

Application: The Academy Charter School - Hempstead

Keith Szczepanski - [REDACTED]
Annual Reports

Summary

ID: 0000000089

Status: Annual Report Submission

Last submitted: Oct 27 2020 03:04 PM (EDT)

Entry 1 School Info and Cover Page

Completed Aug 3 2020

[Instructions](#)

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

ACADEMY CHARTER SCHOOL 280201860934

a1. Popular School Name

TACS

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

HEMPSTEAD UFSD

d. DATE OF INITIAL CHARTER

2/2009

e. DATE FIRST OPENED FOR INSTRUCTION

9/2009

h. SCHOOL WEB ADDRESS (URL)

<http://www.academycharterschool.org>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

1722

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

1714

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

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

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

No

FACILITIES INFORMATION

m. FACILITIES


Will the school maintain or operate multiple sites in 2020-2021?

	Yes, 4 sites
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School Site 1 (Primary)

m1. SCHOOL SITES

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

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

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton			
Operational Leader	Sandrea O'Neil			
Compliance Contact	Wayne Haughton			
Complaint Contact	Sandrea O'Neil			
DASA Coordinator	Leroy Ellis			
Phone Contact for After Hours Emergencies	Dr. Nicholas Stapleton			

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

[Occupancy Certificate 94 Fulton ave.pdf](#)

Filename: Occupancy Certificate 94 Fulton ave.pdf **Size:** 1.2 MB

Site 1 Fire Inspection Report

[Fire Marshal Letter 94 Fulton.pdf](#)

Filename: Fire Marshal Letter 94 Fulton.pdf **Size:** 83.5 kB

School Site 2

m2. SCHOOL SITES

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

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

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Sandrea O'Neil	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Wayne Haughton	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Sandrea O'Neil	[REDACTED]	[REDACTED]	[REDACTED]
DASA Coordinator	Leroy Ellis	[REDACTED]	[REDACTED]	[REDACTED]
Phone Contact for After Hours Emergencies	Dr. Nicholas Stapleton	[REDACTED]	[REDACTED]	[REDACTED]

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 2 Certificate of Occupancy (COO)

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

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

Site 2 Fire Inspection Report

[Fire System Inspection Letter UES School 2020.pdf](#)

Filename: Fire System Inspection Letter UES School 2020.pdf **Size:** 249.6 kB

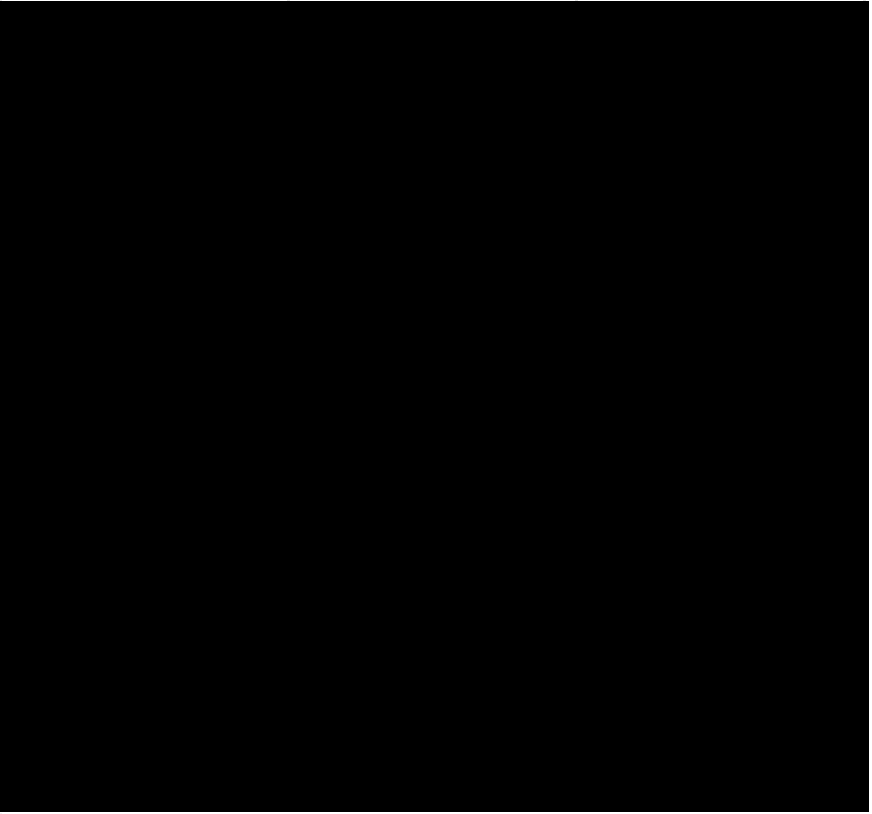
School Site 3

m3. SCHOOL SITES

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

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

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton			
Operational Leader	Sandrea O'Neil			
Compliance Contact	Wayne Haughton			
Complaint Contact	Sandrea O'Neil			
DASA Coordinator	Leroy Ellis			
Phone Contact for After Hours Emergencies	Dr. Nicholas Stapleton			

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 3 Certificate of Occupancy (COO)

[Certificate Of Occupancy 159 N Franklin Street.pdf](#)

Filename: Certificate Of Occupancy 159 N Franklin Street.pdf **Size:** 1.6 MB

Site 3 Fire Inspection Report

[Fire System Inspection Letter Middle School 2020.pdf](#)

Filename: Fire System Inspection Letter Middle School 2020.pdf **Size:** 84.0 kB

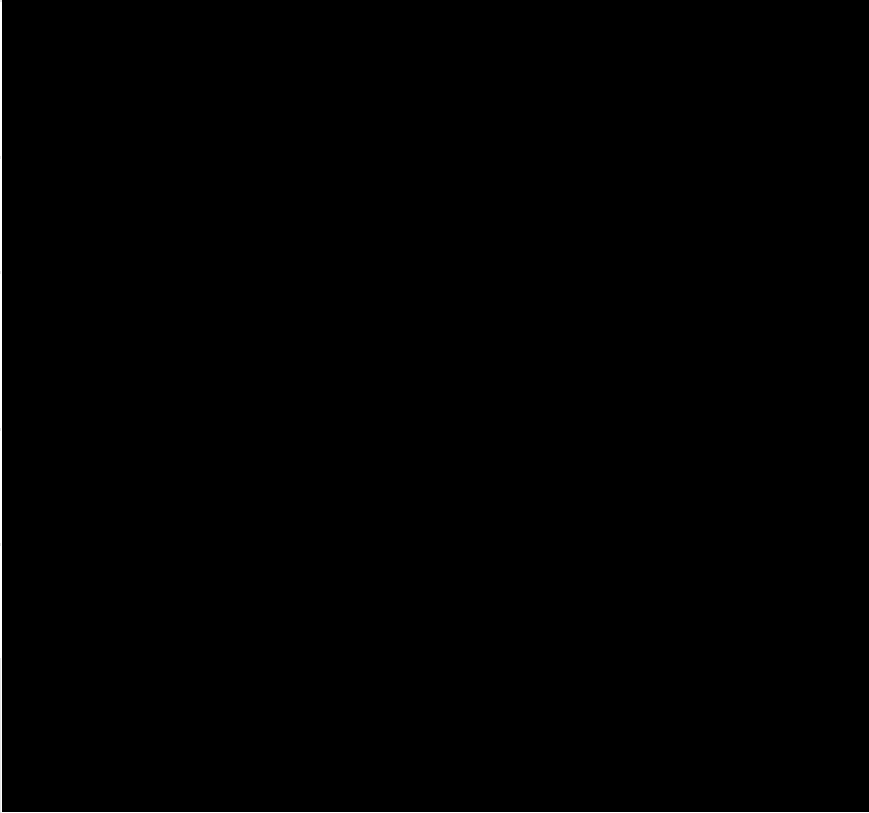
School Site 4

m4. SCHOOL SITES

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

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

m4a. Please provide the contact information for Site 4.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Nicholas Stapleton			
Operational Leader	Sandrea O'Neil			
Compliance Contact	Wayne Haughton			
Complaint Contact	Sandrea O'Neil			
DASA Coordinator	Leroy Ellis			
Phone Contact for After Hours Emergencies	Dr. Nicholas Stapleton			

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 4 Certificate of Occupancy (COO)

[C of O High School -127.pdf](#)

Filename: C of O High School -127.pdf **Size:** 459.2 kB

Site 4 Fire Inspection Report

[Fire System Inspection Letter High School 2020.pdf](#)

Filename: Fire System Inspection Letter High School 2020.pdf **Size:** 83.2 kB

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

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

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

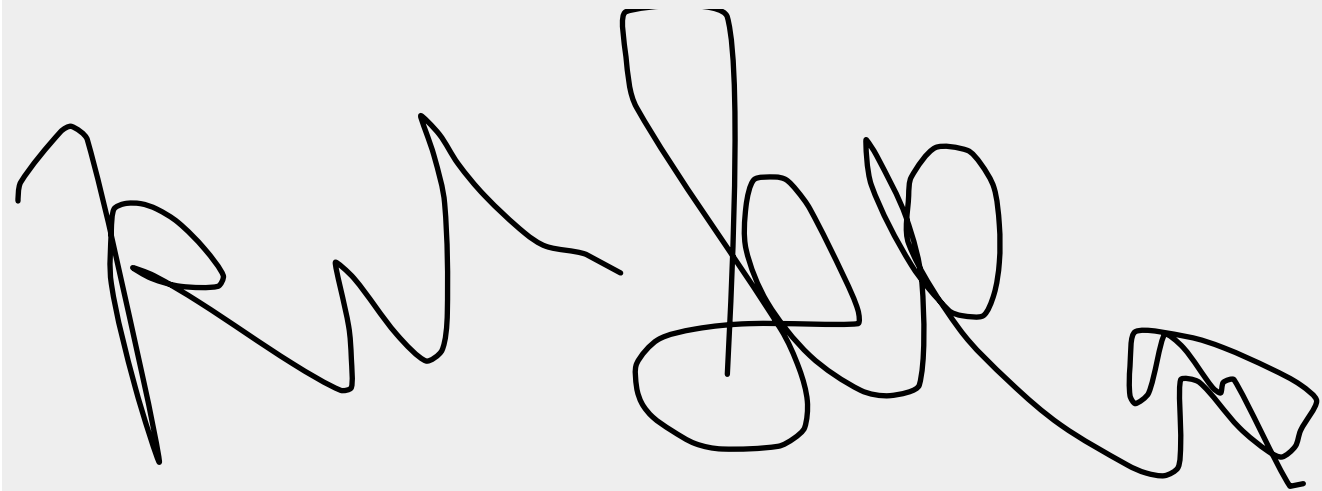
Name	Dr. Nicholas Stapleton
Position	Chief Education Officer
Phone/Extension	[REDACTED]
Email	[REDACTED]

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

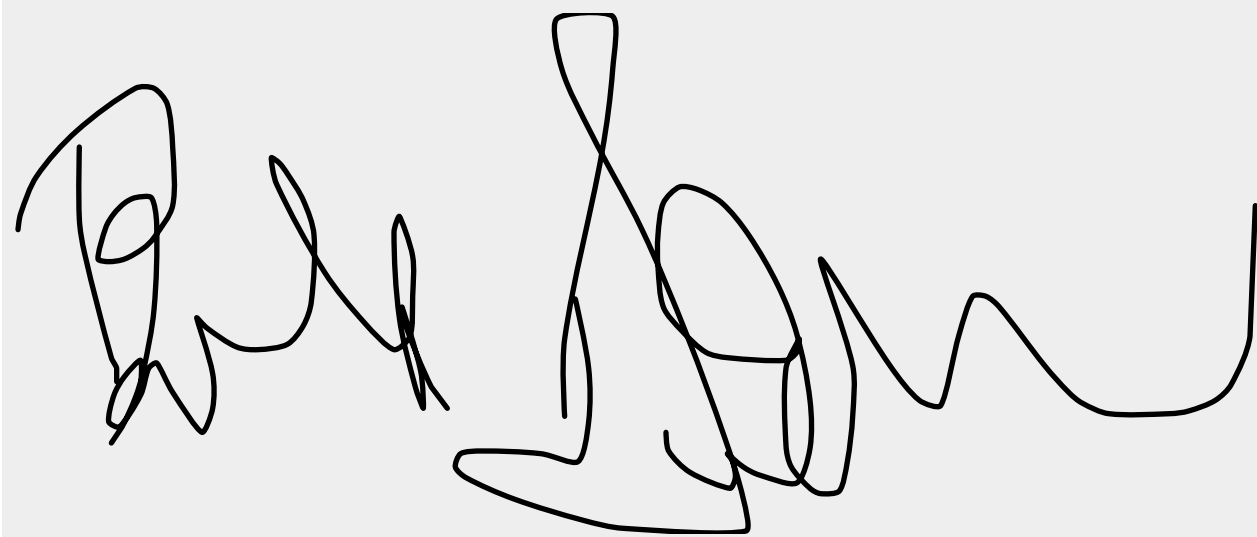
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, appearing to read "R. W. Jones".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, appearing to read "R. W. Jones".

Date

Aug 3 2020

Thank you.



Entry 2 NYS School Report Card

Completed Aug 3 2020

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

ACADEMY CHARTER SCHOOL 280201860934

NEW YORK STATE REPORT CARD

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

(Charter schools completing year one will not yet have a School Report Card or link to one.

Please type "URL is not available" in the space provided.)

<https://data.nysed.gov/profile.php?instid=800000063985>

Entry 3 Progress Toward Goals

Incomplete Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess

				goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
	Financial Goal 6			
	Financial Goal 7			
	Financial Goal 8			
	Financial Goal 9			
	Financial Goal 10			

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Sep 15 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

[2019-20-Accountability-Plan-Progress-Report-Template-K-12 - FINAL](#)

Filename: 2019 20 Accountability Plan Progress R VEd2Asj.pdf Size: 1.0 MB

Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must

complete a signed:

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

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

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

[TACS Board Disclosures Complete](#)

Filename: TACS Board Disclosures Complete.pdf **Size:** 14.1 MB

Entry 8 BOT Membership Table

Completed Aug 3 2020

Instructions

Required of All charter schools

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

Entry 8 BOT Table

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

ACADEMY CHARTER SCHOOL 280201860934

1. 2019-2020 Board Member Information (Enter info for each BOT member)

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	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Robert Stewart; [REDACTED]	Chair	Executive, Academic s, Operatio ns & Technolo gy	Yes	3	09/01/2019	09/01/2022	9
2	Dawn West; [REDACTED]	Vice Chair	None	Yes	2	02/23/2018	08/31/2020	9
3	Stephen Rowley; [REDACTED]	Treasurer	Finance, Operatio ns & Technolo gy	Yes	2	09/01/2019	09/01/2022	8
4	Peter J. Goodman [REDACTED]	Trustee/M ember	People & Legal	Yes	2	02/23/2018	08/31/2020	5 or less
5	Roderick Roberts; [REDACTED]	Trustee/M ember	Operatio ns & Technolo gy, People & Legal	Yes	2	02/23/2018	08/31/2020	7
6	Claudette Harrison; [REDACTED]	Trustee/M	Academic s, People	Yes	1	05/15/20	07/01/20	7

	[REDACTED]	ember	& Legal			19	22	
7	Beth McKenzie ; [REDACTED]	Trustee/Member	Executive , People & Legal, Operations & Technology	Yes	1	05/15/2018	05/14/2021	8
8	Carol Beckles; [REDACTED]	Secretary	Executive , People & Legal	Yes	1	05/15/2019	07/01/2022	7
9	Marie Graham; [REDACTED]	Trustee/Member	Academic s, Finance	Yes	1	05/15/2018	05/14/2021	9

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

Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
10	Dale James; [REDACTED]	Treasurer	Executive, Finance	Yes	1	05/15/2018	05/14/2021	8
11	Dorothy Burton; [REDACTED]	Trustee/Member	Executive, People & Legal	Yes	1	07/13/2018	07/12/2021	8
12	Roger Ball; [REDACTED]	Trustee/Member	Academics	Yes	1	07/13/2018	07/12/2021	7
13								
14								
15								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2020	12
b.Total Number of Members Added During 2019-2020	2
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	13

3. Number of Board meetings held during 2019-2020

9

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Completed Aug 3 2020 Hidden from applicant

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

[TACS Board Minutes Complete](#)

Filename: TACS Board Minutes Complete.pdf **Size:** 2.2 MB

Entry 10 Enrollment & Retention

Completed Aug 3 2020

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

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

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

ACADEMY CHARTER SCHOOL 280201860934

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	The Academy School conducted several information sessions for parents who live in the Hempstead community every year between January and March. The information session focused on the school's success, programs and curriculum. The school engaged in continuous advertisement including television (News 12 Long Island), radio (K-Joy) and newspapers (Newsday, and HomeTown Shopper - Spanish and English), and distribution of flyers in various communities.	The Academy School conducts several information sessions for parents who live in the Hempstead community every year between January and March. The information session will focus on the school's success, programs and curriculum. The school will engage in continuous advertisement including television (News 12 Long Island), radio (K-Joy) and newspapers (Newsday, and Home Town Shopper - Spanish and English), and distribution of flyers in various communities.
English Language Learners/Multilingual Learners	Advertising was targeted towards immigrant communities from Latin America and conducted in Spanish. The school provided a Stand Alone ESL program. All advertisement includes language of accepting ESL and ENL students.	Advertising will be targeted towards immigrant communities from Latin America and conducted in Spanish. The school will provide a Stand Alone ESL program. All advertisement will include language of accepting ESL and ENL students.
Students with Disabilities	The school served Students with Disabilities and provide programs and staffing to service students according to their IEPs. The school conducted outreach to all the Committees on Special Education of the various school districts from which it enroll students. All advertisement include language of accepting Students with Disabilities.	The school serves Students with Disabilities and provide programs and staffing to service students according to their IEPs. The school conducted outreach to all the Committees on Special Education of the various school districts from which it enroll students. All advertisement include language of accepting Students with Disabilities.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	The school does not have a problem recruiting poor students as demonstrated by the current free and reduced lunch population of 77% which is much high than the school district.	The school does not have a problem recruiting poor students as demonstrated by the current free and reduced lunch population. We will continue to have an open policy and promote the Academic Intervention services to including additional instruction to supplement the school day and school year calendar as follows: daily after school program (Mondays to Fridays form 4 - 6 p.m.), Saturday school program form 9:00 a.m. to 1:00 p.m.; Summer School (4-6 weeks in July and August), and tutoring during the winter and spring breaks.
English Language Learners/Multilingual Learners	During the 2019-2020 school year, the school population of ESL students increase significantly in the early elementary grades (K-2). This is due to the change in the demographics in the Hempstead community to reflect a growing Hispanic immigrant population. Thus, for the next several years, we anticipate a natural growth in the ESL population. Moreover, the school has increased the number of certified ESL teachers and has improved its curriculum to reflect programs that increase language acquisitions skills in the elementary grades (K-12).	During the 2020-2021 school year, the school will increase the number of certified ESL teachers and continue to improve its curriculum to reflect programs that increase language acquisitions skills in the elementary grades (K-12).
	The school has two (2) fulltime Director of Special Education;	The school has two (2) fulltime

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

Completed Aug 3 2020 Hidden from applicant

Instructions

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

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Entry 12 Uncertified Teachers

School Name: ACADEMY CHARTER SCHOOL 280201860934

Instructions for Reporting Percent of Uncertified Teachers

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

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category A: 5 or 30% whichever is less	5.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	5
Total Category B: not to exceed 5	5.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	5
Total Category C: not to exceed 5	5.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	33

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	64

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	139



Thank you.

Entry 13 Organization Chart

Completed Aug 3 2020 Hidden from applicant

[Instructions](#)

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

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

[Organization Chart 2019-2020 Academy Charter School Hempstead](#)

Filename: Organization Chart 2019 2020 Academy FyxaBgB.pdf **Size:** 340.8 kB

Entry 14 School Calendar

Completed Sep 15 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

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

[Copy of Copy of Copy of The Academy Charter School 2020-2021 Revised Calendar Start Date 9-8-2020](#)

Entry 15 Links to Critical Documents on School Website

Completed Aug 3 2020 Hidden from applicant

Instructions

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

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

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: The Academy Charter School - Hempstead

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	https://www.academycharterschool.org/reports/
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	https://www.academycharterschool.org/parents/school-information/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.academycharterschool.org/our-schools/hempstead/
3. Link to NYS School Report Card	https://www.academycharterschool.org/our-schools/report-cards/
4. Most Recent Lottery Notice Announcing Lottery	https://www.academycharterschool.org/our-schools/hempstead/
5. Authorizer-Approved DASA Policy	https://www.academycharterschool.org/reports/
6. District-wide Safety Plan	https://www.academycharterschool.org/wp-content/uploads/2019/08/The-Academy-Charter-School-District-wide-Safety-Plan.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.academycharterschool.org/reports/
7. Authorizer-Approved FOIL Policy	https://www.academycharterschool.org/reports/
8. Subject matter list of FOIL records	https://www.academycharterschool.org/reports/
9. Link to School Reopening Plan	https://www.academycharterschool.org/wp-content/uploads/2020/07/Academy-Charter-School-Reopening-Plan.pdf

Thank you.



Entry 16 COVID 19 Related Information

Completed Aug 3 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: The Academy Charter School - Hempstead

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	1715	1641	1157

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

	Ass	Gra	Gra	Gra	Gra	Gra	Gra	Gra	Gra	Gra	Gra	Gra	Gra	Gra	Nu
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		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
		X	X	X	X	X	X	X	X	X	X	X	X	X	
Tota															0
I															

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

[INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL instructional and non-instructional employees** and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).



