



**THE SUNY CHARTER SCHOOLS
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT
THE ACADEMY CHARTER SCHOOL -
UNIONDALE*

Report Date: December 7, 2022

Review Date: September 15, 2022

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Charter Schools Institute
The State University of New York

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CHARTER BACKGROUND

THE ACADEMY CHARTER SCHOOL - UNIONDALE

100 Charles Lindbergh Boulevard, Uniondale, New York | Grades: K-5, 9-11 | Uniondale UFSD
12 Westminster Road, West Hempstead, New York | Grades: 6-7 | West Hempstead UFSD

“ MISSION

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

CURRENT CHARTER

Serves: Kindergarten – 7th,
9th – 11th

Chartered Enrollment:
1,225

Charter Expires on:
July 31, 2023

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 12th

Chartered Enrollment:
1,550

Charter Expiration:
July 31, 2024

KEY DESIGN ELEMENTS

Extended learning time;



Data usage;



Teacher student ratio and moderate class size;



Remediation and enrichment;



Standards based curriculum;



Service learning; and,



Professional development;



Technology.



Character development;



CHARTER BACKGROUND

EDUCATION CORPORATION BACKGROUND

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for the Academy Charter School - Uniondale (“The Academy Uniondale”) on December 12, 2017. The Academy Uniondale opened in fall 2018, serving 175 students in Kindergarten through 2nd grade. The school operates in a privately owned facility within the Uniondale Union Free School District (the “district”) and a temporarily leased private space in West Hempstead, New York. The Academy Uniondale is chartered to serve 1,225 students in Kindergarten – 7th grade and 9th – 11th grade. The Academy Charter School (“The Academy Schools”) is a SUNY authorized not-for-profit education corporation with the authority to operate two charters including The Academy Charter School (“The Academy”) and the Academy Uniondale. The Academy Schools also submitted, and the SUNY Trustees approved, an proposal to establish a separate education



corporation to operate The Academy Charter School Wyandanch (“The Academy Wyandanch”). The Academy Schools supports all three charters with curriculum development, student testing, recruiting, training, professional development, financial management, and technology through the common management of a shared services team paid for by all three charters. The program at the Academy Uniondale implements similar programmatic elements to The Academy Schools, discussed throughout this report.

NOTEWORTHY

The Academy Uniondale is developing its career and technical education (“CTE”) program, which is pending approval from the New York State Education Department (“NYSED”). To build out The Academy Uniondale’s CTE program and ensure the program produces competitive graduates, the shared services team and instructional leaders conducted market research on job demand and projected salaries across various industries. Together with the results of parent, community, and student surveys, leaders crafted a CTE program aligned to industry needs, community needs, and the Academy Schools’ existing educational program. In the 2021-22 school year, The Academy Uniondale offered cyber security, culinary arts, and medical sciences programs. After earning its credential from the NYSED, Academy Uniondale students will be able to graduate with licenses in cyber security, culinary arts, medical sciences, and other technical certifications.

The Academy Uniondale participates in the National Youth Cyber Education Program created by the Air Force Association. Integrated with the school’s CTE cybersecurity program, the Academy Uniondale’s Cyber Patriots Team ranked fifteenth in the 2020-21 competition among 1,000 teams across New York State.

RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

The Academy Uniondale’s instructional leadership and shared services team, with support from staff and resources from the Council of Responsive Classroom and Corwin Inc., implemented a new social emotional learning (“SEL”) program to support students’ SEL development. The program is tailored to provided specific support to students and teachers addressing different needs at the elementary, middle, and high school programs. Teachers and leaders receive professional development on program implementation and track success indicators such as increased attendance rates and cognitive engagement among students.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Renewal through July 31, 2024. *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of The Academy Charter School - Uniondale through July 31, 2024 to align the expiration dates and renewal schedule of each charter under the education corporation going forward. If renewed, the charter will be granted the authority to provide instruction to students in such configuration as set forth in the charter’s Application for Renewal. The Institute makes this recommendation as The Academy Charter School - Uniondale meets the requirements set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).¹*

The table below presents information on the Institute’s plan² to align the charter expiration dates of the charters under the affiliated education corporations. In 2023-24, the Institute will conduct a full renewal visit and review of The Academy and The Academy Uniondale with the intention to put forth a renewal recommendation for each charter based on each charter’s established record of academic success. When the charter for The Academy Wyandanch, which opened in 2022-23 as a separate education corporation under the common management of a shared services team, comes to its initial renewal in 2026-27, the Institute will align its expiration date to that of the charters operated by The Academy Schools education corporation.

CHARTER	2022-23	2023-24	2024-25	2025-26	2026-27
The Academy Charter School		Alignment Year			
The Academy Charter School - Uniondale	Charter Expiration	Alignment Year			
The Academy Charter School - Wyandanch	Opened				Expiration

1. SUNY Renewal Policies (p. 12) are available on the [Institute’s website](#).

2. The above plan does not guarantee a specific renewal outcome for the education corporation or any of its charter schools.

RENEWAL RECOMMENDATION

To earn an **Initial Full-Term Renewal**, a charter must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,³ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

REQUIRED FINDINGS

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

1:

the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;

2:

the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,

3:

given the programs it will offer, its structure, and its purpose, approving the charter to operate for another year is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

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

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The Academy Uniondale is an academic success having established progress toward meeting its key Accountability Plan goals with one available data point. The Academy Uniondale implements the same program elements emblematic of all The Academy Schools' charters with fidelity in addition to providing CTE programming for high school students. For more information on the educational program please see Appendix B: Benchmark Summary. The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

The Academy Uniondale is an academic success. The Institute's evaluation finds that the educational program generates high student achievement.

The Academy Uniondale demonstrates success in the following ways:

- In spring 2022, the first year in which reliable and valid state testing data are available, 64% and 54% of students performed at or above proficiency on New York State's English language arts ("ELA") and mathematics assessments, respectively;
- The charter outperformed the district by 29 percentage points in ELA and 16 percentage points in mathematics;
- The Academy Uniondale performed higher than expected to a large degree in both ELA and mathematics in spring 2022 according to the Institute's effect size analysis; and,
- The charter replicates the same effective program found at all charters operated by The Academy Schools which consistently posted high achievement in ELA and mathematics and high graduation rates.

Is the charter an effective, viable organization?

The Academy Uniondale is an effective, viable organization. The Academy Schools' board governance of the education corporation and oversight of the shared services team and charter leadership provide for clear academic, financial, and legal accountability structures. The shared services team supports the charter school's operations allowing the charter's leaders to focus on the academic program. The Academy Schools' support systems ensure that non-academic elements of the charter run smoothly.

Is the charter fiscally sound?

The education corporation is fiscally sound, as is its charter, The Academy Uniondale, based on the fiscal evidence collected through the renewal review. The education corporation has met its fiscal benchmarks throughout the charter term, and presents a reasonable and appropriate fiscal plan for the next charter term.

EXECUTIVE SUMMARY

If the SUNY Trustees renew the charter, are the education corporation’s plans for the charter reasonable, feasible, and achievable?

The Academy Schools’ plans for The Academy Uniondale, if renewed, are reasonable, feasible, and achievable. The charter will grow to establish its full Kindergarten – 12th grade program during the next charter term by adding 8th and 12th grades. The charter will continue to pursue CTE certification from the NYSED.

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

The Institute recommends that the SUNY Trustees grant The Academy Uniondale a Full-Term Initial Renewal through July 31, 2024 to align the expiration dates in the education corporation.



DP

DATA PRESENTATION

PAGES: 9-16

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

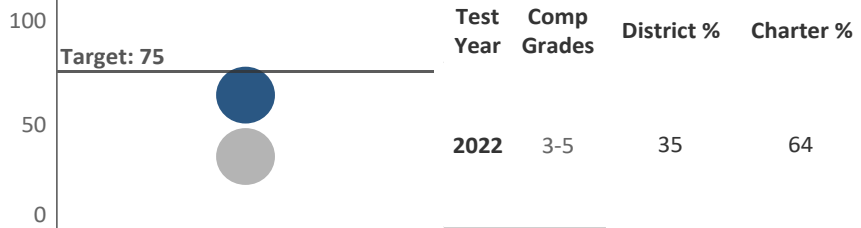


ACADEMIC PERFORMANCE

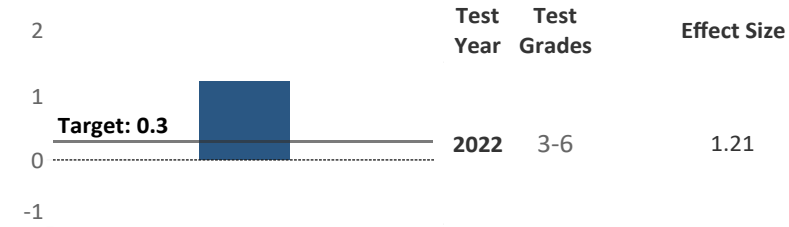
THE ACADEMY CHARTER SCHOOL - UNIONDALE

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

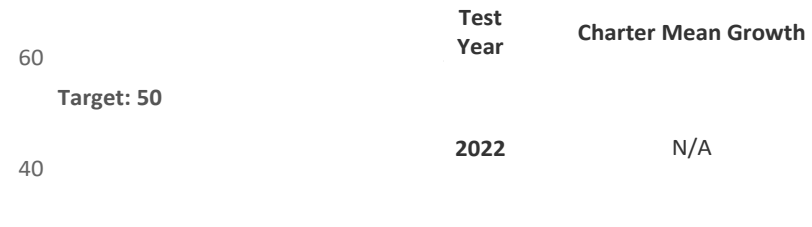
District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



