

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 30, 2014

Updated Thursday, July 31, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

280201860934 ACADEMY CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

Hempstead

4. SCHOOL INFORMATION

| PRIMARY ADDRESS | PHONE NUMBER | FAX NUMBER | EMAIL ADDRESS |
|--|--------------|--------------|---------------|
| 117 North Franklin Street Hempstead, NY 11550 | 516-408-2200 | 516-292-2329 | [REDACTED] |

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

| | |
|---------------------------------------|------------------------|
| Contact Name | Donna Douglas |
| Title | Director of Operations |
| Emergency Phone Number (###-###-####) | [REDACTED] |

5. SCHOOL WEB ADDRESS (URL)

<http://www.academycharterschool.org/>

6. DATE OF INITIAL CHARTER

2008-09-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

 K

 1

 2

 3

 4

 5

 6**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

| Yes/No | Name of CMO/EMO |
|--------|-----------------|
| No | |

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

| | Physical Address | Phone Number | District/CSD | Grades Served at Site | School at Full Capacity at Site | Facilities Agreement |
|-------------------------------|--|--------------|---------------------|-----------------------|---------------------------------|----------------------|
| Site 1 (same as primary site) | 117 North Franklin Street Hempstead, NY 11550 | 516-408-2200 | HEMPSTEAD D UFSD | K,1,2,3,4,5,6 | Yes | Own |

12a. Please provide the contact information for Site 1 (same as the primary site).

| | Name | Work Phone | Alternate Phone | Email Address |
|--------------------|-------------------|------------|-----------------|---------------|
| School Leader | Clarence Williams | [REDACTED] | [REDACTED] | [REDACTED] |
| Operational Leader | Donna Douglas | [REDACTED] | [REDACTED] | [REDACTED] |
| Compliance Contact | Wayne Haughton | [REDACTED] | [REDACTED] | [REDACTED] |
| Complaint Contact | Wayne Haughton | [REDACTED] | [REDACTED] | [REDACTED] |

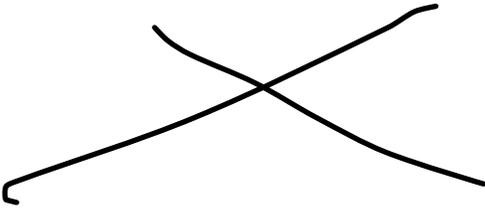
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

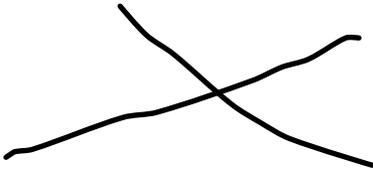
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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 use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.

Appendix A: Link to the New York State School Report Card

Created Thursday, July 31, 2014

Page 1

Charter School Name: 280201860934 ACADEMY CS

1. 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).

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

**THE ACADEMY
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Clarence Williams

117 North Franklin Street
Hempstead, NY 11550

Clarence Williams, Principal, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position |
|---------------------------|--|
| Pastor Barrington Goldson | Board Chair; Finance, Judicial, and Grievance committees |
| Robert Stewart | Deputy Board Chair; Technology & Infrastructure committee |
| Hazelin Williams | Secretary; Fundraising and Community Relations committees |
| Dawn West-Bloise | Board member; Community Relations committee |
| Hope M. Chin | Board member; finance and fund raising committees |
| Peter Goodman | Board Member |
| Shelia Dancy Wilkins | Board member; Judicial, Grievance, and Compliance committees |
| Rocerick Roberts | Board member; Fundraising and Community Relations committees |
| Janet-Ann Sanderson-Brown | Board Member; Academic and Personnel committees |
| Jacqueline St. Armand | PTO President |
| | |

Clarence Williams has served as principal since 2012.

INTRODUCTION

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 70% 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 will expand in the 2014-15 school year to serve students in grades K-7.

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 Mission of The Academy:

The Academy Charter School (“The Academy”) will offer an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. We will employ a committed staff whose teaching and high academic and behavioral expectations will promote the excellence we know our community’s children can achieve. Our students will graduate from The Academy with the content mastery and life skills needed to move into the top five percent of their middle and high school classes.

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | Total |
|-------------|----|----|----|----|-----|-----|-----|-------|
| 2010-11 | 72 | 74 | 50 | 45 | N/A | N/A | N/A | 165 |
| 2011-12 | 78 | 81 | 77 | 51 | 49 | N/A | N/A | 241 |
| 2012-13 | 81 | 82 | 80 | 81 | 50 | 48 | N/A | 422 |
| 2013-14 | 81 | 82 | 78 | 78 | 71 | 49 | 43 | 482 |

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the school will become proficient in 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 and Common Core State Standards to ensure that our young people are prepared as they progress towards college and career readiness.

Teachers at every grade level plan and implement learning experiences aligned with the Common Core State Standards. Based on their assessment of student readiness and the need to be accountable to benchmark progressions, teachers utilize research-based programs such as the 2011 edition of Scott Foresman's Reading Street®, the Scholastic Guided Reading Program®, Balanced Literacy, Fountas and Pinnell® systems, The Write Source®, New York COACH®, The Teachers College Writers Workshop® and The Buckle Down Common Core Clinics® as resources in their balanced learning approach to instruction.

Students complete multiple learning experiences in which they are able to utilize their classroom library, school library, and various media sources connected through our state-of-the-art Apple IMAC® system. 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.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in third through sixth grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested ¹ | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
| | | IEP | ELL | Absent | |
| 3 | 78 | 0 | 0 | 0 | 78 |
| 4 | 72 | 0 | 0 | 0 | 71 |
| 5 | 50 | 0 | 0 | 0 | 59 |
| 6 | 44 | 0 | 0 | 0 | 43 |
| All | 244 | 0 | 0 | 0 | 241 |

Results

The following table presents the English language arts test results for all third through sixth grade students and for those third through sixth grade students enrolled in at least their second year at The Academy. Overall, 34% of students, and 38% of students enrolled in at least their second year at the school, achieved a level of proficiency on the 2013-14 English language arts assessment exam.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------|---------------|--|---------------|
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 38% | 78 | 39% | 66 |
| 4 | 36% | 72 | 40% | 65 |
| 5 | 28% | 50 | 34% | 38 |
| 6 | 29% | 44 | 35% | 37 |
| All | 34% | 244 | 38% | 206 |

Evaluation

In the 2013-14 school year, The Academy did not meet the absolute measure for ELA proficiency. Overall, 34% of the school’s students tested at a proficient level. 38% of students in at least their second year at the school performed at a proficient level. The school was 37 percentage points shy of reaching its stated goal of 75% proficiency of students enrolled in at least their second year at the school on the English language arts exam.

Additional Evidence

From the 2012-13 to 2013-14 school years, The Academy showed an overall improvement in the percentage of students enrolled in at least their second year achieving proficiency on the English language arts exams. The school as a whole improved seven percentage points and there was growth at each grade level. The most impressive improvement came at the fourth grade level, where the percentage of students enrolled in at least their second year at the school improved by ten percentage points.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Additionally, each cohort of students who tested at proficient level on the 2012-13 English language arts improved in 2013-14 when they took the exam at the next highest grade level. The most impressive improvement was with the cohort of students who took the exam as fifth graders in 2012-13. When this group took the 2013-14 exam as sixth grade students the percentage of students enrolled in at least their second year who tested at a proficient level increased nine percentage points.

English Language Arts Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 78% | 36 | 35% | 66 | 39% | 66 |
| 4 | 87% | 38 | 30% | 37 | 40% | 65 |
| 5 | N/A | | 26% | 38 | 34% | 38 |
| 6 | | | N/A | | 35% | 37 |
| All | 82% | 74 | 31% | 141 | 38% | 206 |

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

The Academy achieved an aggregate PLI score of 113 on the English language arts exam in the 2013-14 school year.

English Language Arts 2013-14 Performance Level Index (PLI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 19% | 47% | 27% | 6% |

$$PI = 47 + 27 + 6 = 80$$

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

$$27 + 6 = \frac{33}{113}$$

PLI =

Evaluation

The Academy exceeded the PLI goal by 24 percentage points on the 2013-14 English language arts assessment exam.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

The chart below shows the results of this year's assessment of students who were enrolled in at least their second year at The Academy as compared to all tested students in the surrounding public school district, the Hempstead School District on the 2013-14 English language arts exam. The Academy's aggregate percentage of students enrolled in at least their second at the school testing at proficiency was 38%. The local district's average was 7%.

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 39% | 66 | 9% | 515 |
| 4 | 40% | 65 | 8% | 467 |
| 5 | 34% | 38 | 6% | 462 |
| 6 | 35% | 37 | 5% | 426 |
| All | 38% | 206 | 7% | 1870 |

Evaluation

The Academy met this measure. The school's aggregate percentage of students performing at a proficient level on the English language arts exam was 31 percentage points above the Hempstead School District.

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Additional Evidence

As shown through the chart below, The Academy has had a significantly higher overall percentage of students enrolled in at least their second year at the school performing at a proficient level on the state English language arts exam for the past three years when compared to the Hempstead School District. Additionally, the percentage of students performing at a proficient level at each individual grade level has far exceeded the district average at every grade level over the past three years.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students | | | | | |
|-------|---|----------------|----------------|----------------|----------------|----------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 3 | 78% | 33% | 35% | 11% | 39% | 9% |
| 4 | 87% | 39% | 30% | 7% | 40% | 8% |
| 5 | N/A | | 26% | 8% | 34% | 6% |
| 6 | | | N/A | | 35% | 5% |
| All | 82% | 36% | 31% | 9% | 38% | 7% |

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

The effect size of The Academy’s predicted level of performance on the state English language arts exam was 0.93, .63 points below the comparative goal. However, the effect size of the school’s third grade performed exceedingly well, scoring an Effect Size over one point higher than the state’s goal for the school.