**The Academy Charter School -
Hempstead**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By: Wayne Haughton

117 North Franklin Street
Hempstead, NY 11550



2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Executive Director Wayne Haughton prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Robert Stewart	Chair, Executive, Academics, Operations & Technology
Dawn West	Vice Chair
Stephen Rowley	Treasurer, Finance, Operations & Technology
Peter J. Goodman	Trustee, People & Legal
Roderick Roberts	Trustee, Operations & Technology, People & Legal
Claudette Harrison	Trustee, Academics, People & Legal
Beth McKenzie	Trustee, Executive, People & Legal, Operations & Technology
Carol Beckles	Secretary, Executive, People & Legal
Maria Graham	Trustee, Academic & Finance
Dale James	Treasurer, Executive, Finance
Dorothy Burton	Trustee, Academics

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

SCHOOL OVERVIEW

The Academy Charter School (“The Academy”) opened in the fall of 2009 with 165 students in grades K-2. Located in Hempstead, NY, a school district with approximately 81% free and reduced-price lunch students, The Academy continues to successfully serve a student population with a large percentage of English language learners, special education students, and economically disadvantaged students. To further the mission, The Academy expanded to serve 1,719 students in grades K-12 in the 2019-2020 school year.

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

The Academy’s mission is:

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

Key Design Elements

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

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

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

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

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

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

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

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

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	114	111	114	81	84	80	81	81	45	N/A	N/A	N/A	N/A	791
2016-17	107	108	107	108	77	81	80	83	77	117	N/A	N/A	N/A	945
2017-18	100	109	110	104	109	78	82	79	87	117	109	N/A	N/A	1,084
2018-19	222	107	103	108	108	108	87	82	84	144	104	104	N/A	1,355
2019-20	148	232	118	119	119	121	125	123	114	169	142	95	94	1,719

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2017-18	2014-15	2014	N/A	N/A	N/A
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	94	0	95

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	N/A	N/A	N/A
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	95	0	95

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	N/A	N/A	N/A
2018-19	2014-15	2014	N/A	N/A	N/A
2019-20	2015-16	2015	N/A	N/A	N/A

PROMOTION POLICY

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

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

Throughout the course of the school year, several parent-teacher conferences are held in which parents are able to discuss student progress with their child's teacher. Report cards are also distributed at the conclusion of each academic quarter. Additionally, school counselors monitor

the academic progress of the students within their assigned cohorts and meet with both students and parents to discuss the supports necessary to ensure successful completion of the school year.

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

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

Grade	Units of Credit	Passed Regents
9	5	1
10	11	3
11	17	4
12	22	5

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

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

No adjustments were made to the promotion criteria.

GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools do report on all the remaining required measures.

GOAL 1: HIGH SCHOOL GRADUATION

All students at the school will graduate from high school.

Goal 1: Leading Indicator

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

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

RESULTS AND EVALUATION

The Academy's 2018 and 2019 cohorts did not achieve the goal of 75% promotion, with the 2018 cohort 3.9 percentage points below the 75% goal and the 2019 cohort 4.6 percentage points below the 75% goal. The school's shift to remote learning in March 2020 may be attributable to the school missing its promotion goal. As shown in the chart below, this is the first year that the school did not meet its promotion goal since it began serving high school grades in the 2016-17 school year.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	142	71.1%
2019	169	70.4%

ADDITIONAL EVIDENCE

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

The chart above shows last year's student promotion statistics. This data show that The Academy met its promotion goals in all years prior to the 2019-20 school year. It is likely that the change in learning conditions in response to COVID-19 is at least partially responsible for the school missing this year's goal, as the school exceeded its promotion goal in all other school years.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents’ guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

The Academy partially achieved its goal of 75% of students achieving proficiency on at least three different New York State Regents exams required for graduation. The 2017 and 2018 cohorts exceeded this goal by 6- and 10.9-percentage points, respectively. However, the 2016 cohort did not achieve the 75% goal.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-19	95	57.3%
2017	2018-19	100	81.0%
2018	2019-20	142	85.9%

ADDITIONAL EVIDENCE

The chart above shows that there is a trend of cohorts exceeding this goal as The Academy’s high school grows. For example, the 2016 cohort was the first cohort of high school students The Academy served. The most recent cohort of students who can be measured against this goal, the 2018 cohort, exceeded the goal by nearly 11-percentage points.

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

RESULTS AND EVALUATION

In the first year that The Academy was eligible to report this graduation goal, it exceeded the goal nearly 24-percentage points.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A
2016	2019-20	95	98.9%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	N/A	N/A
2014	2018-19	N/A	N/A
2015	2019-20	N/A	N/A

ADDITIONAL EVIDENCE

As stated above, this was the first year in which The Academy could report this goal. As a result, we are unable to report long-term trends or measure this goal against previous performance. Based on the performance of the 2017, 2018, and 2019 cohorts on Regents exams and interim testing, the school is maintaining a high level of performance and likely to meet its graduation goals in the years to come.

Goal 1: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and

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

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

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

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

RESULTS AND EVALUATION

The Academy’s 2016 cohort pursuing an alternate graduation pathway exceeded the goal of a 75 percent graduation rate.

Percentage of the 2016 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
Global Studies	95	88	92.6%
Additional Mathematics Regents	95	69	72.6%
Additional Science Regents	95	54	56.8%
Overall	95 ²	92	96.8%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A
2016	2019-20	95	96.8%

ADDITIONAL EVIDENCE

² This number should match the number of graduates reported under the high school graduation goal.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

This was the first year in which The Academy enrolled a cohort of students who could be measured against this goal. As a result, we cannot provide analysis of long-term growth or trends towards meeting the measure’s target. That being said, the goal of 75 percent of students passing through the alternative graduation pathway was exceeded by nearly 22-percentage points.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2019-20 school year, The Academy Charter School partial met one of its leading indicator goals, the only two absolute goals in which it could report on.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Not met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Partially Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Met

ACTION PLAN

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

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

academic supports, based on Regents examination data, qualify and receive academic intervention services. Additional learning time and academic intervention services is provided in-school, after school, on Saturdays, and during the Summer months.

The school has also departmentalized instruction and made provisions for instructional coaching to include content leads and two Assistant Principals. Assistant Principals have been given specific content areas of instructional oversight and work with content leads to support student achievement through instructional practice.

To ensure on-time graduation for scholars, the school provides curriculum and support for students to complete Regents examination requirements by the conclusion of their 11th grade year. For students requiring additional assistance in meeting the graduation requirements on time, the school provides additional learning time and academic intervention services in-school, after school, on Saturdays, and through credit recovery programming. To ensure students have multiple pathways to graduate on time, the school will also be providing students with Career and Technical Education (CTE) coursework.

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

GOAL 2: COLLEGE PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

GOAL 2: COLLEGE PREPARATION

All students will be prepared to attend college.

Scholars at The Academy Charter High School are supported throughout the entirety of the college application process. The school year starts with college counselor and family meetings for each student. Next, students are given expectations for what to expect through the school year. This includes, gauging initial interests, creating a list of colleges, determining eligibility for financial aid and opportunity programs, and setting the scope of support the college counselor will provide. Students then meet with the college counselor for the duration of the year in small groups. During the student/counselor meetings, students are encouraged to build balanced college lists, complete their personal statement, and apply to CUNY, SUNY, and private/public out of state schools. Families are welcomed to meet with the college counselor to obtain assistance with completing financial aid forms such as the FAFSA, TAP, and CSS Profile, as well as any additional opportunity program and scholarship applications students may need to complete. The school will continue to support our families throughout the decision making and college commitment process by hosting financial aid review workshops and individualized sessions to support families in making informed decisions about the child’s future college matriculation. In our first year, close working relationships with were established between The Academy and colleges such as Nassau

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Community College, SUNY Stony Brook University, SUNY Brockport, SUNY University at Albany and the University of Rochester.

Goal 2: Absolute Measure

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

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

METHOD

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

For the 2019-2020 academic year, the Academy launched a partnership with Molloy College to offer college credit for courses provided to high school scholars on our campus. Courses were taught by instructors hired by the Academy and vetted and approved by Molloy College faculty. Participating scholars received 3 [or 4] credits (from Molloy College) for completion of the college course with a grade of C or higher. Scholars had the opportunity to participate in the following courses:

- **ENG 1100 – College Composition (3 cr.):** College Composition seeks to initiate a dialogue among students that leads them to hone skill development by moving beyond their own "personal" position: the readings and classroom discussions give the sense that they are entering an ongoing conversation of consequence. Students are therefore required to integrate the thoughts and words of other writers of the class texts, online databases, other print and media sources and oral exchange into their own essays using the appropriate citing mechanism. Both in relation to their own experience and to a text or set of texts, student writers will learn how to articulate and develop a sophisticated argument within a specific rhetorical situation.

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- **MAT 2210 – Calculus (4 cr.):** Calculus is a transition course to upper-division mathematics and computer science courses. Students will extend their experience with functions as they study the fundamental concepts of calculus: limiting behaviors, difference quotients and the derivative, Riemann sums and the definite integral, antiderivatives and indefinite integrals, and the Fundamental Theorem of Calculus. Students review and extend their knowledge of trigonometry and basic analytic geometry. Important objectives of the calculus sequence are to develop and strengthen the students’ problem-solving skills and to teach them to read, write, speak, and think in the language of mathematics. Students learn how to apply the tools of calculus to a variety of problem situations.
- **POL 1010 – American National Government (3 cr.):** This course provides students with an overview of the American system of government which examines the impact of public opinions, group interests, and organizations on the institutions of American government. Particular attention is focused on issues which relate to the politics of public policy and the decision-making process. The nature of American democracy is examined and critically analyzed.
- **ECO 2510 – Macroeconomics (3 cr.):** An introductory course that studies the behavior of the economy as a whole. The course explores the supply and demand model, the measurement of macroeconomic indicators (Gross Domestic Product, unemployment, inflation, and growth) and macroeconomic theories of economic fluctuations. Other topics covered include the role of the federal government and the Federal Reserve in the economy through fiscal and monetary policies, and the basic framework of international trade.
- **ART 1020 – Drawing (3 cr.):** Drawing is an introductory studio drawing course with emphasis on learning to see and developing basic drawing skills using various media by employing fundamental design and composition concepts. In addition to technical skills, an exploration of creative thinking, problem solving, and critical analysis will be studied. During the semester, students will explore different drawing techniques and media. Students will be encouraged to develop an expression of individual style. This is a hands-on art class in which you will be exposed to the basic principles of drawing. We will work from observation in order to translate three-dimensional objects and space onto a two-dimensional surface. Drawing is a way of seeing that should be developed in an increasingly personal way as the student works through the semester.

RESULTS AND EVALUATION

The 2016 cohort did not achieve its goal of having 75 percent of graduating students from the 2016 cohort demonstrating preparedness for college.

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing AP Exam with 3 or higher	40	11	11.8%
Passing College Level Course	41	37	39.8%

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Achieving the College Readiness Benchmark on the SAT	93	26	28.0%
Earning a Regents Diploma with Advanced Designation	94	39	41.5%
Overall	94 ³	58	61.7%

ADDITIONAL EVIDENCE

This was the first year in which The Academy enrolled students who could be measured against this goal. As a result, we cannot report on long-term trends.

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

Goal 2: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 2: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 2: Absolute Measure

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

³ This number should match the number of graduates reported under the high school graduation goal.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

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

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2014	2017-18	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A
2016	2019-20	95	76	80.0%

ADDITIONAL EVIDENCE

The 2019-20 school year was the first year in which The Academy enrolled students who could be measured against this goal. In the 2020-21 school year, the school will replicate the strategies used in the 2019-20 in order to maintain exceeding its goal of students matriculating into a two- or four-year school.

SUMMARY OF THE COLLEGE PREPARATION GOAL

In the 2019-20 school year, The Academy met one of the two college preparation absolute goals that could be measured.

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

ACTION PLAN

To achieve this goal, the school will increase opportunities for students to participate in Advanced Placement (AP) courses in addition to the opportunities provided for college coursework. We will offer AP Calculus AB in addition to coursework offered during the 2019-2020 academic year. To support students in achieving the college readiness benchmark on the SATs, we will continue to offer SAT prep. We also will offer additional one-to-one tutoring (including peer tutoring) for students in preparation for Regents examinations.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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

The school will continue to use most of the curriculum outlined in the charter. However, electronic curriculum and instructional materials will supplement the hard copies which will be districted to students both in-person and those participating online. For those students participating 100% online, parents will be scheduled to pick up the hard copies including textbooks and library books. Students will also be provided access to electronic libraries. Moreover, the school will use electronic curriculum materials from the Pearson Inc. *ReadyGen* and *My Perspectives* in grades K-8, and *Holt-McDougal Literature* in grades 9-12 as outlined in the charter. In grades 9-12, curriculum resources and research documents are available electronically via the *Follet* library system.

Goal 3: English Language Arts

All students at the school will be proficient in the reading and writing of the English language.

BACKGROUND

The Integrated Language Arts Program of The Academy Charter School is based on the premise that students come to school with a wide range of language abilities. To this end, speaking, listening, reading and writing form the basis for the curriculum in the English Language Arts. Through a developmentally appropriate and rigorous approach to Integrated English Language Arts, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in reading and writing. The Academy Charter School uses a balanced learning

approach whereby we incorporate research-based literacy programs along with the *New York State Next Generation Learning Standards* to ensure that our students are prepared as they progress towards college and career readiness.

Teachers at every grade level plan and implement learning experiences aligned with the State Standards. Teachers utilize the *ReadyGen* (K-5), *My Perspectives* (6-8) and the *Holt McDougal Literature* (9-12) curriculums, and other standards-based supplementary texts from the *EngageNY* modules, the *Scholastic* Guided Reading Program®, and the *Heinemann* Fountas and Pinnell® systems. The *Teachers College Writers Workshop* as a resource. in their balanced learning approach to instruction.

Students (K-8) receive 135 minutes of instructional daily while students in grade 9 receive 90 minutes, and students in grades 10-12 receive 45 minutes of instruction daily. At-risk students also received forty-five minutes of pullout instructions in small groups three times per week. Moreover, in grades 6-8, all students received an additional forty-five minutes of instruction 4-5 days per week with the primary focus on re-teaching, practice, and mastery. The school utilizes the assessment data provided by the *Renaissance* STAR Reading (K-8), curriculum related unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

Students complete multiple learning experiences in which they are able to utilize their classroom library, school library, and various media sources connected through various mulita-media systems. Each classroom library is leveled in accordance with best practices and students are able to choose from multiple genres, levels, and content when completing assigned tasks and/or independent reading activities.

Students in grade 9 receive 90 minutes of instruction daily while students in grades 10-12 receive 45 minutes. At-risk students also received forty-five minutes of pullout instructions in small groups two - three times per week. Moreover, the high school grades utilize the assessment data provided by the, Regents exams, *NWEA* MAP diagnostic and progress monitoring assessment, unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

METHOD

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

Students are administered this literacy assessment at the beginning of the school year in September, the middle of the school year in January, and the end of the school year in June. The results of each grade are determined by the Normal Curve Equivalency (NCE) determined by the publisher.

RESULTS AND EVALUATION

On the 2019-20 STAR English language arts assessment, the percentage of students performing at benchmark increased between the beginning of year assessment and the middle of year assessment in every grade that took the middle of year assessment.

The kindergarten class experienced the largest percentage point growth in students achieving proficiency between the 2019-20 beginning of year and middle of year assessment, with a 13.4 percentage point increase. The second, third, and fourth grades all experienced over a three-percentage point increase in the percentage of students achieving proficiency on the STAR English language arts assessment between the beginning of year and middle of year assessment.

The Academy Charter School - Hempstead - Percentage of Students Performing At or Above Benchmark on STAR English Language Arts Interim Assessment Results						
	2018-19			2019-20		
	BOY	MOY	EOY	BOY	MOY	EOY
K	33%	43%	56%	28.2%	41.6%	N/A
1	88%	34%	47%	45.2%	45.8%	N/A
2	33%	32%	38%	51.1%	54.2%	N/A
3	32%	36%	43%	46.3%	49.5%	N/A
4	29%	39%	35%	45.2%	48.4%	N/A
5	23%	26%	26%	46.1%	46.3%	N/A
6	17%	28%	30%	39.2%	N/A	N/A
7	26%	29%	33%	44.4%	N/A	N/A
8	24%	25%	32%	N/A%	N/A	N/A

Moreover, students in grades 3-8 are administered the school-created interim assessments in English Language Arts three times per year, in November, January/ February, and in March/ April. Due to cancellation of in-person instruction, the April 2020 assessment was not administered. The test items are standards-based and published by *Rally Education*. The school uses the English language arts assessments because STAR assessments do not test writing standards. On the Rally English language arts assessment, students showed growth at every grade level, except the fifth grade, which had an equal percentage of students performing at level 3 and 4 on the first and second assessment. The most impressive growth between the two assessments occurred in the sixth grade, where there was a 29-percentage point increase in students performing at level 3 or 4. Similarly, there was impressive growth in the seventh grade, with a ten-percentage point increase in students performing at level 3 and 4 on the *Rally Education* English language arts assessment.

The Academy Charter School – Hempstead Percentage of Students Performing at Level 3 and Level 4 on the Rally Education English Language Arts Assessment in the 2019-20 School Year		
Grade	Interim Assessment 1	Interim Assessment 2
3	24%	26%

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4	41%	45%
5	51%	51%
6	41%	70%
7	81%	91%
8	82%	85%

ADDITIONAL EVIDENCE

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	71.4%	105	71.7%	92
4	75.5%	110	75.8%	99
5	47.6%	103	49.5%	97
6	70.6%	85	72.6%	73
7	78.8%	80	80.9%	68
8	71.6%	81	73.1%	67
All	68.8%	564	69.8%	496

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	70.9%	20.5%	77.0%	29%	71.7%	33.0%
4	72.9%	30.5%	76.1%	30%	75.8%	30.6%
5	47.3%	15.6%	56.9%	24%	49.5%	24.7%
6	39.1%	5.5%	75.8%	21%	72.6%	23.4%
7	54.9%	11.8%	63.1%	16%	80.9%	13.5%
8	61.8%	13.1%	75.0%	22%	73.1%	25.8%
All	58.1%	16.9%	74.8%	24.4%	69.8%	25.9%

The Academy has regularly had a high percentage of students achieving proficiency on the State English language arts compared to the district. In fact, The Academy has outperformed the district on the State English language arts exam every year the school has been in operation.

Based on the 2018-19 and 2019-20 middle of year STAR English language arts assessment data, The Academy would have likely had an increase in third, fourth, and fifth grade students achieving proficiency on the State exam, had it been administered. On the 2018-19 middle of year STAR assessment, 36% of third grade students, 39% of fourth grade students, and 26% of fifth grade students performed at or above benchmark. This resulted in 71.7% of third grade students performing at proficiency on the State English language arts exam, 75.8% of fourth grade students performing at proficiency on the State English language arts exam, and 49.5% of fifth grade students performing at proficiency on the State English language arts exam.

This year, the percentage of students performing at proficiency on the middle of year Star assessment increased in the third grade by 13-percentage points, in the fourth grade by 9-

percentage points, and in the fifth grade by 20-percentage points. Thus, if performance on the STAR assessment is predictive of State English language arts exam results, The Academy could have expected a significant increase of students achieving proficiency on this year's State exam, had it been administered.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Based on the significant percentage of students achieving proficiency on the interim English language arts assessments, The Academy met its growth and comparative English language arts Accountability Plan goals for the 2019-20 school year.

ACTION PLAN

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

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

47.3 percent of The Academy’s 2016 cohort scored at or above level 4 on the Regents Exam in English language arts. Thus, the school did not meet its goal of having 65 percent of students performing at or above level 4 on the State English language arts Regents exam.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁴

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	95	2	44	47.3%

ADDITIONAL EVIDENCE

The 2016 cohort was The Academy’s first graduating high school class. As a result, this cohort cannot be compared to previous year’s results. Based on the chart below, the 2017 cohort is making progress towards meeting the goal in the next academic year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	N/A	N/A	98	43.9%	95	46.3%
2017	N/A	N/A	100	16.0%	95	15.8%
2018			140	N/A	142	N/A
2019					169	N/A

Goal 3: Absolute Measure

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

METHOD

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

⁴ Based on the highest score for each student on the English Regents exam

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Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

98.9 percent of The Academy’s 2016 cohort tested at or above level 3 on the English language arts Regents exam. This result exceeded the goal by nearly 19-percentage-point.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2016-19	N/A	0	N/A	N/A
2016	2019-20	95	2	92	98.9%

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	N/A	N/A	98	88.8%	95	98.9%
2017	N/A	N/A	100	19.0%	95	18.9%
2018			N/A	N/A	142	N/A
2019					169	N/A

The 2016 cohort was The Academy’s first graduating high school class. As a result, this cohort cannot be compared to previous year’s results against this goal. Based on the chart above, the 2017 cohort is making progress towards meeting the goal in the next academic year.