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

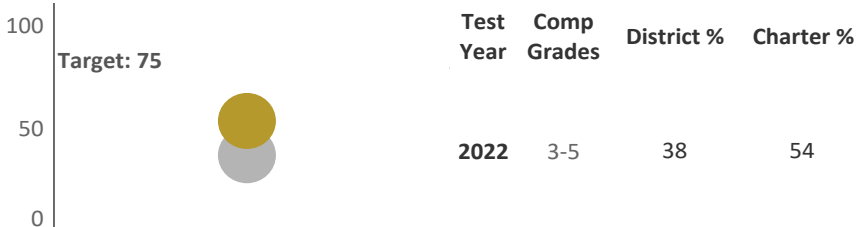


Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

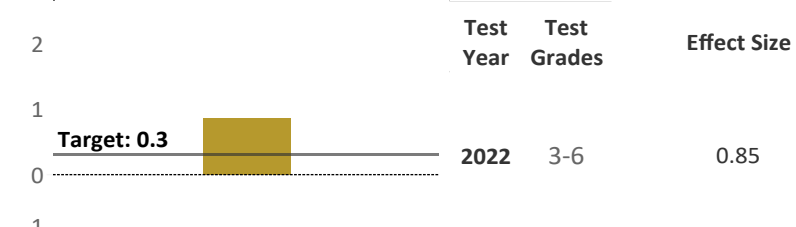


MATHEMATICS ACCOUNTABILITY PLAN GOAL

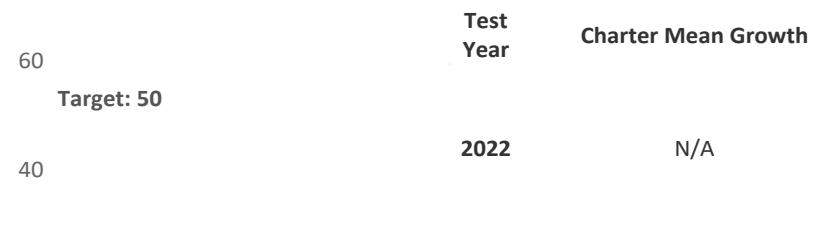
District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



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



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





ACADEMIC PERFORMANCE

THE ACADEMY CHARTER SCHOOL - UNIONDALE



SPECIAL POPULATIONS PERFORMANCE*

	2022
Students with Disabilities Enrollment	61
Tested on State Exam	27
Charter Percent Proficient on ELA Exam	22.2
District Percent Proficient	5.9
ELL Enrollment	115
Tested on NYSESLAT Exam	115
Charter Percent 'Commanding' or Making Progress	10.4

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

ACADEMIC PERFORMANCE



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

The Academy Uniondale first enrolled students in testing grades during the 2019-20 school year when the COVID-19 pandemic interrupted instruction and, therefore, only produced its first set of credible New York State assessment results in 2021-22. That year, the charter posted high proficiency rates in ELA, mathematics, and science. Although the charter has produced only a limited set of achievement data, the academic program replicates the same effective program found at The Academy, which has demonstrated a consistent record of high achievement. The charter also met its Every Student Succeeds Act (“ESSA”) goal over the term.

The Academy Uniondale met or came close to meeting its ELA and mathematics goals during its initial charter term according to all available, credible state assessment data. In 2021-22, the charter’s students enrolled in at least their second year posted proficiency rates of 64% in ELA and 54% in mathematics. The charter outperformed the district by 29 percentage points in ELA and 16 percentage points in mathematics. In both ELA and mathematics, the charter performed higher than expected to a large degree according to the Institute’s effect size analysis. Although The Academy Uniondale has yet to generate student growth percentiles, The Academy consistently exceeds the growth target in ELA and mathematics implementing the same educational program evident at The Academy Uniondale.

Given the absence of reliable and credible performance data from the state’s ELA and mathematics assessments for 3rd – 8th grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The Institute continues to analyze each charter’s internal assessments to evaluate the charter’s academic attainment in lieu of reliable state exam data in 2020-21 and to contextualize the baseline state exam data from 2021-22. During the 2020-21 and 2021-22 school years, the charter demonstrated academic success against key academic Accountability Plan goals using the Renaissance STAR assessment. Notably in 2021-22, 87% of tested students scored at or above the proficiency equivalent in mathematics and the charter’s median growth percentile in mathematics came close to the target percentiles for all tested students.

COMPLIANCE REPORTING



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

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

THE ACADEMY CHARTER SCHOOL UNIONDALE

Annual Reports

The charter submitted its annual reports to the Institute and the NYSED on time but has not posted the most recent annual report on its website in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.

FERPA

The charter does not have an appropriate Family Educational Rights and Privacy Act (“FERPA”) policy. The Institute will work with the charter to update the policy prior to the next charter term.

FOIL

The charter does not have an appropriate Freedom of Information Law (“FOIL”) policy. In addition, the charter’s website fails to provide a FOIL subject matter list with link to the Committee on Open Government. The Institute will work with the school to update the policy prior to the next charter term.

Teacher Certification

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

At the time of the renewal review, the charter employed 49 uncertified teachers, including 34 teachers over the limit permitted by the Act. Among the 49 uncertified teachers, 46 meet the appropriate qualifications under the Act. The Academy partners with the New York Institute of Technology to offer teachers the opportunity to earn a masters degree and certification at a significantly discounted rate. The Academy Schools requires teachers who take advantage of this benefit commit to work at the charter for two years after obtaining certification.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter's program, the Institute used satisfaction survey data and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

Parent Survey Data

The Academy Uniondale did not administer a family survey in 2021-22 citing complications related to the COVID-19 pandemic. The charter intends to administer a winter 2022 survey and share the results with the Institute as they become available. In the interim, the Academy Uniondale has structures supporting effective two way communication between instructional leaders and caregivers of students.

Public Comments

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

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

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 91% of The Academy Uniondale students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

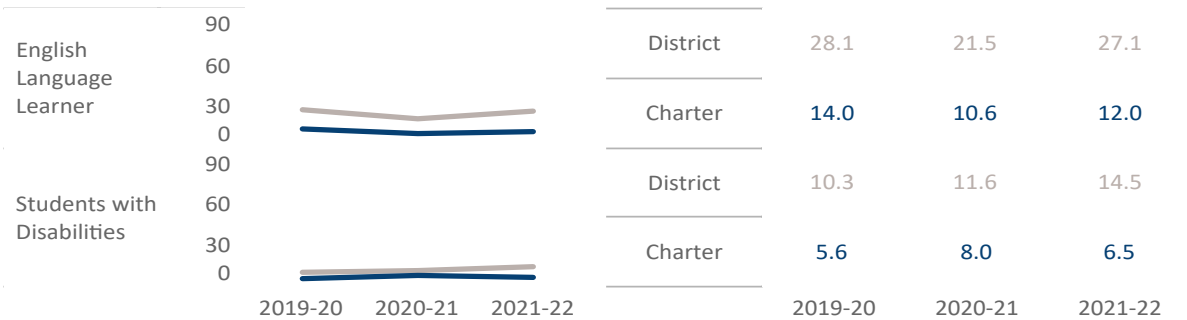
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

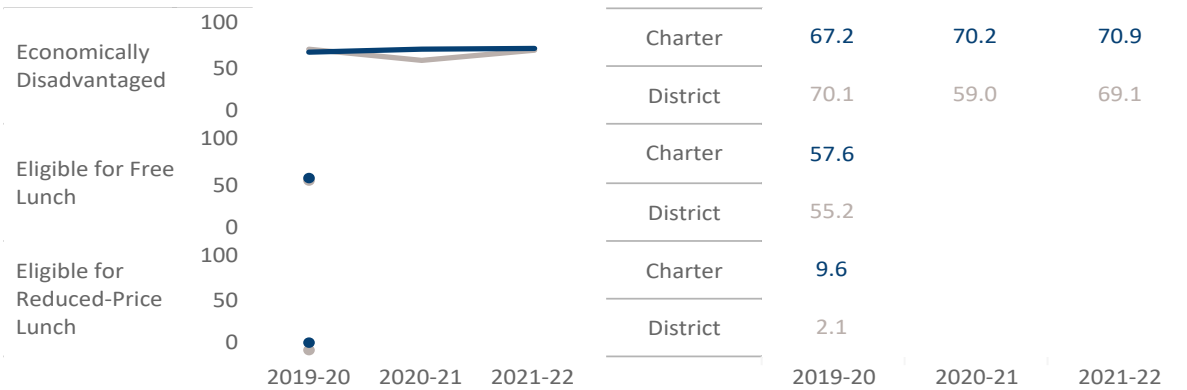
The Academy Charter School - Uniondale

Uniondale City School District

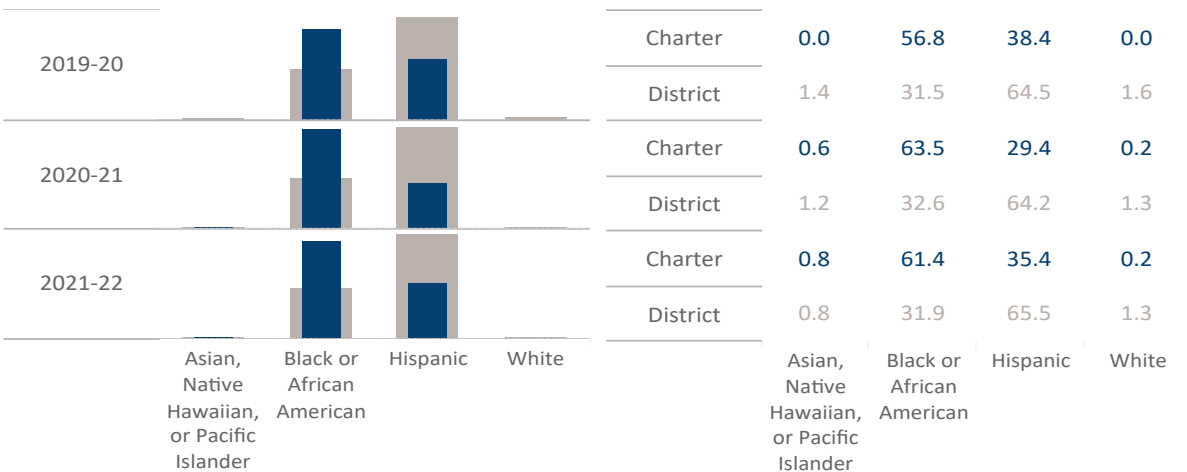
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