2012-13 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|------------------------------------|---------------|-----------------------------------|-----------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | 88.9 | 76 | 36.8 | 18.7 | 18.1 | 1.35 |
| 4 | 74.0 | 48 | 31.3 | 22.8 | 8.5 | 0.66 |
| 5 | 77.1 | 45 | 28.9 | 22.0 | 6.9 | 0.52 |
| All | 81.5 | 169 | 33.1 | 20.7 | 12.4 | 0.93 |

| |
|--|
| School’s Overall Comparative Performance: |
| <i>Higher than expected to a large degree</i> |

Evaluation

The Academy’s aggregate Effect Size exceeded the comparative measure. This is largely attributable to the high performance at each grade level. Individually, each tested grade at The Academy performed well, exceeding the state’s goal by an impressive margin.

Additional Evidence

The Academy has exceeded the state’s Effect Size goal in each of the last three years by an impressive amount. Although the Effect Size was lowest in the 2012-13 school year, it was still .63 above the measurable goal.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---------------------------------|---------------|--------|-----------|-------------|
| 2010-11 | 3 | 65% | 45 | 71 | 47 | 1.53 |
| 2011-12 | 3-4 | 74% | 94 | 81 | 44 | 2.31 |
| 2012-13 | 3-5 | 88% | 169 | 33.1 | 20.7 | 0.93 |

Goal 1: Growth Measure⁵

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

School wide, The Academy fell short of the growth measure percentile goal by 2 percentile points on the 2012-13 English language arts exam.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|------------------|
| | School | Statewide Median |
| 4 | 47 | 50.0 |
| 5 | 54.5 | 50.0 |
| 6 | 43 | 50.0 |
| All | 48 | 50.0 |

Evaluation

School wide, The Academy's growth percentile was below the state median of the 50th percentile. However, the school's fifth grade students exceeded the state median of the 50th percentile by 4.5 points.

Additional Evidence

Because this is the first year of the mean growth percentile analysis, we do not have the data available to analyze against past performances in comparison to the statewide average.

English Language Arts Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile | | | Statewide Average |
|-------|------------------------|----------------------|-----------|-------------------|
| | 2010-11 ⁷ | 2011-12 ⁷ | 2012-13 | |
| 3 | | | 47 | 50.0 |
| 4 | | | 54.5 | 50.0 |
| 5 | | | 43 | 50.0 |
| All | | | 48 | 50.0 |

Summary of the English Language Arts Goal

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

⁷ Grade level results not available.

The Academy achieved both of its comparative goals and one absolute goal. The only measurements The Academy failed to achieve was the absolute goal of 75 percent of all tested students enrolled in the second year in the school performing at proficiency and meeting the state’s goal for mean unadjusted growth percentile. However, it should be noted that The Academy missed the unadjusted growth percentile goal by only two percentage points.

| Type | Measure | Outcome |
|-------------|--|-----------------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. | Did Not Achieve |
| Absolute | Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system. | Achieved |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district. | Achieved |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.) | Achieved |
| Growth | Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile. | Did Not Achieve |

Action Plan

The Academy will maintain its academic performance by continuing to plan and implement English language arts curriculum aligned with the Common Core State Standards and responsive to data analysis. Strategic intervention will continue to occur based on regular and comprehensive data analysis. In this way, The Academy will endeavor to provide students with instructions and resources necessary to increase literacy skills to enhance college and career readiness. The school will integrate English language arts across content areas and provide students extended time on tasks to achieve literacy goals.

MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Background

The Mathematics curriculum used by the school during the 2013-2014 school year was Pearson enVisionMATH. The schedule included ninety minutes of math instruction daily. At-risk students also received forty-five minutes of pullout instructions in small groups three times per week. The school utilized the assessment data provided by the Iowa Test of Basic Skills (ITBS), the periodic enVisionMATH comprehensive assessments, Acuity for grades 3 – 4, and internal standards-based

assessments for all grades. Students in the third grade and fourth grades were also tested using the Victory Education Partners interim assessments, which were administered four times during the school year. All teachers used the data to inform instruction and provide intervention services for students. Teachers utilized the daily common planning and preparation periods to plan lessons. Professional development focused on instructional planning, curriculum implementation, and data driven instruction. A team comprised of the school principal, the school based staff developer, external professional development workshops, and consultants from Victory Education Partners supported teachers.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in third through sixth grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested ⁸ | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
| | | IEP | ELL | Absent | |
| 3 | 78 | 0 | 0 | 0 | 78 |
| 4 | 71 | 0 | 0 | 0 | 71 |
| 5 | 49 | 0 | 0 | 0 | 59 |
| 6 | 44 | 0 | 0 | 0 | 43 |
| All | 242 | 0 | 0 | 0 | 241 |

Results

The following table presents the mathematics assessment results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at The Academy. Overall, 61% of the students who took the 2013-14 state mathematics exam performed at a proficient level. 65% of students enrolled in at least their second year performed at the school tested at a proficient level.

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

⁸ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------|---------------|--|---------------|
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 55% | 78 | 56% | 66 |
| 4 | 70% | 71 | 73% | 64 |
| 5 | 57% | 49 | 64% | 37 |
| 6 | 64% | 44 | 64% | 37 |
| All | 61% | 242 | 65% | 204 |

Evaluation

The Academy did not meet the absolute measure for math proficiency. Overall, 61% of The Academy's students performed at a proficient level on the 2013-14 mathematics assessment exam. 65% of students in at least their second year scored at or above level three on the state mathematics assessment exam. The school missed its goal of 75% proficiency by 10 percentage points.

Additional Evidence

The Academy showed a vast overall improvement in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year. The school as a whole improved 29 percentage points and there was significant growth at each grade level. The most impressive improvement came at the fourth grade level, where the percentage of students enrolled in at least their second year at the school improved by 30 percentage points.

Additionally, each cohort of students who tested at proficient level on the 2012-13 mathematics exam improved in 2013-14 when they took the exam at the next grade level. The most impressive improvement was with the cohort of students who took the exam as third graders in 2012-13. When this group took the 2013-14 exam as fourth grade students the percentage of students enrolled in at least their second year who tested at a proficient level increased 38 percentage points.

Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 79% | 38 | 35% | 66 | 56% | 66 |
| 4 | 84% | 38 | 43% | 37 | 73% | 64 |
| 5 | N/A | | 37% | 38 | 64% | 37 |
| 6 | | | N/A | | 64% | 37 |
| All | 82% | 76 | 36% | 141 | 65% | 204 |

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

The Academy achieved an aggregate PLI score of 153 in mathematics in the 2013-14 school year.

Mathematics 2013-14 Performance Level Index (PLI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 9% | 29% | 36% | 26% |

$$\begin{array}{rcccccccc}
 \text{PI} & = & 29 & + & 36 & + & 26 & = & 91 \\
 & & & & 36 & + & 26 & = & \underline{62} \\
 & & & & & & \text{PLI} & = & 153
 \end{array}$$

Evaluation

The Academy exceeded the state’s goal of a PLI of 86 by 67 points on the 2013-14 state mathematics exam.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁰

⁹ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Results

The chart below shows the percentage of students performing at or above level three on the state mathematics assessment exam enrolled in at least their second year at The Academy as compared to the average of all tested students in the surrounding public school district, the Hempstead School District.

2013-14 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 56% | 66 | 16% | 542 |
| 4 | 73% | 64 | 15% | 481 |
| 5 | 64% | 37 | 10% | 472 |
| 6 | 64% | 37 | 6% | 452 |
| All | 65% | 204 | 12% | 1947 |

Evaluation

The Academy met this measure. The school's aggregate percentage of students performing at a proficient level on the 2013-14 state mathematics assessment exam exceeded the district average by an impressive 53 percentage points. Additionally, each grade level tested at The Academy had a significantly higher percentage of students performing at a proficient level when compared to the Hempstead School District.

Additional Evidence

As shown through the chart below, The Academy has had a significantly higher overall percentage of students performing at a proficient level on the state mathematics exam for the past three years compared to the Hempstead School District. Additionally, the percentage of students performing at a proficient level at each individual grade level has far exceeded the district average at every grade level over the past three years.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students | | | | | |
|-------|---|----------------|----------------|----------------|----------------|----------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 3 | 79% | 42% | 35% | 12% | 56% | 16% |
| 4 | 84% | 51% | 43% | 9% | 73% | 15% |
| 5 | N/A | | 37% | 8% | 64% | 10% |
| 6 | | | N/A | | 64% | 6% |
| All | 82% | | 36% | 10% | 65% | 12% |

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

The Effect Size of The Academy's predicted level of performance on the state mathematics exam was 0.99, .66 points above the comparative performance goal. Notably, the effect size of the school's fifth grade performed exceedingly well, scoring an Effect Size nearly one point higher than the state's goal for the school.

2012-13 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|------------------------------------|---------------|-----------------------------------|-----------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | 88.9 | 76 | 38.1 | 22.3 | 15.8 | 0.90 |
| 4 | 74.0 | 48 | 45.8 | 28.5 | 17.3 | 1.01 |
| 5 | 77.1 | 45 | 40.0 | 22.1 | 17.9 | 1.12 |
| All | 81.5 | 169 | 40.8 | 24.0 | 16.8 | 0.99 |

School's Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

The Academy's aggregate Effect Size exceeded the comparative measure. This is largely attributable to the high performance at each grade level. Individually, each tested grade at The Academy performed well, exceeding the state's goal by an impressive margin.

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Additional Evidence

The Academy has exceeded the state's Effect Size goal in each of the last three years by an impressive amount. Although the Effect Size was lowest in the 2012-13 school year, it was still .66 above the measurable goal.

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---------------------------------|---------------|--------|-----------|-------------|
| 2010-11 | 3 | 65 | 45 | 71 | 47 | 1.53 |
| 2011-12 | 3-4 | 74 | 97 | 84 | 54 | 1.59 |
| 2012-13 | 3-5 | 169 | 40.8 | 24.0 | 16.8 | 0.99 |

Goal 2: Growth Measure¹²

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

RESULTS

The Academy's mean growth percentile on the 2012-13 mathematics assessment exam was 61.5, exceeding the state's growth measure goal.