Goal 3: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

38.5 of the 2016 cohort who did not test at proficiency as 8th grade students on the English language arts common core exam performed at or above level 4 on the English language arts Regents exam. Thus, the goal of 50 percent was not met.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	13	0	5	38.5%

ADDITIONAL EVIDENCE

The 2016 cohort was The Academy’s first graduating high school class. As a result, this cohort cannot be compared to previous year’s results against this goal. However, based on the school’s interim testing data, students who have not yet reached their fourth year in high school are on track to meeting this measure’s target.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

100 Percent of The Academy’s 2016 cohort who did not achieve proficiency on the 8th grade English language arts Common Core exam performed at or above level 3 on the English language arts Regents exam. Thus, the goal was met.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	13	0	13	100%

ADDITIONAL EVIDENCE

The 2016 cohort was The Academy’s first graduating high school class. As a result, this cohort cannot be compared to previous year’s results against this goal. However, based on interim assessments, students who have not reached their fourth year in high school are making progress towards meeting this measure’s target.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In the 2019-20 school year, The Academy met one of the two measurable absolute goals and one of the two measurable growth goals in English language arts.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

At-Risk Populations

The Academy will continue to provide support to all at-risk populations, and endeavor to provide students and families with an optimal learning environment. Historically, students of The Academy with disabilities have been educated in the least restrictive environment. Extensive support is made available to English Language Learners as well.

Regents Flexibility & Operational Continuity

The Academy recognizes the flexibility extended to charter schools in managing the special education hearing and service delivery process. We further recognize the impact periodic closures may have on students. We will continue to strive for instructional and operational continuity in close collaboration with the Committee on Special Education.

Each Saturday, from 9 a.m. – 1:00 p.m., SWDs and ELLs have the option of receiving virtual instruction in core academic subjects. In addition, beginning October 1, the Academy will offer academic tutoring from 5:00 p.m. – 6:00 p.m. For students in grades K-12, instruction will center on English Language Arts and literacy instruction.

Section 504 Accommodations

Whereas no flexibility will be granted under this provision of the law, the Academy will continue to operate at a performance level that meets the requirements of the law. Students working remotely will have opportunities to work in small focused groups based on latitude we have to configure groupings. In addition, we will forward instructional materials (and/or make available for pick-up) to parents to ensure that students have access to hard copies of the materials they require. We recognize the import of establishing higher levels of support for vulnerable populations.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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

The school will continue to use most of the curriculum outlined in the charter. However, electronic curriculum and instructional materials will supplement the hard copies which will be districted to

students both in-person and those participating online. For those students participating 100% online, parents will be scheduled to pick up the hard copies including textbooks and manipulatives. Students will also be provided access to virtual manipulatives from *Didax*. Moreover, the school will use electronic curriculum materials from the Pearson Inc. *Envision*, and Great Minds, *Eureka*, and *Amsco* outlined in the charter.

Goal 4: Mathematics

BACKGROUND

The Mathematics program at The Academy Charter School is based on the premise that students come to school with a wide range of abilities. Through a developmentally appropriate and rigorous approach in Mathematics, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in Mathematics. The Academy Charter School uses a combination of the *Envision 2.0* and *Eureka Math* in grades K-8; and *Amsco* series in grades 9-12 for Algebra and Geometry, and supplementary materials from the *EngageNY* modules in meeting the *New York State Next Generation Learning Standards*. Students complete multiple learning experiences in which they are able to utilize their classroom technology, and manipulatives for practice. Students in grades K-8 receive 90 minutes of instruction daily; and at the high school, Algebra 1 receive 90 minutes of instructional daily while students in other mathematics courses receive 45 minutes of instruction daily. At-risk students also receive forty-five minutes of pullout instructions in small groups at least two-three times per week. The school utilizes the assessment data provided by *Renaissance STAR* and *NWEA MAP* diagnostic and progress monitoring assessment, unit assessments and school-designed interim assessments to measure students' progress and inform instructional planning.

METHOD

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

Students are administered this literacy assessment at the beginning of the school year in September, the middle of the school year in January, and the end of the school year in June. The results of each grade are determined by the Normal Curve Equivalency (NCE) determined by the publisher.

RESULTS AND EVALUATION

On the 2019-20 STAR mathematics assessment, the percentage of students performing at or above benchmark increased or remained the same in each grade tested between the beginning of year and middle of year assessments. The biggest increase in the percentage of students achieving proficiency between the beginning of year and middle of year STAR assessments occurred in the third grade, which experienced a 4.8-percentage point increase.

The Academy Charter School - Hempstead - Percentage of Students Performing At or Above Benchmark on STAR Mathematics Interim Assessment Results						
	2018-19			2019-20		
	BOY	MOY	EOY	BOY	MOY	EOY
K	N/A	N/A	N/A	N/A	N/A	N/A
1	17%	27%	45%	48.4%	49.5%	N/A
2	39%	32%	36%	51.6%	55.1%	N/A
3	54%	58%	47%	58.1%	62.9%	N/A
4	47%	51%	62%	58.4%	60.4%	N/A
5	31%	45%	45%	59%	61.7%	N/A
6	22%	45%	61%	57.5%	N/A	N/A
7	36%	62%	79%	65.6%	N/A	N/A
8	51%	64%	71%	N/A	N/A	N/A

Moreover, students in grades 3-8 are administered the school-created interim assessments in Mathematics three times per year, in November, January/ February, and in March/ April. Due to cancellation of in-person instruction, the April 2020 assessment was not administered. The test items are standards-based and published by *Rally Education*. The Academy also administered the Rally Education mathematics assessment in the 2019-20 school year. On the Rally mathematics assessment, students showed growth between the first and second assessment at every grade level, except the sixth grade, which had a 23-percentage point decline in students performing at level 3 and 4. The most impressive growth between the two assessments occurred in the third grade, where there was a 41-percentage point increase in students performing at level 3 or 4. Similarly, there was impressive growth in the fourth grade, with a 25-percentage point increase in students performing at level 3 and 4 on the Rally Education assessment.

The Academy Charter School – Hempstead Percentage of Students Performing at Level 3 and Level 4 on the Rally Education English Language Arts Assessment in the 2019-20 School Year		
Grade	Interim Assessment 1	Interim Assessment 2
3	8%	49%
4	17%	42%
5	11%	19%
6	51%	28%
7	51%	52%
8	38%	49%

ADDITIONAL EVIDENCE

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2016-17	2017-18	2018-19

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	73.0%	89	87.1%	85	76.1%	92
4	55.2%	58	70.1%	87	69.7%	99
5	40.2%	82	61.4%	57	67.0%	97
6	48.4%	62	65.2%	69	74.0%	73
7	41.4%	70	68.2%	66	61.2%	67
8	43.3%	67	70.1%	75	77.6%	67
All	50.9%	428	71.3%	439	70.9%	495

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	73.0%	28.6%	87.1%	33%	76.1%	36.1%
4	55.2%	28.3%	70.1%	26%	69.7%	30.8%
5	40.2%	20.4%	61.4%	29%	67.0%	27.7%
6	48.4%	6.8%	65.2%	11%	74.0%	14.9%
7	41.4%	7.6%	68.2%	14%	61.2%	12.7%
8	43.3%	.4%	70.1%	1%	77.6%	0.0%
All	50.9%	17.9%	71.3%	22%	70.9%	25.6%

The Academy has regularly had a higher percentage of students achieving proficiency on the State mathematics exam when compared to the district. In fact, The Academy has outperformed the district every year the school has enrolled students eligible to sit for the State mathematics exam.

Based on the 2018-19 and 2019-20 middle of year STAR mathematics assessment data, The Academy would have likely experienced an increase in third, fourth, fifth grade students achieving proficiency on the State exam, had it been administered this year. On the 2018-19 middle of year Star assessment, 58% of third grade students, 51% of fourth grade students, and 45% of fifth grade students performed at or above benchmark on the mathematics assessment. This resulted in 76.1% of third grade students performing at proficiency on the State mathematics exam, 69.7% of fourth grade students performing at proficiency on the State mathematics exam, and 67% of fifth grade students performing at proficiency on the State mathematics exam.

This year, the percentage of students performing at proficiency on the middle of year Star assessment increased in the third grade by four-percentage points, in the fourth grade by nine-percentage points, and in the fifth grade by 16-percentage points. Thus, if performance on the STAR assessment is predictive of the State mathematics exam results, The Academy could have expected a modest increase in the percentage of students achieving proficiency on this year's State exam, had it been administered.

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Based on the significant percentage of students achieving proficiency on the interim mathematics assessments, The Academy met its mathematics Accountability Plan goals for the 2019-20 school year.

ACTION PLAN

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

HIGH SCHOOL MATHEMATICS

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for an exam.

RESULTS AND EVALUATION

30 percent of The Academy's 2016 cohort scored at or above level 4 on the Regents Exam in mathematics. Thus, the school did not meet its goal of having 65 percent of students performing at or above level 4 on the State mathematics Regents exam.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	95	5	27	30.0%

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	110	5.5%	98	28.6%	95	28.4%
2017	119	7.6%	100	21.0%	95	21.1%
2018			140	42.9%	142	40.1%
2019					169	18.9%

The 2016 cohort was The Academy's first graduating high school class. As a result, this cohort cannot be compared to previous year's results. Based on the chart below, the 2017 and 2018 cohorts are making progress towards meeting the goal.

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for an exam.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

100 percent of The Academy’s 2016 cohort tested at or above level 3 on the mathematics Regents exam. This result exceeded the goal by 20-percentage-point.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2016-19	N/A	0	N/A	N/A
2016	2019-20	95	5	90	100%

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	110	80.9%	98	94.9%	95	94.7%
2017	119	80.7%	100	95.0%	95	94.7%
2018			140	90.7%	142	88.7%
2019					169	26.0%

The 2016 cohort was The Academy’s first graduating high school class. Thus, this cohort cannot be compared to previous cohorts’ results against this goal. Based on the chart above, the 2017 and 2018 cohorts are making progress towards meeting the goal in the next academic year.

Goal 4: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

35.7 of the 2016 cohort who did not test at proficiency as 8th grade students on the mathematics common core exam performed at or above level 4 on the mathematics Regents exam. Thus, the goal of 50 percent of students performing at level four or above was not met.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	14	0	5	35.7%

ADDITIONAL EVIDENCE

The 2016 cohort was The Academy’s first graduating high school class. As a result, this cohort cannot be compared to previous year’s results against this goal. However, based on the school’s interim testing data, students who have not yet reached their fourth year in high school are on track to meeting this measure’s target.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

100 Percent of The Academy’s 2016 cohort who did not achieve proficiency on the 8th grade mathematics Common Core exam performed at or above level 3 on the mathematics Regents exam. Thus, the goal was met.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	13	0	13	100%

ADDITIONAL EVIDENCE

The 2016 cohort was The Academy’s first graduating high school class. As a result, this cohort cannot be compared to previous year’s results against this goal. However, based on interim assessments, students who have not reached their fourth year in high school are making progress towards meeting this measure’s target.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In the 2019-20 school year, The Academy met one of the two measurable absolute goals and one of the two measurable growth goals in mathematics.

⁵ Based on the highest score for each student on the mathematics Regents exam

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

The Academy has departmentalized instruction. Each assistant principal has been given specific areas of instructional oversight. Content leads have been assigned for each area and work closely with the director of secondary education and assistant principals to change and improve academic programming. The director of secondary education also provides oversight and guidance to the school's counseling program.

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

GOAL 5: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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

The school will continue to use most of the curriculum outlined in the charter. However, electronic curriculum and instructional materials will supplement the hard copies which will be districted to students both in-person and those participating online. For those students participating 100% online, parents will be scheduled to pick up the hard copies including textbooks. Students in grades K-5 will also be provided access to virtual labs from *Gizmos*. Moreover, the school will use electronic curriculum materials from the McGraw-Hill, *Inspire Science*, outlined in the charter. Students in grades 6-12 including all Regents science courses (Living Environment, Physics, Earth Science and Chemistry) will be provided access to virtual labs in Science course using *Smart Science* published by Power Learning.

Goal 5: Science

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

BACKGROUND

The science curriculum used by the school during the 2018 – 2019 school year was the Macmillan/McGraw-Hill, *Inspire* textbook series in grades K-5, *New York Science* in grades 6-8, and *Biology by Miller and Levine*, for Living Environment in the high school. Students in grade K-8 receive three (3) forty-five minutes of instruction per week; one period is dedicated to lab activity and two (2) periods for theory. In the high school, the Science program at The Academy Charter School utilizes *Biology by Miller and Levine*, for Living Environment, *Physics by Pearson* for Physics, *Chemistry by Pearson* for Chemistry, *Earth Science: The Physical Setting by Perfection Learning* for Earth Science, and *Marine Science by Pearson* for Marine Biology to implement instruction. Students receive six (6) forty-five-minute periods of instruction per week; one period is dedicated to lab activity and five (5) periods for theory. Unit assessments and school-designed interim assessments are used to measure students' progress and inform instructional planning.

METHOD

The Academy did not administer a science assessment in the 2019-20 school year.

RESULTS AND EVALUATION

The Academy did not administer a science assessment in the 2019-20 school year.

ADDITIONAL EVIDENCE

The Academy did not administer a science assessment in the 2019-20 school year, but in the two previous schools, 4th and 8th grade students enrolled at the school for at least two years exceeded the statewide goal of 75% proficiency on the State issued exams.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency			
	2017-18		2018-19	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	95.3%	86	99.0%	99
8	86.7%	75	84.9%	66
All	91.3%	161	93.3%	165

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

The Academy did not administer an interim assessment in science. Thus, a summary cannot be of the elementary science goal cannot be provided.

ACTION PLAN

For the 2020-21 school year, the school will continue to use *New York Science* in grades 6-8 but adopt the Mc Graw-Hill, *Inspire Science* in grades K-5 which are more clearly aligned to the *Next Generation Science Standards*. For the 2020-21 school year, the school (K-8) will continue improve the quality of instruction by focusing more on lab instruction.

HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 5: Absolute Measure

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

METHOD

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The Academy’s 2016 cohort exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents science exam by the completion of their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁶

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2016-19	N/A	0	N/A	N/A
2016	2019-20	95	15	80	100%

ADDITIONAL EVIDENCE

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	110	65.5%	98	81.6%	95	100%
2017	119	76.5%	100	85.0%	95	97.9%
2018			140	74.3%	142	88.7%
2019					169	92.3%

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

Goal 5: Comparative Measure

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

⁶ Based on the highest score for each student on any science Regents exam

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

As shown in the chart above, each high school graduation cohort enrolled at The Academy in the 2019-20 school year have already exceeded the goal of 75 percent of students scoring at least 65 on the New York State Regents science exam by the completion of their fourth year in the cohort. Thus, there is conclusive data showing that the school is maintaining a high level of performance on the Regents science exam.

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS

The Academy's 2016 cohort exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents United States History exam by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2016-19	N/A	0	N/A	N/A
2016	2019-20	95	18	71	92.2%

EVALUATION

The Academy's 2016 cohort exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents United States History exam by the completion of their fourth year in the cohort by 17.2 percentage points.

ADDITIONAL EVIDENCE

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	110	62.7%	98	74.5%	95	93.7%
2017	119	80.7%	100	88.0%	95	94.7%
2018			140	77.1%	142	81.7%
2019					169	98.2%

As shown by data in the chart above, students through the 2019 cohort are already exceeding the goal of 75 percent of students scoring at least 65 on the New York State Regents United States History exam by the completion of their fourth year in the cohort.

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 6: Absolute Measure

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The Academy’s 2016 cohort exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2016-19	N/A	0	N/A	N/A
2016	2019-20	95	12	82	98.8%

EVALUATION

The Academy’s 2016 cohort exceeded the target goal of 75 percent of students scoring at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort by 23.8 percentage points.

ADDITIONAL EVIDENCE

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	N/A	N/A	98	86.7	95	98.9%
2017	N/A	N/A	100	N/A	95	95.8%
2018			140	N/A	142	N/A
2019					169	N/A

As shown by data in the chart above, students through the 2017 cohort are already exceeding the goal of 75 percent of students scoring at least 65 on the New York State Regents Global History exam. Thus, the school has already met next year's goal for his cohort.

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

For the reasons stated above, this measurement is not required.

GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school met its ESSA goal of good standing for the 2019-20 school year.

ADDITIONAL EVIDENCE

The Academy met its ESSA status goal for the last three years.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Robert Stewart

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Academy Charter School

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

Vice Chair, Acting Chairman of the Board

2. ~~Are you an employee of any school operated by the education corporation?~~
 Yes **No**

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

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

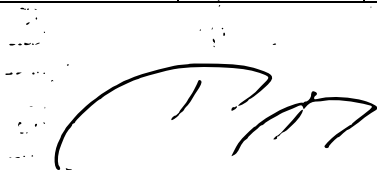
7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None			
<i>Please write “None” if applicable. Do not leave this space blank.</i>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Calvary Tabernacle	Use of Facility to conduct Play Graduation and Training	\$15,000-\$18,000	Robert Stewart	We have Secured Competitive bids and RFP Didn't Vote Discount Price Below Market Value

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

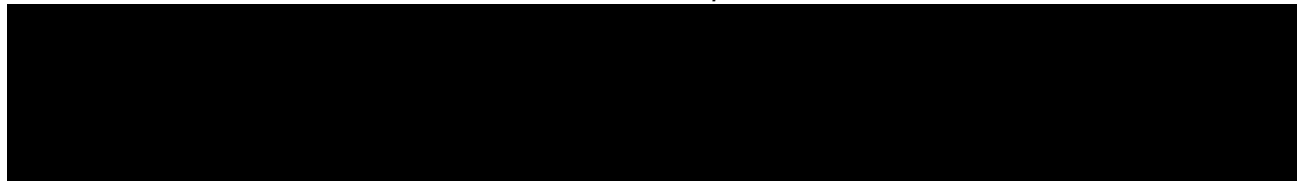


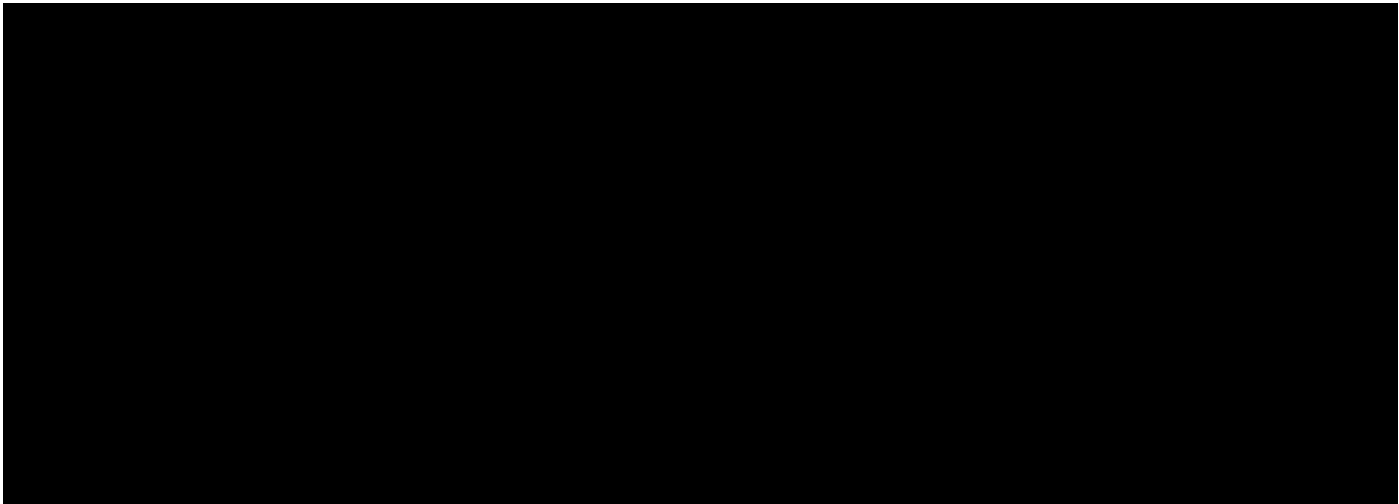
7/29/20

Signature

Date

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last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: DAWN WEST

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). Vice-Chair

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

3. Are you related, by blood or marriage, to any person employed by the school? NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No


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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

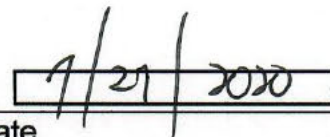
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 1.5em;">None</p>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
	NONE			



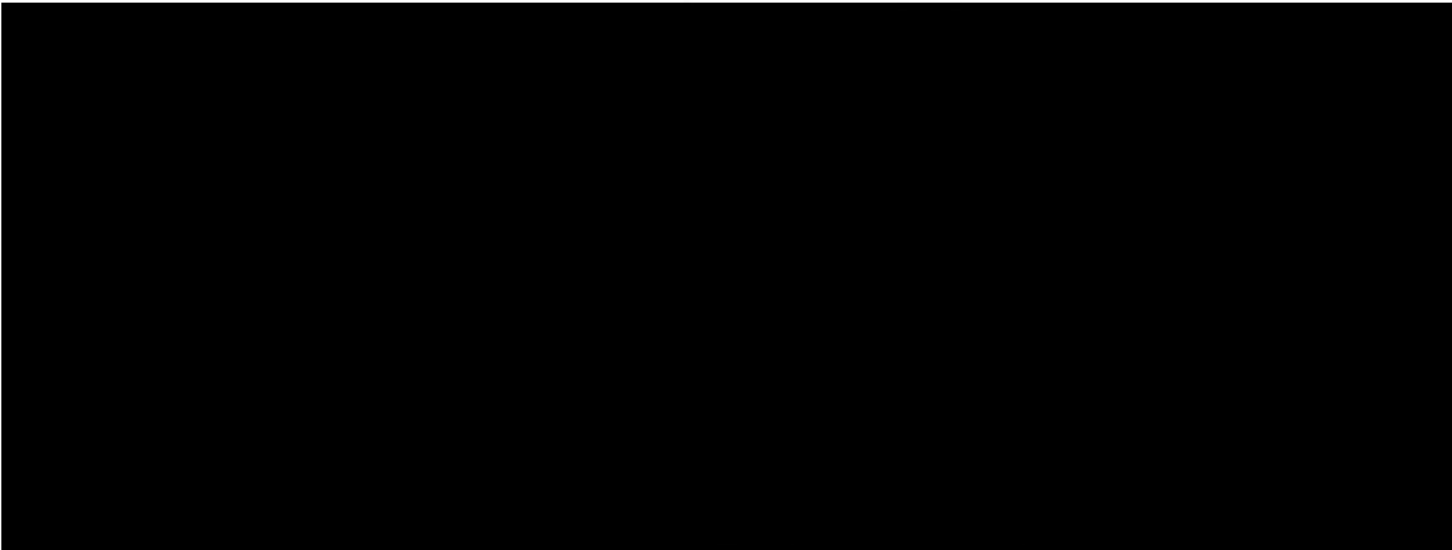
Signature



Date

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last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