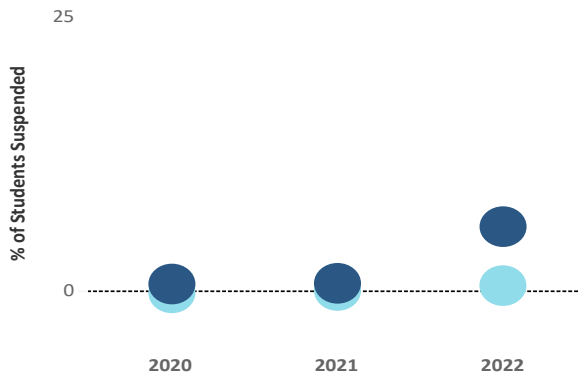


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

The Academy Charter School - Uniondale

Uniondale City School District



	ISS Rate	OSS Rate
2020	0.0	0.8
2021	0.2	0.9
2022	0.8	6.0

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

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

Expulsions: The number of students expelled from the charter each year

	2020	2021	2022
2019-20	89.4		
2020-21	95.6	0	0
2021-22	91.8		

The Academy Charter School - Uniondale's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	66.6	70.9
	English language learners	16.0	15.8
	students with disabilities	8.2	6.9
retention	economically disadvantaged	96.0	92.0
	English language learners	95.4	88.9
	students with disabilities	94.3	81.6

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

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. The Institute examines each charter’s progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

The Academy Uniondale makes good faith efforts to meet its enrollment and retention targets. The charter meets enrollment targets for students eligible for the federal FRPL program and ELLs, and continues to develop recruitment efforts to enroll and retain student with disabilities. The Academy Uniondale also recognizes the need to implement efforts to meet all retention targets. The charter plans to conduct the following recruitment efforts to meet its targets:

- Advertising via radio, newspaper, mailings, flyer distribution, and in-person information sessions;
- Targeting Latin American immigrant communities with advertising in Spanish;
- Providing a standalone ELL program;
- Providing integrated co-teaching (“ICT”) in multiple grades and subjects;
- Soliciting referrals from district committees on special education from districts near the charter; and,
- Recruiting from early childhood education programs and community-based organizations serving ELLs.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

The Academy Schools is fiscally sound as is its charter, The Academy Uniondale, based on the Institute’s analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that The Academy Uniondale and the education corporation have demonstrated fiscal soundness over the majority of the charter term.⁵ The fiscal dashboard for The Academy Uniondale and the education corporation can be found at the end of this section. The discussion that follows relates mainly to the The Academy Schools because a school is not a legally distinct fiscal entity.



The Academy Uniondale opened in 2018-19, the second charter authorized by the SUNY Trustees under The Academy Schools. The charters engage in a shared services agreement that includes support in the areas of curriculum development, student testing, recruiting, training, professional development, financial management, and technology for each of the related charters. The Academy Uniondale will continue the agreement into the next charter term, if granted. The financial model is intended to ensure that a fully enrolled charter is financially sustainable, operating the academic program solely through public funding.



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

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

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for the charter.	+
Board members, charter management, and staff members contribute to the budget process for the charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+

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

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

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

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

FISCAL ANALYSIS

The education corporation routinely analyzes budget variances for the charter; the education corporation board addresses material variances and makes necessary revisions.

+

Actual expenses are equal to, or less than, actual revenue with no material exceptions.

+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains, and the charter implements, appropriate internal controls and procedures. The following elements are generally present:

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

FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

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

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

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

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

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

FISCAL ANALYSIS

The education corporation prepares and monitors cash flow projections for the charter.	+
If the education corporation includes philanthropy in its budget for the charter, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for the charter.	+
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to the charter.	+

During the current charter term, as the charter grew in grades and enrollment, the charter reported operating surpluses and deficits. The fiscal dashboard of The Academy Uniondale reflects net assets of \$721,796 as of June 30, 2021. The charter is backed by the education corporation, which benefits from a combined balance sheet representing a combination of individual charters’ assets and liabilities. The Institute monitors each individual charter’s revenues and expenses in order to report operating surpluses or deficits for the charters and education corporation as a whole. The combined education corporation reports net assets of \$8 million and 2.3 months of cash on hand to pay liabilities coming due soon. The Academy Schools has funded and maintained the required \$150,000 in separate dissolution reserve fund account as per the charter agreement for two charters under the education corporation.

The education corporation entered into facility bond financing transactions for both The Academy and The Academy Uniondale facilities. The combined bond debt is \$163 million with \$90 million attributable to the Uniondale facility. As of June 30, 2021 the education corporation was in compliance with all loan covenants pursuant to the bond agreements. The Institute is reviewing the 2022 annual audits and anticipates continued adequate fiscal health.

FISCAL ANALYSIS

THE ACADEMY CHARTER SCHOOL - UNIONDALE

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

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

	2016 17	2017 18	Opened 2018-19		
			MERGED 2018 19	MERGED 2019 20	MERGED 2020 21
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-

Net Assets

Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-

ACTIVITIES

Operating Revenue

Resident Student Enrollment	-	-	3,543,538	5,083,685	9,272,521
Students with Disabilities	-	-	-	-	-
Grants and Contracts					
State and local	-	-	-	-	-
Federal - Title and IDEA	-	-	1,130,334	568,425	746,413
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	4,673,872	5,652,110	10,018,934

Expenses

Regular Education	-	-	3,533,582	4,082,058	7,465,132
SPED	-	-	111,716	109,104	391,263
Other	-	-	259,444	280,337	592,193
Total Program Services	-	-	3,904,742	4,471,499	8,448,588
Management and General	-	-	1,095,296	937,612	2,092,182
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	5,000,038	5,409,111	10,540,770
Surplus / (Deficit) From School Operations	-	-	(326,166)	242,999	(521,836)

Support and Other Revenue

Contributions	-	-	-	-	1,037
Fundraising	-	-	-	23,167	-
Miscellaneous Income	-	-	652,102	440,839	220,672
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	652,102	464,006	221,709

Total Unrestricted Revenue	-	-	5,325,974	6,116,116	10,240,643
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	5,325,974	6,116,116	10,240,643

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2	-	-	325,936	707,005	(300,127)
Prior Year Adjustment(s)	-	-	(11,018)	314,918	1,021,923
Net Assets - End of Year - GRAPH 2	-	-	314,918	1,021,923	721,796

FISCAL ANALYSIS

THE ACADEMY CHARTER SCHOOL - UNIONDALE

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

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service	-	-	373,594	544,697	1,095,183
Administrative Staff Personnel	-	-	958,874	1,486,481	2,845,787
Instructional Personnel	-	-	363,316	404,309	985,861
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,695,784	2,435,487	4,926,831
Fringe Benefits & Payroll Taxes	-	-	317,633	541,449	1,012,658
Retirement	-	-	15,871	46,817	100,902
Management Company Fees	-	-	114,000	129,440	112,957
Building and Land Rent / Lease / Facility Financing	-	-	1,462,486	582,802	1,675,962
Staff Development	-	-	92,335	101,062	35,918
Professional Fees, Consultant & Purchased Services	-	-	119,231	80,329	58,412
Marketing / Recruitment	-	-	-	-	18,019
Student Supplies, Materials & Services	-	-	280,901	201,741	265,443
Depreciation	-	-	328,688	555,660	896,243
Other	-	-	573,109	734,324	1,437,425
Total Expenses	-	-	5,000,038	5,409,111	10,540,770

CHARTER ANALYSIS

ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	-	-	175	249	325
Final Chartered Enrollment (includes any revisions)	-	-	175	249	450
Actual Enrollment - GRAPH 4	-	-	172	249	460
Chartered Grades	-	-	K-2	K-3	K-3
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: UNIONDALE UFSD

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	0.0%	0.0%	0.0%	100.0%	1.0%

PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	-	-	27,103	22,670	21,776
Other Revenue and Support	-	-	3,781	1,861	482
TOTAL - GRAPH 3	-	-	30,884	24,531	22,257
Expenses	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	-	-	22,643	17,934	18,363
Management and General, Fundraising	-	-	6,351	3,761	4,547
TOTAL - GRAPH 3	-	-	28,994	21,695	22,910
% of Program Services	0.0%	0.0%	78.1%	82.7%	80.2%
% of Management and Other	0.0%	0.0%	21.9%	17.3%	19.8%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	6.5%	13.1%	-2.8%
% of Revenue Expended on Facilities	#DIV/0!	#DIV/0!	31.3%	10.3%	16.7%

