021	2022	2023
Expulsions	0	0	0

### The Academy Charter School's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	72.8	77.3
	English language learners	26.1	22.5
	students with disabilities	9.8	5.1
retention	economically disadvantaged	96.4	95.0
	English language learners	96.5	95.0
	students with disabilities	93.7	86.5

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.



## CHARTER SCHOOL BACKGROUND

# THE ACADEMY CHARTER SCHOOL – UNIONDALE

100 Charles Lindbergh Blvd, Uniondale | Grades: K-12 | Uniondale Union Free School District

The SUNY Trustees approved the original charter for The Academy Uniondale on December 12, 2017. The charter opened its doors in fall 2018, serving 175 students in Kindergarten – 2<sup>nd</sup> grade.

### PROGRAM

The Academy Uniondale implements the same program elements of all The Academy Schools' elementary and middle school programs and holds the same high academic standard for high school by supporting all students to achieve through an innovative CTE program. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

The Academy Uniondale expanded rapidly throughout the charter term, building out a full elementary, middle, and high school program, and anticipates its first graduating class in 2024. The fully articulated program moved into the school's state of the art privately owned facility in the 2023-24 school year. While school leaders acknowledge that building culture was more challenging given the school's decision to accept full cohorts of students from outside The Academy Schools as the middle and high school programs grew, leaders have invested in high quality social emotional learning curricula and culture building systems to acclimate students to the network's high expectations for academic achievement and character development.

The Academy Uniondale offers a suite of CTE programs for all high school students, including culinary arts, information technology, business and entrepreneurship, aviation, and medical science, and intends to add additional certified programs in the next charter term. The school's new facility was designed to support these offerings with a full industrial kitchen, STEM and engineering lab, flight simulation space, and an underground garage to facilitate an automotive program focused on electronic vehicles. All students select a CTE pathway in their second year of high school and benefit from rigorous coursework and hands on learning opportunities to equip them with a high quality, marketable skill set to support their post-secondary goals.

### CURRENT CHARTER

*Serves: Kindergarten – 12<sup>th</sup>*

*Chartered Enrollment:  
1,550*

*Charter Expires on:  
July 31, 2024*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 12<sup>th</sup>*

*Chartered Enrollment:  
1,740*

*Charter Expiration:  
July 31, 2029*

## CHARTER SCHOOL BACKGROUND

### CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	249	249	100%	K – 3
2020-21	450	460	102%	K – 4, 9
2021-22	950	924	97%	K – 6, 9 – 10
2022-23	1,225	1,247	102%	K – 7, 9 – 11
2023-24	1,550	1,507	97%	K – 12



# CHARTER SCHOOL BACKGROUND

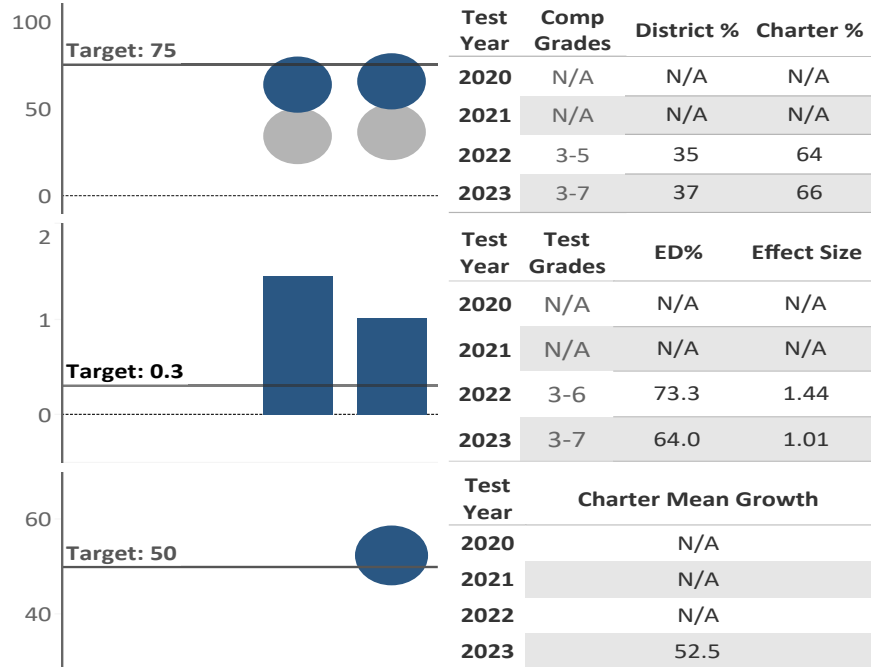
## THE ACADEMY CHARTER SCHOOL - UNIONDALE

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.

**Effect Size.** The chart shows charter's effect size above its predicted level of performance 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.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

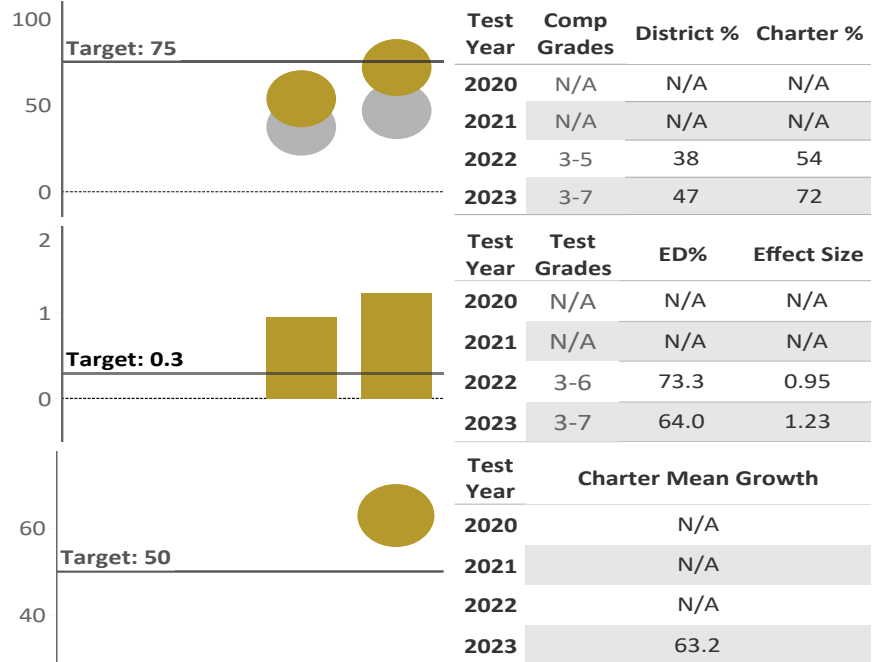


### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.

**Effect Size.** The chart shows charter's effect size above its predicted level of performance 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.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.





# CHARTER SCHOOL BACKGROUND

## THE ACADEMY CHARTER SCHOOL - UNIONDALE



TESTED PERCENTAGES					
	2022		2023		
	ELA	Math	ELA	Math	
School Tested Number	382	380	558	552	
School Tested %	98.2%	97.7%	98.8%	98.0%	
District Tested %	63.2%	61.9%	67.0%	64.9%	

SPECIAL POPULATIONS PERFORMANCE*		
	2022	2023
Students with Disabilities Tested on State Exam	27	41
Charter Percent Proficient on ELA Exam	22.2	39.0
District Percent Proficient	5.9	8.8
Tested on NYSESLAT Exam	115	134
Charter Percent 'Commanding' or Making Progress	10.4	30.6

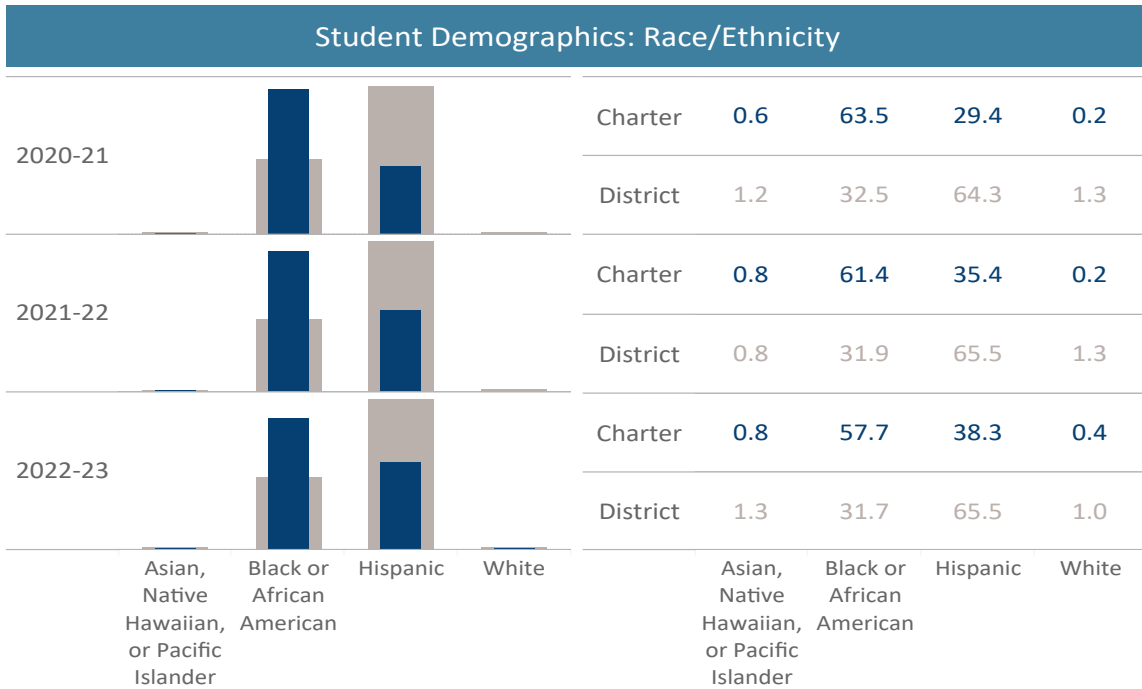
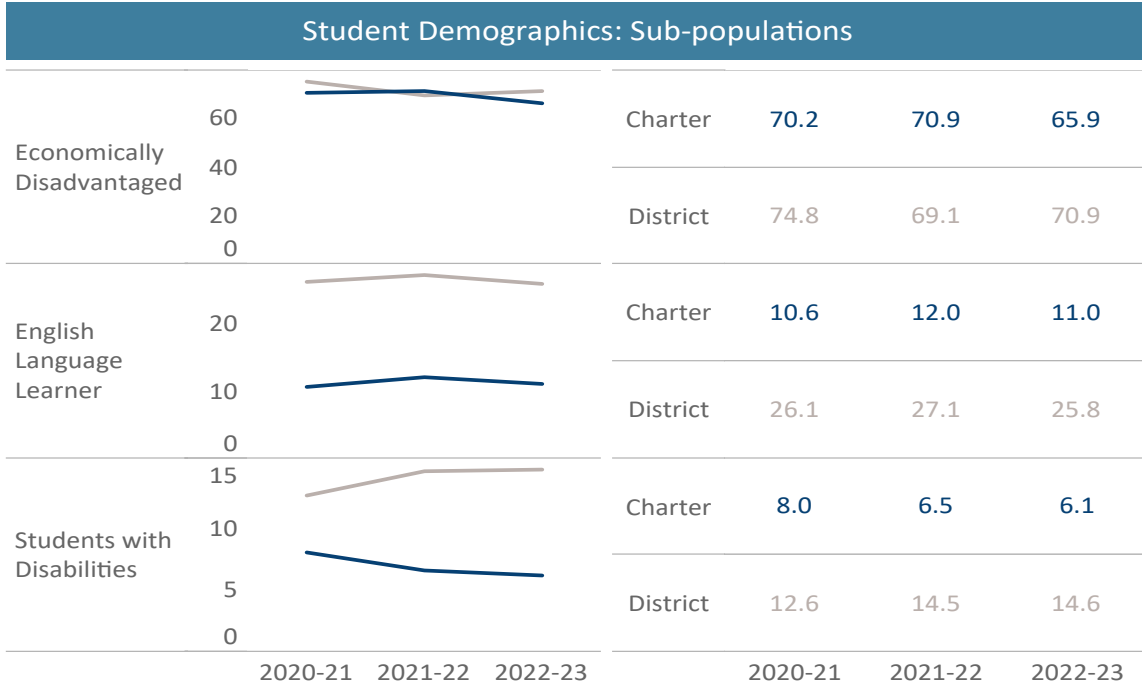
\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement 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. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



# CHARTER SCHOOL BACKGROUND

## The Academy Charter School - Uniondale

Uniondale

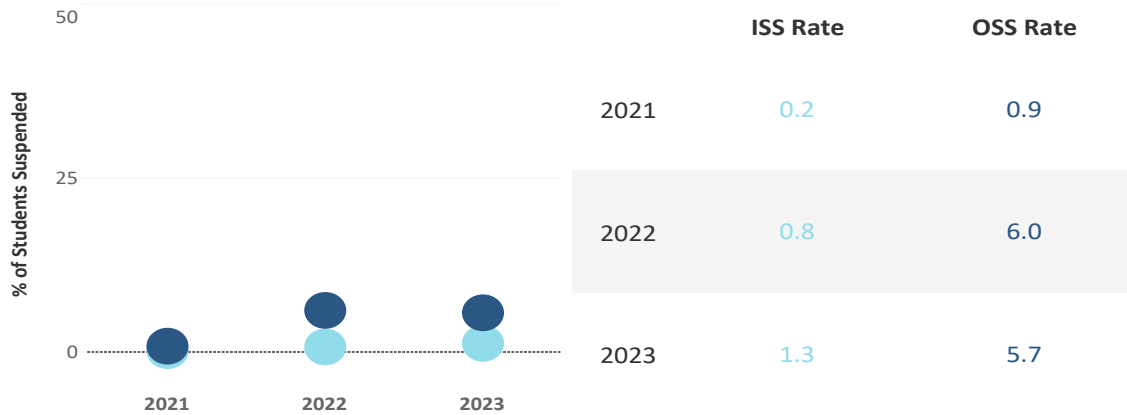


\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



# CHARTER SCHOOL BACKGROUND

## The Academy Charter School - Uniondale



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total 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 charter each year

	2021	2022	2023
	0	0	0

### The Academy Charter School - Uniondale's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	65.1	65.9
	English language learners	14.8	11.0
	students with disabilities	8.0	6.2
retention	economically disadvantaged	96.0	93.8
	English language learners	95.4	97.1
	students with disabilities	94.6	93.7

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.