STEPHEN ROWLEY

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

THE ACADEMY Chartered School

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

TRUSTEE

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

N/A

3. Are you related, by blood or marriage, to any person employed by the school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

N/A

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

N/A

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

N/A

- 6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

N/A

- 7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
NONE	NONE	NONE	NONE

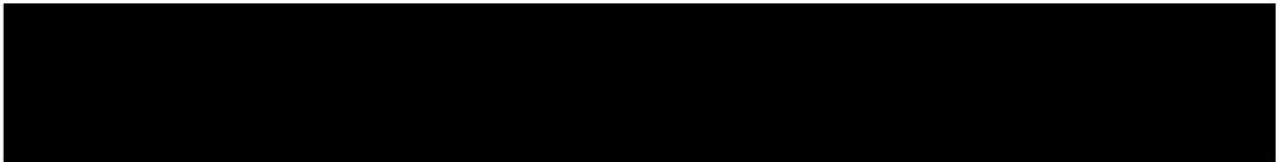
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

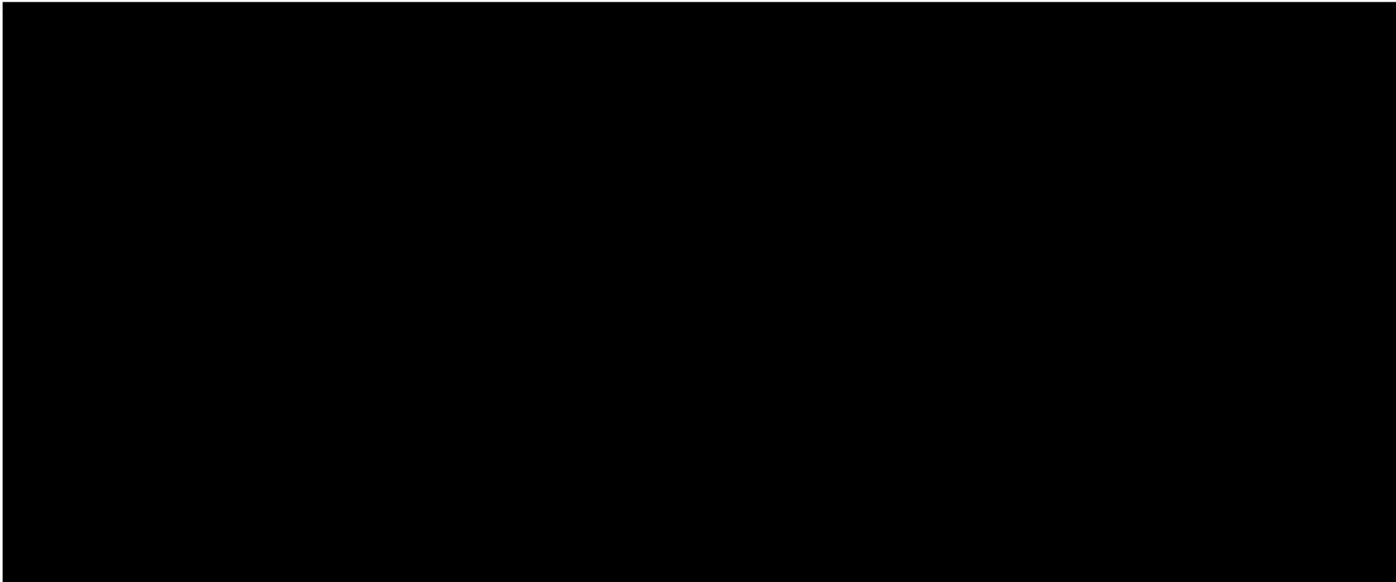
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
NONE	NONE	NONE	NONE	NONE

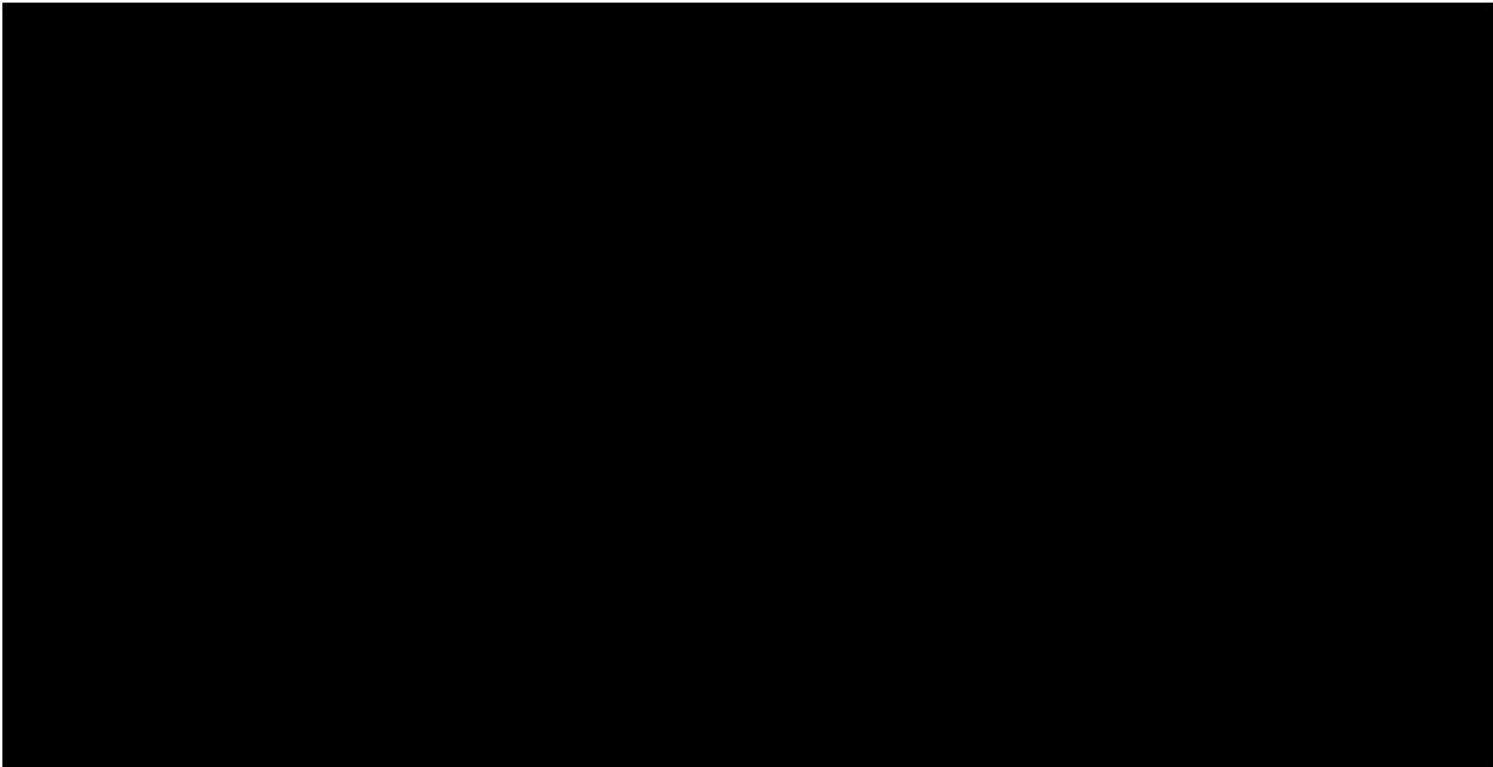
Stephen Rowley
Signature

7-20-2020
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.







Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Beth A. McKenzie

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Academy Charter School

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

Trustee

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

Yes, Security Consultant. Duties include, but not limited to evaluating policies and protocols, conducting risk assessments and audits and assist with developing technical reports. Consultant rate charged is competitive and below market. Start date – January 30, 2020.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No, I am not.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No, I am not.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No, I am not.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

Yes, Security Consultant. Duties include, but not limited to evaluating policies and protocols, conducting risk assessments and audits and assist with developing technical reports. Consultant rate charged is competitive and below market. Start date – January 30, 2020.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Jan. 30, 2020- Present	Consultant	Recused myself Abstained Did not vote	Beth McKenzie, Self

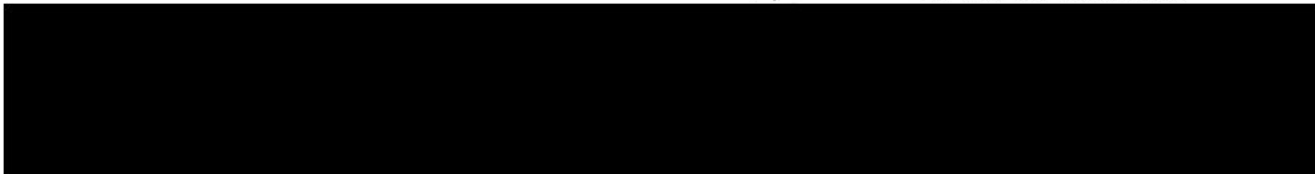
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

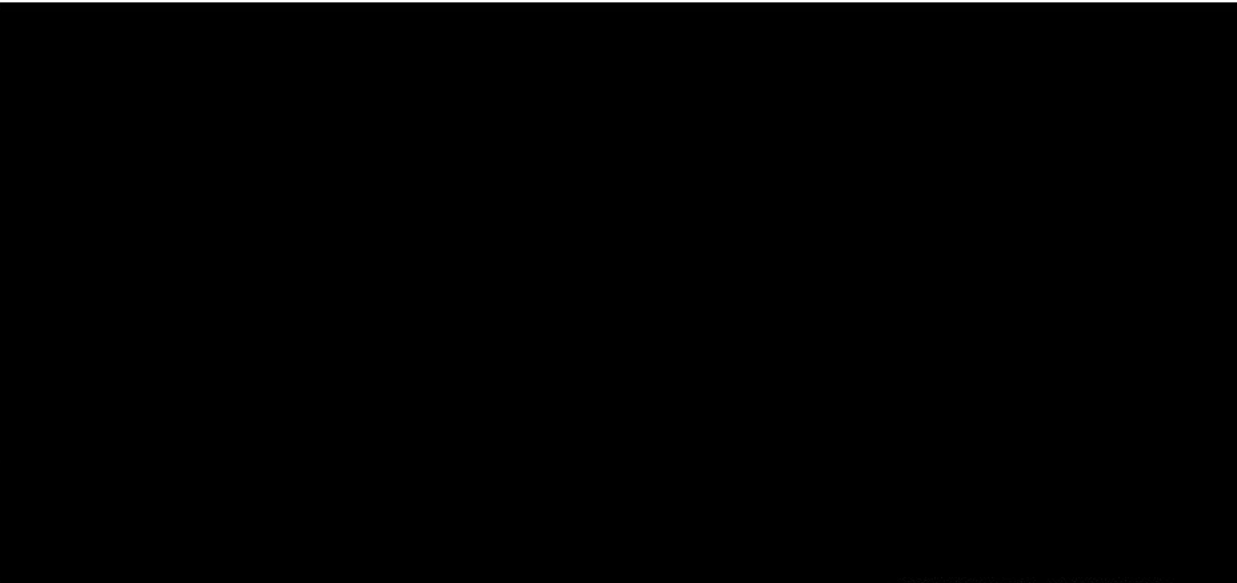
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Beth A. McKenzie Security Consultant	Resolution Passed		Beth McKenzie, Self	Non-participant In discussions

Beth A. McKenzie
Signature

1/14/2020
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

CAROL A. HANSON-Beckles

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Academy Charter School

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

Trustee

2. Are you an employee of any school operated by the education corporation?

Yes No

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

N/A

3. Are you related, by blood or marriage, to any person employed by the school?

Yes

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

Sister is employed AS A Teacher by the school - not sure how she would benefit however there discriptive OR ANY concern I could step away

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

N/A

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

N/A

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

N/A

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;">NONE</p>			

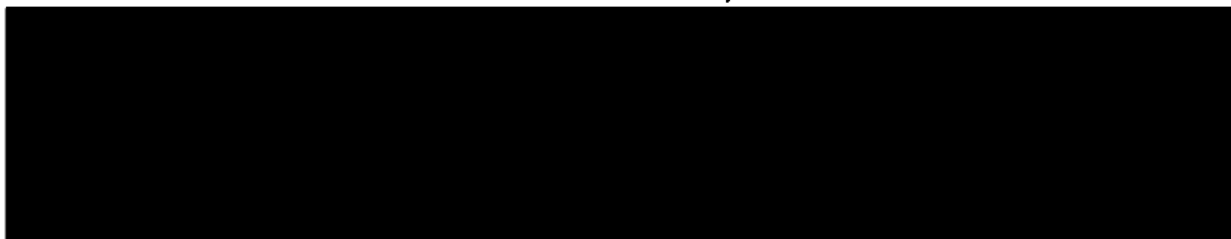
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 2em;">None</p>				


 Signature

7/14/2020
 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Claudette Harrison

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

THE Academy Charter School

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

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

NO

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

NO

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE				

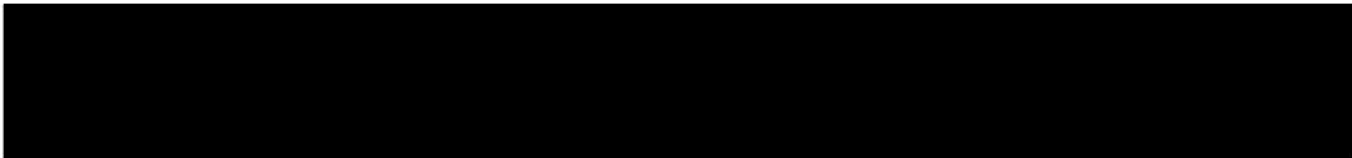
Claudette Harrison

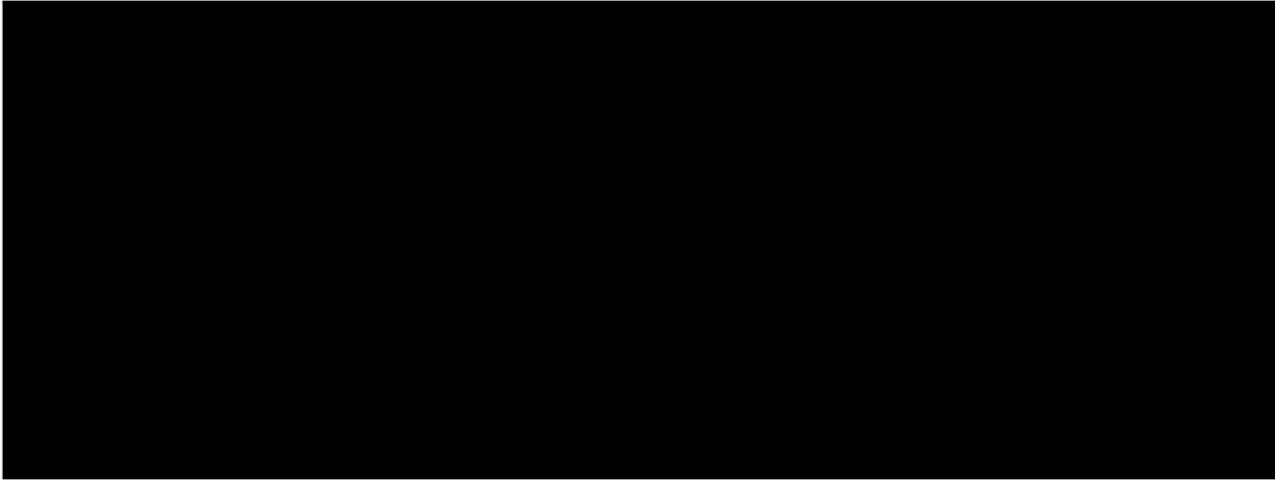
Signature

7/14/20

Date

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last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Dale James

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Academy Charter School

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

Member, Board of Trustees

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

N/A

3. Are you related, by blood or marriage, to any person employed by the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

N/A

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

N/A

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

N/A

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

N/A

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;">NONE</p>			

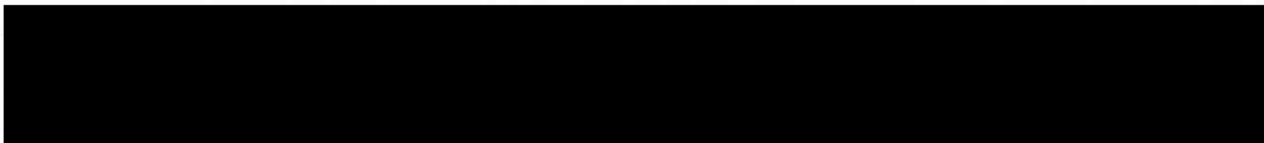
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

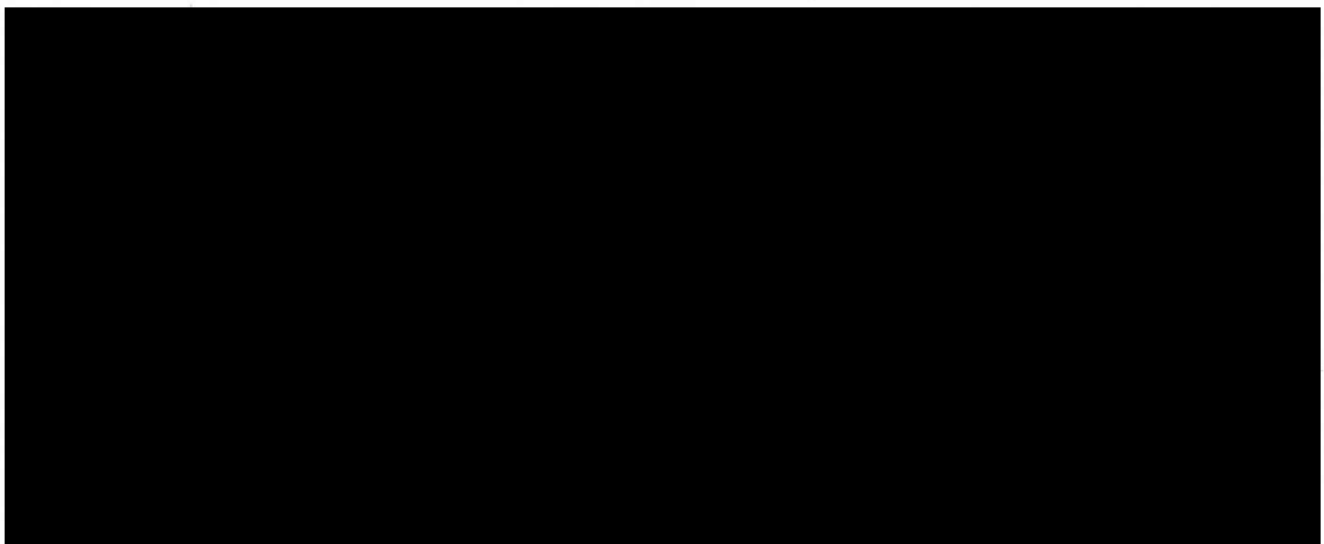
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;">NONE</p>				

Signature *Jones*

Date 07/16/2020

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

DOROTHY MAXINE BURTON, ESQ

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Academy Charter School

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

Board Member

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>None</i> Please write "None" if applicable. Do not leave this space blank.</p>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