Student to Faculty Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Student to Faculty Ratio	-	-	9.6	9.3	9.6

Faculty to Admin Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Faculty to Admin Ratio	-	-	3.6	4.0	3.4

Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital	2016 17	2017 18	2018 19	2019 20	2020 21
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

FISCAL ANALYSIS

THE ACADEMY CHARTER SCHOOL (COMBINED)

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

			MERGED	MERGED	MERGED
	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - GRAPH 1	-	-	2,993,403	7,309,447	9,822,477
Grants and Contracts Receivable	-	-	1,605,782	1,336,393	1,248,677
Accounts Receivable	-	-	524,576	635,684	656,675
Prepaid Expenses	-	-	17,418	2,467	48,110
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	5,141,179	9,283,991	11,775,939
Property, Building and Equipment, net	-	-	67,653,014	74,368,334	106,898,072
Other Assets	-	-	19,064,724	12,323,283	57,408,977
Total Assets - GRAPH 1	-	-	91,858,917	95,975,608	176,082,988

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	-	-	6,402,876	3,922,601	6,179,939
Accrued Payroll and Benefits	-	-	2,150,089	2,407,411	3,434,749
Deferred Revenue	-	-	-	74,681	60,355
Current Maturities of Long-Term Debt	-	-	910,000	1,075,000	1,495,000
Short Term Debt - Bonds, Notes Payable	-	-	-	2,500,000	-
Other	-	-	663,282	-	-
Total Current Liabilities - GRAPH 1	-	-	10,126,247	9,979,693	11,170,043
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	77,951,760	81,373,693	156,903,343
Total Liabilities - GRAPH 1	-	-	88,078,007	91,353,386	168,073,386

Net Assets

Without Donor Restrictions	-	-	3,600,574	4,440,331	8,009,602
With Donor Restrictions	-	-	180,336	181,891	-
Total Net Assets	-	-	3,780,910	4,622,222	8,009,602
Total Liabilities and Net Assets	-	-	91,858,917	95,975,608	176,082,988

ACTIVITIES

Operating Revenue

Resident Student Enrollment	-	-	29,588,720	38,730,821	44,096,873
Students with Disabilities	-	-	-	-	-
Grants and Contracts	-	-	-	-	-
State and local	-	-	-	-	-
Federal - Title and IDEA	-	-	2,943,739	2,438,018	7,941,361
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	32,532,459	41,168,839	52,038,234

Expenses

Regular Education	-	-	24,524,597	31,477,567	37,038,585
SPED	-	-	979,261	1,403,461	2,011,949
Other	-	-	1,477,487	1,913,446	2,295,703
Total Program Services	-	-	26,981,345	34,794,474	41,346,237
Management and General	-	-	5,355,132	6,602,888	9,620,043
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	32,336,477	41,397,362	50,966,280
Surplus / (Deficit) From School Operations	-	-	195,982	(228,523)	1,071,954

Support and Other Revenue

Contributions	-	-	695,206	487,092	2,087,972
Fundraising	-	-	-	23,167	-
Miscellaneous Income	-	-	994,702	559,576	227,454
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	1,689,908	1,069,835	2,315,426

Total Unrestricted Revenue

Total Unrestricted Revenue	-	-	34,222,367	42,238,674	54,353,660
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Total Temporally Restricted Revenue

Total Temporally Restricted Revenue	-	-	-	-	-
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Total Revenue - GRAPHS 2 & 3

Total Revenue - GRAPHS 2 & 3	-	-	34,222,367	42,238,674	54,353,660
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Change in Net Assets

Change in Net Assets	-	-	1,885,890	841,312	3,387,380
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Net Assets - Beginning of Year - GRAPH 2

Net Assets - Beginning of Year - GRAPH 2	-	-	1,895,020	3,780,910	4,622,222
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Prior Year Adjustment(s)

Prior Year Adjustment(s)	-	-	-	-	-
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Net Assets - End of Year - GRAPH 2

Net Assets - End of Year - GRAPH 2	-	-	3,780,910	4,622,222	8,009,602
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FISCAL ANALYSIS

THE ACADEMY CHARTER SCHOOL (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service	-	-	3,905,257	5,634,744	6,752,246
Administrative Staff Personnel	-	-	9,515,840	11,712,491	14,146,501
Instructional Personnel	-	-	2,195,120	2,665,564	3,982,366
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	15,616,217	20,012,799	24,881,113
Fringe Benefits & Payroll Taxes	-	-	3,435,996	4,367,307	5,265,956
Retirement	-	-	291,183	383,936	525,801
Management Company Fees	-	-	649,987	564,406	616,644
Building and Land Rent / Lease / Facility Financing	-	-	3,772,520	5,267,036	5,489,943
Staff Development	-	-	595,957	401,106	449,645
Professional Fees, Consultant & Purchased Services	-	-	985,258	1,317,431	1,195,468
Marketing / Recruitment	-	-	52,160	191,729	172,127
Student Supplies, Materials & Services	-	-	1,800,080	1,489,116	1,269,519
Depreciation	-	-	1,637,632	2,760,022	4,725,570
Other	-	-	3,499,487	4,642,474	6,374,494
Total Expenses	-	-	32,336,477	41,397,362	50,966,280

CHARTER ANALYSIS

ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	-	-	1,007	1,888	2,012
Final Chartered Enrollment (includes any revisions)	-	-	1,471	1,888	2,137
Actual Enrollment - GRAPH 4	-	-	1,499	1,967	2,244
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	-	-	21,702	20,929	23,190
Other Revenue and Support	-	-	1,127	544	1,032
TOTAL - GRAPH 3	-	-	22,830	21,472	24,222
Expenses	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	-	-	17,999	17,688	18,425
Management and General, Fundraising	-	-	3,572	3,357	4,287
TOTAL - GRAPH 3	-	-	21,572	21,045	22,712
% of Program Services	0.0%	0.0%	83.4%	84.0%	81.1%
% of Management and Other	0.0%	0.0%	16.6%	16.0%	18.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	5.8%	2.0%	6.6%
% of Revenue Expended on Facilities	#DIV/0!	#DIV/0!	11.6%	12.8%	10.5%

Student to Faculty Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Student to Faculty Ratio	-	-	9.9	10.9	10.5

Faculty to Admin Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Faculty to Admin Ratio	-	-	3.1	3.2	3.1

Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	1.2	1.0	1.3
	N/A	N/A	Fiscally Adequate	Fiscally Adequate	Fiscally Adequate

Working Capital - GRAPH 7

	2016 17	2017 18	2018 19	2019 20	2020 21
Net Working Capital	0	0	(4,985,068)	(695,702)	605,896
As % of Unrestricted Revenue	0.0%	0.0%	-14.6%	-1.6%	1.1%
Working Capital (Current) Ratio Score	0.0	0.0	0.5	0.9	1.1
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	HIGH	HIGH	HIGH
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Poor	Poor	Poor

Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	0.0	0.5	0.9	1.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	HIGH	HIGH	MEDIUM
	N/A	N/A	Poor	Poor	Good

Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.0	1.0	1.0	1.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	HIGH	HIGH	HIGH
	N/A	N/A	Poor	Poor	Poor

Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	0.0	1.1	2.1	2.3
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	MEDIUM	MEDIUM	MEDIUM
	N/A	N/A	Good	Good	Good

FUTURE PLANS



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

The Academy Uniondale is an academic success supported by an effective, viable organization. The charter is fiscally sound and presents sound financial plans. As such, the plans for The Academy Uniondale for the next charter term are reasonable, feasible, and achievable.

THE ACADEMY CHARTER SCHOOL UNIONDALE

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

Plans for the Educational Program. The Academy Uniondale plans to implement the same core elements of its educational program that enabled the charter to meet or come close to meeting its key Accountability Plan goals in the current charter term. The Academy Uniondale plans to grow its program to serve Kindergarten – 12th grade, by adding 8th and 12th grades, in its privately owned space in the Uniondale Union Free School District. The charter applied for, and anticipates receiving, CTE designation with the NYSED for its career and technical program at the high school level. The charter also plans to expand its Science, Technology, Engineering and Mathematics ("STEM"), performing arts, and accelerated learning opportunities for all students.

Plans for Board Oversight & Governance. The Academy Schools' current board members expressed interest in continuing to serve the charter in the next term, if renewed. The Academy Schools' board continuously recruits for additional members who can strengthen the boards' capacity to support the school in fiscal, legal, marketing, and educational elements of the program.

Fiscal & Facility Plans. The education corporation has met its fiscal benchmarks, and presents a reasonable fiscal plan for the next charter term.