# DP

DATA PRESENTATION

PAGES: 21-35

**AP**

ACADEMIC  
PERFORMANCE

**CP**

COMPLIANCE  
PERFORMANCE

**CS**

COMMUNITY  
SATISFACTION

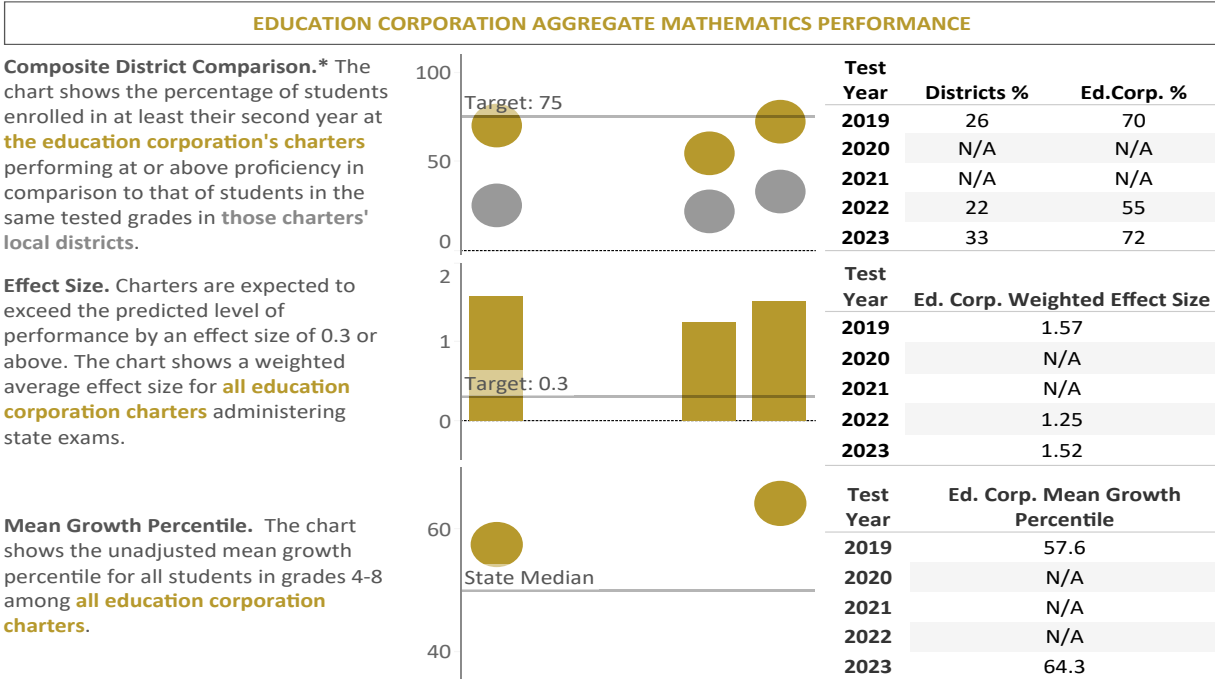
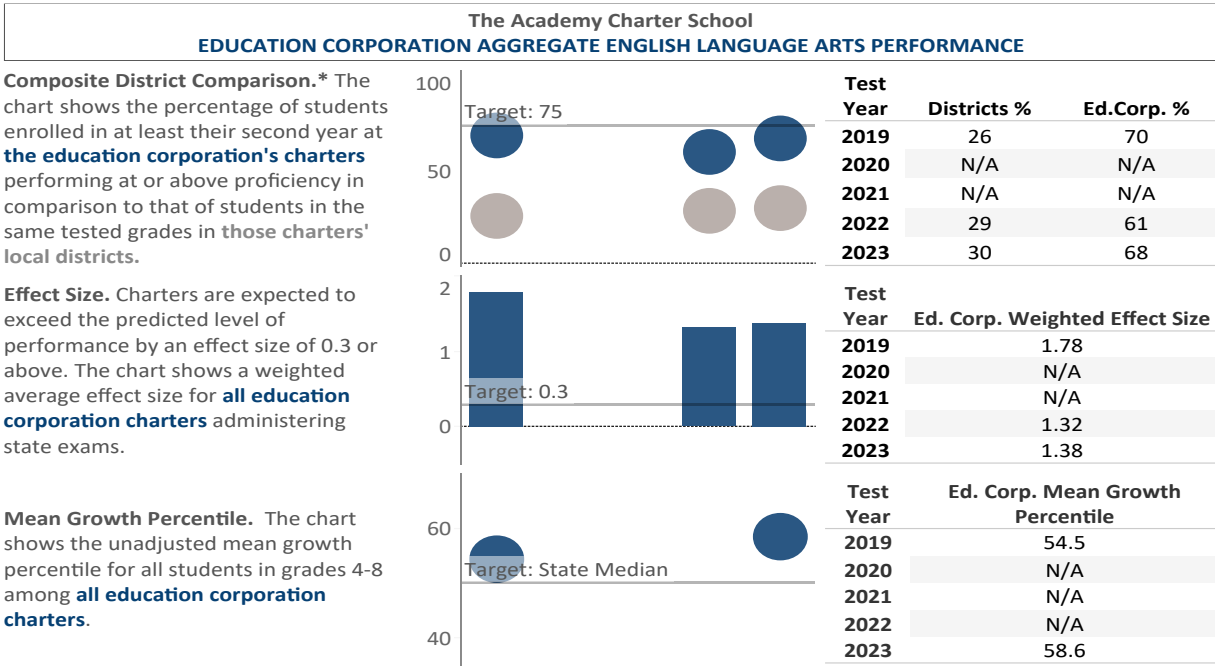
**SD**

STUDENT  
DEMOGRAPHICS



# ACADEMIC PERFORMANCE

## THE ACADEMY CHARTER SCHOOL: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

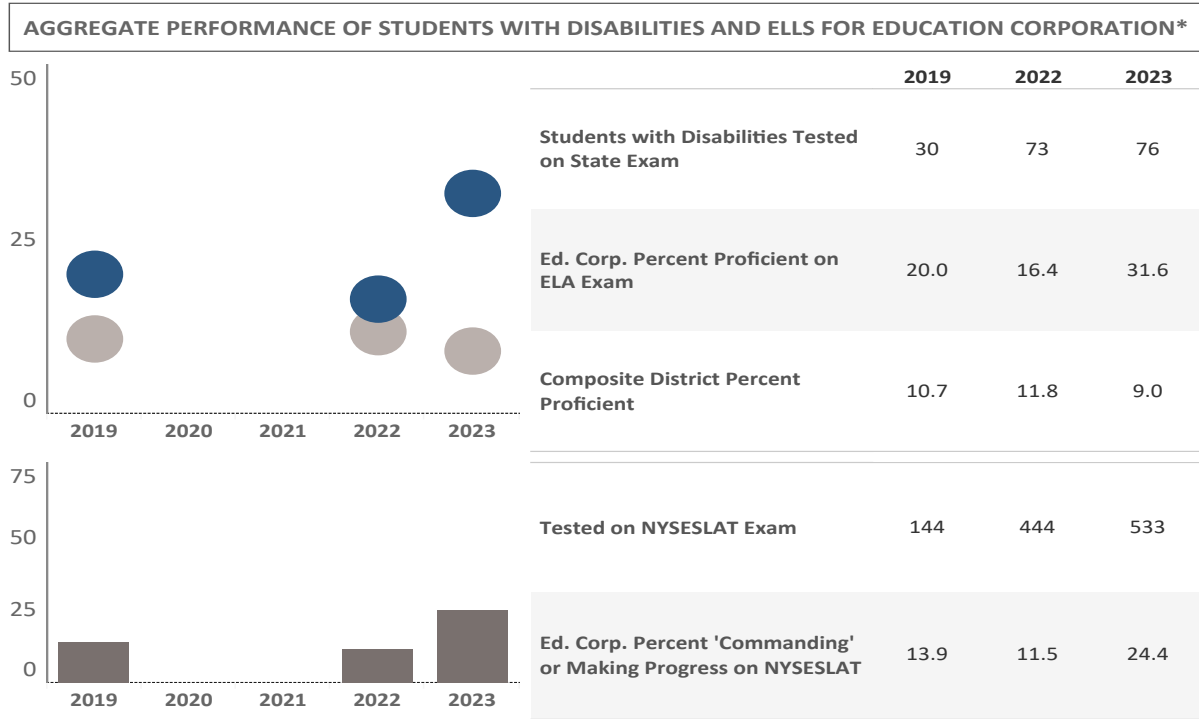
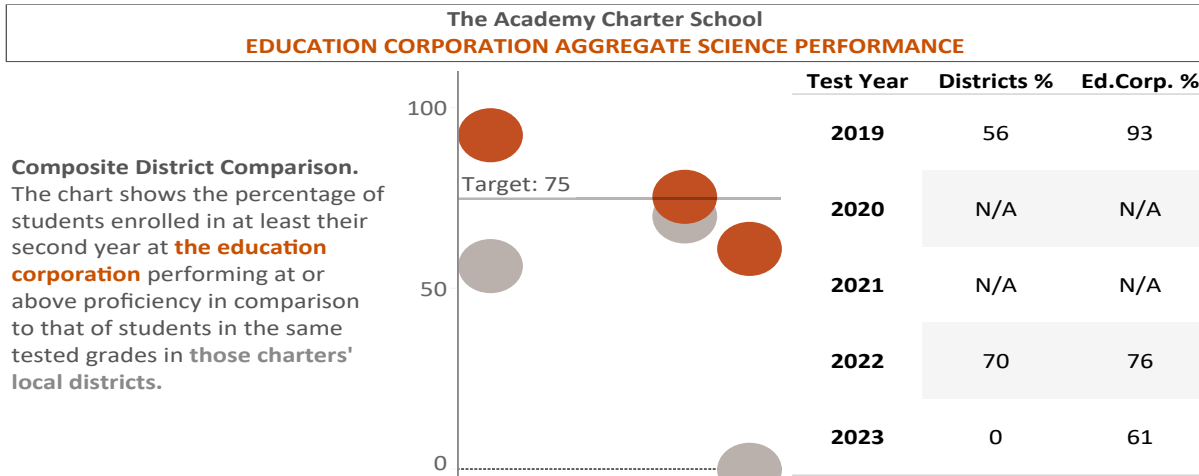


\* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.