2012-13 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|------------------|
| | School | Statewide Median |
| 4 | 72.5 | 50.0 |
| 5 | 49 | 50.0 |
| 6 | 63 | 50.0 |

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

| | | |
|-----|-------------|------|
| All | 61.5 | 50.0 |
|-----|-------------|------|

Evaluation

The Academy's overall mean growth percentile was greater than the state median of the 50th percentile by 11.5 percentage points. Additionally, the fourth and sixth grade's mean growth percentile exceeded that state's growth measurement goal. The school's fifth grade was only one point shy of matching the state's growth measure goal.

Additional Evidence

Because this is the first year of the mean growth percentile analysis, we do not have the data available to analyze against past performances in comparison to the statewide average.

Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|-----------------------|-------------|-------------------|
| | 2010-11 ¹⁴ | 2011-12 ¹⁴ | 2012-13 | Statewide Average |
| 3 | | | 72.5 | 50.0 |
| 4 | | | 49 | 50.0 |
| 5 | | | 63 | 50.0 |
| All | | | 61.5 | 50.0 |

Summary of the Mathematics Goal

The Academy achieved both comparative measurements, its growth measurement, and one of the absolute measurements. The only measurement The Academy did not achieve was a 75% proficiency performance by students enrolled in at least their second year at the school. However, the school showed an overall growth on this level from the previous year and an improvement in every grade level tested.

| Type | Measure | Outcome |
|-------------|--|-----------------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8. | Did Not Achieve |
| Absolute | Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. | Achieved |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district. | Achieved |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.) | Achieved |

¹⁴ Grade level results not available.

| | | |
|--------|--|----------|
| Growth | Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile. | Achieved |
|--------|--|----------|

Action Plan

The school is working towards ensuring alignment of the Common Core State Standards in Math with the program enVisionsMATH by Pearson. In addition, the school is working on vertical alignment across the grades to push depth of content. Teachers will continue to integrate data driven instruction by implementing differentiated instruction based on student performance data. Teachers will also be supported in developing problem solving lessons weekly in addition to higher order thinking skills to integrate rigor. The Academy will increase common planning opportunities per grade to ensure that teachers have sufficient time to effectively collaborate. The Academy will also encourage unit pacing through professional development on a weekly basis, with careful precision of the common core standards. Also, modification of the Math teaching framework will be done to include fluency and increase time for Math centers.

SCIENCE

Goal 3: 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 2011 – 2012 school year was the Macmillan/McGraw-Hill textbook series. The students participated in weekly experiments exploring the methods of science required under the New York State Standards to solve a problem in science. Literacy was incorporated through trade books and non-fiction text. Teachers utilized internal assessments created by teachers, and partnered with consultants from Victory Education Partners to make sure that were standards aligned. The data would be analyzed for differentiated and targeted instruction.

Goal 3: Absolute Measure
 Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2014. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

At the time of this report's submission, The Academy's 2013-14 state science exam results were not available.

**Charter School Performance on 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

| Grade | Percent of Students at Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 4 | N/A | N/A | N/A | N/A |

Evaluation

At the time of this report's submission, The Academy's 2013-14 state science exam results were not available.

Additional Evidence

At the time of this report's submission, The Academy's 2013-14 state science exam results were not available.

Science Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency | | | | | |
|-------|---|------------------|---------|------------------|---------|------------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 4 | 94.7% | 38 | 97.3% | 37 | N/A | N/A |
| All | 94.7% | 38 | 97.3% | 37 | N/A | N/A |

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

At the time of this report's submission, The Academy's 2013-14 state science exam results were not available.

2013-14 State Science Exam

Charter School and District Performance by Grade Level

| Grade | Percent of Students at Proficiency | | | |
|-------|--|---------------|-----------------------|---------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 4 | N/A | N/A | N/A | N/A |

Evaluation

At the time of this report’s submission, The Academy’s 2013-14 state science exam results were not available.

Additional Evidence

At the time of this report’s submission, The Academy’s 2013-14 state science exam results were not available.

Science Performance of Charter School and Local District by Grade Level and School Year

| Grade | Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students | | | | | |
|-------|--|----------------|----------------|----------------|----------------|----------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 4 | 95% | 87% | 97% | 87% | | |
| All | 95% | 87% | 97% | 87% | | |

Summary of the Science Goal

At the time of this report’s submission, The Academy’s 2013-14 state science exam results were not available.

| Type | Measure | Outcome |
|-------------|--|------------------------------|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination. | Achieved/ Did Not Achieve |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district. | Achieved/ Did Not Achieve |

Action Plan

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

The Academy is in Good Standing under New York State's NCLB accountability system

Evaluation

The school has met the measure, and has met this measure in every year the school has been in operation.

Additional Evidence

The Academy has been in good academic standing since its first year of operation in the 2009-10 school year.

NCLB Status by Year

| Year | Status |
|---------|---------------|
| 2011-12 | Good Standing |
| 2012-13 | Good Standing |
| 2013-14 | Good Standing |

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Thursday, July 31, 2014

Page 1

Charter School Name: 280201860934 ACADEMY CS

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

| | |
|---|---------|
| 1. Total Expenditures Per Child Line 1: Total Expenditures | 8987423 |
| 1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count | 491 |
| 1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2 | 18304 |

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

| | |
|--|---------|
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row) | 487541 |
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column) | 2855239 |
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2 | 3342780 |
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count | 491 |
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count | 6808 |

Thank you.

THE ACADEMY CHARTER SCHOOL
FINANCIAL STATEMENTS
WITH INDEPENDENT AUDITOR'S REPORT

JUNE 30, 2014
(With Comparative Totals as of June 30, 2013)

THE ACADEMY CHARTER SCHOOL

INDEX

| | <u>Page</u> |
|--|-------------|
| INDEPENDENT AUDITOR'S REPORT | 2-3 |
| FINANCIAL STATEMENTS | |
| Statement of Financial Position | 4 |
| Statement of Activities | 5 |
| Statement of Cash Flows | 6 |
| Statement of Functional Expenses | 7 |
| NOTES TO FINANCIAL STATEMENTS | 8-16 |
| INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS | 17-18 |



KOCH GROUP & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

333 Seventh Avenue

New York, NY 10001

(212) 631-0700 FAX (212) 631-0109

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
The Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of The Academy Charter School, which comprises the statement of financial position as of June 30, 2014, and the related statements of activities, cash flow and functional expenses for year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Academy Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited The Academy Charter School's 2013 financial statements, and our report dated September 30, 2013, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2014, on our consideration of The Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering The Academy Charter School's internal control over financial reporting and compliance.

New York, New York
October 30, 2014

Koch Group + Company, LLP
Certified Public Accountants

THE ACADEMY CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2014
(With Comparative Totals as of June 30, 2013)

ASSETS

| | 2014 | 2013 |
|--|---------------|---------------|
| CURRENT ASSETS | | |
| Cash and cash equivalents | \$ 354,347 | \$ 995,473 |
| Construction cash | 2,944,593 | 18,259 |
| Restricted cash | 77,151 | 76,766 |
| Capitalized interest reserve | 613,302 | - |
| Accounts receivable | 466,874 | 112,008 |
| Grants and contracts receivable | 40,966 | - |
| Prepaid expenses | 23,252 | 7,172 |
| Total Current Assets | 4,520,485 | 1,209,678 |
| PROPERTY AND EQUIPMENT, | | |
| at cost, less accumulated depreciation | 18,020,507 | 9,206,498 |
| OTHER ASSETS | | |
| Deferred expenses, net of accumulated amortization | 1,575,429 | 718,334 |
| Debt service escrow | 2,649,699 | 1,234,171 |
| Security deposits | 32,420 | 17,160 |
| Total Assets | \$ 26,798,540 | \$ 12,385,841 |

LIABILITIES AND NET ASSETS

| | | |
|--|---------------|---------------|
| CURRENT LIABILITIES | | |
| Bonds payable - current portion | \$ 115,000 | \$ 120,000 |
| Accounts payable | 220,631 | 224,647 |
| Accrued expenses | 515,030 | 487,323 |
| Accrued interest payable | 429,882 | - |
| Construction costs payable | 252,088 | - |
| Obligation under capital lease - current portion | 87,608 | 72,553 |
| | 1,620,239 | 904,523 |
| Bonds payable, less current portion | 23,905,000 | 10,505,000 |
| Obligation under capital lease | - | 94,847 |
| Total Liabilities | 25,525,239 | 11,504,370 |
| NET ASSETS - UNRESTRICTED | | |
| | 1,273,301 | 881,471 |
| Total Liabilities and Net Assets | \$ 26,798,540 | \$ 12,385,841 |

See notes to financial statements.

THE ACADEMY CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
YEAR ENDED JUNE 30,
(With Comparative Totals for the year ended June 30, 2013)

| UNRESTRICTED NET ASSETS | 2014 | 2013 |
|--|--------------|--------------|
| REVENUE, GAINS AND OTHER SUPPORT | | |
| Public School District | | |
| Resident student enrollment | \$ 8,931,607 | \$ 7,459,593 |
| Grants and Contracts | | |
| State and local | 8,542 | 1,610 |
| Federal - Title and IDEA | 151,620 | 163,317 |
| Food Service and Child Nutrition Program | 339,001 | 242,699 |
| Interest and other income | 757 | 2,043 |
| | 9,431,527 | 7,869,262 |
| EXPENSES | | |
| Program Expenses | | |
| Regular education | 6,928,107 | 5,992,774 |
| Special education | 573,221 | 328,437 |
| Food service | 380,761 | 317,676 |
| Supporting Services | | |
| Management and general | 1,157,608 | 954,078 |
| | 9,039,697 | 7,592,965 |
| CHANGE IN NET ASSETS | 391,830 | 276,297 |
| Beginning of year | 881,471 | 605,174 |
| End of year | \$ 1,273,301 | \$ 881,471 |

See notes to financial statements.