The Academy Uniondale is housed in a newly constructed facility with ample space to accommodate the academic programming at full grade span and enrollment. The Academy Uniondale also leases a temporary private space for grades 6 through 7 in West Hempstead. The charter plans to incorporate all grades into the privately facility in the next charter term, if granted.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	1,225	1,550
Grade Span	K-7, 9-11	K-12
Teaching Staff	104	127
Days of Instruction	180	180

The Academy Uniondale

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APPENDICES

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THE ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES
Robert Stewart	Beth McKenzie Carol Beckles Claudette Harrison Dale James Dawn West Dorothy Burton Marie Graham Peter Goodman Dr. Roger Ball Stephen Rowley

CHARTER LEADERS

ELEMENTARY SCHOOL

- Kerry Jourdian, Lower Elementary (2022-23 to Present)*
- Alyssa Workman, Upper Elementary (2022-23 to Present)*
- Dawn Cejas (2021-22)*
- Chameita Avin (2018-19 to 2020-21)*

MIDDLE SCHOOL

- Ahmed Zubair (2021-22 to Present)*

HIGH SCHOOL

- Tameeka Pierre-Louis (2022-23 to Present)*
- Juliann Harris (2020-21 to 2021-22)*

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	175	172	98%	K-2
2019-20	249	249	100%	K-3
2020-21	450	460	102%	K-4, 9
2021-22	950	925	97%	K-6, 9-10
2022-23	1,225	1,348	110%	K-7, 9-11



TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

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

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 15, 2022	Erin Allen	Senior Analyst
	Kathryn Connell-Espinosa	Interim Executive Director

BENCHMARK SUMMARY

For strong performing SUNY authorized charter schools that implement a common school design across multiple charters, the Institute provides an analysis and description of the charters' academic design structures using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on assessment, curriculum, pedagogy, leadership, at-risk programs, organizational capacity, and board oversight. The following program description analyzes and reports on the school design that produced the high quality outcomes captured in the body of this renewal report.

ASSESSMENT

The Academy Schools has an assessment system that improves instructional effectiveness and student learning. The charters use a variety of assessment tools to measure student progress and inform the instructional program including: Renaissance STAR reading and mathematics assessments in Kindergarten – 8th grade delivered three times annually; Fountas and Pinnell Benchmark Assessment System (“F&P”) reading assessments for Kindergarten – 5th grade; NWEA MAP assessments in 9th – 12th grade; practice SAT and ACT assessments for 9th – 12th grades; internally developed interim assessments in Kindergarten – 8th grade administered three times annually; assessments developed by curriculum providers, such as Eureka and MyView; and, weekly quizzes and daily exit tickets. Instructional leaders support and guide teachers in using common rubrics for ELA and mathematics to effectively and uniformly score assessments. Teachers and leaders access and analyze student achievement data through PowerSchool, an online data management system. Teachers use student data to drive lesson planning and review student data at regular intervals to reformat guided reading and other small groups. High school department leads work with teachers and instructional leaders to revise curriculum based on students' recent Regents examination performance. School leaders use assessment results to identify priorities for professional development, grade level meetings, and individual coaching. Charters inform parents of student progress through issuing multiple report cards and conducting multiple family conferences annually.

CURRICULUM

The Academy Schools' curriculum supports teachers with instructional planning. Charters identify anchor standards that guide the ELA and mathematics curriculum. The charters utilize an interdisciplinary approach to social studies and to some science curriculum that encourages students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. Enduring understandings and essential questions provide the intellectual framework for unit plans. At elementary school campuses, teachers employ a balanced literacy model drawing on curricular resources from EngageNY, Teachers College Writing Project, Rally Education, FUNdations, and Jan Richardson Guided Reading Program; Eureka Math and Envisions Math for mathematics content and skills; a range of social studies curricular content including My World, and Scholastic, Inc., magazines, and, Elevate Science and Project Lead the Way Science, Technology, Engineering, and Mathematics (“STEM”) curriculum. Middle school campuses utilize My Perspective and Teachers College Writing Project for ELA; Envision 2.0 for mathematics; several curriculum and source materials for social studies including McGraw Hill resources; and, Project Lead the Way STEM for science. At high school campuses, teachers implement a variety of Career and Technical Education (“CTE”) programs; McGraw Hill for social studies; Project Lead the Way STEM for science; Regents programming; and, Advanced Placement course work. To select curriculum, instructional leaders and teachers examine curriculum providers' sample materials and

provide written analyses of the curriculum. The shared services team’s instructional leaders provide teachers with supporting materials including curricular maps and pacing guides that help teachers know what to teach and when to teach it. Teachers develop lesson plans based on the shared services team’s curricular framework and submit lesson plans to leaders and other grade team members, who provide written and verbal feedback, which teachers use to adjust their lesson plans and improve student learning.

PEDAGOGY

The Academy Schools provides high quality instruction. The shared services team’s educational philosophy emphasizes core content mastery, character development, and community awareness. Teachers engage in “performance-based” instruction, in which teachers assign projects and presentations that require students to prove mastery of basic skills as well as higher level skills needed after graduation. In Kindergarten – 8th grade, teachers promote student discussions related to core values including courage, responsibility, respect, perseverance, integrity, diversity, and excellence. During two 45 minute periods per week, high school teachers and guidance counselors focus instruction on themes related to college preparation. Teachers use a variety of methods to inspire learning and meet the varied needs of students including inquiry oriented instruction, explicit instruction, cooperative learning, individualized and small group instruction, and project based learning. Teachers state learning objectives and regularly refer to them throughout lessons to reinforce target skills. Teachers utilize cold call, choral response, and turn and talks to gauge student understanding and adjust instruction. Teachers are increasingly incorporating technologies into classrooms, in part to provide to students more targeted instruction. Instructional staff have clear roles in classrooms. Teachers’ clear and consistent expectations result in established routines and maximized learning time.

INSTRUCTIONAL LEADERSHIP

The Academy Schools has strong instructional leadership. The shared services team’s leadership and instructional model enables leaders to provide layered support for teachers to benefit from content area specialists, behavioral management specialists, veteran teachers, and co-teachers. The shared services team and school instructional leaders meet regularly to facilitate the dissemination of instructional information to school leaders and instructional coaches. Instructional leaders provide ongoing coaching and supervision such as principals conducting formal observations and informal spot checks and providing feedback on observations to teachers. Principals spend much of the day in classrooms observing the quality of instruction. Seven full-time instructional coaches in Kindergarten – 8th grade, and four departmental chairs in high schools, regularly provide differentiated and subject specific support to teachers. Teacher leaders provide instructional support to peers and lead professional development sessions. Charters provide daily common planning time for teachers with a particular focus for each common planning session. Charters utilize the Danielson Framework for Teaching, a teacher evaluation rubric that assesses teachers in four domains critical to instructional success. The shared services team’s professional development calendar features a two week pre-service training and bi-monthly training sessions.

AT RISK PROGRAM

The Academy Schools has systems in place to meet the needs of students struggling academically, students with disabilities, and ELLs. Charters determine students' eligibility for additional support using multiple measures such as F&P, STAR assessments, state assessments, and teacher recommendations. In addition to the school's three tiered Response to Intervention ("RTI") program that provides differentiated pull-out support multiple times per week, charters provide students struggling academically with daily after school academic assistance as well as access to Saturday school, summer school, and support during spring and winter breaks. A child study team ("CST") that includes shared services team and school based personnel meets regularly to discuss individual students and track progress. Charters refer students, to whom charters provide additional support and do not show progress after six to eight weeks, to the district Committee on Special Education ("CSE") for possible identification as students with disabilities and individualized education program ("IEP") development. The charters have Integrated Co-Teaching ("ICT") classrooms in which two teachers, a general education and special education teacher, collaborate regularly to provide effective support for students with disabilities. Special education coordinators provide pre-service and on-going training to all teaching staff members regarding how to meet the needs of students with disabilities and how to effectively provide tiers of intervention. The ELL program consists of pull-out and push-in models to promote reading, speaking, listening, and writing English language acquisition. Teachers customize group intervention services for ELLs based on students' New York State English as a second language achievement test ("NYSESLAT") or New York State identification test for English language learners ("NYSITELL") proficiency levels. Instructional leaders train staff on ELL identification and assistance, research-based instructional strategies, evaluation standards and assessments, program exit criteria, and parent notification procedures.