# ACADEMIC PERFORMANCE

## THE ACADEMY CHARTER SCHOOL: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS

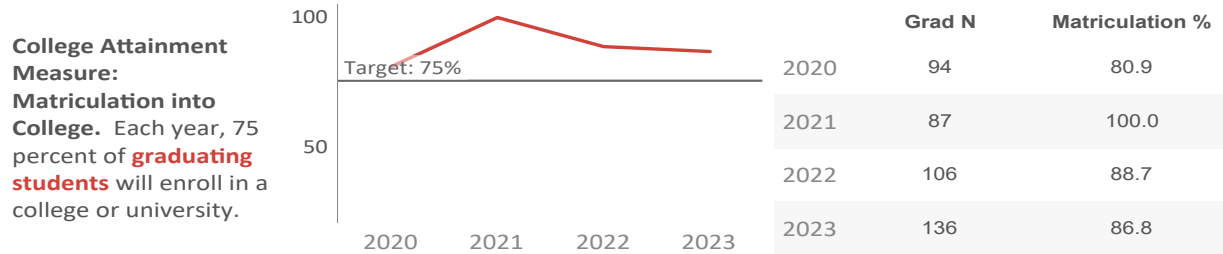
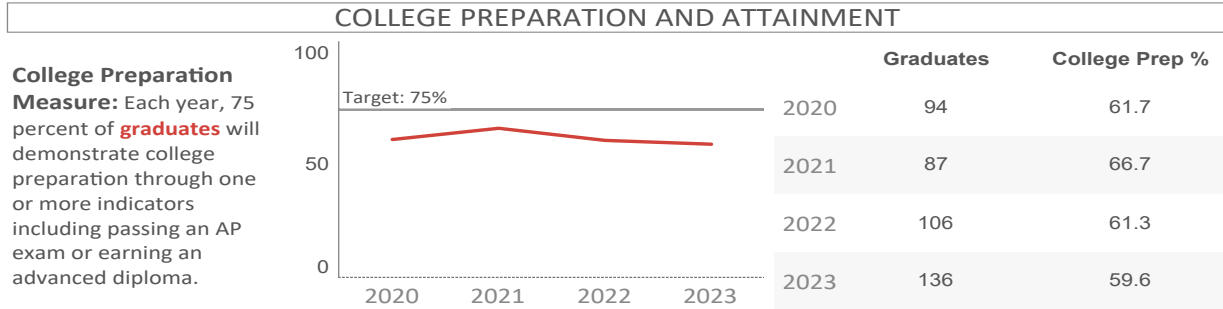
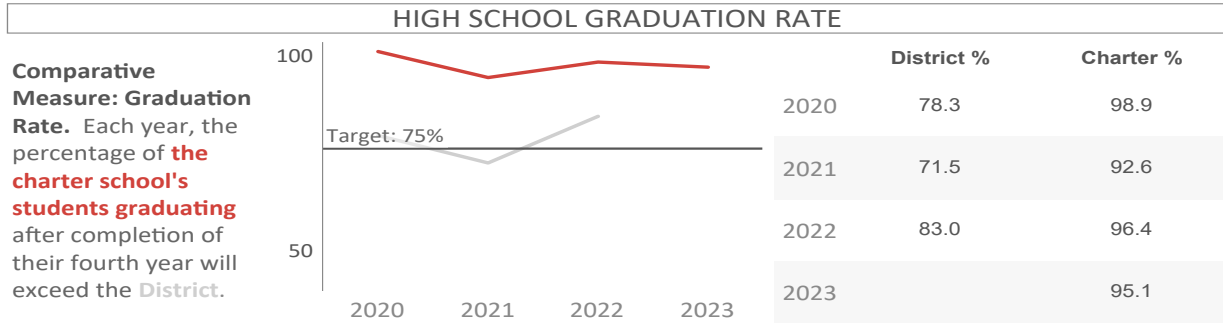


\*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making 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.



# ACADEMIC PERFORMANCE

## THE ACADEMY CHARTER SCHOOL: AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL CHARTERS



### ENGLISH LANGUAGE ARTS AND MATHEMATICS

**Comparative and Absolute Measure: District Comparison.** Each year, the charter school's **ELA Accountability Performance Index** and the **math PI** will exceed **the district's PI** and the **state's MIP**.

N/A

## ACADEMIC PERFORMANCE



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

The Academy and The Academy Uniondale met their key academic Accountability Plan goals over the charter term. Notably, both schools exceeded the targets for all comparative and growth measures in ELA and mathematics in all years with available data. Each school also met its science and Every Student Succeeds Act (“ESSA”) goals.

In ELA and mathematics, The Academy and The Academy Uniondale posted superlative performance from 2018-19 through 2022-23. In each year with data suitable for analysis, the school’s students enrolled in at least their second year posted proficiency rates that surpassed the local district performance by at least 29 percentage points in ELA and 16 percentage points in mathematics. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, both schools performed higher than expected to a meaningful degree in all years. The schools also met the growth measure each year posting mean growth percentiles above the target of 50.

The Academy met its graduation and college preparation goals. From 2019-20 through 2022-23, the school posted four year graduation rates that exceeded the absolute target of 75% and district rate every year. Notably in 2022-23, 95% of the school’s Cohort graduated after four years exceeding the absolute target by 20 points and the most recent district rate by 12 points. The school matriculates high proportions of its graduating classes into two- and four- year college programs in the years following graduation. Over the term, the school posted matriculation rates that exceeded the target of 75% by at least six percentage points each year.

## ACADEMIC PERFORMANCE

### BENCHMARK SUMMARY

#### ASSESSMENT

The Academy Schools has a strong assessment system that improves instructional effectiveness and student learning. The schools regularly administer reliable assessments that are standards based and aligned to the curriculum. For ELA and mathematics, the schools administer Renaissance STAR three times annually and the Fountas and Pinnell Benchmark Assessment System (“F&P”) quarterly in Kindergarten – 5<sup>th</sup> grade. Teachers use STAR and curriculum-based unit and interim assessments in all subject areas to track student learning and guide instruction. In the middle and high school programs, teachers use IXL to guide academic intervention in ELA and mathematics and mock state and Regents exams across subject areas to assess student progress toward meeting state standards.

Collecting and analyzing longitudinal data from STAR assessments allows school leaders to monitor student growth from year to year, forecast performance on state assessments, and evaluate the effectiveness of instructional practices over time. Progress monitoring takes place on eight-week cycles across the full education corporation, followed by structured routines for school-level review and analysis between instructional leaders and shared services team members. Instructional leaders guide teachers through a recurring process of analyzing all assessments to gauge student mastery and identify opportunities for reteaching. The director of assessment for Kindergarten – 8<sup>th</sup> grade meets with principals and deputy chief academic officers to review data, and principals meet weekly with assistant principals and coaches to support teachers in collaboratively outlining targeted data response plans for students. Instructional leaders provide teachers with direct online access to student data through PowerSchool, IXL, and STAR.

Shared services members and school leaders use assessment data to evaluate principal and teacher effectiveness and inform professional development and instructional coaching priorities. Although families receive updates about student performance through student reports, online portals, and parent teacher conferences, network and school leaders acknowledge the need to increase the frequency and consistency of communication with families regarding student progress.

#### CURRICULUM

The Academy Schools’ curricular programs support teachers in planning purposeful, focused, and rigorous lessons. The shared services team’s instructional leaders provide teachers with materials including scope and sequence documents, curricular maps, pacing guides, and calendars that help teachers know what to teach and when to teach it, as well as ensure alignment across all campuses. Teachers are responsible for creating lesson plans in accordance with a defined template. Enduring understandings and essential questions provide the intellectual framework for unit plans. Teachers implement a consistent lesson structure based on the gradual release model, including a do now, direct instruction, guided practice, independent practice, and an exit ticket to assess mastery. As teachers leverage this model across grade bands and content areas, students know what to expect during instruction throughout the academic program. Teachers benefit from The Academy Schools’ clear framework for lesson planning and weekly co-planning time to anticipate misconceptions, internalize the material, review student needs, and practice different instructional strategies. Instructional leaders provide

## ACADEMIC PERFORMANCE

consistent feedback on plans to support teachers in their capacity to translate the available unit materials to effective daily lessons, and shared folders allow teachers to collaborate and adapt plans in conjunction with special education and English language learner (“ELL”) teachers.

In the elementary programs, teachers employ a balanced literacy model drawing on curricular resources from Teachers College Writing Project, Wit & Wisdom, SAVVAS myView, and Wilson’s FUNdations for ELA, and Eureka Math<sup>2</sup> for mathematics content and skills. Middle school programs implement similar resources with the addition of the Into Literature ELA program and guided novel studies, and Envision for mathematics and Algebra. At high school campuses, teachers implement a variety of CTE programs, AP program materials, SAVVAS resources, and internally developed curricula. In the next charter term, the shared services team intends to hire content experts to audit the selected curricula at each grade band and strengthen the education corporation’s capacity to evaluate the academic program across each school.

### PEDAGOGY

High quality instruction and technical training programming are evident throughout the schools. All lessons are purposeful with clear objectives aligned to The Academy Schools’ curricula and the rigor of the state standards. Teachers across all programs follow a guided release model, with teachers leading students through examples and guided practice. Through weekly collaborative meetings, leaders and teachers ensure each lesson launch aligns to the day’s learning outcome. Teachers then have the autonomy to tailor and modify lessons to meet the needs of their unique student cohort. In lesson observations, many teachers circulate and confer with students, and some monitor student work with clipboards and record answers to inform changes to instruction in the moment. Many ELL and AIS teachers push in and provide targeted support to small subgroups of students within the classroom.

The Academy Schools’ instructional leaders prioritize scaffolding in teachers’ planning and lesson delivery. The Institute observed teachers following the guided release model and implementing scaffolded guided practice with fidelity across all programs. However, some lessons are overly scaffolded, such that when teachers present higher order thinking opportunities, a limited number of students participate in the full potential rigor of the task. Pacing across classrooms is appropriate, and students are engaged and on task in classrooms. All adults in the schools provide clear directions to students, uphold high expectations, and create a warm learning environment. Students demonstrate internalized routines and pride for the Academy Schools’ programs. The Academy Schools’ strong academic culture and purposeful lesson planning create a learning environment where students are poised for additional higher order learning activities, which leaders identify as a priority moving forward.

### INSTRUCTIONAL LEADERSHIP

The Academy Schools has strong, experienced instructional leaders who sustain high expectations for teacher and student performance. Instructional leaders on the shared services team include the chief academic officer (“CAO”), who is supported by three deputy CAOs, one each for the elementary, middle, and high school programs; one director of data and assessments for Kindergarten – 8<sup>th</sup> grade; and, one director of data and

## ACADEMIC PERFORMANCE

assessments for 9<sup>th</sup> – 12<sup>th</sup> grade. Two student support directors lead efforts for special education and ELL programs, and two directors of counseling guide social-emotional instruction and behavioral support for the network. A director of arts and specials and director of college placement also provide instructional leadership for the shared services team.

Within the schools, instructional leaders include principals, assistant principals, and coaches. The schools are expanding the work of high school department chairs to include more coaching responsibilities to support teachers. Shared services team leaders meet weekly to disseminate information about curriculum, assessments, and instruction to school leaders. Network leaders meet with directors, principals, and coaches bi-weekly and coordinate principal intervisitations across campuses twice per quarter.

Via all-staff meetings, professional development sessions, and coaching, instructional leaders reinforce a culture of high expectations and develop the competencies and skills of all teachers. The shared services team prioritizes rigorous, data-driven tier 1 instruction, student-centered learning, engagement, high-quality checks for understanding, higher order thinking, and small-group instruction. Through a series of formal observations and unannounced visits throughout the year, instructional leaders implement cohesive feedback cycles to support effective instruction for all teachers and evaluate teacher effectiveness in accordance with network-wide expectations aligned with Robert Marzano’s instructional strategies. Coaches regularly provide demonstration lessons for teachers and assist with the lesson planning process, and teachers report feeling highly supported to improve instructional effectiveness. Leaders provide teachers with opportunities to plan collaboratively and rehearse lessons together each week. Coaches or assistant principals often join these meetings to provide additional support on professional development focus areas, student work review protocols, and curriculum modification. Teachers submit lesson plans aligned to curricular maps, and assistant principals and coaches review plans weekly to provide feedback, targeted coaching, and other guidance as needed. Shared services and school leaders acknowledge the need to improve the consistency of higher order thinking in teacher instruction, and the schools are working to systematize further differentiation efforts to meet the needs of all learners.

### AT-RISK PROGRAM

The Academy Schools meets the needs of diverse learners enrolled at the schools. Each program uses the same identification and referral processes to identify students at risk of academic failure, students with disabilities, and ELLs. The schools deliver an AIS program that delivers response to intervention (“RTI”) services to students struggling to make academic progress. Teachers deliver tier 1 interventions in the classroom and, if those interventions do not lead to adequate progress, can refer students for tier 2 services using an RTI referral form. The school’s child study team, composed of social workers, special education providers, classroom teachers, and instructional leaders, then reviews student assessment data and classroom observations to determine whether the student needs additional tier 2 services. AIS providers and teachers deliver targeted tier 2 push-in and pull-out services. If students do not make adequate progress after six to eight weeks of intervention, the child study team assists families in seeking diagnostic testing with the district committee on special education (“CSE”). For students who enroll with an Individualized education program (“IEP”), the

## ACADEMIC PERFORMANCE

schools work with local districts to access IEPs and secure related service providers, if needed. The Academy Schools enrolled an increasing number of ELL students in the current charter term, and the shared services team redistributed resources to hire additional bilingual staff members and ELL teachers to support the needs of ELL students.

Strong tier 1 intervention is generally present across the schools, and most general education teachers implement strategies to support subpopulations of students. In some lessons, teachers utilize alternative materials, visual aids, or strategic grouping. Tier 2 interventions are more consistently evident across all classrooms. ELL providers and special education providers alike deliver push-in support in the classroom. Adults have clear roles and target support to specific subgroups of students. A director of student supports manages compliance and program delivery and provides support to each campus. In addition to participating in child study team meetings, the directors of student supports meet regularly with general education teachers to share student progress data and lead professional development on best practices. ELL teachers, special education teachers, and at-risk providers attend weekly collaborative planning sessions and provide suggested interventions to general education peers. General education teachers also report having received multiple internal and external trainings on how to support diverse learners.