THE ACADEMY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
YEAR ENDED JUNE 30,
(With Comparative Totals for the year ended June 30, 2013)

| | <u>2014</u> | <u>2013</u> |
|---|---------------------|-------------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | | |
| Increase in Net Assets | \$ 391,830 | \$ 276,297 |
| ADJUSTMENTS TO RECONCILE INCREASE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES | | |
| Depreciation | 509,567 | 466,949 |
| Amortization | 47,364 | 25,580 |
| Changes in Assets and Liabilities | | |
| Accounts receivable | (354,866) | 350,894 |
| Grants and contracts receivable | (40,966) | 76,190 |
| Prepaid expenses | (16,080) | (2,168) |
| Accounts payable | (4,016) | 135,881 |
| Accrued expenses | 27,707 | 147,689 |
| Accrued interest payable | 429,882 | - |
| Security deposits | (15,260) | - |
| Net cash provided by operating activities | <u>975,162</u> | <u>1,477,312</u> |
| CASH FLOWS FROM INVESTING ACTIVITIES | | |
| Construction cash | (2,926,334) | (18,259) |
| Restricted cash | (385) | (450) |
| Capitalized interest reserve | (613,302) | - |
| Debt service escrow | (1,415,528) | 1,028 |
| Acquisition of fixed assets | <u>(9,323,576)</u> | <u>(372,581)</u> |
| Net cash used in investing activities | <u>(14,279,125)</u> | <u>(390,262)</u> |
| CASH FLOWS FROM FINANCING ACTIVITIES | | |
| Deferred expenses | (904,459) | (1) |
| Bonds payable | 13,395,000 | (115,000) |
| Construction costs payable | 252,088 | - |
| Obligation under capital lease | <u>(79,792)</u> | <u>(74,821)</u> |
| Net cash provided by (used in) operating activities | <u>12,662,837</u> | <u>(189,822)</u> |
| NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS | (641,126) | 897,228 |
| CASH AND CASH EQUIVALENTS | | |
| Beginning of year | <u>995,473</u> | <u>98,245</u> |
| End of year | <u>\$ 354,347</u> | <u>\$ 995,473</u> |
| SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION | | |
| Interest paid - expensed | <u>\$ 876,263</u> | <u>\$ 885,463</u> |
| Interest paid - capitalized | <u>\$ 108,903</u> | <u>\$ -</u> |

See notes to financial statements.

THE ACADEMY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for the year ended June 30, 2013)

| | Regular Education | Special Education | Food Service | Total Programs | Management & General | Total | Total 2013 |
|--|----------------------|----------------------|-------------------|---------------------|-------------------------|---------------------|---------------------|
| <u>Personnel Expenses</u> | | | | | | | |
| Salaries and wages | \$ 3,435,051 | \$ 291,542 | \$ 148,481 | \$ 3,875,074 | \$ 486,808 | \$ 4,361,882 | \$ 3,607,007 |
| Payroll taxes and fringe benefits | 700,795 | 59,478 | 30,292 | 790,565 | 99,315 | 889,880 | 736,589 |
| Retirement | 71,175 | 6,041 | 3,077 | 80,293 | 10,087 | 90,380 | 80,254 |
| Total Personnel Expenses | <u>4,207,021</u> | <u>357,061</u> | <u>181,850</u> | <u>4,745,932</u> | <u>596,210</u> | <u>5,342,142</u> | <u>4,423,850</u> |
| <u>Operating Expenses</u> | | | | | | | |
| Contracted services - financial and administrative | 468,750 | 25,000 | - | 493,750 | 150,000 | 643,750 | 625,000 |
| Administrative | 40,899 | 3,471 | - | 44,370 | 7,564 | 51,934 | 27,726 |
| Insurance | 109,943 | 9,331 | - | 119,274 | 20,333 | 139,607 | 113,177 |
| Legal and professional | 104,429 | 8,863 | - | 113,292 | 42,313 | 155,605 | 74,870 |
| Repairs and Maintenance | 150,471 | 12,771 | 6,504 | 169,746 | 21,324 | 191,070 | 155,374 |
| Equipment and furnishings | 183,183 | 15,547 | - | 198,730 | 33,878 | 232,608 | 180,821 |
| Rent and real estate taxes | 10,492 | 890 | - | 11,382 | 1,941 | 13,323 | 9,833 |
| Staff development | 107,992 | 9,166 | - | 117,158 | 19,972 | 137,130 | 50,787 |
| Food service | - | - | 170,757 | 170,757 | - | 170,757 | 116,814 |
| Student services | 19,956 | 1,694 | - | 21,650 | 3,691 | 25,341 | - |
| Supplies and instructional materials | 142,371 | 12,083 | - | 154,454 | 26,331 | 180,785 | 175,232 |
| Telephone and internet services | 38,612 | 3,277 | - | 41,889 | 7,141 | 49,030 | 25,747 |
| Utilities | 115,355 | 9,790 | - | 125,145 | 21,334 | 146,479 | 84,885 |
| Interest expense | 690,071 | 58,568 | - | 748,639 | 127,624 | 876,263 | 885,463 |
| Depreciation | 401,292 | 34,059 | 17,346 | 452,697 | 56,870 | 509,567 | 466,949 |
| Amortization | 37,300 | 3,166 | - | 40,466 | 6,898 | 47,364 | 25,580 |
| Other expenses | 99,970 | 8,484 | 4,304 | 112,758 | 14,184 | 126,942 | 150,857 |
| Total Operating Expenses | <u>2,721,086</u> | <u>216,160</u> | <u>198,911</u> | <u>3,136,157</u> | <u>561,398</u> | <u>3,697,555</u> | <u>3,169,115</u> |
| TOTAL EXPENSES | <u>\$ 6,928,107</u> | <u>\$ 573,221</u> | <u>\$ 380,761</u> | <u>\$ 7,882,089</u> | <u>\$ 1,157,608</u> | <u>\$ 9,039,697</u> | <u>\$ 7,592,965</u> |

See notes to financial statements.

THE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

1. Organization

The Academy Charter School (“The School”), a 501 (c) (3) tax-exempt organization, is a public charter school located in Hempstead, New York. The School opened in February 2009 and commenced operating classes for kindergarten through second grade in September 2009, and added third, fourth, fifth and sixth grade classes in 2010, 2011, 2012 and 2013. The School’s charter was renewed in 2014 for an additional five years. The mission of the school is to offer an interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. Enrollment is open to all potential student candidates, with those residing in the immediate area given first preference.

2. Summary of Significant Accounting Policies

a) Basis of Accounting

The accompanying financial statements are prepared on the accrual basis of accounting in accordance with principles generally accepted in the United States of America.

b) Cash and Cash Equivalents

The School maintains its cash in bank deposit accounts, which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to significant credit risk on cash and equivalents.

For purposes of the statement of cash flows, the School considers all highly liquid debt instruments purchased with maturity of three months or less to be cash equivalents.

c) Grants and Contracts Receivable

Unconditional promises to give that are expected to be collected within one year are recorded as grants and contribution receivable at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated future cash flows.

THE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

2. Summary of Significant Accounting Policies (Continued)

c) Grants and Contracts Receivable (Continued)

The discounts on those amounts are computed using risk-free interest rates applicable to the years in which the promises are received. Conditional promises to give are not included as support until the conditions are substantially met.

d) Financial Statement Presentation

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

- i) Unrestricted net assets – Net assets that are not subject to grantor or donor-imposed stipulations.
- ii) Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met, either by actions of the School and/or passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. There are no temporarily restricted net assets at June 30, 2014.
- iii) Permanently restricted net assets – Net assets subject to grantor or donor-imposed stipulations that they be maintained permanently by the School to use all or part of the assets for general or specific purposes. There are no permanently restricted net assets at June 30, 2014.

Furthermore, information is required to segregate program service expenses from support expenses.

e) Donated Services

No amounts are reflected in the financial statements for donated services, as the services do not meet the specialized skill requirements prescribed under accounting principles generally accepted in the United States of America.

THE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

2. Summary of Significant Accounting Policies (Continued)

f) Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted net assets depending on the existence or nature of any donor restrictions.

g) Property and Equipment

Purchase of property and equipment are capitalized at cost. Donated assets are capitalized at the estimated fair value at date of receipt. The cost of maintenance and repairs is charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of \$500. Depreciation is computed using the straight-line method over estimated useful lives of 3 to 7 years.

h) Construction in Progress

All applicable direct and indirect costs are capitalized as property costs during the construction period. No provision for depreciation is made on construction in progress until the assets are placed in service. Costs incurred after the property is substantially complete and ready for its intended use will be charged to operations.

i) Revenue Recognition

Revenue from the state and local government resulting from its charter school status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances from state and local government grants in the accompanying statement of financial position.

THE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

2. Summary of Significant Accounting Policies (Continued)

j) Income Taxes

In December 2010 The School filed and received approval of its application for tax exempt status from the Internal Revenue Service under section 501(c)(3) of the Internal Revenue code and has been classified as a publicly supported organization as described in Internal Revenue Code section 509 (A)(1) and 170 (B)(1)(A)(II).

Management believes that the organization has no uncertain tax positions that would require financial statement recognition.

k) Comparative Financial Information

The June 30, 2014 financial statements include certain prior year summarized comparative information in total but not by net asset class. In addition, only certain of the notes to the financial statements for June 30, 2013 are presented. As a result, the June 30, 2013 comparative information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such June 30, 2013 information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

l) Estimates

The preparation of financial statements in conformity with principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

m) Deferred Expenses

Closing costs are amortized on the straight-line method over the life of the related bonds as indicated in note 8.

THE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

3. Restricted Cash

Under the provisions of its charter, the School established a bank account to pay for any legal and audit expenses that would be associated with dissolution, should it occur.

