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SUNY Charter Schools Institute
The State University of New York

2024 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2024 SUNY Request for Proposals document available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information (note: if proposing multiple schools, a separate Transmittal is required for each one)			
Proposed Charter School Name: (Must include words "Charter" and "School"	Success Academy Charter School - NYC 15, 16, 17, 18, 19, and 20		
Education Corporation Name (if different than proposed charter school name):	Success Academy Charter Schools - NYC		
		Ed. Corp Status:	Existing SUNY Ed Corp
Proposed Opening Date (Month/Year):	August 2026	School District of Location (or NYC CSD):	CSDs 10, 11, 24, 25, 28, and 31

Proposed Grades to be Served and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	K-1	190
Year 2	K-2	250
Year 3	K-3	380
Year 4	K-4	510
Year 5	K-5	675

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	Success Academy Charter Schools, Inc.
CMO Contact Info (Name, Phone):	Eva Moskowitz, Founder & CEO, [redacted]
Partner Organization:	n/a
Partner Contact Info (Name, Phone):	
NOTE: A CMO provides a majority of educational management services at a school, a partner organization is a non-profit entity that provides space or support to the school but is does not provide a majority of educational management services.	

Lead Applicant(s) Contact Information						
Lead Applicant Name:	Lorenzo Smith, Board Chair, Success Academy Charter Schools - NYC					
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☒ SUNY Ed Corp/Charter School	
Organization Name (if applicable):	Success Academy Charter Schools - NYC					
Applicant Mailing Address:	95 Pine Street, Floor 6, New York, NY 10005					
Phone Number (direct line):	646.597.4641	Secondary Phone Number:		Email Address:	[redacted]	

Secondary Applicant Name (if applicable):	N/A					
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School	
Organization Name (if applicable):						
Applicant Mailing Address:						
Phone Number (direct line):		Secondary Phone Number:		Email Address:		

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Media/ Public Contact Information (Note: this information will be publicly posted on the Institute's website)					
Name:	Mark Broadhurst	Phone #:	646.597.4641	Email:	mark.broadhurst@successacademies.org

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**
We foster a love of learning while creating opportunities for children to become critical and creative thinkers, build life skills and confidence, pursue passions, and secure exceptional careers. Our dual mission is to build world-class K-12 public schools in NYC while advocating to change policies that prevent children from accessing excellent educational experiences.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element. Below are key design elements to help illustrate what students and staff will experience in the proposed schools.

A. Focus on Student Achievement: All staff members are continually self-assessing to ensure that their work is fostering student achievement.

B. Curriculum: A research-based, results-driven curriculum is used.

C. Student Performance Data: Assessment data is produced and analyzed in real time so that teachers and school leaders can augment instruction and provide extra tutoring to ensure all students are achieving at a high level.

D. More Instructional Time: The school day runs from 7:20 a.m. and will end at 3:45p.m. four days per week, and at 12:30 p.m. one day per week(grades K-4).

E. School Leaders with the Power to Lead: Non-instructional operations are handled by the school operations team and Success Academy, allowing the principal and other instructional leaders to regularly observe teaching and focus solely on student achievement.

F. Highly-Qualified, Highly-Trained Staff: Top-notch educators are recruited from around the country.

G. Strong School Culture: Students and staff are required to go above and beyond expectations in all circumstances.

H. Students with Disabilities: Students with disabilities will receive the services set forth in their Individualized Education Programs ("IEPs").

I. Ensuring Elementary and Middle School Achievement and High School Success: The schools provide intensive support to students of all ages, including middle school and high school students, to ensure academic success and graduation.

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Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

As the highest performing free public charter school network in New York City, we pride ourselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

We nurture kids' natural curiosity to help them become excited about learning. Teachers limit direct instruction, instead fostering students' independent thinking and problem solving. Students explore texts, math problems, science experiments, chess strategies, and works of art. Our hands-on STEM program helps students build a broad foundation of knowledge that supports them in accelerated STEM studies in middle school, college-level STEM in high school, and beyond. Once in high school, students have access to Advanced Placement courses as well as dual enrollment programs with Columbia and Hunter.