### ORGANIZATIONAL CAPACITY

The Academy Schools' organizational structure supports each school in effectively delivering the mission and vision of the education corporation. The education corporation, shared services team, and schools have a clear organizational structure delineating operational and instructional responsibilities. In schools, robust teams of support staff members, including security, front office administration, and other support teams, ensure that non-instructional functions of the school operate smoothly so that instructional staff members can focus on delivering quality instruction. Many staff members shared the same priorities, such as social-emotional learning ("SEL") programming, college and career readiness, and differentiation, indicating that there is horizontal and vertical alignment of the organization's priorities.

A warm, collegial environment permeates all the programs at The Academy Schools. All staff members, regardless of role, buy into the education corporation's mission and exude high expectations across every aspect of each school's operations. Every adult within the buildings upholds clear standards for student conduct, and students demonstrate internalized routines, procedures, and behavioral expectations. Students and adults exhibit pride in their contribution to The Academy Schools programs. Each campus benefits from high teacher retention, which principals and shared services team members attribute to strong staff culture, well-resourced schools, and the schools' shared mission.

Both The Academy and The Academy Uniondale have high enrollment. With the support of the shared services team, each school uses strategic enrollment strategies that use marketing, word of mouth, and physical canvassing to enroll students. The education corporation regularly reviews enrollment patterns and community needs and adjusts marketing and enrollment accordingly. To maintain high levels of enrollment, the schools backfill in all grades until January each school year.

## ACADEMIC PERFORMANCE

Leaders recognize that the practice of formal evaluation does not extend to all elements of the Academy Schools' program, and intend to add capacity to ensure that the network is positioned to internally evaluate the effectiveness of its systems and respond appropriately to emerging needs. As the education corporation grew, the shared services team identified the need for additional instructional leaders and, in response, developed a strong instructional leadership pipeline that promotes quality teachers into leadership positions such as mentor teacher, instructional coach, or principal. However, the schools do not yet have a similarly clearly defined leader pipeline for operational positions at the level of individual schools or within the shared services team. A formal pipeline could support the Academy Schools in developing an equally robust cohort of operational leaders to support the expanding network.

### BOARD OVERSIGHT & GOVERNANCE

The Academy Schools' board works effectively to achieve the charters' Accountability Plan goals and govern the education corporation. Board members possess various skills, backgrounds, and experiences in finance, law, Kindergarten – 12<sup>th</sup> grade education, and higher education, enabling members to provide effective oversight. In response to growth over the charter term, the board recruited additional members with real estate management and finance expertise. In the next charter term, board members express interest in adding members representative of the growing Spanish-speaking population at the schools and connected to the changing immigrant population within the community. The board governance bylaws call for the following standing committees: executive committee, academic committee, people and legal committee, finance committee, and operations and technology committee. Several members of the leadership team, including the chief executive officer, CAO, chief development officer, and others, provide regular updates at monthly board meetings and during relevant committee meetings in advance of the full board meeting to ensure the board receives sufficient information to provide effective oversight to the school's programs and finances.

The board successfully recruits, hires, and retains key personnel and provides them with the necessary resources to function effectively, as evidenced by the collaboration with the chief people and legal officer to establish a pipeline for international teacher recruitment and support the transition for staff members new to the organization and the local community. The board establishes clear priorities and long-range goals that align closely with those articulated by the leadership and are informed by the schools' mission, vision, and key design elements. Although The Academy Schools maintains a robust evaluation system for the CEO and board members review the evaluations for other members of the shared services team, the board recognizes the need to thoroughly evaluate its performance, particularly as the organization continues to grow.



## COMPLIANCE REPORTING



### HAS EACH CHARTER DUE FOR RENEWAL 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. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter except for the areas highlighted below.*

#### THE ACADEMY CHARTER SCHOOL

##### **Annual Reports**

The education corporation submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time. While the education corporation has posted all components of the annual report in previous years, it has not posted the most recent. The Institute will work with the education corporation to ensure all recent annual reports are posted prior to the start of the next charter term.

##### **Board Minutes**

The education corporation has not been timely in the submission of board minutes in the last two years of the charter term, as required by the charter agreement. The Institute has worked with the education corporation to understand its obligations moving forward.

##### **Code of Ethics/Conflict of Interest Policy**

At the time of the renewal submission, the education corporation’s code of ethics and conflicts of interest policies were missing several required components. The Institute is working with the education corporation to ensure a more comprehensive policy is adopted.

##### **FOIL**

At the time of the renewal submission, the education corporation did not have a complete Freedom of Information Law (“FOIL”) policy and did not have the policy or the FOIL subject matter list with link to the Committee on Open Government posted on its website. The Institute will work with the school to come into compliance prior to the next charter term.

##### **Health Policy**

The education corporation’s health policy requires minor revision regarding the exemptions applicable to required immunizations. The Institute will work with the education corporation to update it policy accordingly.

##### **Personnel Policies**

The school’s personnel policies require minor revision specifying all criminal background checks will be reviewed by two or more employees as required by the charter agreement. The Institute will work with the school to revise these policies prior to the next charter term.

## COMPLIANCE REPORTING

### ***Teacher Certification***

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

The education corporation worked over the last several years to improve its pipeline of certified teachers and enjoys a good retention rate of its teachers. The education corporation offers growth opportunities, professional development, and competitive compensation as well as a referral bonus for teacher hires. The schools partner with the University of the West Indies to identify strong teacher candidates. The Academy Schools also partners with the New York Institute of Technology wherein employees may earn a masters of art of teaching degree at a significantly reduced tuition rate. The Academy Schools pays for 50% of the remaining tuition costs. The network has relationships with local universities including SUNY Old Westbury, Molloy University, Adelphi University, Hofstra University, and the New York Institute of Technology to pipeline in recent graduates.

At the time of the renewal review, The Academy employed 118 lead teachers. Of the 118 lead teachers, 78 were uncertified, which is 63 over the allowable limit. Eleven of the 63 uncertified teachers did not meet the appropriate qualifications under the Act.

At the time of the renewal review, The Academy Uniondale employed 93 lead teachers. Of the 93 lead teachers, 59 were uncertified, which is 44 over the allowable limit. Twelve of the 59 uncertified teachers did not meet the appropriate qualifications under the Act.

## COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction 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 Institute compiled data from the education corporation’s annual family survey from the 2022-23 school year for each school due for renewal. In 2022-23, 10% of families from both charters who received the survey responded. Of the families who responded, 82% expressed satisfaction with the charters. Leaders recognize the need to improve the low response rate and strengthen family communication. The Institute acknowledges the low response rate may not be representative of the school community.

### ***Parent Focus Group***

The Institute asks all charters 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 charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 32 parents and caretakers in attendance at the focus group expressed high levels of satisfaction with The Academy Schools’ rigorous educational program and high expectations for student achievement. Families generally feel that compared to other schools they have experienced, The Academy and The Academy Uniondale provide higher quality academics, advanced offerings for students, unique CTE pathways, good extracurricular opportunities, strong college preparation and support, and coordinated support for students with IEPs or other academic, social, or emotional challenges. However, parents also indicate that the schools can improve communication and engagement with families as the experience across grade bands and between the Uniondale and Hempstead locations varied considerably for families. While some teachers and administrators prioritize communication, caregivers reported that others were difficult to reach and described feeling as if they were not included as partners in their children’s educational experience. While parents are pleased with the quality of the academics at both campuses, they indicated that the two schools have experienced some challenges associated with the education corporation’s rapid growth over the last charter term.

### ***Public Comments***

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

The Hempstead Union Free School District (“Hempstead”) held its required hearing on The Academy’s renewal application on December 7, 2023. Hempstead’s superintendent spoke in opposition to the renewal application by stating charter schools in general were

## COMMUNITY SATISFACTION

originally allowed into the district because the district schools were underperforming, but now the district schools have made substantial progress toward improvement. Twelve district teachers and staff members spoke in opposition to charter schools in general, alleging Hempstead schools offer the academic, social, athletic, and other opportunities students need. A few teachers also alleged students who have transferred to the district schools from area charter schools are less academically and emotionally prepared for the classes than their peers in the district schools and one special education teacher alleged students at the charter schools do not receive the same IEP supports as students in the district schools. Most comments opposed using tax-payer dollars from the school district to fund charter schools. One member of the community also spoke in opposition to charter schools in general, alleging they do not provide better educational experiences than district schools. The district received one written comment in opposition to the renewal application from a former employee of the school alleging the school did not provide adequate services for at-risk students, electives or college-level courses, afterschool programs, and alleged the school had high teacher turnover rates. No one spoke in support of the application.

The Uniondale Union Free School District held its required hearing on The Academy Uniondale's renewal application on November 14, 2023. The district's superintendent spoke in opposition to the renewal application speaking to the increase of the charter school budget and how it negatively impacts district schools. The superintendent also alleged that 18 students have left the charter school and are now attending district public schools. There were two questions from district residents regarding the funding of charter schools and the steps that the Uniondale Union Free School District takes to verify students' school districts. A third resident disagreed with The Academy Uniondale's use of the district's summer program. No one spoke in support of the application.

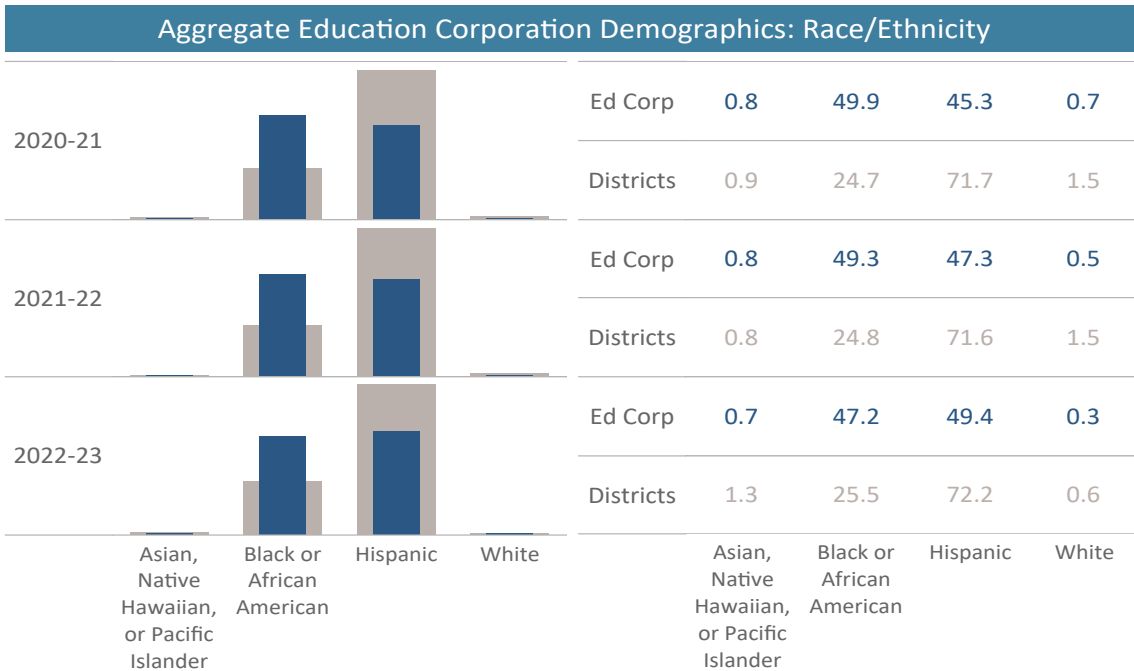
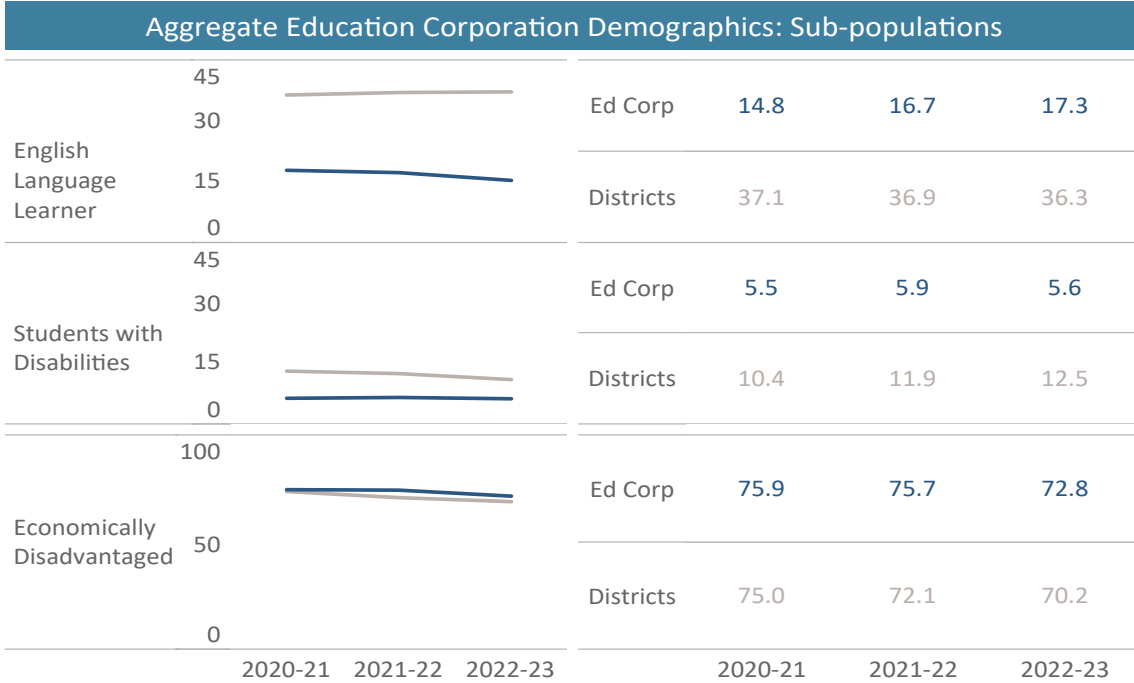
**Persistence in Enrollment** An additional indicator of parent satisfaction is persistence in enrollment. In 2022-23, 94% of The Academy Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