4. Property and Equipment

At June 30, 2014 and 2013, property and equipment consisted of the following:

| | <u>2014</u> | <u>2013</u> | Estimated Useful <u>Life</u> |
|--------------------------------|---------------------|---------------------|------------------------------------|
| Building | \$ 7,110,000 | \$ 4,950,000 | 39.5 years |
| Land | 790,000 | 550,000 | - |
| Building improvements | 3,673,974 | 3,428,482 | 39.5 years |
| Furniture and fixtures | 598,427 | 542,599 | 7 years |
| Machinery and equipment | 5,000 | - | 3 years |
| Computer and office equipment | 863,607 | 711,385 | 5 years |
| Construction in progress | <u>6,505,084</u> | <u>40,050</u> | |
| | 19,546,092 | 10,222,516 | |
| Less: Accumulated depreciation | <u>(1,525,585)</u> | <u>(1,016,018)</u> | |
| | <u>\$18,020,507</u> | <u>\$ 9,206,498</u> | |

Depreciation expense for the years ended June 30, 2014 and 2013 was \$509,567 and \$466,949.

5. Accrued Expenses

Accrued expenses consist primarily of amounts due to staff for payroll earned during the school year but paid out over the summer months.

6. Pupil Enrollment and Other Revenues From Government Agencies

Under the Charter School Agreement and the Charter Schools Act, the School is entitled to receive funding from governmental sources that are available to public schools. The calculation of the amounts to be paid to the School under these programs is determined by the State, and is based on complex laws and regulations, enrollment levels, and economic information related to the home school districts of the children enrolled in the School.

THE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

6. Pupil Enrollment and Other Revenues From Government Agencies (Continued)

If these regulations, some of which are relatively new in the State of New York, were to change, or other factors included in the calculations were to change, the level of funding that the School receives could vary significantly.

The amounts are based upon actual amounts received as well as estimates by the management based upon the best information available at the time. However, actual amounts received, as determined by the funding source, could vary based on changes in the factors used to calculate the amounts owed.

7. Defined Contribution Plan

The School offers a 401(k) plan for all employees. Employees are eligible for the plan immediately upon employment and participation in the plan is voluntary. Employees can make pretax contributions up to a maximum of 100% of their annual compensation, subject to IRS restrictions. The School matches the employee contribution up to 4% of the employee's annual compensation. The School's contribution recognized in the statement of activities was \$90,379 and \$80,254 for the years ended June 30, 2014 and 2013. Plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

8. Deferred Expenses

At June 30, 2014 and 2013, deferred expenses consisted of the following:

| | <u>2014</u> | <u>2013</u> | <u>Amortization Period</u> |
|--------------------------------|--------------------|------------------|--------------------------------|
| Bond issuance costs | \$1,671,819 | \$767,360 | 30 years |
| Less: Accumulated amortization | <u>(96,390)</u> | <u>(49,026)</u> | |
| | <u>\$1,575,429</u> | <u>\$718,334</u> | |

THE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

9. Bonds Payable

On March 23, 2011, The Town of Hempstead Local Development Corporation provided financing through the issuance of \$10,505,000 in Tax-Exempt Education Revenue Bonds (the “Series 2011A Bonds”), bearing interest at 8.25% per annum with principal due at varying amounts annually through maturity on February 1, 2041, and \$235,000 in Taxable Education Revenue Bonds (the “Series 2011B Bonds”), bearing interest at 8% per annum with principal due at varying amounts annually through maturity on February 1, 2014. The proceeds of the bonds were used to purchase and renovate a two-story building at 117 North Franklin Street, Hempstead, New York to be used as classroom, cafeteria, kitchen and administration space.

For the years ended June 30, 2014 and 2013, Interest expense was \$876,263 and 885,463.

On December 23, 2013, The Town of Hempstead Local Development Corporation provided financing through the issuance of \$12,970,000 in Tax-Exempt Education Revenue Bonds (the “Series 2013A Bonds”), bearing interest at 7.65% per annum with principal due at varying amounts annually through maturity on February 1, 2044, and \$545,000 in Taxable Education Revenue Bonds (the “Series 2013B Bonds”), bearing interest rate at 7.25% per annum with principal due at varying amounts annually through maturity on February 1, 2019. The proceeds of the bonds were used to purchase and renovate a four-story building at 159 North Franklin Street, Hempstead, New York to be used as classroom and administration space.

For the year ended June 30, 2014, interest incurred of \$538,786 was capitalized.

a) Debt Service Escrow

The bond indenture agreements provide for the creation of debt service escrows. The balance being held by the trustee at June 30, 2014 was \$2,649,699.

b) Capitalized Interest Reserve

Capitalized interest reserve funded by bond proceeds in the original amount of \$722,202 to pay interest during construction. At June 30, 2014, the balance in the account was \$613,302.

THE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

9. Bonds Payable (Continued)

Future minimum principal payments for the next five years are as follow:

Fiscal year ending June 30

| | |
|---------------------|---------------------|
| 2015 | \$ 115,000 |
| 2016 | 265,000 |
| 2017 | 285,000 |
| 2018 | 305,000 |
| 2019 | 335,000 |
| 2020 and thereafter | <u>22,715,000</u> |
| Total | <u>\$24,020,000</u> |

10. Capital Lease

In July 1, 2012, the School obtained equipment, pursuant to a capital lease agreement. The lease requires monthly lease payments of \$8,741, through maturity in June 2015.

Future lease payments under this capital lease are as follows:

| | |
|---------------------------------------|-----------------|
| June 30, 2015 | \$96,151 |
| Less: Amount attributable to interest | <u>8,543</u> |
| | <u>\$87,608</u> |

11. Management

The School entered into an agreement with Victory Schools, Inc. (VSI) d/b/a Victory Education Partners (VEP) in June 2009, which was amended in August 2012 to provide services related to certain education and operational aspects of the School. Victory serves as an advisor regarding functions associated with the educational services to be provided to the students at the School and consults with the School with respect to its legal and operational compliance in accordance with the terms of the charter and the Charter School Act.

THE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

11. Management (Continued)

In providing these services, VEP was paid a service fee in the amount of \$625,000 in 2013. The fee will be increased annually by 3%. VEP has agreed to subordinate the management fee to the Series 2011 and 2013 bond payments. For the years ended June 30, 2014 and 2013 the service fee was \$643,750 and \$625,000.

12. Contingency

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

13. Construction Contract

The School entered into a Construction Contract Agreement in the amount of \$6,974,808, including changes orders, to construct, renovate and equip of the acquired building for classroom expansions. At June 30, 2014, \$4,775,110 of costs has been incurred.

14. Subsequent Events

Management has evaluated subsequent events through October 30, 2014, the date that financial statements were available to be issued. No significant subsequent events have been identified that would require adjustment or disclosure in the accompanying financial statements.



KOCH GROUP & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

333 Seventh Avenue
New York, NY 10001
(212) 631-0700 FAX (212) 631-0109

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Trustees of
The Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of The Academy Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2014.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Koch Group + Company, LLP
Certified Public Accountants

New York, New York
October 30, 2014

Transmittal Form
Annual Financial Statement Audit Report

for SUNY Authorized Charter Schools

| | |
|------------------------------|--|
| School Name: | The Academy Charter School |
| Date (Report is due Nov. 1): | November 1, 2014 |
| School Fiscal Contact Name: | Paul Augello |
| School Fiscal Contact Email: | [REDACTED] |
| School Fiscal Contact Phone: | [REDACTED] |
| School Audit Firm Name: | Koch Group & Co., LLC |
| School Audit Contact Name: | Miaoling Lin |
| School Audit Contact Email: | milin@kqcpas.com |
| School Audit Contact Phone: | 212.631.0700 x20 |
| Audit Period: | 2013-14 |
| Prior Year: | 2012-13 |

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

| Item | If not included, state the reason(s) below (if not applicable fill in N/A): |
|---|---|
| Management Letter | N/A |
| Management Letter Response | N/A |
| Form 990 | Not prepared yet, will be put on extension |
| Federal Single Audit (A-133) ¹ | N/A |
| Corrective Action Plan | N/A |

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

| | |
|---|---|
| NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov | NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov |
|---|---|

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to [OMB Circular A-133](#) for the federal filing requirements.