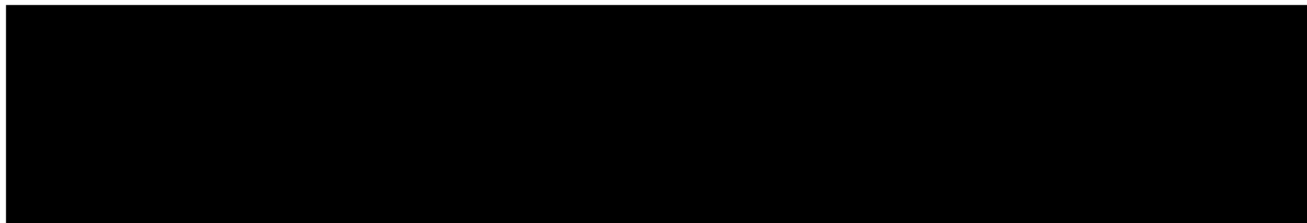
Dorothy Burton

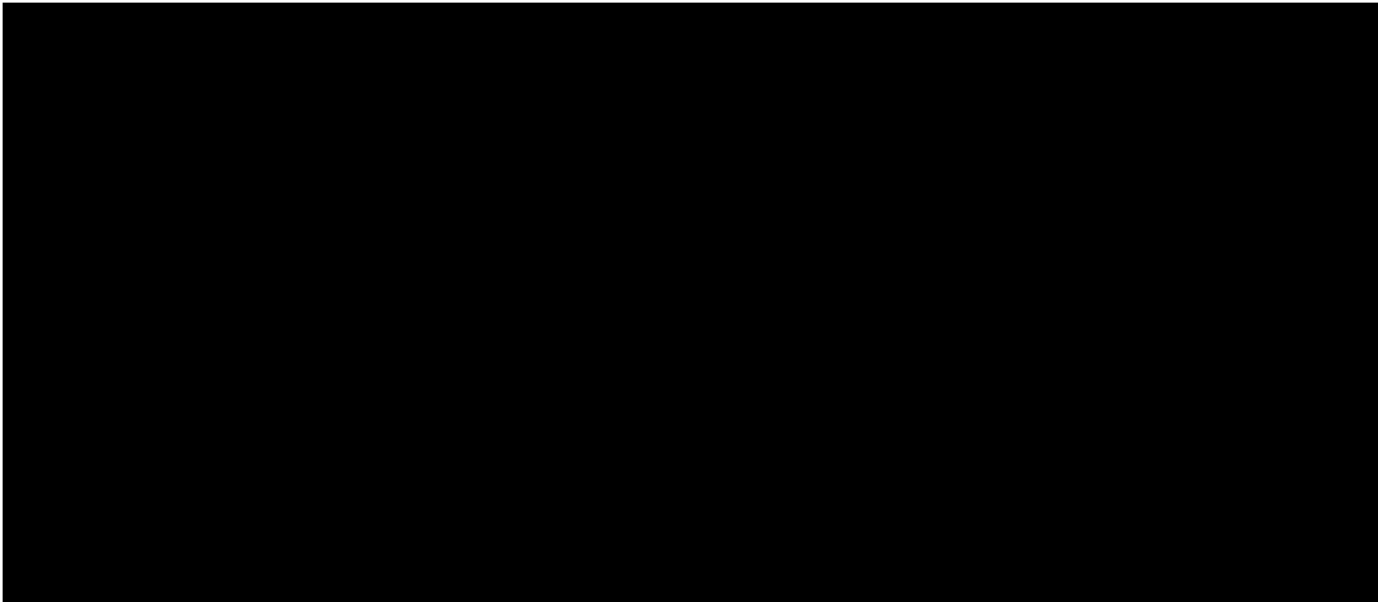
 Signature

7/15/2020

 Date


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8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
	NONE			
	<i>Please write "None" if applicable. Do not leave this space blank.</i>			


7.27.2020
 Signature Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Roderick Roberts

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Academy

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

Trustee

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

3. Are you related, by blood or marriage, to any person employed by the school?
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
N/A <i>Please write "None" if applicable. Do not leave this space blank.</i>	None	None	None

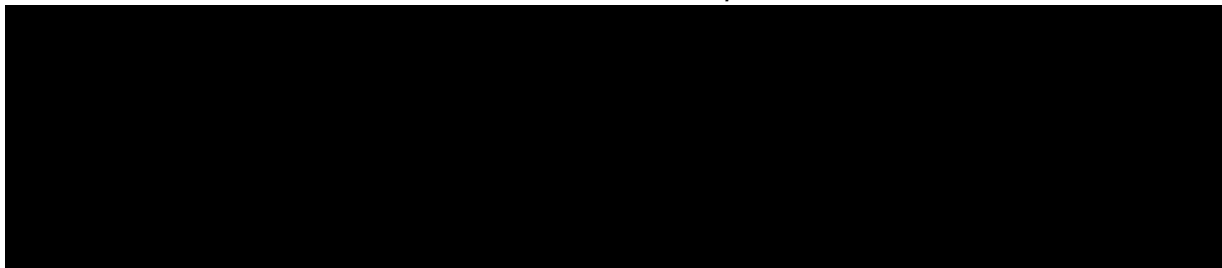
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Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>				



 Signature Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Roger Ball

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

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

Chair - Education Committee

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

3. Are you related, by blood or marriage, to any person employed by the school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

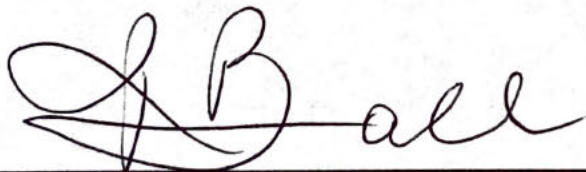
7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

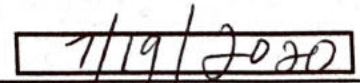
Please write "None" if applicable. Do not leave this space blank.

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None	None	None	None	None

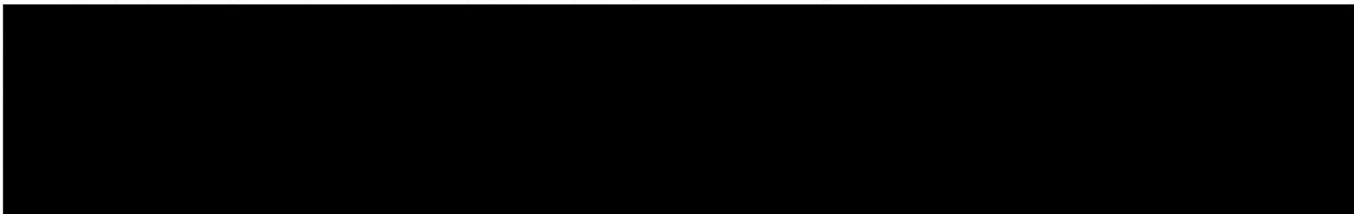


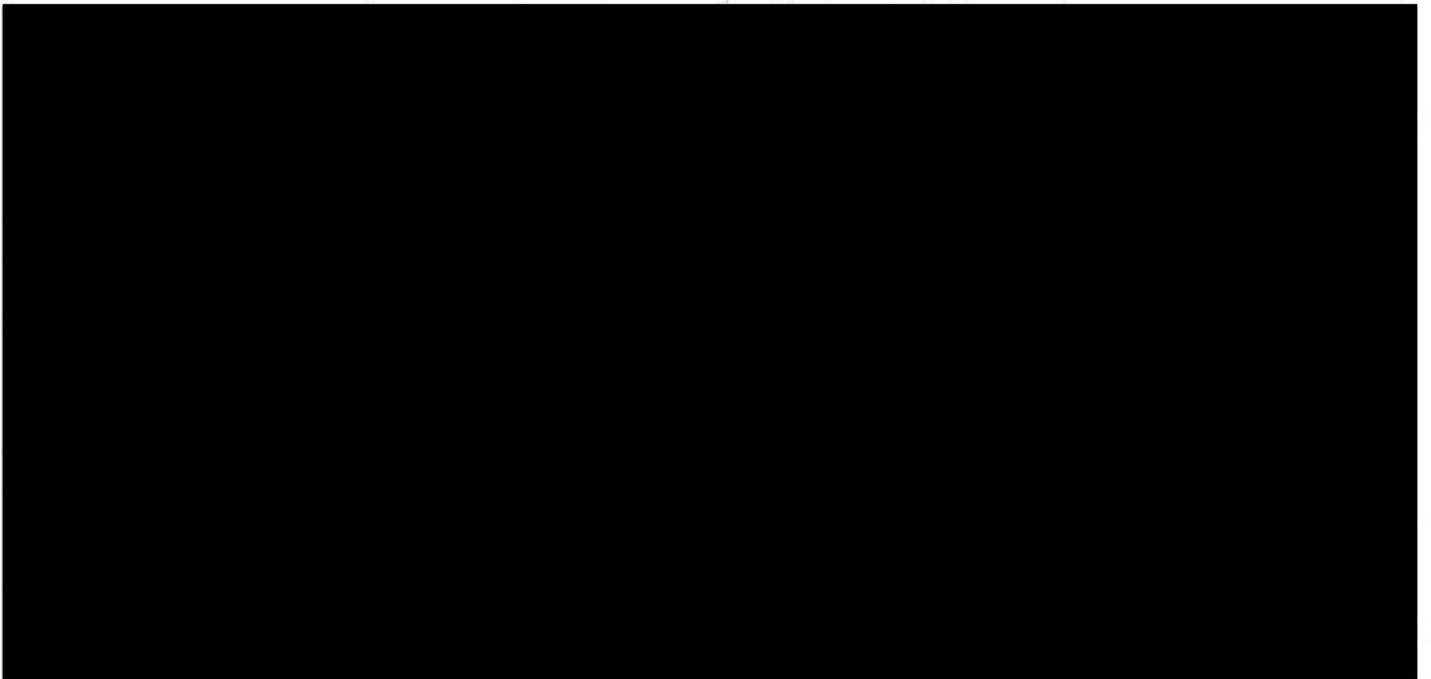
Signature



Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Marie Graham

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The Academy Charter School

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

Board Member

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

N/A

3. Are you related, by blood or marriage, to any person employed by the school?
No
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

N/A

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?
NO
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

N/A

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

N/A

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

N/A

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

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

N/A

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
NONE	NONE	NONE	NONE

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE	NONE	NONE	NONE	NONE

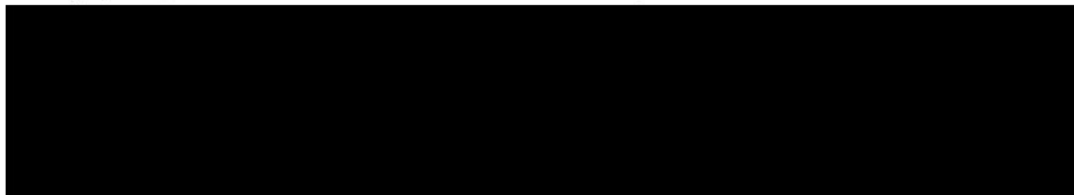


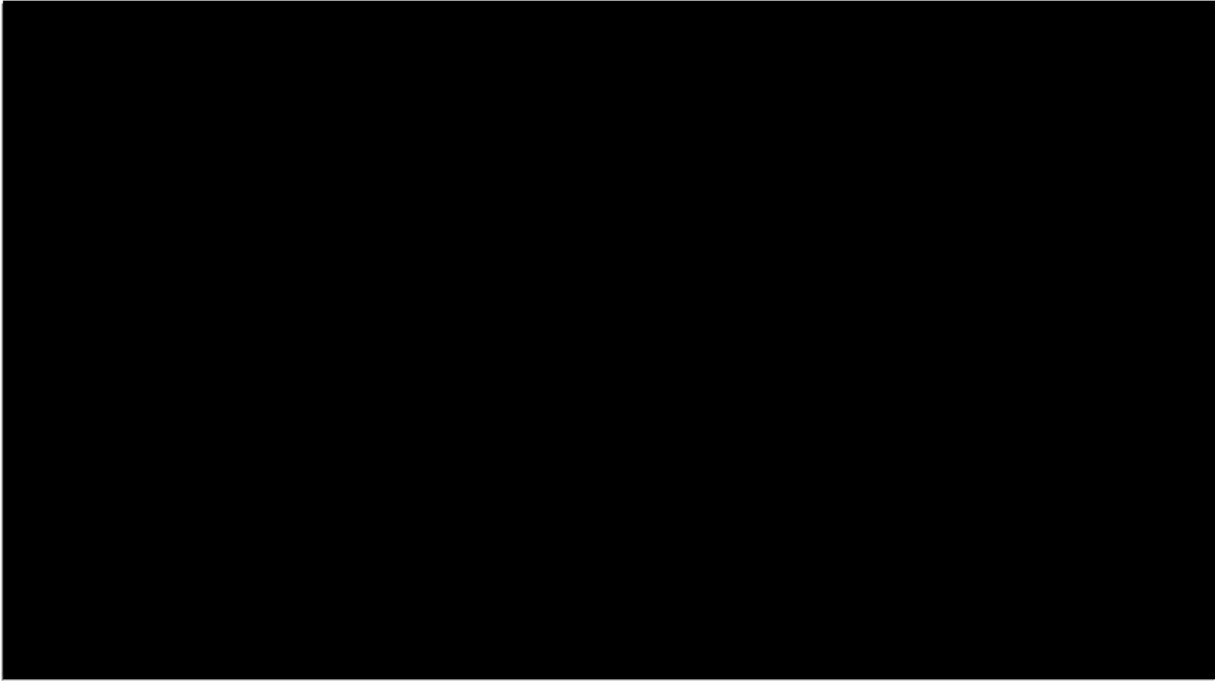
 Signature

7/30/2020

 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.







BOARD MEETING

August 29, 2019

Time: 5:03 pm – 6:20 pm
Location: 101 James Doolittle Blvd Uniondale, NY 11553
Facilitator: Robert Stewart, Acting Chairman of the Board of Trustees
Board Secretary: Racquel Grizzle

Trustees in Attendance: Dale James, Marie Graham, Stephen Rowley, Dawn West, Roger Ball, Beth McKenzie, Roderick Roberts (Video Conference)

Others Present: Donovan Henry (Chief Financial Officer), Cheryl Calamiong (Lower Elementary School Principal), Travis Holloway (HS Principal), Wayne Haughton (Acting CFO Facilities Director), Sandra Oneil (General Counsel Human Capitol Director), Nicholas Stapleton (Superintendent) Chameita Avin (Uniondale Principal)

Acting Chairman Stewart requested a motion for the Board of Trustees to accept all reports as submitted. Motioned by Trustee Rowley, seconded by Trustee Graham.

Resolutions:

Acting Chairman Stewart called for the Board of Trustees Resolution to review and approve the revised Draft Accountability Plans for Academy Charter School, and Academy Charter School Uniondale; read by Vice Acting Chairman West. It is hereby resolved, that the Board of Trustees approves the revised Draft Accountability Plans for Academy Charter School, and Academy Charter School Uniondale. Acting Chairman Stewart requested a motion to accept the Board of Trustees Resolution. Motioned by Trustee Graham, seconded by Trustee Ball.

Acting Chairman Stewart called for the Board of Trustees Resolution to review and approve the annual school safety plans for each facility and the District-Wide Safety Plan for the 2019-2020 school year; read by Acting Vice Chairman West. It is hereby resolved, that the Board of Trustees approves the 2019-2020 school safety plans. Acting Chairman Stewart requested a motion to accept the Board of Trustees Resolution. Motioned by Trustee Rowley, seconded by Trustee Roberts.

Acting Chairman Stewart called for the Board of Trustees Resolution. The Finance Committee has reviewed the year-to-date July 2019 financial package which is comprised of the Profit Loss Statement, Balance Sheet, Statement of Cash Flows, Capital Expenditure Report and Accounts Receivable Aging Summary; read by Trustee Rowley. Be it resolved, that the Committee has deemed the July 2019 financials to be fairly stated and reflective of the financial and operational activities, and financial stability of the Academy Charter School as of July 31, 2019. Acting Chairman Stewart requested a motion to accept the Board of Trustees Resolution. Motioned by Acting Vice Chairman West, seconded by Trustee James.

Report: Chief Academic Officer's Report

Reporter: Dr. Nicholas Stapleton

Conclusion:

Dr. Stapleton provided the Board with graphed data of grades 3-8 2018-2019 ELA, Math and Science results. Each exam was explained. The school performed well in all areas with notable increases in English Language Arts, Mathematics and Science in specific grades. Overall, the Academy's performance exceeded the performance of New York State, local geographical districts and charter schools' averages.

| With no further questions or comments, Board Acting Chairman Stewart requested a motion to adjourn the meeting. Motioned by Trustee Graham, seconded by Trustee Ball.

Acting Chairman Stewart thanked everyone for attending. The meeting was adjourned at 6:20 pm.



BOARD MEETING

October 1, 2019

Time: 6:30 pm -7:30 pm
Location: 117 N. Franklin St. Hempstead, NY 11553
Facilitator: Robert Stewart, Chairman of the Board of Trustees
Board Secretary: Racquel Grizzle

Trustees in Attendance: Peter Goodman, Dorothy Burton, Beth McKenzie, Marie Graham, Stephen Rowley, Dawn West, Roger Ball, Roderick Roberts (Video Conference), Dale James (Video Conference)

Others Present: Donovan Henry (Chief Financial Officer), Wayne Haughton (Chief Development Officer), Sandra Oneil (General Counsel & Human Capitol Director), Nicholas Stapleton (Chief Academic Officer)

The meeting was opened by Acting Vice Chairman West.

Resolutions:

Acting Vice Chairman West called for the Board of Trustees Resolution to ratify and approve the reappointment of trustees whose term has expired to the Board of Trustees of The Academy Charter School. The Board of Trustees reappoints Robert Stewart as a voting member of the Board of Trustees for another term; read by Vice Chairman West. It is hereby resolved, that the Board of Trustees of the Academy Charter School appoints the aforementioned individual as a voting member of the Board of Trustees for another term retroactively effective September 1, 2019. Vice Chairman West requested a motion to accept the Board of Trustees Resolution. Motioned by Trustee Ball, seconded by Trustee Goodman.

Acting Vice Chairman West called for the Board of Trustees Resolution to ratify and approve the reappointment of trustees whose term has expired to the Board of Trustees of The Academy Charter School. The Board of Trustees reappoints Stephen Rowley as a voting member of the Board of Trustees for another term; read by Vice Chairman West. It is hereby resolved, that the Board of Trustees of the Academy Charter School appoints the aforementioned individual as a voting member of the Board of Trustees for another term retroactively effective September 1, 2019. Acting Vice Chairman West requested a motion to accept the Board of Trustees Resolution. Motioned by Trustee Ball, seconded by Trustee Goodman.

Acting Vice Chairman West called for the Board of Trustees Resolution to ratify and approve the appointment of Robert Stewart to role of Chairman of the Board of Trustees of the Academy Charter School. The Board of Trustees recognizes the commitment of Robert Stewart to the advancement of the organization and its mission; read by Vice Chairman West. It is hereby resolved, that the Board of Trustees of the Academy Charter School appoints Robert Stewart to the role of Chairman of the Board of Trustees of the Academy Charter School effective October

1, 2019. Acting Vice Chairman West requested a motion to accept the Board of Trustees Resolution. Motioned by Trustee Graham, seconded by Trustee Burton.

Chairman Stewart called for the Chief Academic Officer's Report.

Report: Chief Academic Officer's Report

Person Responsible: Nicholas Stapleton

Action Items:

None

Deadlines:

Conclusion:

Dr. Stapleton greeted the board and provided highlights from his report. The schools are in the process of administering the beginning of year screening assessments including STAR Reading and STAR Math (K-8), and F&P (K-5) to determine the level of academic intervention services. The data will be presented at the October 2019 meeting. The annual Charter Accountability Reports for both the Academy Charter School and the Academy Charter School Uniondale have been presented to the charter authorizer by the September 23, 2019 deadline. For the 2019-2020 school year, the High School enrollment increased from three hundred and thirty-nine (339) students to five hundred and three (503) students. We have accepted a total of one hundred (100) new students. The twelfth grade was added for the 2019-2020 school year. A detailed list has been designed that monitors all High School scholars. Specific lists have been created and are owned by the school counselors to track the progress of scholars who are off-track toward fulfilling the graduation requirements.

Chairman Stewart requested a motion to accept the Superintendent's Report and calendars. Motioned by Trustee Rowley, seconded by Trustee Graham.

The floor was opened for questions or comments on the reports received. A discussion was held.

Chairman Stewart called for the General Counsel & Human Capital Director's Report.

Report/Reporter: General Counsel & Human Capital Director's Report

Person Responsible: Sandra Oneil

Action Items:

None

Deadlines:

Conclusion:

Mrs. Oneil provided the Board with highlights from her report. An updated list of new hires and terminations was presented to the Board. We are currently engaged in an ongoing compliance audit. The audit will be reviewing Fingerprinting Clearance, Background Checks, Drug Screenings and Teacher Certification. Student enrollment numbers were provided regarding Hempstead and Uniondale, respectively. Student recruitment is ongoing. Regarding fire drill compliance, all schools are up to date with required drills. Lastly, Ms. Oneil advised the Board of Trustees of updates regarding litigation.

Chairman Stewart requested a motion to accept the General Counsel & Human Capital Director's Report. Motioned by Vice Chairman West, seconded by Trustee Ball.

Chairman Stewart called for the Executive Director's Report.

Report/Reporter: Executive Director's Report

Person Responsible: Wayne Haughton

Action Items:

None

Deadlines:

Conclusion:

Mr. Haughton provided the Board with highlights from his report. All school buildings are furnished and in full operation. The High School Opening Ceremony will be held on November 21, 2019. Formal invitations will be sent in the upcoming weeks. Lastly, the YTD financials review has been completed by the Financial Committee and a resolution will be presented for its acceptance.

Chairman Stewart requested a motion to accept the Executive Director's Report. Motioned by Trustee Goodman, seconded by Trustee Roberts.

The floor was opened for questions or comments on the Executive Director's Report. A brief discussion was held.

Chairman Stewart called for the Chief Instructional Technology and Innovations Officer's Report.

Report/Reporter: Chief Instructional Technology and Innovations Officer's Report.

Person Responsible: Dr. Paula Morris

Action Items:

None

Deadlines:

Conclusion:

Dr. Morris provided the Board with highlights from her report. The Academy continues to utilize a wide range of educational software to bridge gaps and to foster excellence in academic achievements. Our STEM teachers have been engaging students at all levels in modern technology-driven exploration of cross-curricular learning extensions such as robotics, App development and other forms of digital educational experiences.

Chairman Stewart requested a motion to accept the Chief Instructional Technology and Innovations Officer's Report. Motioned by Trustee Rowley, seconded by Trustee McKenzie.

Chairman Stewart called for the PTO's Report.