We collaborate with social-emotional learning specialists and school psychologists to cater to the whole child, creating empowering educational experiences that nurture children's character and self-belief while growing their knowledge and academic abilities.

We take advantage of living in the greatest city in the world! Through field studies, students experience the city as their classroom and connect classroom learning to the real world. These trips broaden knowledge, understanding, and thinking across disciplines. Success Academy offers after-school clubs and athletics, including Performing and Visual Arts, Chess, and Soccer, in elementary school. In middle school, students are offered Performing and Visual Arts, Competitive Chess and Debate, Soccer, and Basketball.

Our diverse teaching staff receives weekly training, coaching, and mentorship. School leaders focus on the quality of teaching and learning, ensuring that students get what they need and that classrooms are engaging and welcoming.

Once admitted to Success Academy, students say goodbye to applications until they graduate from high school. Our continually evolving K-12 curriculum prepares students to graduate from four-year colleges or universities. To date, 100% of graduating seniors have gained admission to college, including at top schools. Among our graduating classes, over 100 students committed to attending SUNY colleges and universities.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least five board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement **(maximum of 200 words each)** that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

Lorenzo Smith III (Chair): Lorenzo Smith III is a Private Banker in the New York office of J.P. Morgan Private Bank, responsible for managing relationships with ultra high net worth individuals and families with a specific focus on hedge fund principals. Mr. Smith advises clients on public and private investments, cash management, credit and liquidity needs, and sophisticated estate and charitable planning. Mr. Smith joined the J.P. Morgan Private Bank in 2014, after serving as a credit analyst on TIAA CREF's Distressed Investments Team where his team managed a $2.5 billion portfolio. Lorenzo earned his MBA from Columbia Business School and his undergraduate degree from the United States Military Academy at West Point. He is a CFA Charterholder and member of the New York Society of Security Analysts. Mr. Smith is a founding member of Success Academy Upper West; and continues to serve on the Success Academy Leadership Council.

Scott Friedman (Vice Chair, Treasurer): Scott Friedman is a Co-Founding Partner at Soroban Capital Partners, a multi-billion dollar global investment firm, and is Head of Trading and Risk Management. Before Soroban Capital Partners launched, Mr. Friedman was the Head Trader at TPG-Axon Capital. He joined TPG-Axon in 2006, and traded across asset classes and all parts of the capital structure globally; including equities, fixed income, commodities, foreign exchange, derivatives, swaps and environmental credits. Prior to joining TPG-Axon, Mr. Friedman was a Multi-Product Trader in the Goldman Sachs Risk Arbitrage & Principal Strategies Group. Mr. Friedman started his career in 2001 at Goldman, Sachs & Co. as an Analyst in Trading. He graduated with honors from the University of Florida with a BS in both International Economics and Finance. Mr. Friedman is a CFA charter holder, a FRM (Financial Risk Manager) charter holder, a NYSSA (New York Society of Security Analysts) member and a GARP (Global Association of Risk Professionals) member.

Suleman Lunat (Secretary): Suleman Lunat was a Senior Principal and Portfolio Manager in the Capital Markets division of Apollo Global Management where he focused on managing a portfolio of special situation credit and equity investments in both the public and private markets. Prior to joining Apollo, he was a Senior Investment Analyst responsible for generating, evaluating, executing and managing investments in a portfolio of distressed and special situation assets at both Longacre Fund Management and Sandell Asset Management. Mr. Lunat has sat on a variety of official and ad-hoc creditor committees and has been deeply involved in a number of corporate restructurings in both the United States and abroad. Prior to Sandell, he spent seven years at Greenhill & Co., a firm he joined upon its inception, focused on M&A, bankruptcy restructuring and principal investing. He began his career at Lehman Brothers in the Telecommunications, Media and Technology Investment Banking Group. He graduated from Wesleyan University with a BS in Economics.

Edwin Cespedes: Edwin Cespedes is a senior consultant at TalMix and a practice leader in market research, marketing strategy, and customer engagement areas. He helps healthcare, energy and technology companies implement adaptive research systems to align growth plans and to monitor customer behaviors. He has worked with global clients in the US, South America, and East Africa. Edwin is a proud Success Academy parent and an advocate for access to a quality public education. He has served on non-profit boards that foster inclusion, diversity, and empowerment of disadvantaged communities. He is also a commercial pilot and passionate about aviation. Edwin received his BS from Universidade Positivo, his BLA from Harvard University and his MBA from Johns Hopkins University.