**The Academy Charter School
Budget / Operating Plan
2014-15**

| | | | | | | | | | | | | | | | |
|-----|---|-------------------------|--------------------------|---------------------------------|----------------|-----------------|-----------------------------------|----------------|-----------------|---------------------------------|----------------|-----------------|---------------------------------|----------------|-----------------|
| 6 | Total Revenue | - | 3,059,502 | - | - | 3,196,241 | - | - | 3,191,241 | - | - | 3,191,241 | - | - | |
| 7 | Total Expenses | - | 2,532,985 | - | - | 3,264,303 | - | - | 3,264,303 | - | - | 4,429,460 | - | - | |
| 8 | Net Income | - | 526,517 | - | - | (68,062) | - | - | (73,062) | - | - | (1,238,239) | - | - | |
| 9 | Actual Student Enrollment | - | 650 | - | - | 650 | - | - | 650 | - | - | 650 | - | - | |
| 10 | Total Paid Student Enrollment | - | 650 | - | - | 650 | - | - | 650 | - | - | 650 | - | - | |
| 11 | | | | | | | | | | | | | | | |
| 12 | | | Prior Year Actual | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | |
| 13 | | | 2013-14 | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance |
| 14 | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | |
| 17 | EXPENSES | | | | | | | | | | | | | | |
| 18 | ADMINISTRATIVE STAFF PERSONNEL COSTS | No. of Positions | | | | | | | | | | | | | |
| 19 | Executive Management | 1.00 | - | 38,723 | - | - | 38,723 | - | - | 38,723 | - | - | 38,723 | - | - |
| 20 | Instructional Management | 4.00 | - | 101,777 | - | - | 101,777 | - | - | 101,777 | - | - | 101,777 | - | - |
| 21 | Deans, Directors & Coordinators | 2.00 | - | 43,372 | - | - | 43,372 | - | - | 43,372 | - | - | 43,372 | - | - |
| 22 | CFD / Director of Finance | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 23 | Operation / Business Manager | 1.00 | - | 23,175 | - | - | 23,175 | - | - | 23,175 | - | - | 23,175 | - | - |
| 24 | Administrative Staff | 16.00 | - | 118,703 | - | - | 118,703 | - | - | 118,703 | - | - | 118,703 | - | - |
| 25 | TOTAL ADMINISTRATIVE STAFF | 24.00 | - | 325,750 | - | - | 325,750 | - | - | 325,750 | - | - | 325,750 | - | - |
| 26 | | | | | | | | | | | | | | | |
| 27 | INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | |
| 28 | Teachers - Regular | 30.00 | - | 143,993 | - | - | 431,980 | - | - | 431,980 | - | - | 863,959 | - | - |
| 29 | Teachers - SPED | 6.00 | - | 24,904 | - | - | 74,712 | - | - | 74,712 | - | - | 149,423 | - | - |
| 30 | Substitute Teachers | - | - | 4,500 | - | - | 13,500 | - | - | 13,500 | - | - | 13,500 | - | - |
| 31 | Teaching Assistants | 27.00 | - | 74,515 | - | - | 223,545 | - | - | 223,545 | - | - | 447,091 | - | - |
| 32 | Specialty Teachers | 15.00 | - | 65,123 | - | - | 195,369 | - | - | 195,369 | - | - | 390,739 | - | - |
| 33 | Aides | 3.00 | - | 21,982 | - | - | 21,982 | - | - | 21,982 | - | - | 21,982 | - | - |
| 34 | Therapists & Counselors | 2.00 | - | 10,058 | - | - | 30,175 | - | - | 30,175 | - | - | 60,350 | - | - |
| 35 | Other | - | - | 48,000 | - | - | 24,000 | - | - | 24,000 | - | - | 121,500 | - | - |
| 36 | TOTAL INSTRUCTIONAL | 83.00 | - | 393,075 | - | - | 1,015,263 | - | - | 1,015,263 | - | - | 2,068,544 | - | - |
| 37 | | | | | | | | | | | | | | | |
| 38 | NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | |
| 39 | Nurse | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 40 | Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 41 | Custodian | 8.00 | - | 68,123 | - | - | 68,123 | - | - | 68,123 | - | - | 68,123 | - | - |
| 42 | Security | 5.00 | - | 52,155 | - | - | 52,155 | - | - | 52,155 | - | - | 52,155 | - | - |
| 43 | Other | 4.00 | - | 55,318 | - | - | 55,318 | - | - | 55,318 | - | - | 55,318 | - | - |
| 44 | TOTAL NON-INSTRUCTIONAL | 17.00 | - | 175,596 | - | - | 175,596 | - | - | 175,596 | - | - | 175,596 | - | - |
| 45 | | | | | | | | | | | | | | | |
| 46 | SUBTOTAL PERSONNEL SERVICE COSTS | 124.00 | - | 894,421 | - | - | 1,516,609 | - | - | 1,516,609 | - | - | 2,569,890 | - | - |
| 47 | | | | | | | | | | | | | | | |
| 48 | PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | | |
| 49 | Payroll Taxes | - | - | 73,790 | - | - | 125,120 | - | - | 125,120 | - | - | 212,016 | - | - |
| 50 | Fringe / Employee Benefits | - | - | 241,040 | - | - | 241,040 | - | - | 241,040 | - | - | 241,040 | - | - |
| 51 | Retirement / Pension | - | - | 35,489 | - | - | 35,489 | - | - | 35,489 | - | - | 35,489 | - | - |
| 52 | TOTAL PAYROLL TAXES AND BENEFITS | | - | 350,319 | - | - | 401,649 | - | - | 401,649 | - | - | 488,545 | - | - |
| 53 | | | | | | | | | | | | | | | |
| 54 | TOTAL PERSONNEL SERVICE COSTS | 124.00 | - | 1,244,740 | - | - | 1,918,258 | - | - | 1,918,258 | - | - | 3,058,435 | - | - |
| 55 | | | | | | | | | | | | | | | |
| 56 | CONTRACTED SERVICES | | | | | | | | | | | | | | |
| 57 | Accounting / Audit | - | - | - | - | - | - | - | - | - | - | - | 20,000 | - | - |
| 58 | Legal | - | - | 3,750 | - | - | 3,750 | - | - | 3,750 | - | - | 3,750 | - | - |
| 59 | Management Company Fee | - | - | 165,766 | - | - | 165,766 | - | - | 165,766 | - | - | 165,766 | - | - |
| 60 | Nurse Services | - | - | 1,500 | - | - | 4,500 | - | - | 4,500 | - | - | 4,500 | - | - |
| 61 | Food Service / School Lunch | - | - | 20,000 | - | - | 60,000 | - | - | 60,000 | - | - | 60,000 | - | - |
| 62 | Payroll Services | - | - | 9,000 | - | - | 9,000 | - | - | 9,000 | - | - | 9,000 | - | - |
| 63 | Special Ed Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 64 | Talentment Services (i.e. Title I) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 65 | Other Purchased / Professional / Consulting | - | - | 7,500 | - | - | 7,500 | - | - | 7,500 | - | - | 7,500 | - | - |
| 66 | TOTAL CONTRACTED SERVICES | | - | 207,516 | - | - | 250,516 | - | - | 250,516 | - | - | 270,516 | - | - |
| 67 | | | | | | | | | | | | | | | |
| 68 | SCHOOL OPERATIONS | | | | | | | | | | | | | | |
| 69 | Board Expenses | - | - | 5,000 | - | - | 5,000 | - | - | 5,000 | - | - | 5,000 | - | - |
| 70 | Classroom / Teaching Supplies & Materials | - | - | 17,000 | - | - | 17,000 | - | - | 17,000 | - | - | 17,000 | - | - |
| 71 | Special Ed Supplies & Materials | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 72 | Textbooks / Workbooks | - | - | 22,500 | - | - | 22,500 | - | - | 22,500 | - | - | 22,500 | - | - |
| 73 | Supplies & Materials other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 74 | Equipment / Furniture | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 75 | Telephone | - | - | 10,000 | - | - | 10,000 | - | - | 10,000 | - | - | 10,000 | - | - |
| 76 | Technology | - | - | 37,000 | - | - | 37,000 | - | - | 37,000 | - | - | 37,000 | - | - |
| 77 | Student Testing & Assessment | - | - | 2,000 | - | - | 6,000 | - | - | 6,000 | - | - | 6,000 | - | - |
| 78 | Field Trips | - | - | 2,000 | - | - | 6,000 | - | - | 6,000 | - | - | 6,000 | - | - |
| 79 | Transportation (student) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 80 | Student Services - other | - | - | 2,400 | - | - | 7,200 | - | - | 7,200 | - | - | 7,200 | - | - |
| 81 | Office Expense | - | - | 49,250 | - | - | 49,250 | - | - | 49,250 | - | - | 49,250 | - | - |
| 82 | Staff Development | - | - | 40,750 | - | - | 40,750 | - | - | 40,750 | - | - | 40,750 | - | - |
| 83 | Staff Recruitment | - | - | - | - | - | - | - | - | - | - | - | 1,000 | - | - |
| 84 | Student Recruitment / Marketing | - | - | - | - | - | - | - | - | - | - | - | 4,000 | - | - |
| 85 | School Meals / Lunch | - | - | 1,000 | - | - | 3,000 | - | - | 3,000 | - | - | 3,000 | - | - |
| 86 | Travel (Staff) | - | - | 2,000 | - | - | 2,000 | - | - | 2,000 | - | - | 2,000 | - | - |
| 87 | Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 88 | Other | - | - | 3,750 | - | - | 3,750 | - | - | 3,750 | - | - | 3,750 | - | - |
| 89 | TOTAL SCHOOL OPERATIONS | | - | 194,650 | - | - | 209,450 | - | - | 209,450 | - | - | 214,450 | - | - |
| 90 | | | | | | | | | | | | | | | |
| 91 | FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | | |
| 92 | Insurance | - | - | 17,500 | - | - | 17,500 | - | - | 17,500 | - | - | 17,500 | - | - |
| 93 | Janitorial | - | - | 20,000 | - | - | 20,000 | - | - | 20,000 | - | - | 20,000 | - | - |
| 94 | Building and Land Rent / Lease | - | - | 506,079 | - | - | 506,079 | - | - | 506,079 | - | - | 506,079 | - | - |
| 95 | Repairs & Maintenance | - | - | 20,000 | - | - | 20,000 | - | - | 20,000 | - | - | 20,000 | - | - |
| 96 | Equipment / Furniture | - | - | 2,500 | - | - | 2,500 | - | - | 2,500 | - | - | 2,500 | - | - |
| 97 | Security | - | - | 35,000 | - | - | 35,000 | - | - | 35,000 | - | - | 35,000 | - | - |
| 98 | Utilities | - | - | 60,000 | - | - | 60,000 | - | - | 60,000 | - | - | 60,000 | - | - |
| 99 | TOTAL FACILITY OPERATION & MAINTENANCE | | - | 661,079 | - | - | 661,079 | - | - | 661,079 | - | - | 661,079 | - | - |
| 100 | | | | | | | | | | | | | | | |
| 101 | DEPRECIATION & AMORTIZATION | | - | 225,000 | - | - | 225,000 | - | - | 225,000 | - | - | 225,000 | - | - |
| 102 | RESERVES / CONTINGENCY | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 103 | | | | | | | | | | | | | | | |
| 104 | TOTAL EXPENSES | | - | 2,532,985 | - | - | 3,264,303 | - | - | 3,264,303 | - | - | 4,429,480 | - | - |
| 105 | | | | | | | | | | | | | | | |
| 106 | NET INCOME | | - | 526,517 | - | - | (68,062) | - | - | (73,062) | - | - | (1,238,239) | - | - |