Report: PTO's Report

Person Responsible: Rishi Maharaj

Action Items:

None

Deadlines:

Conclusion:

Mr. Maharaj greeted the Board and shared updates from the meeting held on Tuesday, September 24, 2019. Some concerns were expressed from some Middle School and High School parents. They were encouraged to continue to come to meetings and that the PTO will take their concerns to the Middle and High School principals. Mr. Maharaj explained that the PTO is here to bridge the gap and we will try to get a meeting with the parents and Middle and High School principals in the coming days. The next meeting is scheduled October 16, 2019 at 6:30 p.m. (location to be announced).

Chairman Stewart requested a motion to accept the PTO’s Report. Motioned by Trustee McKenzie, seconded by Trustee Goodman.

Chairman Stewart called for the Chief Financial Officer’s Report.

Report: Chief Financial Officer’s Report

Person Responsible: Donovan Henry

Action Items:

None

Deadlines:

Conclusion:

Chairman Stewart called for the Board of Trustees Resolution.

The Board of Trustees has fiduciary responsibility for the school. Accordingly, the board will monitor spending by requiring all purchases for services, equipment and materials exceeding \$20,000 to receive prior board approval. Additionally, the board hereby approves for the Chief Financial Officer (CFO) a spending approval threshold not to exceed \$20,000 for the purchase of services, equipment and materials; read by Trustee Rowley. Be it resolved, the Academy Charter School Board of Trustees ratifies and approves the adaptation of the above spending approval thresholds.

Chairman Stewart requested a motion to accept the Board of Trustees Resolution and Chief Financial Officer’s Report. Motioned by Trustee Rowley, seconded by Trustee Graham.

With no further questions or comments, Board Chairman Stewart requested a motion to adjourn the meeting. Motioned by Trustee Rowley, seconded by Trustee Burton.

Board Chairman Stewart thanked everyone for attending. The meeting was adjourned at 7:30 pm.



BOARD MEETING

October 31, 2019

Time: 6:54 pm -8:43 pm
Location: 100 Charles Lindbergh Blvd. Uniondale NY 11553
Facilitator: Robert Stewart, Chairman of the Board of Trustees
Board Secretary: Racquel Grizzle

Trustees in Attendance: Robert Stewart, Claudette Harrison, Dale James, Beth McKenzie, Stephen Rowley, Dawn West, Dr. Roger Ball

Others Present: Dr. Paula Morris (Chief of Instructional Technology and Innovation), Travis Holloway (HS Principal), Dermoth Mattison (MS Principal), Chameita Avin (Academy Uniondale Principal), Donovan Henry (Chief Financial Officer), Wayne Haughton (Chief Development Officer & Facilities Director), Sandra Oneil (General Counsel & Human Capital Director), Dr. Nicholas Stapleton (Superintendent)

Chairman Stewart called for the Superintendent's Report.

Report: Superintendent's Report
Person Responsible: Nicholas Stapleton

Action Items:

Deadlines:

Conclusion:

Dr. Stapleton greeted the board and presented his report. This year, in the Kindergarten Early Literacy, students are significant behind (26.3% this year compared to 48% last year). The school will address this with a schedule for students that focus on language acquisition; this includes certified ESL teachers to address students' instructional needs in small groups in a pull-out setting with the use of specialized curriculum materials. There is similar pattern of under-performance in Reading the middle school (grades 6 at 37.7% NCE, grade 7 at 44.1% NCE, and grade 8 at 38.3% NCE) as new incoming students are several grades behind. Students in grades 3-8 are in the process of taking the first interim assessment for the school year and the data will be presented at the November 2019 meeting.

Ms. Harris, Director of Secondary Instruction HS greeted the Board and provided updates regarding graduation preparedness for high schoolers. Currently, the Academy has partnered with Molloy College and has added five college credit subjects. Fifty-three students are on track to receiving college credits upon completion of those courses. Ninety percent of students have completed their college lists and have submitted financial documents. The Academy HS graduation will be held at Hofstra University on June 21, 2020 at 3:00 pm.

Chairman Stewart requested a motion to accept the Superintendent's Report. Motioned by Vice Chairman West, seconded by Trustee McKenzie.

The floor was opened for questions or comments on the reports received. A discussion was held.

Chairman Stewart called for the General Counsel & Human Capital Director's Report.

Report/Reporter: General Counsel & Human Capital Director's Report

Person Responsible: Sandra Oneil

Action Items:

Provide AmTrust report to the Board of Trustees

Deadlines:

Conclusion:

Mrs. Oneil provided the Board with highlights from her report. An updated list of talent acquisitions and those who have separated from employment was presented. Littlebird HR 's audit is ongoing; inclusive of Fingerprinting Clearance, Background Checks, Drug Screenings and Teacher Certification. Student enrollment numbers were provided regarding Hempstead and Uniondale respectively. Student recruitment is ongoing. Regarding fire drill compliance, all schools are up to date with required drills. Lastly, Ms. Oneil advised the Board of Trustees of updates regarding past litigations against The Academy.

Chairman Stewart requested a motion to accept the General Counsel & Human Capital Director's Report. Motioned by Trustee McKenzie, seconded by Trustee James.

Chairman Stewart called for the Executive Director's Report.

Report/Reporter: Executive Director's Report

Person Responsible: Wayne Haughton

Action Items:

Deadlines:

Conclusion:

Mr. Haughton provided the Board with his report. All Middle School damages have been corrected; flood mitigations are completed. Extra reinforcements and security have been applied to both the windows and sewage system. All work has been confirmed to be well by the building engineer.

Regarding the Academy Charter School- Uniondale; the Administrative Suite is fully accessible and occupied by the C level Executives; also known as the C- Staff.

The Charter School Growth Fund will disburse their next round of funding within the next two weeks. Lastly, the YTD financials review has been completed by the Financial Committee and a resolution will be presented for its acceptance.

Chairman Stewart requested a motion to accept the Executive Director's Report. Motioned by Trustee Rowley, seconded by Trustee McKenzie.

The floor was opened for questions or comments on the Executive Director's Report. A brief discussion was held.

Chairman Stewart called for the Chief Instructional Technology and Innovations Officer's Report.

Report/Reporter: Chief Instructional Technology and Innovations Officer's Report.
Person Responsible: Dr. Paula Morris

Action Items:

Implement security feature(s) or policy regarding technology equipment

Deadlines:

Conclusion:

Mrs. Morris provided the Board with her report. The student identification process has begun which involves provision of every student with an ID card. These cards will facilitate swipe entry and exit to Academy Middle and High School buildings beginning January 2020. The use of ID's will help to facilitate truancy and other disciplinary checks by deans, security and other school personnel. The STEM teachers have elected to challenge themselves and their students by hosting a Schoolwide Technology Fair in April 2020. In closing, Ms. Morris explained the thought process behind applying technology to work-flow; a key feature being the possibility for teachers to invite key experts into classrooms via video and/or audio conference to share experience and opinions, or, to discussion issues that are related to various topics of instruction.

Chairman Stewart requested a motion to accept the Chief Instructional Technology and Innovations Officer's Report. Motioned by Vice Chairman West, seconded by Trustee Ball.

Chairman Stewart called for the PTO's Report.

Report: PTO's Report

Person Responsible: Rishi Maharaj

Action Items:

None

Deadlines:

Conclusion:

Chairman Stewart requested that the PTO Report be tabled until the next meeting.

Chairman Stewart called for the Chief Financial Officer's Report.

Report: Chief Financial Officer's Report

Person Responsible: Donovan Henry

Action Items:

None

Deadlines:

Conclusion:

Mr. Henry advised the Board of Trustees regarding the response of N. Cheng LLC's 401K audit. The audit is complete and there are no issues to report. The Academy maintains a strong financial position.

Chairman Stewart called for the Board of Trustees Resolution.

The Finance Committee has the responsibility and authority to review the school's monthly financial reports and submit a report to the Board of Trustees for approval.

The Finance Committee has reviewed the year-to-date September 2019 financial package which is comprised of the Profit & Loss Statement, Balance Sheet, Statement of Cash Flows, Capital Expenditure Report and Accounts Receivable Aging Summary; read by Trustee Rowley. Be it resolved, the Committee has deemed the September 2019 financials to be fairly stated and reflective of the financial and operational activities, and financial stability of the Academy Charter School as of September 30, 2019.

Chairman Stewart requested a motion to accept the Board of Trustees Resolution and Chief Financial Officer's Report. Motioned by Vice Chairman West, seconded by Trustee Ball.

Resolutions:

Chairman Stewart called for the Board of Trustees Resolution. The Board of Trustees of the Academy Charter School recognizes the need to receive reports prior to the Board meetings for review by the Trustees; read by Vice Chairman West. Be it resolved, that the Board of Trustees of the Academy Charter School ratifies and approves the requirement of all reporting leader's submission of Board reports by the 15th of each month.

Chairman Stewart requested a motion to accept the Board of Trustees Resolution. Motioned by Trustee Rowley, seconded by Trustee McKenzie.

With no further questions or comments, Board Chairman Stewart ended the meeting by sharing the various sub committees; all of which comprise of Board members and leaders. He expressed thanks to Ms. Harrison and Ms. Beckles (two additional Board of Trustee members) who have committed themselves to serve.

Board Chairman Stewart requested a motion to adjourn the meeting. Motioned by Vice Chairman West, seconded by Trustee Rowley.

Board Chairman Stewart thanked everyone for attending. The meeting was adjourned at 8:43pm.



BOARD MEETING

November 19, 2019

Time: 5:00 pm – 5:45 pm
Location: 127 N. Franklin St. Hempstead, NY 11550
Facilitator: Robert T. Stewart, Chairman of the Board of Trustees
Board Secretary: Shanakay Walker

Trustees in Attendance: Robert T. Stewart, Dawn West, Beth McKenzie, Carol Beckles, Dorothy Burton, Claudette Harrison, Roger Ball, Marie Graham.

Others Present: Beverly Gallimore-Vernon (Lower Elementary School Principal), Dermoth Mattison (MS Principal), Travis Holloway (HS Principal), Barrington Goldson (President and Chief executive Officer) Wayne Haughton (Chief Project Officer), Sandra Oneil (Chief People Officer & General Counsel), Donovan Henry (Chief Financial Officer) Carl Johnson (Comptroller), Paula Morris (Chief of Instructional Technology & Innovation) Nicholas Stapleton (Chief Academic Officer) Chameita Avin (Uniondale Principal), Rishi R. Maharaj (PTO President).

Chairman Stewart called for the President and Chief Executive Officer's Report.

Report/Reporter: President and Chief Executive Officer's Report
Person Responsible: Barrington Goldson

Chairman Stewart requested a motion to accept the President and Chief Executive Officer's Report to be tabled for the next scheduled Board Meeting. Motioned by Trustee Ball, seconded by Acting Vice Chair West.

Chairman Stewart called for the Chief Project Officer's Report.

Report: Chief Project Officer's Report
Person Responsible: Wayne Haughton

Chairman Stewart requested a motion to accept the Chief Project Officer's Report to be tabled for the next scheduled Board Meeting. Motioned by Trustee Harrison, seconded by Acting Vice Chair West.

Chairman Stewart called for the Chief Academic Officer's Report.

Report/Reporter: Chief Academic Officer's Report.

Person Responsible: Nicholas Stapleton

Chairman Stewart requested a motion to accept the Chief Academic Officer's Report to be tabled for the next scheduled Board Meeting. Motioned by Trustee Burton, seconded by Trustee Beckles.

Chairman Stewart called for the Chief People Officer and General Counsel Report.

Report: Chief People Officer & General Counsel

Person Responsible: Sandra Oneil

Chairman Stewart requested a motion to accept the Chief People Officer and General Counsel Report to be tabled for the next scheduled Board Meeting. Motioned by Trustee Ball, seconded by Trustee Burton.

Chairman Stewart called for the Chief Financial Officer's Report.

Report: Chief Financial Officer's Report

Person Responsible: Donovan Henry

Chairman Stewart requested a motion to accept the Chief Financial Officer's Report to be tabled for the next scheduled Board Meeting. Motioned by Trustee McKenzie, seconded by Trustee Graham.

Chairman Stewart called for the Chief of Instructional Technology and Innovation Report.

Report: Chief of Instructional Technology and Innovation

Person Responsible: Paula Morris

Chairman Stewart requested a motion to accept the Chief of Instructional Technology and Innovation Report to be tabled for the next scheduled Board Meeting. Motioned by Acting Vice Chair West, seconded by Trustee Beckles.

Chairman Stewart called for the PTO Report.

Report: PTO Report

Person Responsible: Rishi R. Maharaj

Chairman Stewart requested a motion to accept the PTO President's Report to be tabled for the next scheduled Board Meeting. Motioned by Trustee Beckles, seconded by Trustee Ball.

With no further questions or comments, Board Chairman Stewart requested a motion to adjourn the meeting. Motioned by Trustee Burton, seconded by Trustee McKenzie.

Board Chairman Stewart thanked everyone for attending. The meeting was adjourned at 5:45 pm.



BOARD MEETING
February 27, 2020

Time: 6:55 pm – 10:08 pm
Location: 100 Charles Lindbergh Blvd, Uniondale, NY 11553
Facilitator: Robert T. Stewart, Chairman of the Board of Trustees
Board Secretary: Shanakay Walker

Trustees in Attendance: Stephen Rowley, Dale James, Dorothy Burton, Dawn West, Beth McKenzie, Carol Beckles, Claudette Harrison, Marie Graham.

Others Present: Dermoth Mattison (MS Principal), Travis Holloway (HS Principal), Beverly Gallimore- Vernon (LES Principal), Barrington Goldson (President and Chief Executive Officer) Wayne Haughton (Chief Project Officer), Sandra Oneil (Chief People Officer & General Counsel), Donovan Henry (Chief Financial Officer) Carl Johnson (Comptroller), Paula Morris (Chief of Instructional Technology & Innovation) Nicholas Stapleton (Chief Academic Officer).

Chairman Stewart called for the President and Chief Executive Officer's Report.

Report/Reporter: President and Chief Executive Officer's Report
Person Responsible: Barrington Goldson

Action Items: Include a member from the Board in the Lunch and Learn Initiative
Deadlines:

Conclusion:

Mr. Goldson provided the Board with highlights from his report. The Lunch and Learn Initiative that was initiated was postponed due to a series of breaks in the month of February: that initiative will resume in the month of March. Mr. Goldson stated there will be a salary scale review and revision initiated to ensure the Academy's salary scale is competitive. Consequently, this will aid in the retention yearly of the Academy staff. Mr. Goldson advised the Board that this will be very costly, but the reward will align with the trajectory path of the Academy. He highlighted the Academy's fundraising efforts as well as expressed the goal of reaching all our stakeholders.. Secondly, to introduce them to the future trajectory of the school and future projects. Save the dates are scheduled to go out on 3/15/2020 for the graduation. Mr. Goldson exclaimed how excited he is about the college choices of the high school seniors. Regarding the leadership team, a level of synergy has been created in the executive team. The efforts to create a culture and synergy between all 5 campuses is an ongoing project and updates will be given to the Board accordingly.

Chairman Stewart requested a motion to accept the President and Chief Executive Officer's Report. Motioned by Trustee Rowley, seconded by Vice Chair West.

The floor was opened for questions or comments on the report received. A discussion was held.

Chairman Stewart called for the Chief Development Officer's Report.

Report: Chief Development Officer's Report

Person Responsible: Wayne Haughton

Action Items:

Deadlines:

Conclusion:

Mr. Haughton provided the Board with highlights from his report. The High School dance floor was completed as well as the weights room being fully furnished with equipment. The review of the fire evacuation system was completed. Several meetings are taking place with partners to obtain specs on the creation of culinary layouts as well as syllabus creation and curriculum. Mr. Haughton informed the Board that he is working to ensure that the process is smooth and seamless.

Chairman Stewart requested a motion to accept the Chief Development Officer's Report.
Motioned by Vicechair West, seconded by Trustee Burton.

The floor was opened for questions or comments on the reports received. A discussion was held.

Chairman Stewart called for the Chief Academic Officer's Report.

Report/Reporter: Chief Academic Officer's Report.

Person Responsible: Nicholas Stapleton

Action Items:

Deadlines:

Conclusion:

Dr. Stapleton greeted the Board and presented his report. The items discussed included but were not limited to student enrollment, attendance, and achievement (graphed data shown). He provided details regarding the absenteeism rate and student discipline. The interim assessment (graphed data shown), Dr. Stapleton advised the Board the scores shown because of the new IA3 that was administered. He stated the IA3 will be administered to the lower grades. The Math IA3 will be administered in April of 2020. The STAR will be reported quarterly.

Chairman Stewart requested a motion to accept the Chief Academic Officer's Report.
Motioned by Trustee Rowley, seconded by Trustee Graham.

The floor was opened for questions or comments on the report received. A discussion was held.

Chairman Stewart called for the Chief People and Legal Officer's Report.

Report: Chief People and Legal Officer

Person Responsible: Sandra Oneil

Action Items:

Deadlines:

Conclusion:

Mrs. Oneil provided the Board with highlights from her report. The annual job fair and recruitment efforts will continue March 21, 2020. There has been five voluntary terminations and those vacant spots have been filled. Several ads have been placed in the local newspaper and flyers are currently being prepared to be posted in the surrounding neighborhood. Mrs. Oneil addressed the ethnicity in both Uniondale and Hempstead (graphed data shown). Regarding, litigation a recent case has been is settled.

Chairman Stewart requested a motion to accept the Chief People and Legal Officer's Report. Motioned by Trustee Bell, seconded by Trustee Harrison.

Chairman Stewart called for the Chief Financial Officer's Report.

Report: Chief Financial Officer's Report

Person Responsible: Donovan Henry

Action Items:

Deadlines:

Conclusion:

Mr. Henry provided an update on the financial status of the Academy. A Chief Financial Officer's report is still being compiled and will be presented to the Board of Trustees upon completion. Mr. Henry stated the Academy is collecting on their receivables more expeditiously than in the past. Mr. Henry indicated there being a hiring freeze and more details will be forthcoming.

The floor was opened for questions or comments on the report received. A discussion was held.

Chairman Stewart requested a motion to accept the Chief Financial Officer's Report. Motioned by Trustee Burton, seconded by Trustee Rowley.

Chairman Stewart called for the Chief of Instructional Technology and Innovation Report.

Report: Chief of Instructional Technology and Innovation

Person Responsible: Paula Morris

Action Items: Investigate the use of a secured VPN that will allow the school to monitor what sites student are able to access in and outside of school and provide the Board with feedback

Deadlines:

Conclusion:

Dr. Morris provided the Board with highlights from her report. She stated with the advancement of technology, testing will be done remotely online. The Math and ELA from grades 3-8 will be administered online with software that parallels the age level of each child. Technology class will be infused in the curriculum along with tech rich environments to assist our students with maximizing all the resources at their disposal. She mentioned that all first generation iPads will need to be replaced. Lastly, Dr. Morris presented the Board with a revised electronic resource policy. This revised policy will address equipment loan and the borrower's responsibility and liability moving forward. The need for verbiage to be revised to accommodate a more futuristic approach to technology. The revised policy also highlights transfer and disposal of equipment that are obsolete and compliance and non-compliance issue.

A video was shown for the Board's review on technology.

Chairman Stewart requested a motion to accept the Chief of Instructional Technology and Innovation Report. Motioned by Trustee McKenzie, seconded by Trustee Harrison.

Resolutions

- **Resolution 2001-2020**
Chairman Stewart requested a motion to accept resolution on document #2001-2020.
Motioned by Trustee Dale, seconded by Trustee Rowley.
- **Resolution 2002-2020**
Chairman Stewart requested a motion to accept resolution on document #2002-2020.
Motioned by Vicechair West, seconded by Trustee Graham.
- **Resolution 2003-2020**
Chairman Stewart requested a motion to accept resolution on document #2003-2020.
Motioned by Trustee Beckles, seconded by Trustee Harrison.
- **Resolution 2004-2020**
Chairman Stewart requested a motion to accept resolution on document #2004-2020.
Motioned by Vicechair West, seconded by Trustee Rowley.
- **Resolution 2005-2020**
Chairman Stewart requested a motion to accept resolution on document #2005-2020.
Motioned by Trustee Dale, seconded by Vicechair West.
- **Resolution 2006-2020**
Chairman Stewart requested a motion to accept resolution on document #2004-2020.
Motioned by Chairman Stewart requested a motion to call an executive session.
Motioned by Trustee Graham, seconded by Trustee Beckles.

Executive session: 9:23 pm - 10:08 pm

With no further questions or comments, Board Chairman Stewart requested a motion to adjourn the meeting. Motioned by Trustee Graham, seconded by Trustee Rowley.

Board Chairman Stewart thanked everyone for attending. The meeting was adjourned at 10:08 pm.



BOARD MEETING

April 30, 2020

Time: 6:31 pm – 7:15 pm
Location: Zoom Video Conference Call
Facilitator: Robert T. Stewart, Chairman of the Board of Trustees
Board Secretary: Shanakay Walker

Trustees in Attendance: Stephen Rowley, Dale James, Dorothy Burton, Dawn West, Beth McKenzie, Carol Beckles, Claudette Harrison, Marie Graham, Peter Goodman, Roderick Roberts, Roger Ball.

Others Present: Dermoth Mattison (MS Principal), Travis Holloway (HS Principal), Beverly Gallimore- Vernon (LES Principal), Barrington Goldson (President and Chief Executive Officer) Wayne Haughton (Chief Project Officer), Sandra Oneil (Chief People Officer & General Counsel), Donovan Henry (Chief Financial Officer) Carl Johnson (Comptroller), Paula Morris (Chief of Instructional Technology & Innovation) Nicholas Stapleton (Chief Academic Officer).

Chairman Stewart called for the President and Chief Executive Officer's Report.