Ramin Beheshti: Ramin Beheshti is the co-founder and President of a Series A media start up called The News Movement. They are

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Lead Applicant Signature	
Signature:	DocuSigned by: [redacted]

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

NOTE: The Institute only accepts valid digital signatures or physically signed scanned copies. Please do NOT submit typed signatures. Please contact the Institute directly if you have questions

Response 00b - Statistical Overview

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

Applicants with currently operating public or private schools should complete this form.

1- General Information

Complete the form on the following tab for all academic years in the current charter term. Be sure to include the school name at the top.

Complete a separate form for each school in the education corporation (or network) for replicated schools.

2- Enrollment

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities count even if they no longer receive services.

Any student identified as an English language learner at any point of enrollment in the school should be included in the English Language Learners count regardless of their current English language proficiency status.

3- Retention

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

4- Discipline

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).

SCHOOL NAME: SUCCESS ACADEMY CHARTER SCHOOLS - NETWORK

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment[1]					
Total Enrollment	16124	18296	20947	21471	19453
Number of Students with Disabilities	1770	2475	2928	3523	2800
Number of English language learners	581	865	1013	1779	1795
Number of Economically Disadvantaged Students	11298	10979	13497	16749	16791
Retention[2]					
Total Number of Students **Eligible** to Return from Previous Year[3]	14835	16124	18296	18251	17922
Total Number of Eligible Students Who Returned from Previous Year	11883	13358	15837	13158	12748
Number of Students with Disabilities Eligible to Return from Previous Year[4]	2369	1770	2778	2546	2911
Number of Students with Disabilities Who Returned from Previous Year	2103	1580	2055	1719	2061
Number of English language learners Eligible to Return from Previous Year[5]	1405	581	1158	920	1510
Number of English language learners Who Returned from Previous Year	1185	490	748	663	1197
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	12043	11298	14014	14343	15658
Number of Economically Disadvantaged Students Who Returned from Previous Year	9761	9383	9557	10308	11161
Average Daily Attendance Rate	97.74%	97.42%	97.03%	96.00%	95.58%
Discipline					
Number of In-School Suspensions (Occurrences)	0	0	0	0	0
Number of Out of School Suspensions (Occurrences)	3485	2516	12	3337	4116
Number of In-School Suspensions (unique students)	0	0	0	0	0
Number of Out of School Suspensions (unique students)	1831	1408	12	1933	1994
Number of Expulsions	0	0	0	1	0

[1] All enrollment data should reflect *BEDS day information.*

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.

R-01ac - Community Need and Proposed School Impact

a. Community Description and Need

With this proposal, Success Academy Charter Schools – NYC ("SA NYC") seeks to open six new schools in the Bronx, Queens and Staten Island. These schools would open in the 2026-2027 school year. All schools would open with Kindergarten and 1st grade and expand to serve Kindergarten through 5th grade by the fifth year of the charter. The schools would subsequently expand to offer 6th-8th grades and high school seats.[1] A key design element of the schools is that they will prepare students, including at-risk students, for success in middle school and high school.

While the precise locations of the schools will be determined based on the availability of public school buildings and are therefore subject to change, Success Academy has targeted and conducted outreach in the following Community School Districts ("CSDs") for schools that would open in 2026: CSDs 10, 11, 24, 25, 28, and 31.

The demographics of CSDs 10, 11, 24, 25, 28 and 31 are representative of a wide-range of racial and ethnic groups and income levels. The proposed schools in these CSDs align with Success Academy Charter School's ("Success Academy's") dual mission of providing a world-class education to children from low-income communities and achieving economically and racially integrated school settings that provide tangible and important benefits to both students and the community at large. In many disadvantaged communities of New York City, including a number of the CSDs identified above, parents must choose among schools that are almost universally low performing. In other CSDs targeted by Success Academy, higher-performing public schools exist — but they are over-subscribed or inaccessible to poor and minority children. SA NYC proposes to create more truly excellent schools in these neighborhoods and ensure that children of all backgrounds can learn together.