ORGANIZATIONAL CAPACITY

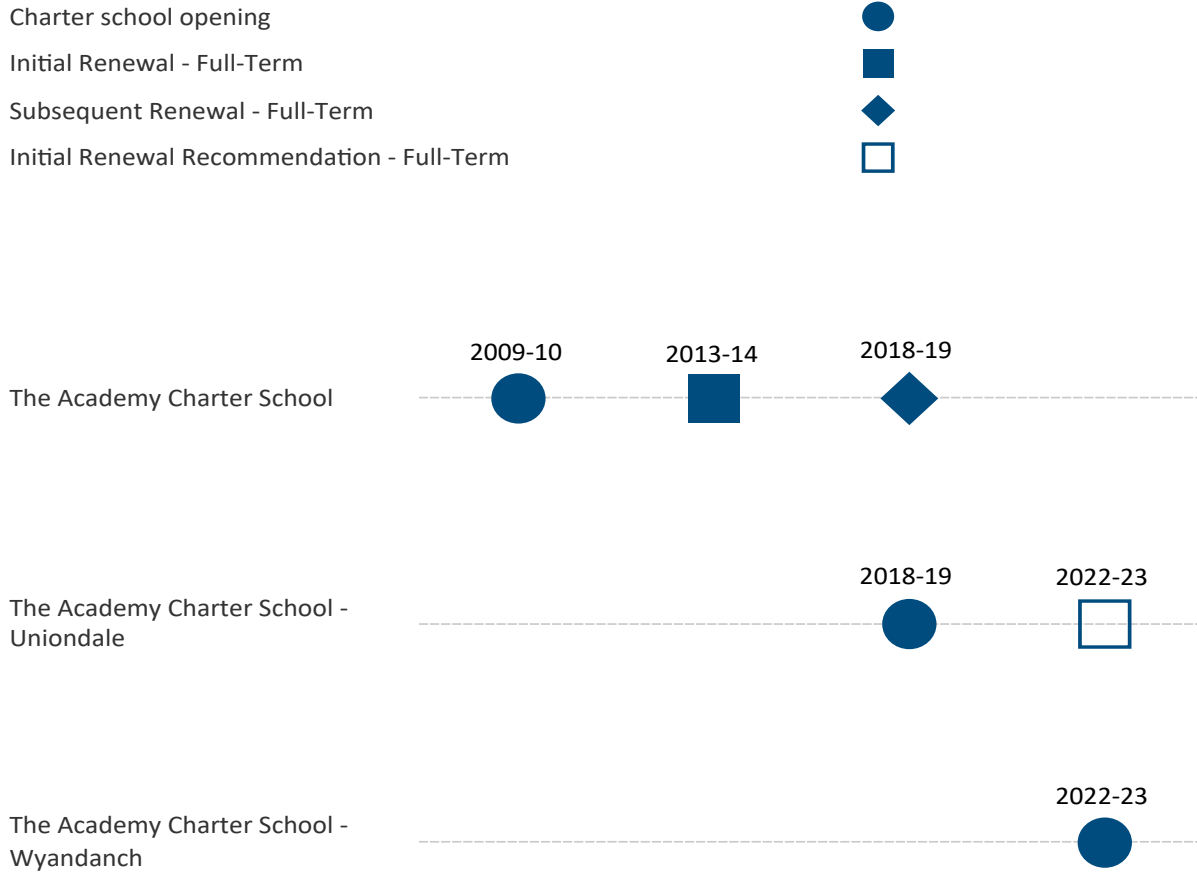
The Academy Schools' organization effectively supports the delivery of the educational program. Recognizing the need for additional capacity as the organization grows, the shared services team and school leaders designed then implemented strategic plans to add instructional and operational roles. There are numerous shared services team staff members to support the charters' educational programs, operations, and finances including a chief executive officer ("CEO"), chief academic officer, chief development officer, chief people and legal officer, group chief financial officer, senior director of operations, director of facilities, chief instructional technology and innovation officer, human capital director, director of food services, director of student support services. The shared services team has a clear student code of conduct and discipline policy that includes detailed descriptions of students' rights to due process, students' responsibilities to school communities, the restorative justice approach to discipline, and policies for discipline of students with disabilities. The shared services team has strong faculty retention rates including in some years retaining 86 percent of its teachers and provides financial incentives to promote teacher retention. The charters use an array of methods to maintain student enrollment and retention such as maintaining a consistent online presence, providing application information to prospective families via social media and its website, and translating recruitment and outreach materials into Spanish and other languages. The charters regularly monitor and evaluate each charter schools' program and make changes accordingly such as expanding the size of a middle school to meet emerging needs in the surrounding community, adding a high school to The Academy Uniondale charter, and establishing a CTE program to help ensure graduates can be economically competitive in a changing professional environment.

BOARD OVERSIGHT AND GOVERNANCE

The Academy Schools' board works effectively to achieve the charters' Accountability Plan goals. Board members possess a variety of skills, backgrounds, and experiences in finance, law, Kindergarten – 12th grade education, and higher education that enable board members to provide effective oversight. In response to the shared services team's growth since 2018, the board recruited additional members with expertise in real estate management and finance. The board governance bylaws call for the following standing committees: executive committee, to ensure effective decision making by the board; academic committee, to oversee program planning, curriculum, professional development, and fulfillment of the school's Accountability Plan; people and legal committee, to investigate and review complaints received by the board from the community; finance committee, to review the regular budget and other fiscal reports to be submitted to the board quarterly; and, operations and technology committee, to ensure the school develops systems and creates and implements strategic initiatives for the future growth of the school. The CEO and chief academic officer provide regular updates at monthly board meetings.



EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



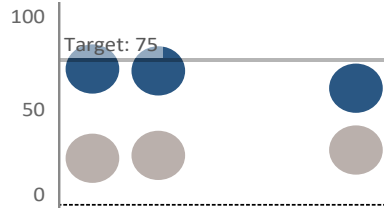
EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
The Academy Charter School	Hempstead	No	1,752	K-12
The Academy Charter School - Uniondale	Uniondale	No	1,225	K-7, 9-11
The Academy Charter School - Wyandanch	Wyandanch	No	175	K-2



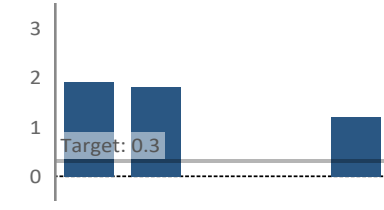
**THE ACADEMY CHARTER SCHOOL
AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS**

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	24	71
2019	26	70
2020	N/A	N/A
2021	N/A	N/A
2022	29	61

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	1.92
2019	1.78
2020	N/A
2021	N/A
2022	1.21

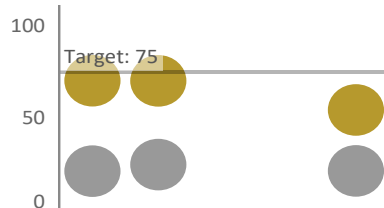
Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2018	56.1
2019	54.5
2020	N/A
2021	N/A
2022	N/A

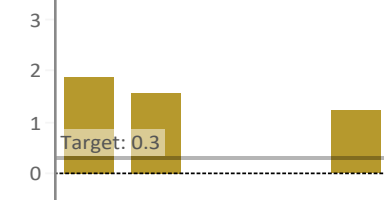
EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	22	70
2019	26	70
2020	N/A	N/A
2021	N/A	N/A
2022	22	55

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	1.87
2019	1.57
2020	N/A
2021	N/A
2022	1.24

Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



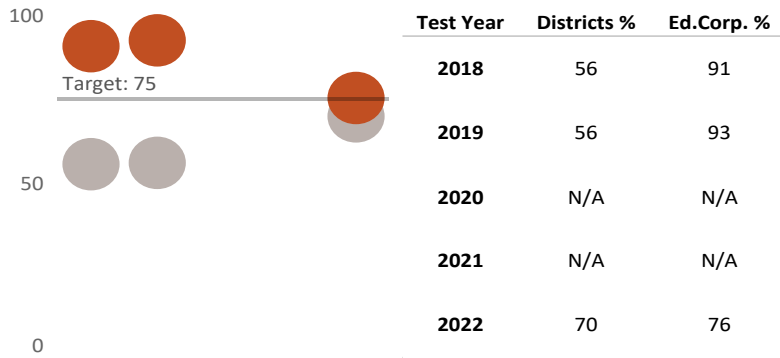
Test Year	Ed. Corp. Mean Growth Percentile
2018	64.7
2019	57.6
2020	N/A
2021	N/A
2022	N/A

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

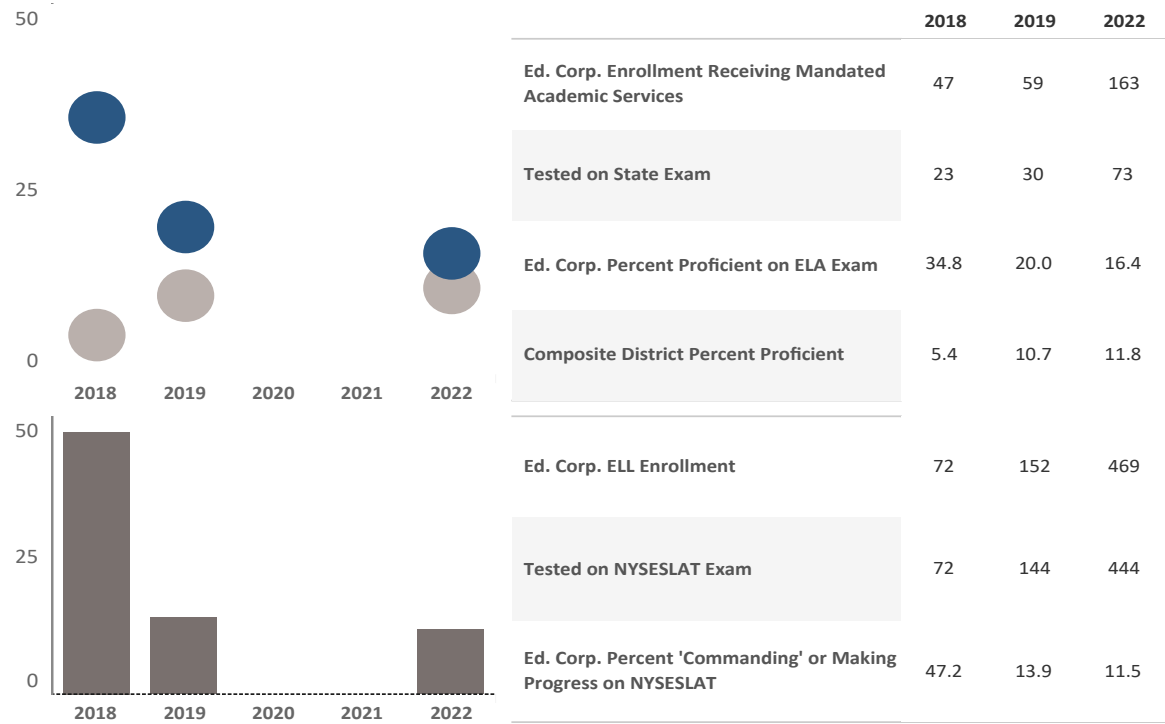


**THE ACADEMY CHARTER SCHOOL
AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS**

Composite District Comparison. The chart shows the percentage of students enrolled in at least their second year at **the education corporation** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