*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.*



# STUDENT DEMOGRAPHICS

## The Academy Charter Schools Aggregate Education Corporation Enrollment



## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter 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 students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. The Institute examines each school’s progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Both The Academy and The Academy Uniondale make good faith efforts to meet their enrollment and retention targets with the support of the The Academy Schools shared services team. Some of the efforts to recruit students include:

- Advertising via social media, radio, newspaper, mailings, flyer distribution, and in-person information sessions;
- Conducting outreach in diverse communities to close barriers to access;
- Targeting immigrant communities by advertising in languages typically spoken by immigrant groups in Long Island;
- Sharing information about supports for at-risk students including the standalone ELL program and integrated co-teaching (“ICT”) in multiple grades and subject areas;
- Hosting open house tours, information sessions, and meet the teacher events at the school facilities;
- Maintaining a strong parent teacher organization (“PTO”) to engage families and provide access to ongoing events at the schools;
- Organizing parent workshops on a variety of topics to connect and empower families;
- Soliciting referrals from district committees on special education from districts near the charter; and,
- Recruiting from early childhood education programs and community-based organizations serving ELLs.



## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*The Academy Schools is fiscally sound as are its charters, The Academy and The Academy Uniondale, based on the Institute’s analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>4</sup> The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the education corporation because a charter is not a legally distinct fiscal entity.*



The Academy Schools is fiscally sound based on the Institute’s analysis of the renewal documentation and monitoring over the charter term. The education corporation slowly grew its net assets and increased its scoring on the Institute’s fiscal dashboard. The school leaders and the board work together to carefully draft annual budgets and monitor the education corporation’s finances to guide it into a more sustainable fiscal position. Over the current charter term, The Academy Schools obtained facilities bond financing and used it for multiple renovation projects in all school sites. The education corporation completed all significant facilities construction for The Academy’s and The Academy Uniondale’s facilities. Some of the highlights of the renovations include a new gymnasium, playground, library, garage, music, and art structures, among other necessary facility renovations. The projected five-year renewal budget reflects anticipated growth in revenues and expenditures and healthy cash flow, allowing the education corporations to comply with all payment obligations. As of June 30, 2023, The Academy Schools posted approximately \$7.1 million in net assets and 1.8 months of cash to pay for liabilities due shortly. The Academy Schools maintains a necessary dissolution funds in a separate escrow account



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

***The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:***

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+

4. 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.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

## FISCAL ANALYSIS

Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

### DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual ("FPPM"), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.	<b>OCTOBER 2020</b>





## FISCAL ANALYSIS

### DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about the charter, have been filed in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

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

*The education corporation maintains adequate financial resources for the charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+

## FISCAL ANALYSIS

The education corporation prepares and monitors cash flow projections for each charter.

**+**

If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.

**N/A**

If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.

**N/A**

The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter's operating budget for the upcoming year.

**+**

The education corporation is in compliance with all loan covenants related to each charter.

**+**

# FISCAL ANALYSIS

## THE ACADEMY CHARTER SCHOOL

NOTE: Effective 2018-19, the charter merged finances with the education corporation, "The Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER 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

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### 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  
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

Opened 2009-10

	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22	MERGED 2022-23
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
<b>Net Assets</b>					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
<b>Operating Revenue</b>					
Resident Student Enrollment	26,045,182	33,647,136	34,824,352	38,869,632	41,159,611
Students with Disabilities	-	-	-	679,806	974,384
<b>Grants and Contracts</b>					
State and local	-	-	-	-	-
Federal - Title and IDEA	1,813,405	1,869,593	7,194,948	5,619,980	4,089,941
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>27,858,587</b>	<b>35,516,729</b>	<b>42,019,300</b>	<b>45,169,418</b>	<b>46,223,936</b>
<b>Expenses</b>					
Regular Education	20,991,015	27,395,509	29,573,453	31,273,041	33,483,974
SPED	867,545	1,294,357	1,620,686	1,098,704	868,137
Other	1,218,043	1,633,109	1,703,510	2,603,015	2,517,672
<b>Total Program Services</b>	<b>23,076,603</b>	<b>30,322,975</b>	<b>32,897,649</b>	<b>34,974,760</b>	<b>36,869,783</b>
Management and General	4,259,836	5,665,276	7,527,861	9,012,904	10,798,821
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>27,336,439</b>	<b>35,988,251</b>	<b>40,425,510</b>	<b>43,987,664</b>	<b>47,668,604</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>522,148</b>	<b>(471,522)</b>	<b>1,593,790</b>	<b>1,181,754</b>	<b>(1,444,668)</b>
<b>Support and Other Revenue</b>					
Contributions	695,206	487,092	2,086,935	102,896	7,066,687
Fundraising	-	-	-	-	-
Miscellaneous Income	342,600	118,737	6,782	66,018	500,333
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>1,037,806</b>	<b>605,829</b>	<b>2,093,717</b>	<b>168,914</b>	<b>7,567,020</b>
<b>Total Unrestricted Revenue</b>	<b>28,896,393</b>	<b>36,122,558</b>	<b>44,113,017</b>	<b>45,338,332</b>	<b>53,790,956</b>
<b>Total Temporarily Restricted Revenue</b>	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>28,896,393</b>	<b>36,122,558</b>	<b>44,113,017</b>	<b>45,338,332</b>	<b>53,790,956</b>
<b>Change in Net Assets</b>	<b>1,559,954</b>	<b>134,307</b>	<b>3,687,507</b>	<b>1,350,668</b>	<b>6,122,352</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>1,906,038</b>	<b>3,465,992</b>	<b>3,600,299</b>	<b>7,287,806</b>	<b>8,638,474</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>3,465,992</b>	<b>3,600,299</b>	<b>7,287,806</b>	<b>8,638,474</b>	<b>14,760,826</b>



# FISCAL ANALYSIS

## THE ACADEMY CHARTER SCHOOL

NOTE: Effective 2018-19, the charter merged finances with the education corporation, "The Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel Service	3,531,663	521	5,657,063	4,101,893	-
Administrative Staff Personnel	8,556,966	10,226,010	11,300,714	13,878,241	13,130,690
Instructional Personnel	1,831,804	2,261,255	2,996,505	4,084,431	3,756,298
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>13,920,433</b>	<b>12,487,786</b>	<b>19,954,282</b>	<b>22,064,565</b>	<b>16,886,988</b>
Fringe Benefits & Payroll Taxes	3,118,363	3,825,858	4,253,298	4,850,656	6,000,679
Retirement	275,312	337,119	424,899	459,897	420,424
Management Company Fees	535,987	434,966	503,687	376,053	286,002
Building and Land Rent / Lease / Facility Financing	2,310,034	4,684,234	3,813,981	4,300,290	4,325,862
Staff Development	503,622	300,044	413,727	632,427	286,992
Professional Fees, Consultant & Purchased Services	866,027	1,237,102	1,137,056	891,425	1,006,802
Marketing / Recruitment	52,160	191,729	154,108	177,612	44,139
Student Supplies, Materials & Services	1,519,179	1,287,375	1,004,076	2,076,962	3,299,461
Depreciation	1,308,944	2,204,362	3,829,327	2,856,217	3,156,727
Other	2,926,378	3,908,150	4,937,069	5,301,560	5,934,768
<b>Total Expenses</b>	<b>27,336,439</b>	<b>30,898,725</b>	<b>40,425,510</b>	<b>43,987,664</b>	<b>41,648,844</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2018-19	2019-20	2020-21	2021-22	2022-23
Original Chartered Enrollment	832	1,639	1,687	1,729	1,752
Final Chartered Enrollment (includes any revisions)	1,296	1,639	1,687	1,729	1,752
Actual Enrollment - <b>GRAPH 4</b>	1,327	1,718	1,784	1,860	1,872
Chartered Grades	K-8	K-12	K-12	K-12	K-12
Final Chartered Grades (includes any revisions)	K-11	-	-	-	-

#### Primary School District: HEMPSTEAD UFSD

Per Pupil Funding (Weighted Avg of All Districts)	2018-19	2019-20	2020-21	2021-22	2022-23
Increase over prior year	19,336	19,640	19,709	20,874	22,061
	2.7%	1.5%	0.3%	5.6%	5.4%

#### PER STUDENT BREAKDOWN

Revenue	2018-19	2019-20	2020-21	2021-22	2022-23
Operating	21,000	20,676	23,555	24,288	24,697
Other Revenue and Support	782	353	1,174	91	4,043
<b>TOTAL - GRAPH 3</b>	<b>21,783</b>	<b>21,029</b>	<b>24,728</b>	<b>24,379</b>	<b>28,740</b>
Expenses					
Program Services	17,396	17,652	18,441	18,806	19,699
Management and General, Fundraising	3,211	3,298	4,220	4,846	5,770
<b>TOTAL - GRAPH 3</b>	<b>20,607</b>	<b>20,950</b>	<b>22,661</b>	<b>23,653</b>	<b>25,469</b>
% of Program Services	84.4%	84.3%	81.4%	79.5%	77.3%
% of Management and Other	15.6%	15.7%	18.6%	20.5%	22.7%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>5.7%</b>	<b>0.4%</b>	<b>9.1%</b>	<b>3.1%</b>	<b>12.8%</b>
<b>% of Revenue Expended on Facilities</b>	<b>8.3%</b>	<b>13.2%</b>	<b>9.1%</b>	<b>9.5%</b>	<b>9.4%</b>

#### Student to Faculty Ratio

2018-19	2019-20	2020-21	2021-22	2022-23
10.0	11.2	10.8	10.9	10.9

#### Faculty to Admin Ratio

2018-19	2019-20	2020-21	2021-22	2022-23
3.0	3.1	3.0	5.0	0.2

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital	2018-19	2019-20	2020-21	2021-22	2022-23
0	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

Score	2018-19	2019-20	2020-21	2021-22	2022-23
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A



# FISCAL ANALYSIS

## THE ACADEMY CHARTER SCHOOL - UNIONDALE

NOTE: Effective 2018-19, the charter merged finances with the education corporation, "The Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER 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

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### 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  
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

	Opened 2018-19				
	MERGED	MERGED	MERGED	MERGED	MERGED
	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
<b>Net Assets</b>					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	3,543,538	5,083,685	9,272,521	19,283,994	26,686,956
Students with Disabilities	-	-	-	249,236	370,668
<b>Grants and Contracts</b>					
State and local	-	-	-	-	-
Federal - Title and IDEA	1,130,334	568,425	746,413	1,628,257	2,128,458
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>4,673,872</b>	<b>5,652,110</b>	<b>10,018,934</b>	<b>21,161,487</b>	<b>29,186,082</b>
<b>Expenses</b>					
Regular Education	3,533,582	4,082,058	7,465,132	18,090,009	22,531,431
SPED	111,716	109,104	391,263	426,212	444,725
Other	259,444	280,337	592,193	1,290,298	1,559,846
<b>Total Program Services</b>	<b>3,904,742</b>	<b>4,471,499</b>	<b>8,448,588</b>	<b>19,806,519</b>	<b>24,536,002</b>
Management and General	1,095,296	937,612	2,092,182	4,671,209	6,064,847
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>5,000,038</b>	<b>5,409,111</b>	<b>10,540,770</b>	<b>24,477,728</b>	<b>30,600,849</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(326,166)</b>	<b>242,999</b>	<b>(521,836)</b>	<b>(3,316,241)</b>	<b>(1,414,767)</b>
<b>Support and Other Revenue</b>					
Contributions	-	-	1,037	330,480	68,385
Fundraising	-	23,167	-	-	-
Miscellaneous Income	652,102	440,839	220,672	758,832	577,722
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>652,102</b>	<b>464,006</b>	<b>221,709</b>	<b>1,089,312</b>	<b>646,107</b>
<b>Total Unrestricted Revenue</b>	<b>5,325,974</b>	<b>6,116,116</b>	<b>10,240,643</b>	<b>22,250,799</b>	<b>29,832,189</b>
<b>Total Temporarily Restricted Revenue</b>	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>5,325,974</b>	<b>6,116,116</b>	<b>10,240,643</b>	<b>22,250,799</b>	<b>29,832,189</b>
<b>Change in Net Assets</b>	<b>325,936</b>	<b>707,005</b>	<b>(300,127)</b>	<b>(2,226,929)</b>	<b>(768,660)</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>(11,018)</b>	<b>314,918</b>	<b>1,021,923</b>	<b>721,796</b>	<b>(1,505,133)</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>314,918</b>	<b>1,021,923</b>	<b>721,796</b>	<b>(1,505,133)</b>	<b>(2,273,793)</b>