Report/Reporter: President and Chief Executive Officer's Report
Person Responsible: Bishop Barrington Goldson

Action Items:
Deadlines:

Conclusion:

Mr. Goldson provided the Board with highlights from his report. He exclaimed how truly excited he is for the High School's first inaugural graduation on 6/20/2020. He briefly discussed the plans for making this day special for the Academy scholars. He solicited the support in attendance for all the Board Members and all the attendees who were a part of the Board meeting. He also gave a brief overview of Giving Tuesday and informed that, Ms. Christian. will provide further details in that regard. Mr. Goldson highlighted the instructional staff and the seamless transition that took place for instructional learning online. He thanked the entire staff for their continued dedication to the mission of the Academy Charter School.

| Chairman Stewart requested a motion to accept the President and Chief Executive Officer's Report. Motioned by Trustee James, seconded by Trustee Rowley.

The floor was opened for questions or comments on the report received. A discussion was held.

Chairman Stewart called for the Chief Development Officer's Report.

Report: Chief Development Officer's Report

Person Responsible: Wayne Haughton

Action Items:

Deadlines:

Conclusion:

Mr. Haughton provided the Board with highlights from his report. Mr. Haughton stated they are on task with future expansion of the Academy despite the setback from COVID-19. He indicated that amidst the pandemic, he is continuously meeting with vendors and the plans are on the track. Mr. Haughton outlined the various grants that have been applied for. He informed the Board that there will be a virtual meeting with the Charter school Institute ("CSI") and that information will be forthcoming. Mr. Haughton indicated there was a walkthrough performed by the Fire Marshall and there were no challenges found. The walkthrough that was scheduled for the Elementary school was postponed because of the Corona Virus. The walkthrough inspection was done for Uniondale Elementary School with no contingencies. The Academy Charter High School – Uniondale plans have been submitted to the Local Development Commission ("LDC"). The middle school plans have been approved by the Town of Hempstead and they are awaiting permit issuance. He ended his report with sharing how excited he is about the first inaugural graduation and he looks forward to seeing everyone at the celebration for the scholars.

Chairman Stewart requested a motion to accept the Chief Development Officer's Report. Motioned by Trustee McKenzie, seconded by Trustee Roberts.

The floor was opened for questions or comments on the reports received. A discussion was held.

Chairman Stewart called for the Chief Academic Officer's Report.

Report/Reporter: Chief Academic Officer's Report.

Person Responsible: Nicholas Stapleton

Action Items:

Deadlines:

Conclusion:

Dr. Stapleton greeted the board and presented his report. He started by thanking the parents, teachers, students, and the Academy staff for a seamless transition to online learning. Dr. Stapleton stated there was 85-95% student participation online. He highlighted on the High School end there is approximately 95-97% online participation. He shared how proud he was of the high school graduating Class of 2020. 100% of the scholars have been accepted into college and 55 out of the 95 students in that graduating cohort have already committed. He stated additional devices have been ordered so that the school will be prepared depending on the trajectory the pandemic takes. He ended his report by inviting everyone to come out and support the graduation efforts as it will be a milestone for the Academy Charter School.

Chairman Stewart requested a motion to accept the Chief Academic Officer's Report. Motioned by Trustee Rowley, seconded by Trustee Ball.

The floor was opened for questions or comments on the report received. A discussion was held.

Chairman Stewart called for the Chief People and Legal Officer's Report.

Report: Chief People and Legal Officer
Person Responsible: Sandra Oneil

Action Items:

Deadlines:

Conclusion:

Mrs. Oneil provided the Board with highlights from her report. The Human Capital team is consistently recruiting to fill any open positions. The student lottery was conducted, and all available seats have been filled. There are no new litigations for the Academy Charter School. Mrs. Oneil thanked the staff for working through this process. And considering COVID-19, she thanked the leadership team for all their efforts in supporting our scholars.

Chairman Stewart requested a motion to accept the Chief People and Legal Officer's Report. Motioned by Trustee Graham, seconded by Trustee Harrison.

Chairman Stewart called for the Chief Financial Officer's Report.

Report: Chief Financial Officer's Report
Person Responsible: Donovan Henry

Action Items:

Deadlines:

Conclusion:

Mr. Henry provided an update on the financial status of the Academy. A Chief Financial Officer's report is still being compiled and will be presented to the Board of Trustees upon completion. Mr. Henry stated the Academy is collecting on their receivables more expeditiously than in the past. He provided details regarding a recent grant opportunity.. The working capital and cash reserve are steadily ongoing.

The floor was opened for questions or comments on the report received. A discussion was held.

Chairman Stewart requested a motion to accept the Chief Financial Officer's Report. Motioned by Trustee Rowley, seconded by Trustee James.

Chairman Stewart called for the CMO Officer's Report.

Report: CMO Officer
Person Responsible: Antonia Christian

Action Items

Deadlines:

Conclusion:

Ms. Christian provided the Board with highlights from her report. She asked for the organization's donation and sponsorship for Giving Tuesday in efforts to raise funds for those families in the community who have been affected by the pandemic. She indicated the different mediums that can be used for giving to this cause. Additionally, Giving Tuesday will be in the Sunday paper. She admonished everyone to share this information so that they can meet and exceed the goal set for this endeavor. In advance, Ms. Christian thanked everyone for partnering with the Academy to make this a success and she awaits greater opportunities for the Academy and the community at large.

Chairman Stewart requested a motion to accept the CMO Officer's Report.
Moted by Trustee James, seconded by Trustee McKenzie.

Resolutions

- **Resolution 4001-2020**
Chairman Stewart requested a motion to accept resolution on document #4001-2020.
Motioned by Trustee Graham, seconded by Trustee West.
-
- **Resolution 4002-2020**
Chairman Stewart requested a motion to accept resolution on document #4002-2020.
Motioned by Trustee Roberts, seconded by Trustee Beckles.

With no further questions or comments, Board Chairman Stewart requested a motion to adjourn the meeting. Motioned by Trustee Goodman, seconded by Trustee Graham.

Board Chairman Stewart thanked everyone for attending. The meeting was adjourned at 7:15 pm.



BOARD MEETING

May 28, 2020

Time: 6:30 pm – 7:45pm
Location: Zoom
Facilitator: Robert T. Stewart, Chairman of the Board of Trustees
Board Secretary: Shanakay Walker

Trustees in Attendance: Stephen Rowley, Dale James, Dorothy Burton, Dawn West, Beth McKenzie, Carol Beckles, Claudette Harrison, Marie Graham, Roderick Roberts, Roger Ball, Peter Goodman.

Others Present: Dermoth Mattison (MS Principal), Travis Holloway (HS Principal), Beverly Gallimore- Vernon (LES Principal), Chameita Avin (Uniondale Principal), Heather Graham (UES Principal), Juliann Harris (Uniondale CTE HS Principal), Barrington Goldson (President and Chief Executive Officer) Wayne Haughton (Chief Project Officer), Sandra Oneil (Chief People Officer & General Counsel), Donovan Henry (Chief Financial Officer) Carl Johnson (Comptroller), Paula Morris (Chief of Instructional Technology & Innovation), Nicholas Stapleton (Chief Academic Officer), Antonia Christian (Chief Officer).

Chairman Stewart called for the President and Chief Executive Officer's Report.

Report/Reporter: President and Chief Executive Officer's Report

Person Responsible: Barrington Goldson

Action Items:

Deadlines:

Conclusion:

Mr. Goldson provided the Board with highlights from his report. He indicated that three documents were sent previously to the Board – 1. A general overview report, 2. A second report that covers the formation of committee as it is pertains to reopening, and the third report which provides graduation. He advised the board that he will briefly touch on these reports and additional parts will be covered by the different leaders of the CMO team. He is pleased with the performance of the executive body. They have proven they are committed to mission of the Academy. He exclaimed on how pleased he is with the Uniondale high school team and their hard work towards the school opening. Mr. Goldson met with Principal Holloway to solidify plans for the High School graduation. He extended an invitation to the high school motorcade to the public to be held on June 4, 2020. After the motorcade, students will be able to pick up their diploma as well as grab and go lunch boxes being provided. The graduates will be well promoted throughout the Village of Hempstead. He mentioned working extensively with our CAO, Dr. Nicholas Stapleton around the formation of a reopening committee that will start meeting in

June. Mr. Goldson provided the following preliminary plans as it pertains to reopening in several phases. He provided the following options:

Plan A- In-erson Instruction

Plan B- Online Classes

Plan C- Hybrid

Mr. Goldson says it is imperative that the plan chosen for reopening addresses safety measures, how the school responds to crisis, and minimum gathering requirements for students and faculty. Mr. Goldson says it is important for this plan to be completely developed to ensure the employees, parents and students feel safe once school reopens. Also, we want to provide instruction at an educational standard without compromise. Mr. Goldson ended his report by expressing how elated he is about the first inaugural graduation for the Academy and extended the invitation to all in attendance at the Board meeting.

Chairman Stewart requested a motion to accept the President and Chief Executive Officer's Report. Motioned by Dale James, seconded by Roderick Roberts. Each Trustee voted individually.

The floor was opened for questions or comments on the report received. A discussion was held.

Chairman Stewart called for the Chief Development Officer's Report.

Report: Chief Development Officer's Report

Person Responsible: Wayne Haughton

Action Items:

Deadlines:

Conclusion:

Mr. Haughton provided the Board with highlights from his report. He stated that precautionary measures have been taken to ensure the Academy provides a safe environment for its staff amidst the COVID-19 pandemic as well as moving towards the preparation plans for reopening. Glass protectants for the security area in all schools has been installed. As the Summer cleaning program is underway, additional measures have been taken to completely sanitize all schools to cover every COVID-19 exposure they might encounter. As it pertains to construction in Uniondale, they are moving ahead of schedule. Mr. Haughton provided details regarding a grant and loan opportunity. There is a scheduled meeting with the bondholders for May 2020. Mr. Haughton stated that he received the final Local Development Corporation ("LDC") approval. He affirmed his excitement about the first inaugural graduation and being able to see everyone in support of this momentous occasion.

Chairman Stewart requested a motion to accept the Chief Development Officer's Report. Motioned by Trustee Rowley, seconded by Trustee Ball. Each Trustee voted individually.

The floor was opened for questions or comments on the reports received. A discussion was held.

Chairman Stewart called for the Chief Academic Officer's Report.

Report/Reporter: Chief Academic Officer's Report.

Person Responsible: Nicholas Stapleton

Action Items:

Deadlines:

Conclusion:

Dr. Stapleton greeted the Board and presented his report. He advised the Board that the Academy's Online Distance Learning is continuing and running smoothly. On average, attendance is 90% and above and this is due to the continuous staff outreach to parents and students alike. He advised the Board that the Chief of Instructional Technology & Innovation has been working with the guidance counselors from the various schools to ensure the students have equity, such as broadband to support online instruction. Dr. Stapleton indicated the Academy has received response from the State as it pertains to programs specifically for English Language Learners and students with disabilities. Dr. Stapleton asked Mr. Holloway to address the Board with the celebratory and momentous occasion for the High School graduation.

Mr. Holloway-

Greeted the Board and relayed how excited he is about the high school's first inaugural graduation. He briefly mentioned all the details as it pertains to the motorcade as well as the virtual graduation. He solicited the support of everyone to support the graduating scholars in efforts to make this a graduation that reflects the high standards of the Academy despite COVID-19. He emphasized that 100% of the 2020 graduating class have been accepted to college/university and 92% of that 100% have committed to a college or university for the upcoming school year.

Dr. Stapleton asked our newly appointed principal of the Uniondale High School and CTE program.

Mrs. Harris:

Principal Harris greeted the Board and exclaimed how excited she is to be the principal of the Uniondale High School. She stated they have exceeded the enrollment requirements and parents are continuously reaching out to obtain information on applying for the program. As a result, there is a growing waitlist. The school has completed more than half of the staff hiring and have begun the registration process for the scholars.

Then, Dr. Stapleton provided the Board with the Summer program information. He indicated that the program will be a 4-week program for grades K-8 July 1st through 31st. This will be four days per week, three hours per day with a heavy concentration in mathematics and literacy. With respect to the response received from parents, there will be other educational components added. For example, virtual art or physical education. The high school program will focus on credit recovery. The Uniondale High School will be offering three of several cluster in it first year which includes, medical sciences, culinary arts, and computer sciences. Dr. Stapleton indicated they are awaiting guidance from NYSED as it pertains to reopening. He advises this guidance will be provided in the month of June. The calendars as it pertains to reopening will be provided to the Board for their feedback. He stated to the Board that all the staff will be given the opportunity to support the first inaugural graduation. Dr. Stapleton also shared that 6/4/2020 will be named Academy day. There will be no engagement in online instruction to afford all the staff the opportunity to support the first inaugural graduation of the Academy Charter School.

Chairman Stewart requested a motion to accept the Chief Academic Officer's Report. Motioned by Trustee Rowley, seconded by Trustee Graham. Each Trustee voted individually.

The floor was opened for questions or comments on the report received. A discussion was held.

Chairman Stewart called for the Chief People and Legal Officer's Report.

Report: Chief People and Legal Officer

Person Responsible: Sandra Oneil

Action Items:

Deadlines:

Conclusion:

Mrs. Oneil provided the Board with highlights from her report. The Human Capital team is continuing to vigorously recruit for staff and students. For the month of April, the Academy hired about 11 teachers and coordinators. Some of those individuals were international teachers. The Academy is scheduled for a virtual diversity career fair on 6/3/2020. For the staff retention process, 95% of the staff indicated their intent to return. There was an open enrollment period provided where the staff was given access to change their health plan amidst the pandemic. Several employees took advantage of the opportunity to change their plans.

A plan is being worked on as it pertains to teacher certification at the Academy. As it pertains to operations, and enrollment efforts, every seat has been filled with a waiting list. There is an online registration process through SchoolMint. The school will also have a hybrid system that can help parents who are not technologically savvy. There are currently no new litigations involving the school.

Chairman Stewart requested a motion to accept the Chief People and Legal Officer's Report. Motioned by Trustee James, seconded by Trustee Beckles. Each Trustee voted individually.

Chairman Stewart called for the Chief Financial Officer's Report.

Report: Chief Financial Officer's Report

Person Responsible: Donovan Henry

Action Items:

Deadlines:

Conclusion:

Mr. Henry provided an update on the financial status of the Academy. Mr. Henry greeted the Board and all in attendance. As of April 30 2020, the Academy Charter School remains in a surplus position with revenues outperforming budget and expenses below budget. The Academy is collecting on receivables and have been making substantial improvement in that area. Funds were allocated to help in capital improvement and more information will be forthcoming. Computers will be given to all graduates that will be funded by fundraising efforts. There is a bond holder's meeting schedule to discuss upcoming capital projects. Lastly, we are in the process of acquiring a grant that will aid in the expenses incurred because of the COVID-19 pandemic.

Chairman Stewart requested a motion to accept the Chief Financial Officer's Report. Motioned by Trustee Goodman, seconded by Trustee Beckles. Each Trustee voted individually.

The floor was opened for questions or comments on the report received. A brief discussion was held.

Chairman Stewart called for the Chief of Instructional Technology and Innovation Report.

Report: Chief of Instructional Technology and Innovation

Person Responsible: Paula Morris

Action Items:

Deadlines:

Conclusion:

Dr. Morris provided the Board with highlights from her report. She advised the Board that her report will be very brief. The Academy continues to deliver instruction using online technology. The school is preparing to collect all devices for maintenance and repair and these devices will be returned shortly for students to complete Summer School.

Chairman Stewart requested a motion to accept the Chief of Instructional Technology and Innovation Report. Motioned by Trustee Ball, seconded by Trustee Rowley. Each Trustee voted individually.

Chairman Stewart called for the CMO Officer's Report.

Report: CMO Officer

Person Responsible: Antonia Christian

Action Items

Deadlines:

Conclusion:

Ms. Christian provided the Board with highlights from her report. Ms. Christian provided the board with results as it pertains to giving Tuesday on May 5th, 2020. The goal for the day was exceeded by the generous donations received. She exclaimed that for the Academy first fundraising event in this manner it was a complete success. She reported that this fundraiser had the total support of the staff as well as the community. In response to COVID-19, more students and families have become displaced. There is a need to focus on fundraising in effort to combat not only the needs of the students and families of the Academy but also to lend support for the surrounding community.

Chairman Stewart requested a motion to accept the CMO Officer's Report. Motioned by Trustee Roberts, seconded by Vice Chair West. Each Trustee voted individually.

Resolutions

Resolutions hereafter were given a document number and voted on by the Board of Trustees accordingly.

Resolution 5001-2020

Chairman Stewart requested this resolution be read by Trustee Dale James. Chairman Stewart requested a motion to accept resolution on document #5001-2020. Motioned by Trustee Rowley, seconded by Trustee Graham. Each trustee voted individually.

Chairman Stewart allotted 10 mins for Q&A for questions presented in the chat. Additionally, He allowed Principals, Chameita Avin, Heather Graham and Beverly Gallimore-Vernon to give parting words for the end of the Academic school term.

With no further questions or comments, Board Chairman Stewart requested a motion to adjourn the meeting. Motioned by Vice Chair West, seconded by Trustee McKenzie.

Board Chairman Stewart thanked everyone for attending. He gave all the Trustees an opportunity to greet all attendees at the Board Meeting. The meeting was adjourned at 7: 45pm.



BOARD MEETING

June 25, 2020

Time: 6:34 pm – 7:50 pm
Location: Zoom Video Conference C all
Facilitator: Robert T. Stewart, Chairman of the Board of Trustees
Board Secretary: Shanakay Walker

Trustees in Attendance: Stephen Rowley, Dale James, Dorothy Burton, Dawn West, Beth McKenzie, Carol Beckles, Claudette Harrison, Marie Graham, Roderick Roberts, Roger Ball.

Others Present: Dermoth Mattison (MS Principal), Travis Holloway (HS Principal), Beverly Gallimore- Vernon (LES Principal), Chameita Avin (Uniondale Principal), Heather Graham (UES Principal), Juliann Harris (Uniondale CTE HS Principal), Barrington Goldson (President and Chief Executive Officer) Wayne Haughton (Chief Project Officer), Sandra Oneil (Chief People Officer & General Counsel), Donovan Henry (Chief Financial Officer) Carl Johnson (Comptroller), Paula Morris (Chief of Instructional Technology & Innovation), Nicholas Stapleton (Chief Academic Officer), Antonia Christian (Chief Officer).

Chairman Stewart called for the President and Chief Executive Officer's Report.

Report/Reporter: President and Chief Executive Officer's Report
Person Responsible: Bishop Barrington Goldson

Action Items:
Deadlines:

Conclusion:

Mr. Goldson provided the Board with highlights from his report. He stated that the school is actively looking for opportunities to duplicate its best practices. He advised the Board that Dr. Stapleton will address the coaching of the student body post COVID-19. This address will include the emotional, mental, and psychological issues students will face. Mr. Goldson paused to thank everyone who made the Academy Charter first inaugural graduation a success. He announced as a departing gift, all the graduating class of 2020 will be receiving a MacBook. As the end of the 2019-2020 school year comes to an end, Mr. Goldson alluded to potential plans for reopening school for the 2020-2021 school term. He proposed 5 potential plans that have been drafted and await the state's decision to see which plan best aligns with New York State Education Department ("NYSED") guidelines. Resolution on Board Offer

Mr. Goldson was excited to announce there will be an end of year staff luncheon. This will allow the staff to get together, in true social distancing form and be able to see each other in person.

Mr. Goldson indicated that he is excited about the future of the Academy and advised each member of the Academy to keep the mission as the focal point for all their endeavors.

Chairman Stewart requested a motion to accept the President and Chief Executive Officer's Report. Motioned by Vice Chair West, seconded by Trustee Rowley. Each Trustee voted individually.

The floor was opened for questions or comments on the report received. A discussion was held.

Chairman Stewart called for the Chief Development Officer's Report.

Report: Chief Development Officer's Report

Person Responsible: Wayne Haughton

Action Items:

Deadlines:

Conclusion:

Mr. Haughton provided the Board with highlights from his report. Mr. Haughton thanked the entire Academy staff for making its first Inaugural High School graduation a success. Mr. Haughton stated the Uniondale construction is ongoing. On 6/16/20, the planning board approved the project. The Academy secured a grant that will allow assist in post pandemic challenges. As it pertains to the middle school, construction has started and will be completed in September 2020. Outreach has been made with authorizers; the applications that were on hold will be resubmitted as they were reviewed, and minor edits were made. Mr. Haughton advised the Board that he will update them accordingly.

Chairman Stewart requested a motion to accept the Chief Development Officer's Report. Motioned by Trustee James, seconded by Trustee Rowley. Each Trustee voted individually.

The floor was opened for questions or comments on the reports received. A discussion was held.

Chairman Stewart called for the Chief Academic Officer's Report.

Report/Reporter: Chief Academic Officer's Report.

Person Responsible: Dr. Nicholas Stapleton

Action Items:

Deadlines:

Conclusion:

Dr. Stapleton greeted the board and presented his report. He commended the teachers on a job well done on the academic school year for what was a seamless transition to online learning. He stated they should get the much-needed rest and come prepared for the 2020-2021 school term. He advised the Board of virtual graduations for Kindergarten, 5th, and 8th grade. He advised parents the Summer School reading list will be online. He applauded the staff for a job well done on the Academy's first inaugural graduation. He advised there will be a program instituted to

track the high school graduates to ensure they are on track in their collegial pursuits. Summer school, he advised will be done remotely online and this will be a four weeks program except for the High School, which will be 5 weeks. As it pertains to professional development (“PD”), there will be several PD’s throughout the year. As well as a PD plan being developed for the 2020-2021 school year to address social and emotional needs of the students. He advised the board that teachers will be exposed to tools that can help them address students for the upcoming school year.