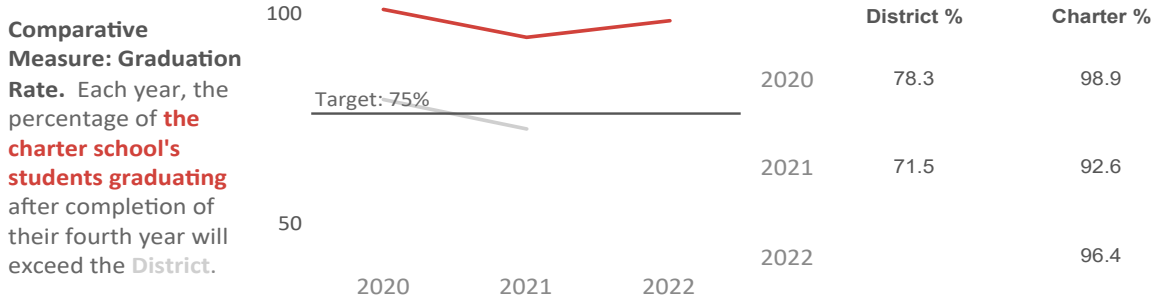
AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION*



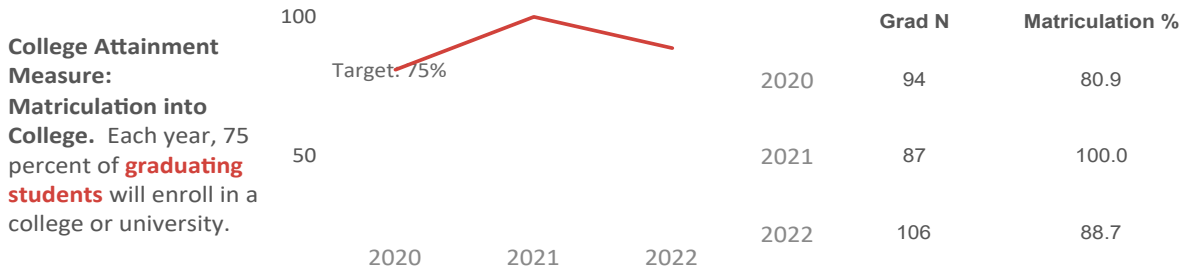
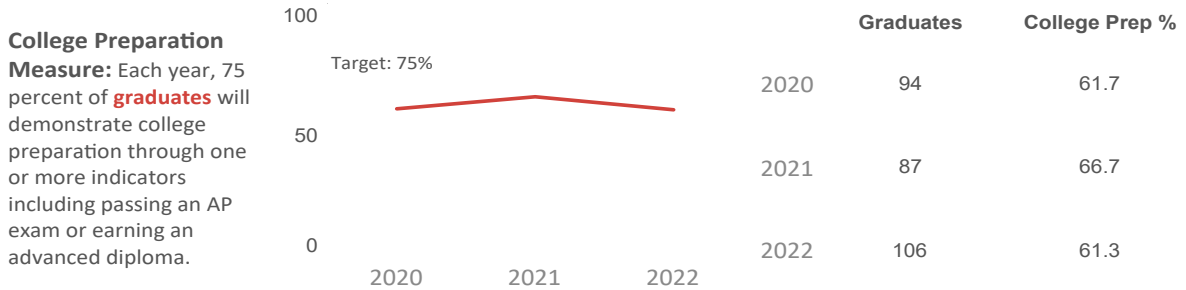
*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.



**THE ACADEMY CHARTER SCHOOL
AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL CHARTERS**



COLLEGE PREPARATION AND ATTAINMENT



ENGLISH LANGUAGE ARTS AND MATHEMATICS

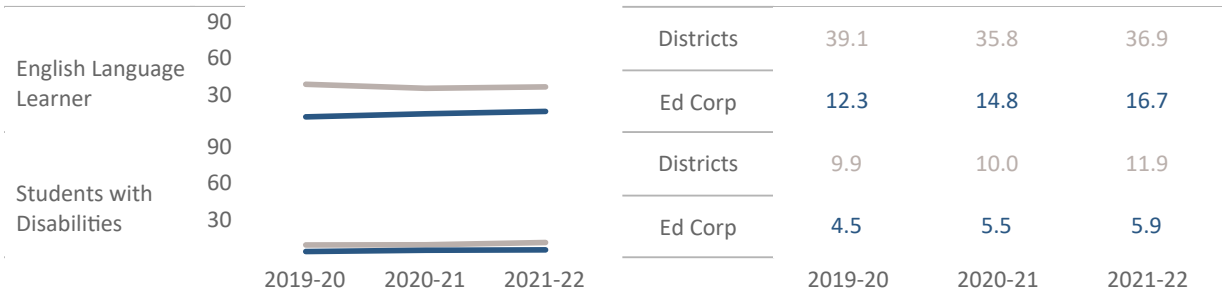
Comparative and Absolute Measure: District Comparison. Each year, the charter school's **ELA Accountability Performance Index** and the **math PI** will exceed **the district's PI** and the **state's MIP**.

N/A

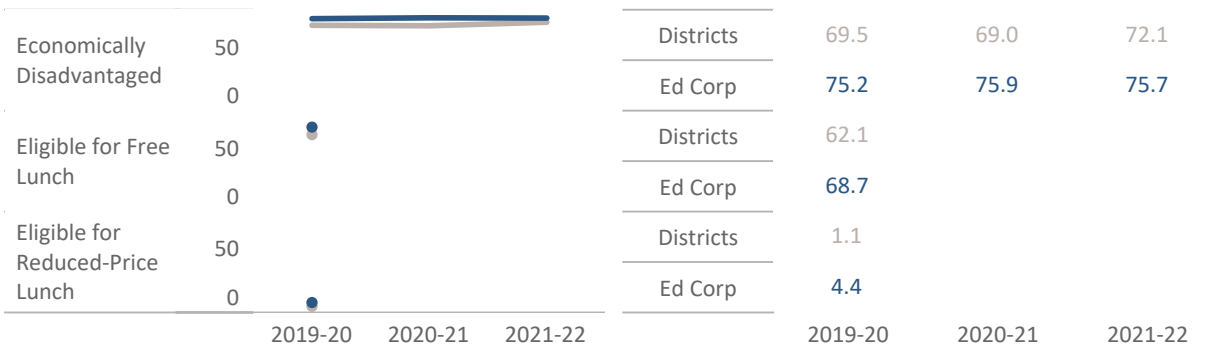


The Academy Charter School Aggregate Education Corporation Enrollment and Persistence

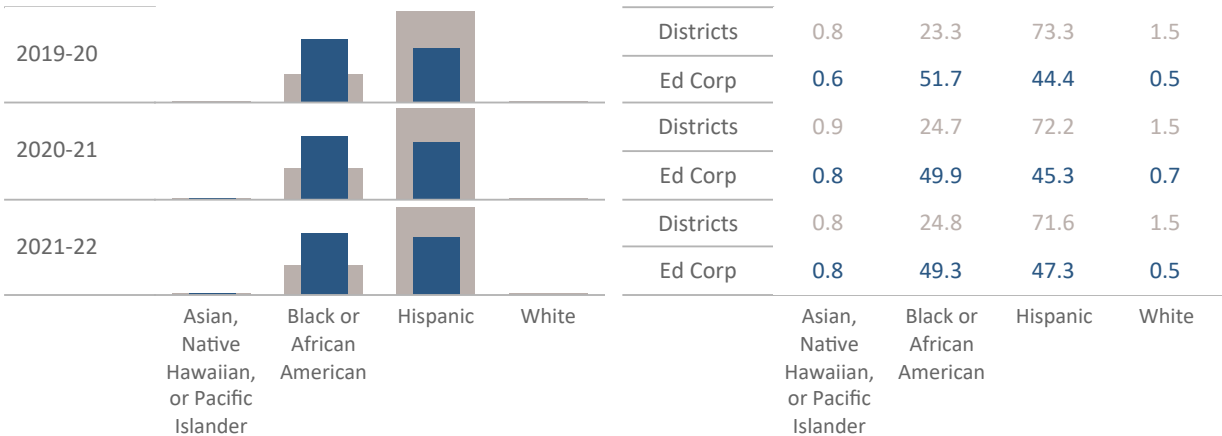
Aggregate Education Corporation Demographics: Special Populations