| The Academy Charter School Budget / Operating Plan 2014-15 | | | | | | DESCRIPTION OF ASSUMPTIONS |
|--|---|------------|------------|------------|--------------|----------------------------|
| 6 | Total Revenue | 12,638,224 | 12,638,224 | - | 12,638,224 | 12,638,224 |
| 7 | Total Expenses | 13,491,070 | 13,491,070 | - | (13,491,070) | (13,491,070) |
| 8 | Net Income | (852,846) | (852,846) | - | (852,846) | (852,846) |
| 9 | Actual Student Enrollment | | | | | |
| 10 | Total Paid Student Enrollment | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| 21 | | | | | | |
| 22 | | | | | | |
| 23 | | | | | | |
| 24 | | | | | | |
| 25 | | | | | | |
| 26 | | | | | | |
| 27 | | | | | | |
| 28 | | | | | | |
| 29 | | | | | | |
| 30 | | | | | | |
| 31 | | | | | | |
| 32 | | | | | | |
| 33 | | | | | | |
| 34 | | | | | | |
| 35 | | | | | | |
| 36 | | | | | | |
| 37 | | | | | | |
| 38 | | | | | | |
| 39 | | | | | | |
| 40 | | | | | | |
| 41 | | | | | | |
| 42 | | | | | | |
| 43 | | | | | | |
| 44 | | | | | | |
| 45 | | | | | | |
| 46 | | | | | | |
| 47 | | | | | | |
| 48 | | | | | | |
| 49 | | | | | | |
| 50 | | | | | | |
| 51 | | | | | | |
| 52 | | | | | | |
| 53 | | | | | | |
| 54 | | | | | | |
| 55 | | | | | | |
| 56 | | | | | | |
| 57 | | | | | | |
| 58 | | | | | | |
| 68 | EXPENSES | | | | | |
| 69 | ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | |
| 70 | Executive Management | 1.00 | 154,891 | 154,891 | - | (154,891) |
| 71 | Instructional Management | 4.00 | 407,108 | 407,108 | - | (407,108) |
| 72 | Deans, Directors & Coordinators | 2.00 | 173,489 | 173,489 | - | (173,489) |
| 73 | CFO / Director of Finance | - | - | - | - | - |
| 74 | Operation / Business Manager | 1.00 | 92,700 | 92,700 | - | (92,700) |
| 75 | Administrative Staff | 16.00 | 474,813 | 474,813 | - | (474,813) |
| 76 | TOTAL ADMINISTRATIVE STAFF | 24.00 | 1,303,001 | 1,303,001 | - | (1,303,001) |
| 77 | | | | | | |
| 78 | INSTRUCTIONAL PERSONNEL COSTS | | | | | |
| 79 | Teachers - Regular | 30.00 | 1,871,912 | 1,871,912 | - | (1,871,912) |
| 80 | Teachers - SPED | 6.00 | 323,750 | 323,750 | - | (323,750) |
| 81 | Substitute Teachers | - | 45,000 | 45,000 | - | (45,000) |
| 82 | Teaching Assistants | 27.00 | 968,697 | 968,697 | - | (968,697) |
| 83 | Specialty Teachers | 15.00 | 846,601 | 846,601 | - | (846,601) |
| 84 | Aides | 3.00 | 87,926 | 87,926 | - | (87,926) |
| 85 | Therapists & Counselors | 2.00 | 130,759 | 130,759 | - | (130,759) |
| 86 | Other | - | 217,500 | 217,500 | - | (217,500) |
| 87 | TOTAL INSTRUCTIONAL | 83.00 | 4,492,145 | 4,492,145 | - | (4,492,145) |
| 88 | | | | | | |
| 89 | NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | |
| 90 | Nurse | - | - | - | - | - |
| 91 | Librarian | - | - | - | - | - |
| 92 | Custodian | 8.00 | 272,492 | 272,492 | - | (272,492) |
| 93 | Security | 5.00 | 208,618 | 208,618 | - | (208,618) |
| 94 | Other | 4.00 | 221,273 | 221,273 | - | (221,273) |
| 95 | TOTAL NON-INSTRUCTIONAL | 17.00 | 702,383 | 702,383 | - | (702,383) |
| 96 | | | | | | |
| 97 | SUBTOTAL PERSONNEL SERVICE COSTS | 124.00 | 6,497,529 | 6,497,529 | - | (6,497,529) |
| 98 | | | | | | |
| 99 | PAYROLL TAXES AND BENEFITS | | | | | |
| 100 | Payroll Taxes | - | 536,046 | 536,046 | - | (536,046) |
| 101 | Fringe / Employee Benefits | - | 964,159 | 964,159 | - | (964,159) |
| 102 | Retirement / Pension | - | 141,956 | 141,956 | - | (141,956) |
| 103 | TOTAL PAYROLL TAXES AND BENEFITS | - | 1,642,161 | 1,642,161 | - | (1,642,161) |
| 104 | | | | | | |
| 105 | TOTAL PERSONNEL SERVICE COSTS | 124.00 | 8,139,690 | 8,139,690 | - | (8,139,690) |
| 106 | | | | | | |
| 107 | CONTRACTED SERVICES | | | | | |
| 108 | Accounting / Audit | - | 20,000 | 20,000 | - | (20,000) |
| 109 | Legal | 15,000 | 15,000 | 15,000 | - | (15,000) |
| 110 | Management Company Fee | - | 663,063 | 663,063 | - | (663,063) |
| 111 | Nurse Services | 15,000 | 15,000 | 15,000 | - | (15,000) |
| 112 | Food Service / School Lunch | 200,000 | 200,000 | 200,000 | - | (200,000) |
| 113 | Payroll Services | 36,000 | 36,000 | 36,000 | - | (36,000) |
| 114 | Special Ed Services | - | - | - | - | - |
| 115 | Titlement Services (i.e. Title I) | - | - | - | - | - |
| 116 | Other Purchased / Professional / Consulting | 30,000 | 30,000 | 30,000 | - | (30,000) |
| 117 | TOTAL CONTRACTED SERVICES | 175,000 | 979,063 | 979,063 | - | (979,063) |
| 118 | | | | | | |
| 119 | SCHOOL OPERATIONS | | | | | |
| 120 | Board Expenses | - | 20,000 | 20,000 | - | (20,000) |
| 121 | Classroom / Teaching Supplies & Materials | 68,000 | 68,000 | 68,000 | - | (68,000) |
| 122 | Special Ed Supplies & Materials | - | - | - | - | - |
| 123 | Textbooks / Workbooks | 90,000 | 90,000 | 90,000 | - | (90,000) |
| 124 | Supplies & Materials other | - | - | - | - | - |
| 125 | Equipment / Furniture | - | - | - | - | - |
| 126 | Telephone | 40,000 | 40,000 | 40,000 | - | (40,000) |
| 127 | Technology | 148,000 | 148,000 | 148,000 | - | (148,000) |
| 128 | Student Testing & Assessment | 20,000 | 20,000 | 20,000 | - | (20,000) |
| 129 | Field Trips | 20,000 | 20,000 | 20,000 | - | (20,000) |
| 130 | Transportation (student) | - | - | - | - | - |
| 131 | Student Services - other | 24,000 | 24,000 | 24,000 | - | (24,000) |
| 132 | Office Expense | 197,000 | 197,000 | 197,000 | - | (197,000) |
| 133 | Staff Development | 163,000 | 163,000 | 163,000 | - | (163,000) |
| 134 | Staff Recruitment | 1,000 | 1,000 | 1,000 | - | (1,000) |
| 135 | Student Recruitment / Marketing | 4,000 | 4,000 | 4,000 | - | (4,000) |
| 136 | School Meals / Lunch | 10,000 | 10,000 | 10,000 | - | (10,000) |
| 137 | Travel (Staff) | 8,000 | 8,000 | 8,000 | - | (8,000) |
| 138 | Fundraising | - | - | - | - | - |
| 139 | Other | 15,000 | 15,000 | 15,000 | - | (15,000) |
| 140 | TOTAL SCHOOL OPERATIONS | 828,000 | 828,000 | 828,000 | - | (828,000) |
| 141 | | | | | | |
| 142 | FACILITY OPERATION & MAINTENANCE | | | | | |
| 143 | Insurance | 70,000 | 70,000 | 70,000 | - | (70,000) |
| 144 | Janitorial | 80,000 | 80,000 | 80,000 | - | (80,000) |
| 145 | Building and Land Rent / Lease | 2,024,317 | 2,024,317 | 2,024,317 | - | (2,024,317) |
| 146 | Repairs & Maintenance | 80,000 | 80,000 | 80,000 | - | (80,000) |
| 147 | Equipment / Furniture | 10,000 | 10,000 | 10,000 | - | (10,000) |
| 148 | Security | 140,000 | 140,000 | 140,000 | - | (140,000) |
| 149 | Utilities | 240,000 | 240,000 | 240,000 | - | (240,000) |
| 150 | TOTAL FACILITY OPERATION & MAINTENANCE | 2,644,317 | 2,644,317 | 2,644,317 | - | (2,644,317) |
| 151 | | | | | | |
| 152 | DEPRECIATION & AMORTIZATION | 900,000 | 900,000 | 900,000 | - | (900,000) |
| 153 | RESERVES / CONTINGENCY | - | - | - | - | - |
| 154 | | | | | | |
| 155 | TOTAL EXPENSES | 13,491,070 | 13,491,070 | 13,491,070 | - | (13,491,070) |
| 156 | | | | | | |
| 157 | NET INCOME | (852,846) | (852,846) | (852,846) | - | (852,846) |
| 158 | | | | | | |

| The Academy Charter School Budget / Operating Plan 2014-15 | | | | | | DESCRIPTION OF ASSUMPTIONS | |
|--|--|-----------------------|----------|-----------------|----------------|----------------------------|------------|
| | Original | Total Year Current | Variance | Original vs. PY | Current vs. PY | | |
| 6 | Total Revenue | | | | | 12,638,224 | 12,638,224 |
| 7 | Total Expenses | | | | | 13,491,070 | 13,491,070 |
| 8 | Net Income | | | | | (852,846) | (852,846) |
| 9 | Actual Student Enrollment | | | | | | |
| 10 | Total Paid Student Enrollment | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| 13 | | | | | | | |
| 139 | ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | | |
| 161 | Amityville | | | | | | |
| 162 | Baldwin | | | | | | |
| 163 | Elmest | | | | | | |
| 164 | Freeport | | | | | | |
| 165 | Glen Cove | | | | | | |
| 166 | Hempstead | | | | | | |
| 167 | Huntington | | | | | | |
| 168 | S. Huntington | | | | | | |
| 169 | Long Beach | | | | | | |
| 170 | Malverne | | | | | | |
| 171 | New York City | | | | | | |
| 172 | Oceanside | | | | | | |
| 173 | Roosevelt | | | | | | |
| 174 | South Country | | | | | | |
| 175 | Uniondale | | | | | | |
| 176 | School District - ALL OTHER | | | | | | |
| 177 | TOTAL ENROLLMENT | | | | | | |
| 178 | REVENUE PER PUPIL | | | | | | |
| 179 | EXPENSES PER PUPIL | | | | | | |