# FISCAL ANALYSIS

## THE ACADEMY CHARTER SCHOOL - UNIONDALE

NOTE: Effective 2018-19, the charter merged finances with the education corporation, "The Academy Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel Service	373,594	544,697	1,095,183	2,664,558	3,687,460
Administrative Staff Personnel	958,874	1,486,481	2,845,787	8,039,941	9,456,437
Instructional Personnel	363,316	404,309	985,861	1,906,203	2,228,424
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>1,695,784</b>	<b>2,435,487</b>	<b>4,926,831</b>	<b>12,610,702</b>	<b>15,372,321</b>
Fringe Benefits & Payroll Taxes	317,633	541,449	1,012,658	2,762,270	2,898,938
Retirement	15,871	46,817	100,902	200,126	209,040
Management Company Fees	114,000	129,440	112,957	198,236	184,486
Building and Land Rent / Lease / Facility Financing	1,462,486	582,802	1,675,962	2,863,585	3,484,921
Staff Development	92,335	101,062	35,918	190,241	285,733
Professional Fees, Consultant & Purchased Services	119,231	80,329	58,412	102,442	298,606
Marketing / Recruitment	-	-	18,019	57,603	9,296
Student Supplies, Materials & Services	280,901	201,741	265,443	973,265	2,351,359
Depreciation	328,688	555,660	896,243	1,965,115	2,486,331
Other	573,109	734,324	1,437,425	2,554,143	3,019,818
<b>Total Expenses</b>	<b>5,000,038</b>	<b>5,409,111</b>	<b>10,540,770</b>	<b>24,477,728</b>	<b>30,600,849</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2018-19	2019-20	2020-21	2021-22	2022-23
Original Chartered Enrollment	175	249	325	400	475
Final Chartered Enrollment (includes any revisions)	175	249	450	950	1,225
Actual Enrollment - <b>GRAPH 4</b>	172	249	460	924	1,247
Chartered Grades	K-2	K-3	K-4	K-5	K-6
Final Chartered Grades (includes any revisions)	-	-	K-4, 9	K-6, 9-10	K-7, 9-11

#### Primary School District: UNIONDALE UFSD

Per Pupil Funding (Weighted Avg of All Districts)	2018-19	2019-20	2020-21	2021-22	2022-23
Increase over prior year	20,319	20,522	20,187	21,603	21,833
	100.0%	1.0%	-1.7%	6.6%	1.1%

#### PER STUDENT BREAKDOWN

##### Revenue

	2018-19	2019-20	2020-21	2021-22	2022-23
Operating	27,103	22,670	21,776	22,893	23,405
Other Revenue and Support	3,781	1,861	482	1,178	518
<b>TOTAL - GRAPH 3</b>	<b>30,884</b>	<b>24,531</b>	<b>22,257</b>	<b>24,071</b>	<b>23,923</b>

##### Expenses

	2018-19	2019-20	2020-21	2021-22	2022-23
Program Services	22,643	17,934	18,363	21,427	19,676
Management and General, Fundraising	6,351	3,761	4,547	5,053	4,864
<b>TOTAL - GRAPH 3</b>	<b>28,994</b>	<b>21,695</b>	<b>22,910</b>	<b>26,480</b>	<b>24,540</b>
% of Program Services	78.1%	82.7%	80.2%	80.9%	80.2%
% of Management and Other	21.9%	17.3%	19.8%	19.1%	19.8%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>6.5%</b>	<b>13.1%</b>	<b>-2.8%</b>	<b>-9.1%</b>	<b>-2.5%</b>
<b>% of Revenue Expended on Facilities</b>	<b>31.3%</b>	<b>10.3%</b>	<b>16.7%</b>	<b>13.5%</b>	<b>11.9%</b>

#### Student to Faculty Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
	9.6	9.3	9.6	19.3	9.2

#### Faculty to Admin Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
	3.6	4.0	3.4	3.4	6.2

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

	2018-19	2019-20	2020-21	2021-22	2022-23
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

	2018-19	2019-20	2020-21	2021-22	2022-23
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

	2018-19	2019-20	2020-21	2021-22	2022-23
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### THE ACADEMY CHARTER SCHOOL (COMBINED)

#### CHARTER 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**

Deferred Rent/Lease Liability  
All other L-T debt and notes payable, net current maturities

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

###### Net Assets

Without Donor Restrictions  
With Donor Restrictions

###### 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  
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 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22	MERGED 2022-23
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - <b>GRAPH 1</b>	2,993,403	7,309,447	9,822,477	9,844,337	12,020,832
Grants and Contracts Receivable	1,605,782	1,336,393	1,248,677	1,304,244	1,130,702
Accounts Receivable	524,576	635,684	656,675	3,497,145	13,258,226
Prepaid Expenses	17,418	2,467	48,110	37,334	82,677
Contributions and Other Receivables	-	-	-	2,259,563	3,236,159
<b>Total Current Assets - <b>GRAPH 1</b></b>	<b>5,141,179</b>	<b>9,283,991</b>	<b>11,775,939</b>	<b>16,942,623</b>	<b>29,728,596</b>
Property, Building and Equipment, net	67,653,014	74,368,334	106,898,072	117,277,032	139,773,949
Other Assets	19,064,724	12,323,283	57,408,977	41,893,556	18,900,204
<b>Total Assets - <b>GRAPH 1</b></b>	<b>91,858,917</b>	<b>95,975,608</b>	<b>176,082,988</b>	<b>176,113,211</b>	<b>188,402,749</b>
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	6,402,876	3,922,601	6,179,939	4,115,629	4,780,594
Accrued Payroll and Benefits	2,150,089	2,407,411	3,434,749	5,271,537	6,469,509
Deferred Revenue	-	74,681	60,355	-	-
Current Maturities of Long-Term Debt	910,000	1,075,000	1,495,000	1,590,000	2,305,000
Short Term Debt - Bonds, Notes Payable	-	2,500,000	-	-	-
Other	663,282	-	-	2,500,000	8,973,547
<b>Total Current Liabilities - <b>GRAPH 1</b></b>	<b>10,126,247</b>	<b>9,979,693</b>	<b>11,170,043</b>	<b>13,477,166</b>	<b>22,528,650</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	77,951,760	81,373,693	156,903,343	155,502,704	153,387,066
<b>Total Liabilities - <b>GRAPH 1</b></b>	<b>88,078,007</b>	<b>91,353,386</b>	<b>168,073,386</b>	<b>168,979,870</b>	<b>175,915,716</b>
<b>Net Assets</b>					
Without Donor Restrictions	3,600,574	4,440,331	8,009,602	7,133,341	12,487,033
With Donor Restrictions	180,336	181,891	-	-	-
<b>Total Net Assets</b>	<b>3,780,910</b>	<b>4,622,222</b>	<b>8,009,602</b>	<b>7,133,341</b>	<b>12,487,033</b>
<b>Total Liabilities and Net Assets</b>	<b>91,858,917</b>	<b>95,975,608</b>	<b>176,082,988</b>	<b>176,113,211</b>	<b>188,402,749</b>
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	29,588,720	38,730,821	44,096,873	58,153,626	67,846,567
Students with Disabilities	-	-	-	929,042	1,345,052
<b>Grants and Contracts</b>					
State and local	-	-	-	-	-
Federal - Title and IDEA	2,943,739	2,438,018	7,941,361	7,248,237	6,218,399
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>32,532,459</b>	<b>41,168,839</b>	<b>52,038,234</b>	<b>66,330,905</b>	<b>75,410,018</b>
<b>Expenses</b>					
Regular Education	24,524,597	31,477,567	37,038,585	49,363,050	56,015,405
SPED	979,261	1,403,461	2,011,949	1,524,916	1,312,862
Other	1,477,487	1,913,446	2,295,703	3,893,313	4,077,518
<b>Total Program Services</b>	<b>26,981,345</b>	<b>34,794,474</b>	<b>41,346,237</b>	<b>54,781,279</b>	<b>61,405,785</b>
Management and General	5,355,132	6,602,888	9,620,043	13,684,113	16,863,668
Fundraising	-	-	-	-	-
<b>Total Expenses - <b>GRAPHS 2, 3 &amp; 4</b></b>	<b>32,336,477</b>	<b>41,397,362</b>	<b>50,966,280</b>	<b>68,465,392</b>	<b>78,269,453</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>195,982</b>	<b>(228,523)</b>	<b>1,071,954</b>	<b>(2,134,487)</b>	<b>(2,859,435)</b>
<b>Support and Other Revenue</b>					
Contributions	695,206	487,092	2,087,972	433,376	7,135,072
Fundraising	-	23,167	-	-	-
Miscellaneous Income	994,702	559,576	227,454	824,850	1,078,055
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>1,689,908</b>	<b>1,069,835</b>	<b>2,315,426</b>	<b>1,258,226</b>	<b>8,213,127</b>
<b>Total Unrestricted Revenue</b>	<b>34,222,367</b>	<b>42,238,674</b>	<b>54,353,660</b>	<b>67,589,131</b>	<b>83,623,145</b>
<b>Total Temporarily Restricted Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenue - <b>GRAPHS 2 &amp; 3</b></b>	<b>34,222,367</b>	<b>42,238,674</b>	<b>54,353,660</b>	<b>67,589,131</b>	<b>83,623,145</b>
<b>Change in Net Assets</b>	<b>1,885,890</b>	<b>841,312</b>	<b>3,387,380</b>	<b>(876,261)</b>	<b>5,353,692</b>
<b>Net Assets - Beginning of Year - <b>GRAPH 2</b></b>	<b>1,895,020</b>	<b>3,780,910</b>	<b>4,622,222</b>	<b>8,009,602</b>	<b>7,133,341</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - <b>GRAPH 2</b></b>	<b>3,780,910</b>	<b>4,622,222</b>	<b>8,009,602</b>	<b>7,133,341</b>	<b>12,487,033</b>



# FISCAL ANALYSIS

## THE ACADEMY CHARTER SCHOOL (COMBINED)

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel Service	3,905,257	5,634,744	6,752,246	6,766,451	9,707,220
Administrative Staff Personnel	9,515,840	11,712,491	14,146,501	21,918,182	22,587,127
Instructional Personnel	2,195,120	2,665,564	3,982,366	5,990,634	5,984,722
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>15,616,217</b>	<b>20,012,799</b>	<b>24,881,113</b>	<b>34,675,267</b>	<b>38,279,069</b>
Fringe Benefits & Payroll Taxes	3,435,996	4,367,307	5,265,956	7,612,926	8,899,617
Retirement	291,183	383,936	525,801	660,023	629,464
Management Company Fees	649,987	564,406	616,644	574,289	470,488
Building and Land Rent / Lease / Facility Financing	3,772,520	5,267,036	5,489,943	7,163,875	7,810,783
Staff Development	595,957	401,106	449,645	822,668	572,725
Professional Fees, Consultant & Purchased Services	985,258	1,317,431	1,195,468	993,867	1,305,408
Marketing / Recruitment	52,160	191,729	172,127	235,215	53,435
Student Supplies, Materials & Services	1,800,080	1,489,116	1,269,519	3,050,227	5,650,820
Depreciation	1,637,632	2,760,022	4,725,570	4,821,332	5,643,058
Other	3,499,487	4,642,474	6,374,494	7,855,703	8,954,586
<b>Total Expenses</b>	<b>32,336,477</b>	<b>41,397,362</b>	<b>50,966,280</b>	<b>68,465,392</b>	<b>78,269,453</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2018-19	2019-20	2020-21	2021-22	2022-23
Original Chartered Enrollment	1,007	1,888	2,012	2,129	2,227
Final Chartered Enrollment (includes any revisions)	1,471	1,888	2,137	2,679	2,977
Actual Enrollment - <b>GRAPH 4</b>	1,499	1,967	2,244	2,784	3,119
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2018-19	2019-20	2020-21	2021-22	2022-23
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