Aggregate Education Corporation Demographics: Free/Reduced Lunch



Aggregate Education Corporation Demographics: Race/Ethnicity

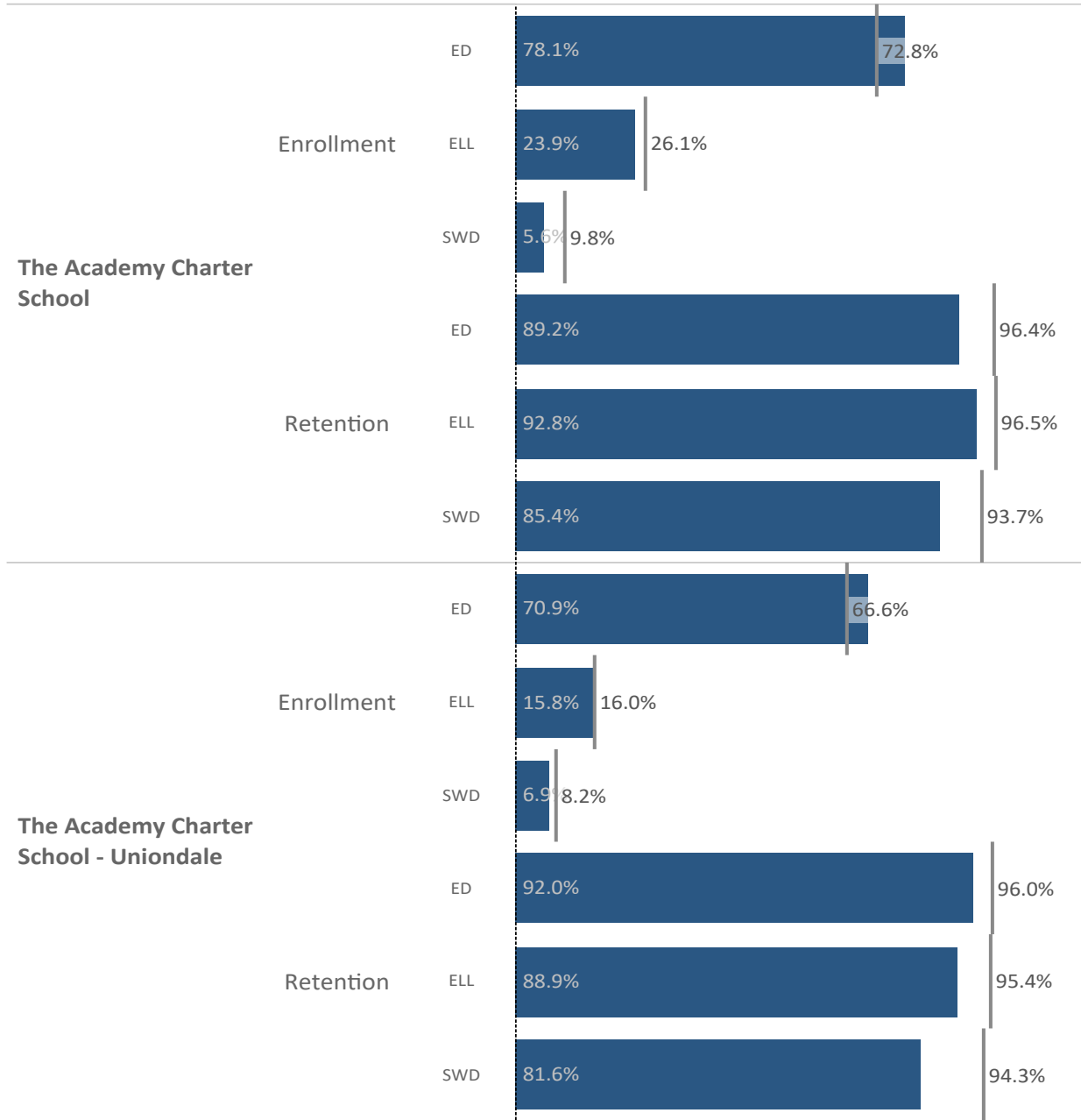


Aggregate Education Corporation Persistence in Enrollment

2019-20	2019-20	89.7
2020-21	2020-21	91.6
2021-22	2021-22	89.1



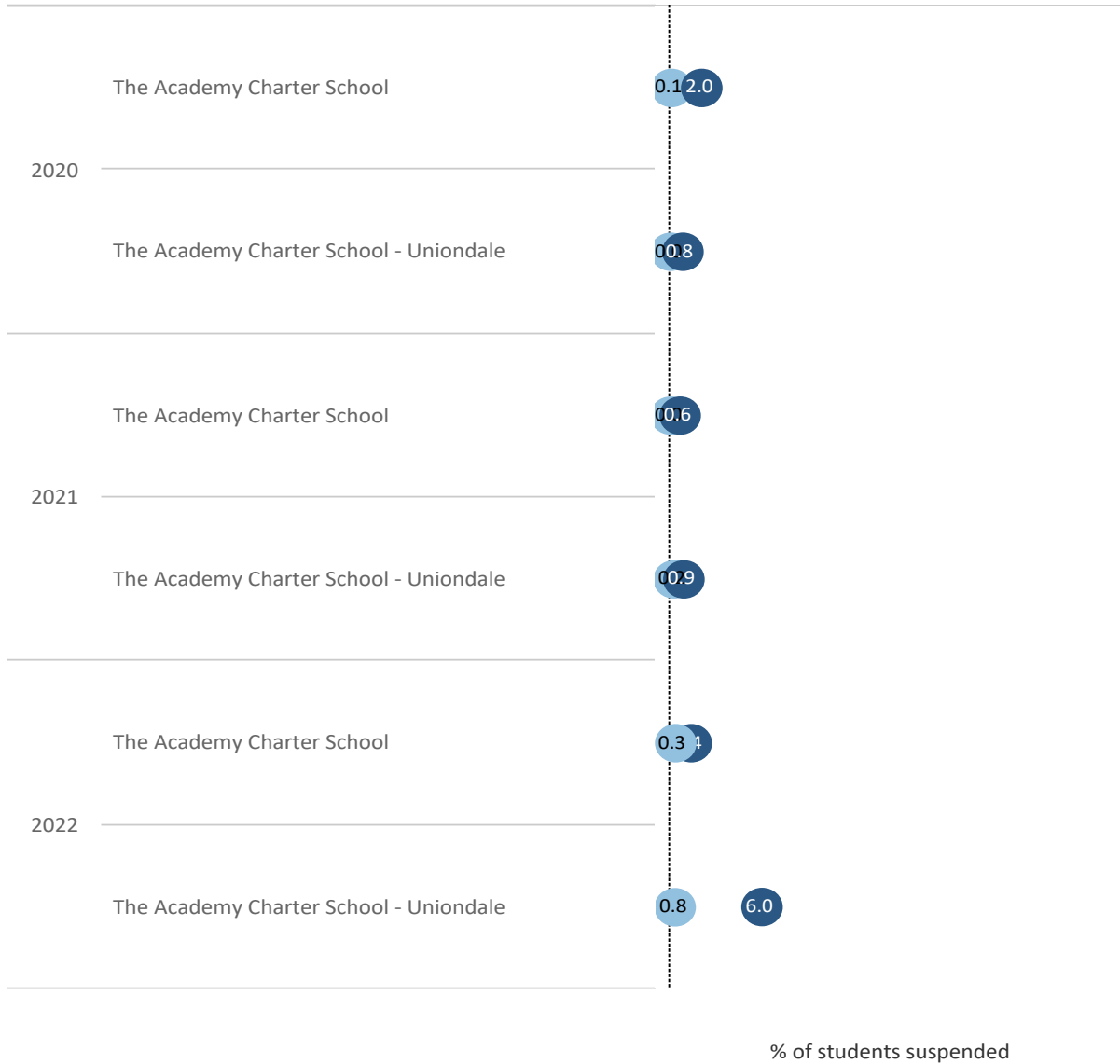
ENROLLMENT AND RETENTION TARGETS



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



Suspensions: The Academy Charter School's out of school suspension rate and in school suspension rate.



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

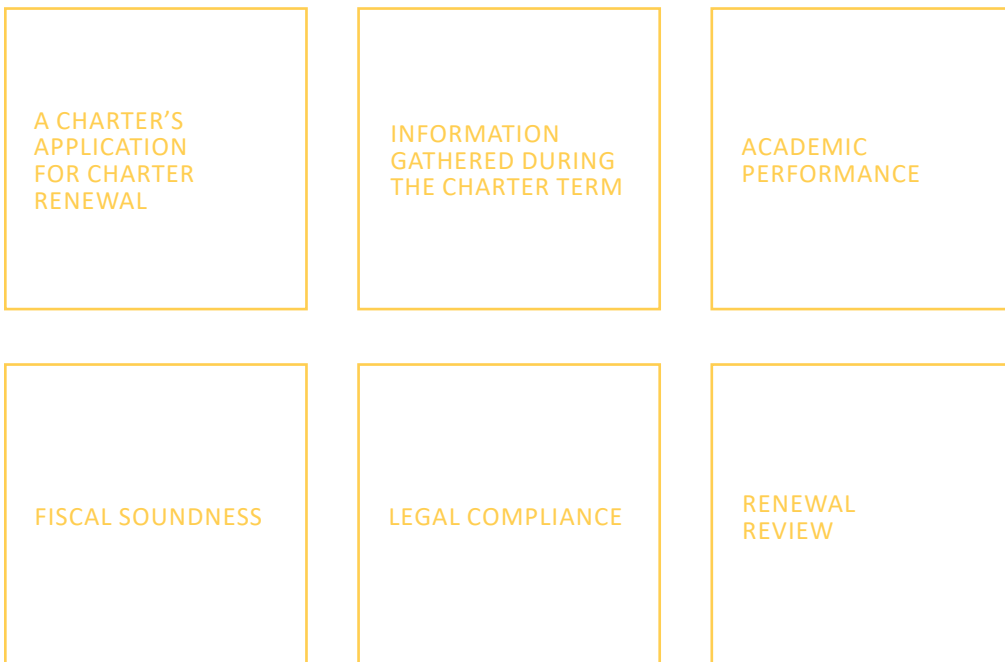
During the most recent school year, the education corporation expelled 0 students.

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

REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



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

1. Revised September 4, 2013 and available on the [Institute’s website](#).

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

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

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



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

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



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

At the beginning of the Accountability Period,³ the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

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

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

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

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

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

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

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grades form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent.

The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



Charter Schools Institute
The State University of New York