Appendix E: Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

Page 1

280201860934 ACADEMY CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Thursday, July 31, 2014

Page 1

280201860934 ACADEMY CS

1. Current Board Member Information

| | Full Name of Individual Trustees | Position on Board (Officer or Rep). | Voting Member | Area of Expertise &/or Additional Role | Terms Served & Length (include date of election and expiration) | Committee affiliations |
|----|----------------------------------|-------------------------------------|---------------|--|---|------------------------------------|
| 1 | Pastor Barrington Goldson | Chair/President | Yes | Leadership/Community | 5 years elected on 8/2008 | Finance and Judicial, Grievance |
| 2 | Robert Stewart | Vice Chair/Vice President | Yes | Technology | 5 years elected on 8/2008, 2014 | Technology & Infrastructure |
| 3 | Hazeltin Williams | Secretary | Yes | Community Relations | 5 years elected on 8/2008, 2014 | Fundraising/Community Relations |
| 4 | Dawn West-Bloise | Member | Yes | Fundraising | 5 years, elected on 8/2010, 2015 | Community Relations |
| 5 | Hope M. Chin | Treasurer | Yes | Accounting/Finance | 5 years, elected on 8/2010, 2015 | Finance and Fund Raising Committee |
| 6 | Peter J. Goodman | Member | Yes | Real Estate/Legal | 5 years, elected on 8/2013, 2015 | Finance and Asset Acquisition |
| 7 | Sheila Dancy-Wilkins | Member | Yes | Legal | 5 years, elected on 8/2009, 2014 | Judicial, Grievance & Compliance |
| 8 | Roderick Roberts | Member | Yes | Real Estate | 5 years, elected on 8/2010, 2015 | Fundraising/Community Relations |
| 9 | Janet-Ann Sanderson-Brown | Member | Yes | Academics | 5 years, elected on 8/2010, 2015 | Academic & Personnel |
| 10 | Jacqueline Small-St. Armand | Parent Rep | No | PTO President | 6/2013 | |

2. Total Number of Members Joining Board during the 2013-14 school year

1

3. Total Number of Members Departing the Board during the 2013-14 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

13

5. How many times did the Board meet during the 2013-14 school year?

9

6. How many times will the Board meet during the 2014-15 school year?

TBD

Thank you.

The Academy Charter School

Annual Student Enrollment and Retention Report

1. *Appendix H: Enrollment and Retention Efforts*

Describe the efforts the charter school has utilized in 2013-2014 and a plan for efforts to be taken in 2014- 2015 to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.

At The Academy we had all our recruitment flyers, applications and brochures printed in both Spanish and English. These were distributed to daycare centers, doctor offices, faith-based organized and several public events.

Our Special Education Director was available to meet with parents when they attended open houses here at the school. In addition, the Principal is Special Educated Certified and is able to speak with any parents or community members about the school's special education program.

Spanish has been taught this year K - 6

We also had several ELL students attending our school and their siblings were among those who were given first preference for the 2014-2015 school year.

2. BEDS Day Count

The student count for BEDS Day (October 2, 2013) was **491 Students**

Appendix I: Teacher and Administrator Attrition

Created Thursday, July 31, 2014

Page 1

Charter School Name: 280201860934 ACADEMY CS

Instructions for completing the Teacher and Administrator Attrition Tables
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

| FTE Teachers on June 30, 2013 | FTE Teachers Additions 7/1/13 – 6/30/14 | FTE Teacher Departures 7/1/13 – 6/30/14 |
|-------------------------------|---|---|
| 24 | 8 | 2 |

2013-14 Administrator Position Attrition Table

| FTE Administrator Positions On 6/30/2013 | FTE Administrator Additions 7/1/13 – 6/30/14 | FTE Administrator Departures 7/1/13 – 6/30/14 |
|--|--|---|
| 3 | 3 | 0 |

Thank you

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 23, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/73241>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Sheila Dancy-Wilkins

2. Charter School Name:

Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

|

|

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 25, 2014

Updated Wednesday, May 13, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e5003>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Peter Jason Goodman

2. Charter School Name:

Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several overlapping loops and strokes, written across a horizontal line.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 25, 2014

Updated Wednesday, May 13, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/af52a>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Hazelin Williams

2. Charter School Name:

Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

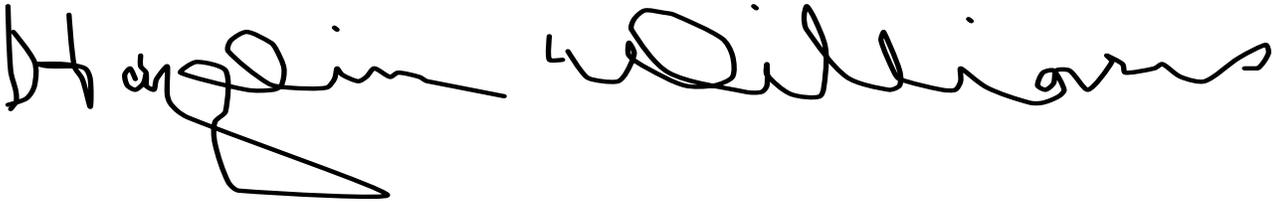
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "H. Craig Williams". The signature is written in a cursive style with a large, sweeping initial "H" and a long, horizontal stroke extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 25, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/abe3f>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Barrington Goldson

2. Charter School Name:

Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

| | Organization Conducting Business with the School | Nature of Business Conducted | Approximate Value of the Business Conducted | Name of Trustee and/or Immediate Family Member with Interest | Steps Taken to Avoid Conflict of Interest |
|---|--|--|---|--|--|
| 1 | Calvary Tabernacle Inc (non profit org, church) | use of facility for special functions, plays graduations | \$12,000 in total | barrington Goldson | avoid voting on decision; ensure that fair market value is charged, ensure that school obtains comparative bids for similar services |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

Signature of Trustee



The image shows two handwritten signatures in black ink. The signature on the left is 'Barrington' and the signature on the right is 'Goldson'. Both are written in a cursive, flowing style.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 25, 2014

Updated Wednesday, May 13, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/8b628>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Jacqueline Small-St Armand

2. Charter School Name:

Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: PTO President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

•
•
•
•
•
•

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 25, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/4c4e1>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Dawn West-Bloise

2. Charter School Name:

Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Trustee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Joan W. N. B. G.", written in a cursive style.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 25, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/d7287>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Robert Stewart

2. Charter School Name:

Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

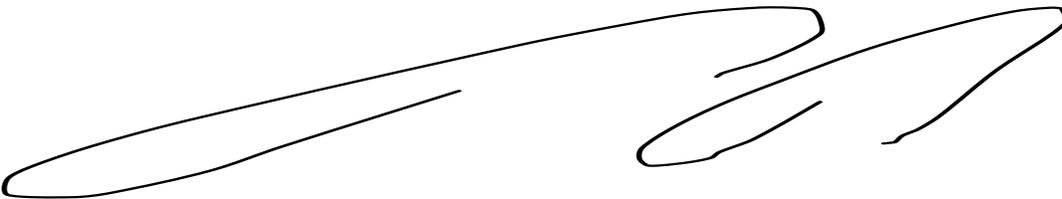
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

| | Organization Conducting Business with the School | Nature of Business Conducted | Approximate Value of the Business Conducted | Name of Trustee and/or Immediate Family Member with Interest | Steps Taken to Avoid Conflict of Interest |
|---|--|------------------------------|---|--|--|
| 1 | Calvary Tabernacle | Rental of Auditorium | \$12,000 for 4 Events | Robert Stewart | School obtained competitive bids, and our facility was considerable lower than other venues it's size. |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

Signature of Trustee



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

Updated Wednesday, May 13, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/4c568>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Richard Gerson

2. Charter School Name:

Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

(No response)

13a. 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 held or engaged in with the charter school 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 financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

| Date(s) of Transactions | Nature of Financial Interest/Transaction | Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion) | Name of Person Holding Interest and Relationship to You |
|-------------------------|--|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

(No response)

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

| Organization Conducting Business with the School | Nature of Business Conducted | Approximate Value of the Business Conducted | Name of Trustee and/or Immediate Family Member with Interest | Steps Taken to Avoid Conflict of Interest |
|--|------------------------------|---|--|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, August 06, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/0ebc3>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Roderick Roberts

2. Charter School Name:

Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Board member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be "Andrew H. [unclear]", written in a cursive style.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Saturday, August 09, 2014

Updated Thursday, August 14, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/b5889>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Janet-Ann Sanderson

2. Charter School Name:

Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Trustee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Gret - Ann Sanderson