Revenue	2018-19	2019-20	2020-21	2021-22	2022-23
Operating	21,702	20,929	23,190	23,825	24,180
Other Revenue and Support	1,127	544	1,032	452	2,634
<b>TOTAL - GRAPH 3</b>	<b>22,830</b>	<b>21,472</b>	<b>24,222</b>	<b>24,277</b>	<b>26,814</b>
Expenses	2018-19	2019-20	2020-21	2021-22	2022-23
Program Services	17,999	17,688	18,425	19,676	19,690
Management and General, Fundraising	3,572	3,357	4,287	4,915	5,407
<b>TOTAL - GRAPH 3</b>	<b>21,572</b>	<b>21,045</b>	<b>22,712</b>	<b>24,592</b>	<b>25,097</b>
% of Program Services	83.4%	84.0%	81.1%	80.0%	78.5%
% of Management and Other	16.6%	16.0%	18.9%	20.0%	21.5%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>5.8%</b>	<b>2.0%</b>	<b>6.6%</b>	<b>-1.3%</b>	<b>6.8%</b>
<b>% of Revenue Expended on Facilities</b>	<b>11.6%</b>	<b>12.8%</b>	<b>10.5%</b>	<b>10.8%</b>	<b>10.4%</b>

#### Student to Faculty Ratio

9.9	10.9	10.5	12.7	10.1
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#### Faculty to Admin Ratio

3.1	3.2	3.1	4.5	3.9
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#### Financial Responsibility Composite Scores - GRAPH 6

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	1.2	1.0	1.3	0.7	1.4
	Fiscally Adequate	Fiscally Adequate	Fiscally Adequate	Fiscally Needs Monitoring	Fiscally Adequate

#### Working Capital - GRAPH 7

Net Working Capital	2018-19	2019-20	2020-21	2021-22	2022-23
(4,985,068)	(695,702)	605,896	3,465,457	7,199,946	
As % of Unrestricted Revenue	-14.6%	-1.6%	1.1%	5.1%	8.6%
Working Capital (Current) Ratio Score	0.5	0.9	1.1	1.3	1.3
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	HIGH	HIGH	HIGH	HIGH
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Poor	Poor	Poor	Poor

#### Quick (Acid Test) Ratio

Score	2018-19	2019-20	2020-21	2021-22	2022-23
0.5	0.9	1.0	1.3	1.3	
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	HIGH	HIGH	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Poor	Poor	Good	Good	Good

#### Debt to Asset Ratio - GRAPH 7

Score	2018-19	2019-20	2020-21	2021-22	2022-23
1.0	1.0	1.0	1.0	0.9	
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	HIGH	HIGH	HIGH	HIGH	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Poor	Poor	Poor	Poor	Good

#### Months of Cash - GRAPH 8

Score	2018-19	2019-20	2020-21	2021-22	2022-23
1.1	2.1	2.3	1.7	1.8	
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Good	Good	Good	Good



## FUTURE PLANS



### IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH CHARTER DUE FOR RENEWAL, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?

*The Academy and The Academy Uniondale implement strong academic programs supported by an effective, viable organization. The charters plan to continue operating the full Kindergarten – 12<sup>th</sup> grade model in the same facilities, and as such, the charters' plans for the next charter term are reasonable, feasible, and achievable.*

#### THE ACADEMY CHARTER SCHOOL

**Plans for the Charter'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 Board Oversight & Governance.** Current board members express interest in continuing to serve the charter in the next term, and hope to add a Spanish-speaking member with close ties to the growing multilingual immigrant population the schools now serve.

**Fiscal Plans.** The Academy Schools presents conservative and reasonable budgets for the next charter term that project adequate revenues to cover the expenditures over the next five years. The board and the school leadership have sound internal controls and fiscal policies and procedures and work together to create budgets and monitor the education corporation's financial data adequately.

#### THE ACADEMY CHARTER SCHOOL

**Plans for the Educational Program.** The Academy plans to implement the same core elements of its educational program that enabled the school to meet or come close to meeting its key Accountability Plan goals in the current charter term.

**Facility Plans.** The Academy plans to remain in its three owned facilities, located along one block, through a next charter term as they provide ample program space and amenities for the long term. The education corporation completed all major facility design and construction for each program site. The education corporation also established a fiscally sound bond repayment plan to cover the construction costs, and the board does not expect to seek further construction financing in the next charter term.



## FUTURE PLANS

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	1,775	1,999
<b>Grade Span</b>	K – 12	K – 12
<b>Teaching Staff</b>	144	145
<b>Days of Instruction</b>	180	180

### THE ACADEMY CHARTER SCHOOL - UNIONDALE

**Plans for the Educational Program.** The Academy Uniondale plans to implement the same core elements of its educational program that enabled the school to meet or come close to meeting their key Accountability Plan goals in the current charter term. The school also intends to seek state approval for additional CTE pathways as it continues to grow the program offerings in response to anticipated market needs and student interests.

**Facility Plans.** The Academy Uniondale plans to remain in its owned facility through a next charter term as it provides ample program space and amenities for the long term. The education corporation completed all major facility design and construction for The Academy Uniondale’s facility. The education corporation also established a fiscally sound bond repayment plan to cover the construction costs, and the board does not expect to seek further construction financing in the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	1,550	1,740
<b>Grade Span</b>	K – 12	K – 12
<b>Teaching Staff</b>	124	123
<b>Days of Instruction</b>	180	180

The Academy  
Charter School

# Ax

APPENDICES

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<sup>A</sup>  
**CO**  
CHARTER  
OVERVIEW  
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<sup>B</sup>  
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<sup>C</sup>  
**RI**  
REPORT  
INFORMATION  
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**THE ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES**

CHAIR	TRUSTEES
Robert Stewart	Carol Beckles
VICE CHAIR	Stephen Rowley
Dawn West-Bloise	Roderick Roberts
	Claudette Harrison
	Beth A. McKenzie
	Marie M. Graham
	Dale James
	Dorothy Atkinson-Burton
	Dr. Roger Ball

**CHARTER VISIT HISTORY**

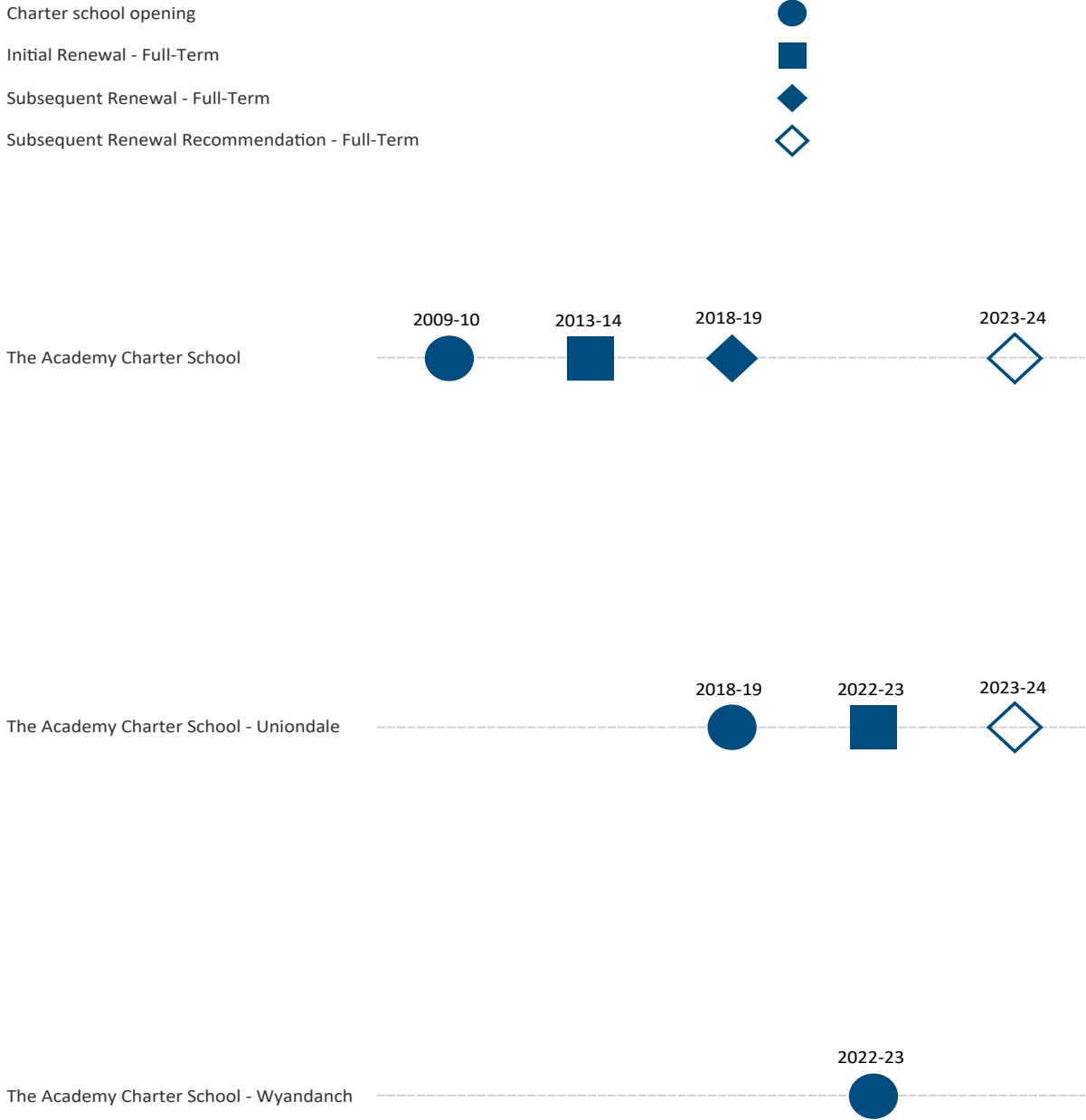
SCHOOL YEAR	VISIT TYPE	DATE
2009-10	The Academy - First Year	April 5, 2010
2011-12	The Academy - Evaluation Visit	April 27 – 28, 2011
2013-14	The Academy - Initial Renewal	September 30 – October 1, 2013
2018-19	The Academy - Subsequent Renewal The Academy Uniondale - First Year	November 13 –14, 2018 June 24, 2019
2022-23	The Academy Uniondale - Renewal Review	September 15, 2022
2023-24	The Academy Uniondale - Renewal Visit The Academy - Renewal Visit	December 5 – 7, 2023

**CONDUCT OF THE RENEWAL REVIEW**

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
December 5 – 7, 2023	Katy Clayton	School Evaluation Analyst
	Erin Allen	Senior Analyst
	John Flack	Director of School Operations Data
	Cheyenne Batista	External Consultant



## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

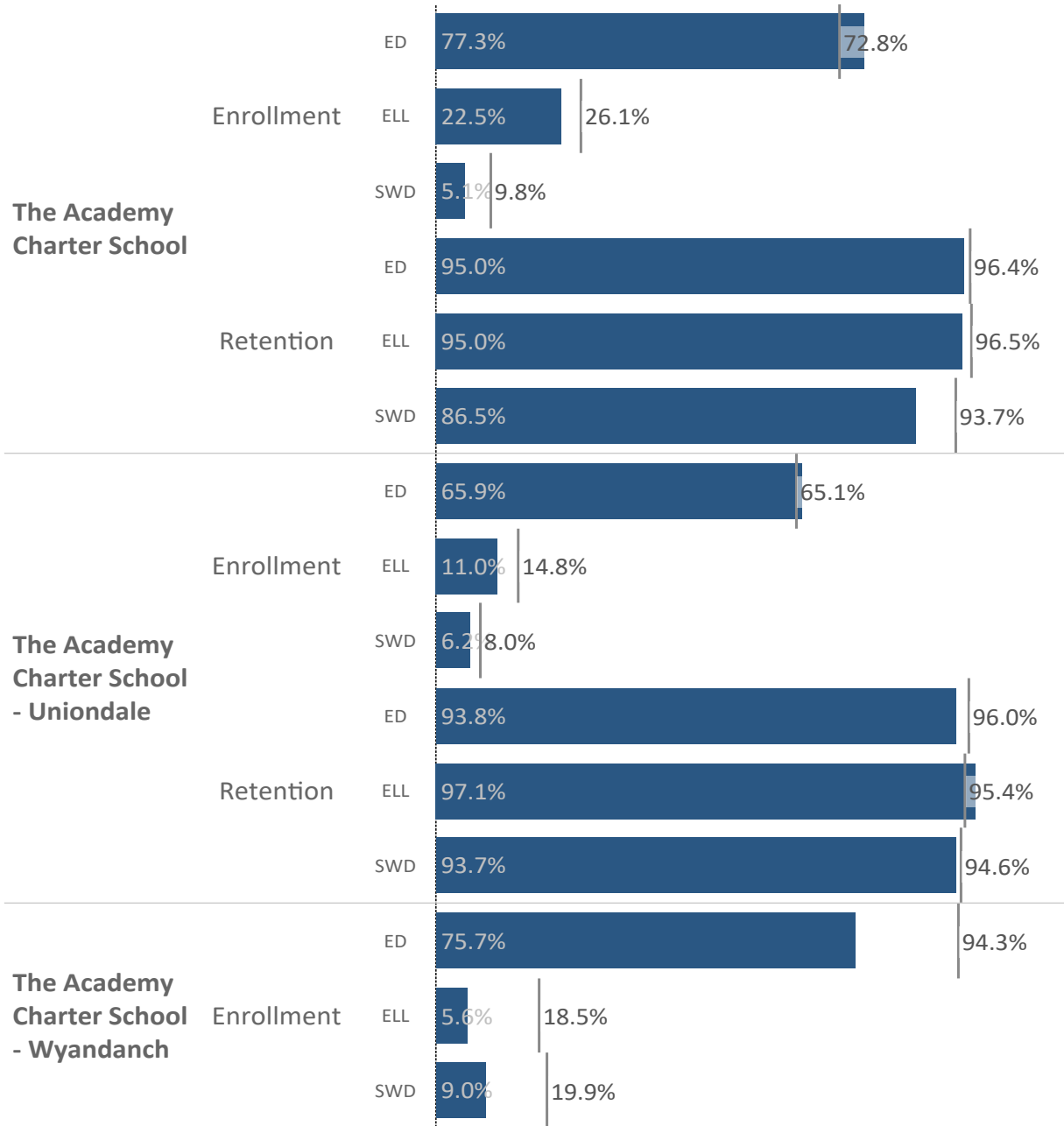


**EDUCATION CORPORATION CHARTER CHARACTERISTICS**

CHARTER	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
The Academy Charter School	Hempstead UFSD	No	1,775	K – 12
The Academy Charter School - Uniondale	Uniondale UFSD, West Hempstead UFSD	No	1,550	K – 12