Chairman Stewart requested a motion to accept the Chief Academic Officer’s Report. Motioned by Trustee Roberts, seconded by Trustee McKenzie. Each Trustee voted individually.

The floor was opened for questions or comments on the report received. A discussion was held.

Chairman Stewart called for the Chief People and Legal Officer’s Report.

Report: Chief People and Legal Officer

Person Responsible: Sandra Oneil

Action Items:

Deadlines:

Conclusion:

Mrs. Oneil provided the Board with highlights from her report. The Human Capital team is constantly recruiting for staff and students. She advised the Board that the International recruitment effort has come to an abrupt halt due to COVID-19. Continuation letters have gone out to the staff to indicate their return for the 2020- 2021 school year. As it pertains to registration, all seats are filled. The registration platform used through School Mint has been successful. 80% of students have registered online. Mrs. Oneil stated there are no new litigations against the Academy Charter School. Mrs. Oneil advised the board that she is confident that the Academy will be fully staffed for the 2020-2021 school term.

Chairman Stewart requested a motion to accept the Chief People and Legal Officer’s Report. Motioned by Vice Chair West, seconded by Trustee Rowley. Each Trustee voted individually.

Chairman Stewart called for the Chief Financial Officer’s Report.

Report: Chief Financial Officer’s Report

Person Responsible: Donovan Henry

Action Items:

Deadlines:

Conclusion:

Mr. Henry provided an update on the financial status of the Academy. He indicated as of 5/31/2020, 2020, the Academy is in a strong financial position. There are several projects in play that will be discussed, and more information provided to the Board. Mr. Henry indicated there is a constant improvement on cash flow and the timely collecting of funds from the school districts. The Academy has successfully served meals from the meal program over the past few months. Mr. Henry stated that the working capital and cash reserve are steadily ongoing.

The floor was opened for questions or comments on the report received. A discussion was held.

Chairman Stewart requested a motion to accept the Chief Financial Officer's Report. Motioned by Trustee Harrison, seconded by Trustee Graham. Each Trustee voted individually.

Chairman Stewart called for the Chief of Instructional Technology and Innovation Report.

Report: Chief of Instructional Technology and Innovation

Person Responsible: Dr. Paula Morris

Action Items:

Deadlines:

Conclusion:

Dr. Morris provided the Board with highlights from her report. She thanked the Academy staff for making remote learning seem so effortless. She stated maintenance and computer repair for all Academy computers will begin starting July 1, 2020. The staff will return their devices for maintenance as preparation is made for the 2020-2021 school year.

Chairman Stewart requested a motion to accept the Chief of Instructional Technology and Innovation Report. Motioned by Vice Chair West, seconded by Trustee Harrison. Each Trustee voted individually.

Chairman Stewart called for the CMO Officer's Report.

Report: CMO Officer

Person Responsible: Antonia Christian

Action Items

Deadlines:

Conclusion:

Ms. Christian provided the Board with highlights from her report. She thanked everyone for making Giving Tuesday a success. The Academy exceeded their goal several times and it was much to the collaborative effort made by everyone. Ms. Christian provided details on grants that are in progress.

Chairman Stewart requested a motion to accept the CMO Officer's Report. Motioned by Trustee McKenzie, seconded by Trustee Roberts. Each Trustee voted individually.

Resolutions

- **Resolution 6001-2020**
Chairman Stewart requested a motion to accept resolution on document #6001-2020. Motioned by Trustee Rowley, seconded by Trustee Graham. Each Trustee voted individually.
- **Resolution 6002-2020**
Chairman Stewart requested a motion to accept resolution on document #6002-2020. Motioned by Trustee McKenzie, seconded by Trustee Roberts. Each Trustee voted individually.
- **Resolution 6003-2020**
Chairman Stewart requested a motion to accept resolution on document #6003-2020. Motioned by Trustee Beckles, seconded by Vice Chair West. Each Trustee voted individually.
- **Resolution 6004-2020**
Chairman Stewart requested a motion to accept resolution on document #6004-2020. Motioned by Trustee Rowley, seconded by Trustee Graham. Each Trustee voted individually.
- **Resolution 6005-2020**
Chairman Stewart requested a motion to accept resolution on document #6005-2020. Motioned by Trustee Graham, seconded by Trustee Rowley. Each Trustee voted individually.
- **Resolution 6006-2020**
Chairman Stewart requested a motion to accept resolution on document #6006-2020. Motioned by Trustee Beckles, seconded by Trustee Rowley. Each Trustee voted individually.
- **Resolution 6007-2020**
Chairman Stewart requested a motion to accept resolution on document #6007-2020. Motioned by Trustee James, seconded by Trustee Beckles. Each Trustee voted individually.

With no further questions or comments, Board Chairman Stewart requested a motion to adjourn the meeting. Motioned by Vice Chair West, seconded by Trustee McKenzie.

Board Chairman Stewart thanked everyone for attending. He gave all the Trustees an opportunity to greet all attendees at the Board Meeting. The meeting was adjourned at 7: 50 pm.



2019-2020
School Organization – Shared Service Team

Chief Executive Officer
Barrington Goldson

Chief Development Officer
Wayne Haughton

Chief Academic Officer
Dr. Nicholas Stapleton

Chief Strategic Development Officer
Felicia Barracks

Director of Operations
Donna M. Douglas

Chief People & Legal Officer
Sandrea O'Neil

Human Capital Director
Tamara Danglede

Chief Financial Officer
Donovan Henry

Director of Facilities
John Williams

Chief Instructional Technology & Innovation Officer
Dr. Paula Morris

Director of Testing
Darrell Thomas

Director of Curriculum and Instruction
Oddette Williams-Allen

Instructional Coach of Specials
Annie Silva

Director of Student Support Services
Kim Spivey Hunter



Lower Elementary School Instructional Staff Grades K-1

Principal

Beverly Gallimore Vernon

Instructional Coaches

Trisha Allen

Wayne Edwards

Scholar Support Services

Ruth Escobar

Michelle Malalis

Administrative Assistants

Andrea Brown

Yanet Lucero

Kindergarten Team

Jessica Sorto – Teacher

Aisheia Brooks – Teacher

Brianna Jones – Teacher

Kassandro Lascko – Teacher

Edith Blackwood- Teacher

Annesha Williams – Teaching Assistant

Manju John – Teaching Assistant

Katie Sorto - Teaching Assistant

Denise Scott – Teaching Assistant

Laura Martinez- Teaching Assistant

First Grade Team

Jordan Frison-Alexander – Teacher

Teresa Merz – Teacher

Pria Das – Teacher

Armel Hogan – Teacher

Shellon Phillips – Teacher

Jenelle Fiori – Teacher

Melissa Sierra – Teacher

Hashana Bridges – Teacher

Sharon White – Teaching Assistant

Jac-lyn Hayward– Teaching Assistant

Juslyn Rowe – Teaching Assistant

Nakia Finlay – Teaching Assistant

Shanese Macklin – Teaching Assistant

Nicole Smith – Teaching Assistant

Alicia Smith – Teaching Assistant

Jeanett Martinez – Teaching Assistant

Art Teacher

Daniel Walker

Music Teacher

Mark Stewart

Physical Education

Edward Cruz

Reading Invention Teacher

Dezmarie Hines – Title 1

Math Intervention

Denise Volbracht

Reader's Theatre

Claudette Moncrieffe

K-1 ESL

Rosa Guzman

K-1 ESL

Nadine Latif

ESL Substitute

Jody Mae Spellen

Nurse

Building Substitute

Elaine Darrell

K-2 Student Support/Lunch Aid

Milton Allen

Student Support

Betty Russell

Security

McDougal

Sixto

Gordon

Hazel

Custodians

Grant

Jordan

Forbes

Phillips

Charles

Kisson



Upper Elementary School Instructional Staff

Grades 2-5

Elementary School Principal

Mrs. Graham

Instructional Coaches

Mrs. Gill

Mr. Edwards

Ms. Wilson

Scholar Support Services

Ms. Collin

Dean of School Culture

Mr. Ellis

Second Grade Team

Ms. Toliver – Teacher
Ms. Conners – Teacher
Mr. Scanlan – Teacher
Ms. Abreu – Teacher

Ms. Piarulli – Teaching Assistant
Ms. Scott – Teaching Assistant
Ms. Wright – Teaching Assistant
Ms. Wolcott – Teaching Assistant

Third Grade Team

Ms. Workman – Teacher
Ms. Trager – Teacher
Ms. Brown – Teacher
Ms. Smith – Teacher

Ms. Phillips – Teaching Assistant
Ms. Moreau – Teaching Assistant
Ms. Grizzle – Teaching Assistant
Ms. Johnson – Teaching Assistant

Fourth Grade Team

Ms. George – Teacher
Ms. Liberus - Teacher
Ms. Francis - Teacher
Ms. Stultz – Teacher
Ms. Sankar – Teacher

Ms. Eufemia – Teaching Assistant
Ms. Jefferson - Teaching Assistant
Ms. Malcolm – Associate Teacher

Fifth Grade Team

Ms. Hue - Teacher
Ms. Pagan – Teacher
Ms. Davis – Teacher
Ms. Lewis – Teacher

Ms. Coombs – Teaching Assistant
Mr. Thomas – Teaching Assistant
Mr. Ajibose – Teaching Assistant

Art Teacher

Ms. Colton

Music Teacher

Mr. Griffin

Physical Education

Mr. Motes

Reading Invention Teacher

Ms. Seiger – Title 1

Math Intervention

Mr. Sage

Science Lab

Ms. Forte

Resource

Ms. Donnelly

Technology

Ms. Comrie

ESL

Mr. Timmes



Middle School Instructional Staff Grades 6-8

Principal

Dermoth Mattison

Administrative Assistants

Jenetta Gonzalez
Primrose Williams

Grade Level/ Subject	Position	Name
Student Support Team	Dean of School Culture	Terrence Vernon
Student Support Team	School Counselor	Tamara Best
Student Support Team	Dean of School Culture	Christopher Souffrant
Student Support	ESL Teacher	Alexa Papadimatos
Student Support	SPED Teacher	Rachel Thomas
Student Support	SPED Teacher	Vacant
Instructional Support	Coordinator	Ahmed Zubair
Instructional Support	Director	Carla Best
Instructional Support	Coach	Yohaina Martinez
6 th	Math Teacher	Joyce Dawkins
6 th	Math Teacher	Dwane Hird
7 th	Math Teacher	Glendon Hackett
7 th	Math Teacher	AlfredBennett
8 th	Math Teacher	Ladan Zarrinfar
8 th	Math Teacher	Bridget Bermeo
6 th	ELA Teacher	Wayne Tulloch
6 th	ELA Teacher	Alecia Sortie
7 th	ELA Teacher	Lisa Reyes
7 th	ELA Teacher	Julane Nelson
8 th	ELA Teacher	Shaerene Davis
8 th	ELA Teacher	Latoya Gordon
6-8	Writing Teacher	Mary Carouso
6-8	ELA AIS Teacher	Wayne Tulloch
6-8	Science Teacher	Alexis Williams
6-8	Science Teacher	Leeana Kosnesoff
Social Studies 6-8	Social Studies	Joseph DiDomenico
Social Studies 6-8	Social Studies	Karla Goulbourne
Art 6-8	Art Teacher	Brianna Parrino
Technology 6-8	STEM Teacher	Tayo Atoki
Music 6-8	Music Teacher	Denzel McKenzie
Phys Educ/ Health 6-8	PE/ Health Teacher	Gordon James
Permanent Substitute	Substitute Teacher	Dawn Diaz



High School Instructional Staff Grades 9-12

Principal

Travis Holloway

Assistant Principal

Wayne Peterken
Roberta Cumming Smith

Administrative Assistants

Michelle Jubert

Department	Position	Name
School Leadership	Principal	Travis Holloway
School Leadership	Assistant Principal	Wayne Peterkin
School Leadership	Assistant Principal	Roberta Cummings-Smith
School Leadership	Director of Curriculum and Instruction	Juliann Harris
Administrative Support Staff	Administrative Assistant	Michelle Jubert
Student Support team	Guidance Counselor	Janine Gooden
Student Support Team	Guidance Counselor	Michelle Anthony
Coordinator of Student Activities/ Librarian	Librarian	Katharyn Levatino
Student Support Team	Guidance Counselor	Eunice Wu
Student Support Team	Guidance Counselor	Kemaro Grenardo
Student Support Team	College Counselor	Lori Roopnarine
Student Support Team	Dean	Quentin Dupree
Student Support Team	SPED Teacher	Vanessa Evans
Instructional Support	ESL Teacher	Botticelli Elysee
Instructional Support	Substitute Teacher	Michael Vallone
Mathematics	Algebra 2/Geometry	Judith Campbell
Mathematics	Algebra 1/Geometry	Salimat Ayinde
Mathematics	Algebra 1/Geometry	Elizabeth Hanif

Mathematics (College Courses)	Pre-Calculus/Calculus	Reza Mobarhan
Mathematics	Algebra 2/Geometry	Haldane Rogers
Mathematics	Math for Business & Personal Finance	Christine Mage
Mathematics	Math AIS Teacher/Algebra 1	Kimberly Morris
English	ELA 11 Teacher	Darlene Reeves
English	ELA 9 Teacher	Rebecca Dienzo
English	ELA 9 Teacher	Dania Dominguez
English	ELA 10 Teacher	Veta Dawson
English	ELA 12 Teacher	Terrance Judson
English (College Courses) – (.5)	College Course and AP Course	Karlene Jackson-Thompson
English	ELA Teacher – Elective/AP Psychology	Bency Pierre
English	ELA AIS Teacher	Dena Rae Samuels
Social Studies	US History Teacher	Robert Brent
Social Studies	Global 1 Teacher	Matthew Trimboli
Social Studies	Global 2 Teacher	Christina DiStanislaio
Social Studies	Gov't & Politics/Economics Teacher	Cheryl Fleming
History (.5) – College Course – Ph.D.	American Government	Robert McManus
Science/Business & Technology	Physics Lab/Robotics Teacher	Mathew Dobson
Science	Living Environment Teacher	Astenett Gordon
Science	Earth Science Teacher	Lysa McCrorie
Science	Engineering & Lab Teacher/Technician	Sean Cheatham
Science	Lab Teacher/Technician	Sean Cheatham
World Language	Spanish 1 and Spanish 2 Teacher	Amorie Williamson
World Language	Spanish 3 Teacher	Carolina Scaturro
World Language	French 1 and	Zonya Gayle

	Spanish 2 Teacher	
Performing & Visual Arts	Music Teacher	Stejha Meekins
Performing & Visual Arts	Drama Teacher	Desiray Boyd
Performing & Visual Arts	Art Teacher	Lina Arriaga
Drawing (.5) College Course	College Course	Nicole Romano-Brickner
Macroeconomics (.5) College Course	College Course	Robert McManus
Business & Technology	Computer Science Teacher	Christopher Williams
Physical & Health Education	Health Teacher	Jessica Cohen
Physical & Health Education	Movement/Dance	Mia DeFranco
Physical & Health Education	PE Teacher	Kayode Ayeni
Physical & Health Education	PE Teacher	Nicholas Costa

The Academy Charter School
2020 -2021 Calendar

TOTAL DAYS STUDENTS ARE IN ATTENDANCE = 180

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

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

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

Revised 8/17/2020	
8-Sep	First Day of School
7-Sep	Labor Day School Closed
28-Sep	Yom Kippur Closed
12-Oct	Columbus Day Closed
3-Nov	Election Day School Closed
11-Nov	Veteran's Day School Closed
25-Nov	12 Noon Dismissal
Nov 26 - Nov 27	Thanksgiving Recess
23-Dec	12 Noon Dismissal
Dec 24 - Jan 1	Holiday Recess
18-Jan	Dr. Martin Luther King Jr School Closed
Jan 26 - Jan 29	Regents Exam
Feb 15 -Feb 19	Winter Break
March 29 - Apr 5	Spring Break
6-Apr	School will be closed if not needed
April 19 - May 25	NYSESLAT
April 20 - April 22	Grades 3 - 8 ELA State Test
May 4 - May 6	Grades 3 - 8 Math State Test
May 4 - June 4	Grade 8 Science Performance Test
28-May	School will be closed if not needed
31-May	Memorial Day School Closed
7-Jun	Grade 8 Science Written Test
Jun 16 - Jun 25	Regents Exam
25-Jun	Last Day of School
	First & Last Day of School
	Early Dismissal at 2:00pm
	NYS Testing
	School Closed
28-May	School will be closed if not needed
6-Apr	School will be closed if not needed
26-Mar	School will be closed if not needed



65 JOHN STREET, BABYLON, NY 11702

www.CheckmateSecurity.com

Licensed by the NYS Department of State

July 10, 2020

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

Dear Mr. John Williams:

This letter is to confirm that the fire alarm located at the above noted location is being monitored with a daily test signal to our Central Station and is scheduled for the annual inspection in August 2020.

Thank you,

Maryann A.
Checkmate Security Systems, Inc.



65 JOHN STREET BABYLON NY 11702

www.CheckmateSecurity.com
Licensed by the NYS Department of State

July 10, 2020

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

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159 N. Franklin Street
Hempstead, NY 11550

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Thank you,

Maryann A.
Checkmate Security Systems, Inc.

CERTIFICATE

Date NOV. 7, 2014

Nº 52620

Approval of Building Alteration

Fee \$ 25.00

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

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

Street Address

has been completed in accordance with the provisions of the Building Code

and Zoning Ordinance of the Village of Hempstead, N. Y.

Type of Alteration

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

Builder

Dec Dev't.

Owner

Academy Charter School

Zone

BUS. B

117 NO. Franklin St.

Building Permit No.

25346

Hempstead NY 11550

Building Permit Date

Dec. 17, 2013

Joseph Simon

Superintendent of Inspectors

CERTIFICATE

Date Oct. 16, 2012

No 52391

Approval of Building Alteration

Fee \$25.00

VILLAGE OF HEMPSTEAD

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

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

Street Address

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

Type of Alteration int. + ext. alterations for Charter Sch. K-5

Builder Red Rock Industries

Owner 117 Millenium Realty LLC

Zone Bus. B

117 No. Franklin St.

Building Permit No. 24776

Hempstead, NY

Building Permit Date 12-7-2010

Arthur Chenault

Superintendent of Inspectors

FEE \$500⁰⁰

Certificate of Occupancy

VILLAGE OF HEMPSTEAD
BUILDING DEPARTMENT

99 NICHOLS COURT
HEMPSTEAD, N.Y.

Nº 7421

Rec. No. 141275

Date Jul. 19, 2019

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

Lots 88 Street Address 127 No. Franklin St.

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

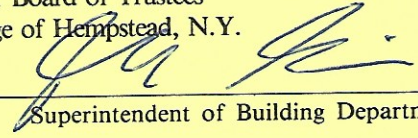
conforms substantially to the approved plans on file in this office. Permit No. 26482 Date Jul. 27, 2017

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

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

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

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



Superintendent of Building Department



65 JOHN STREET, BABYLON, NY 11702

www.CheckmateSecurity.com

Licensed by the NYS Department of State

July 10, 2020

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

Dear Mr. John Williams:

This letter is to confirm that the fire alarm located at the above noted location is being monitored with a daily test signal to our Central Station and is scheduled for the annual inspection in August 2020.

Thank you,

Maryann A.
Checkmate Security Systems, Inc.

CHECKMATE  **SECURITY**
Systems Inc.

65 JOHN STREET, BABYLON, NY 11702

www.checkmatesecurity.com
Licensed by the NYS Department of State

July 24, 2020

The Academy Charter School
94 Fulton Avenue
Hempstead, NY 11550

Dear Mr. John Williams:

This letter is to confirm that the fire alarm located at the above noted location was being monitored with a daily test signal to our Central Station until June 30, 2020.

Thank you,

Maryann A.
Checkmate Security Systems, Inc.

FEE \$500⁰⁰

Certificate of Occupancy

VILLAGE OF HEMPSTEAD
BUILDING DEPARTMENT

99 NICHOLS COURT
HEMPSTEAD, N.Y.

Nº 7421

Rec. No. 141275

Date Jul. 19, 2019

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

Lots 88 Street Address 127 No. Franklin St.

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

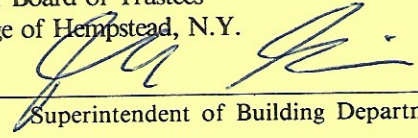
conforms substantially to the approved plans on file in this office. Permit No. 26482 Date Jul. 27, 2017

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

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

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

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



Superintendent of Building Department

CERTIFICATE

Date Oct. 16, 2012

No 52391

Approval of Building Alteration

Fee \$25.00

VILLAGE OF HEMPSTEAD

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

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

Street Address

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

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

Arthur Chenault

Superintendent of Inspectors

Fee \$2.00

Drumpany Certificate

No. 4232

441 Hudson Ave
Bureau of Buildings
Village of Hempstead, N. Y.

DATE *May 22 1952*

Block No. _____

This certifies that the building located on Lots _____

Map of *Alphabetine* Location *S/S Hudson Ave 303 W/1 West St*

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

ZONE

OCCUPANCY

This certificate issued to *Robert Hempstead* *Property, Hempstead Synagogue School, Community House*

Address *16 Cedar St Hempstead NY* of the aforesaid building.

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

OWNER - BUILDER - ARCHITECT

BUILDING INSPECTOR

42
Hempstead
building
N. Y.