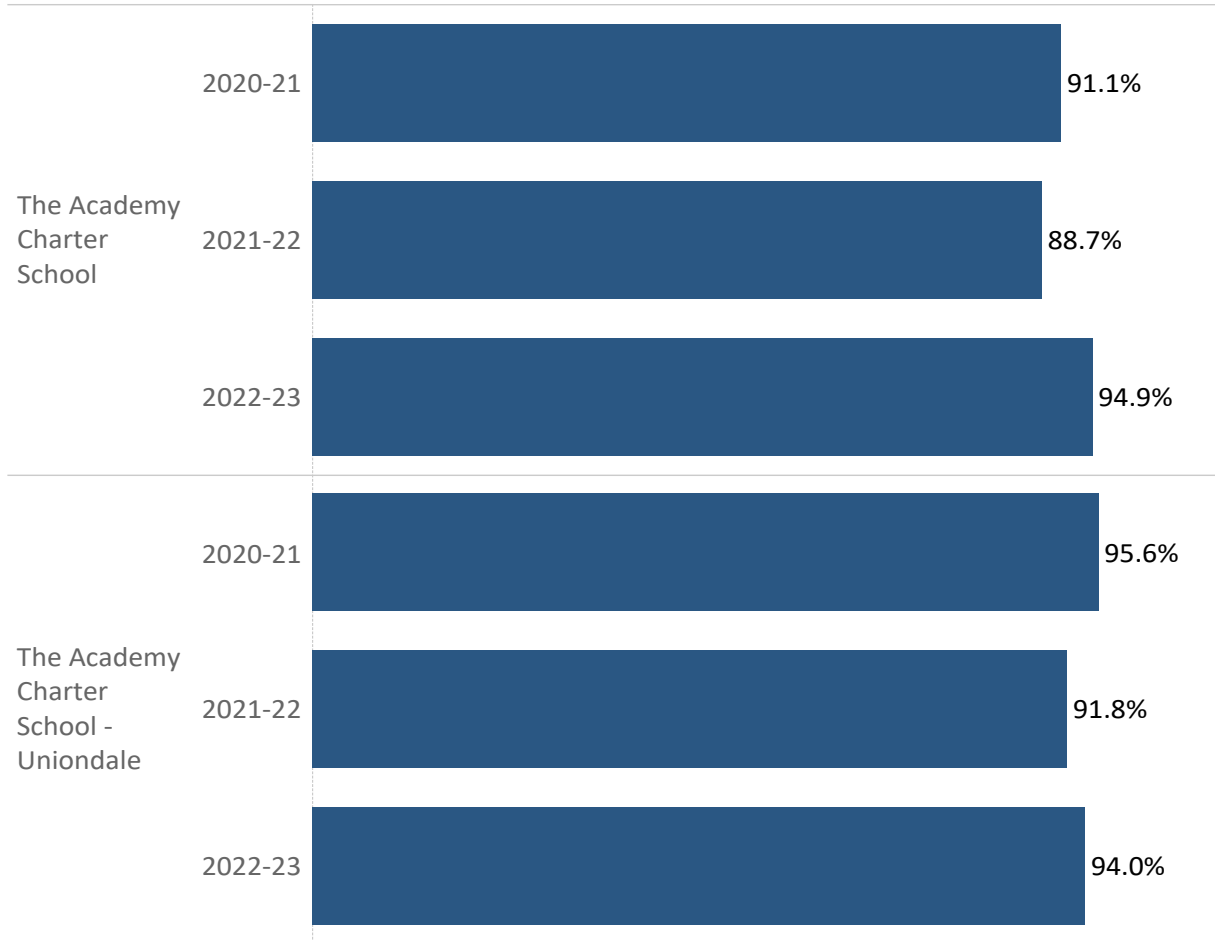
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.



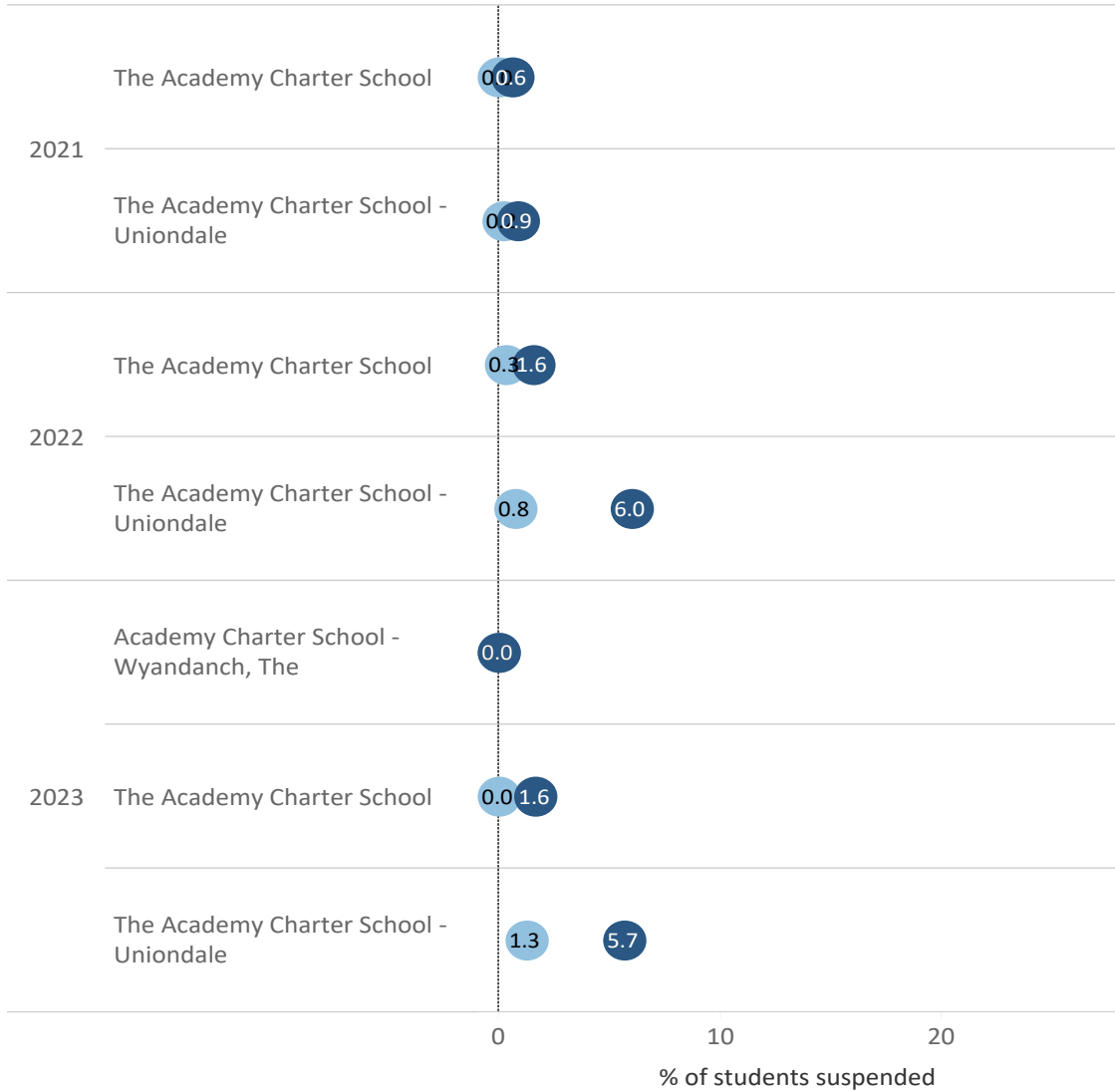
**PERSISTENCE IN ENROLLMENT**







**Suspensions: The education corporation's out of school suspension rate and in school suspension rate.**



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

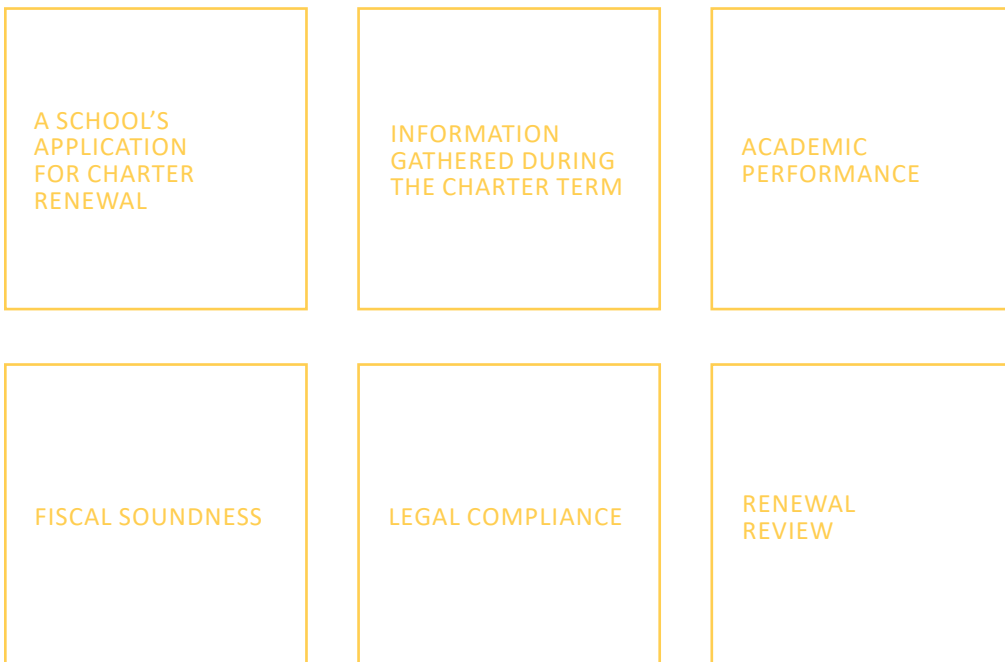
**During the most recent school year, the education corporation expelled 0 students.**

The sections below contain general information about the SUNY Trustees’ and Institute’s approach to renewal.

### 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



***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 on the [Institute’s website](#).

## REPORT FORMAT

This renewal recommendation report compiles evidence 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



**IS EACH CHARTER AN ACADEMIC SUCCESS?**

**IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?**

**IS EACH CHARTER FISCALLY SOUND?**

**IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE EACH CHARTER, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?**

This report contains appendices that provide additional statistical and organizationally related information including a 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, its schools and student achievement of those schools.



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](#).

2. Version 5.0, May 2012, available on the [Institute’s website](#).



## IS THE SCHOOL AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER SCHOOL.

At the beginning of the Accountability Period,<sup>3</sup> the school developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. 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 all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"<sup>4</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>5</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?

Absolute, comparative, and growth achievement provide a basis for triangulating school performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the school's board and approved by the Institute is included in the charter and frames the analysis of the school's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a school's Accountability Plan to determine its level of academic success, including the extent to which each school has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a school includes additional measures in its Accountability Plan, the Institute considers all available evidence of school performance at the time of renewal.

3. 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.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3<sup>rd</sup>- 8<sup>th</sup> grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of school academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, schools reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates school performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



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