Success Academy's existing schools serve a range of diverse communities and student populations, similar to the communities in the proposed CSDs. As described below, all of these existing Success Academy schools have proven overwhelmingly popular with their communities and receive far more applications than they have seats available.

As indicated in RFP Response 05(d) – Admissions Policy, each proposed school will have an admissions preference for in-district applicants. It is therefore anticipated that the student population of each proposed school will reflect the community in which it is located. The demographics of CSDs 10, 11, 24, 25, 28, and 31 are described below:

CSD 10: CSD 10 covers the northwest area of the Bronx, including the neighborhoods of Riverdale, Spuyten Duyvil, Kingsbridge, Bedford Park, and Fordham. Overall, the CSD is home to a large percentage of low-income families. Riverdale is relatively upper middle income while other neighborhoods in the CSD tend to be relatively middle to lower income. According to the New York City Department of Education ("DOE") School Demographics and Accountability Snapshots ("Snapshots") database,[2] 6.2% of elementary and middle school students identify as white, 14.6% identify as black, 68.7% identify as Hispanic, and 7.6% identify as Asian. English

[1] All plans related to the opening of middle schools, high schools and pre-Kindergarten programs are dependent on multiple factors, including space availability, and are therefore subject to change.
[2] *Available at* http://schools.nyc.gov/Accountability/data/default.htm.

language learners constitute 19.3% of the student population, 19.8% are students with disabilities, and 83.1% of the student population meets the definition of Economic Need.[3]

CSD 10 contains 61 DOE Elementary and Middle Schools, 7 Charter Schools serving Elementary or Middle School, and 18 Private Schools serving Elementary or Middle School. Amongst the small number of non-Success Academy charter schools in the district, a number of charter schools in the district cater primarily to Middle School vs. Elementary School further exacerbating the need for Success Academy schools. At least one of the few charter schools in the area is single-sex, and thus is not available to roughly half of the student population. Of the private schools in the area, several are catered to parents who can shoulder significant annual tuition, and are out of reach for the vast majority of families. For example, one private school in CSD 10, The Riverdale Country School, charged $63,605 per year in the 2023-2024 school year.[4]

Success Academy recently opened an Elementary school at Norwood within this CSD in School Year 2023-24. However, overwhelming demand from this CSD and adjacent CSDs will support another Success Academy school in this area. For instance last year, Success Academy received approximately 1,800 applications from residents in this area.

For more information on existing schools in CSD 10, please refer to RFP Response 01(b) below.

CSD 11: CSD 11 covers a wide variety of neighborhoods in north and central Bronx, including the neighborhoods of Williamsbridge, Woodlawn, Eastchester, Pelham Gardens, Co-op City, City Island, and Morris Park. Eastchester, Woodlawn, and Willamsbridge have a mix of middle and lower income housing. Pelham Gardens, Co-Op City, City Island, and Morris Park tend to be middle income. According to the DOE Snapshots database, 9.6% of elementary and middle school students identify as white, 34.5% identify as black, 43.8% identify as Hispanic, and 8.9% identify as Asian. English language learners constitute 12.4% of the student population, 20.0% are students with disabilities, and 79.4% of the student population meets the definition of Economic Need.

Success Academy currently has no schools with this CSD.

CSD 11 contains 49 DOE Elementary and Middle Schools, 13 Charter Schools serving Elementary or Middle School, and 20 Private Schools serving Elementary or Middle School. Many of the Charter Schools in this district specialize in smaller schools such as the 4 Icahn schools in District 11. As a result, these schools are insufficient to meet the demand for Charter Schools in the district.

Again, as with CSD 11, Success Academy has seen overwhelming demand from CSD 11 despite having no schools in this district. Last year we received approximately 2,000 1 applications from residents in this district.

For more information on existing schools in CSD 11, please refer to RFP Response 01(b) below.

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[3] Economic Need rates are taken from the database of New York State Education Department Report Cards, *available at* http://data.nysed.gov/downloads.php.

[4] https://www.riverdale.edu/admission/financial-aid/.

CSD 24: CSD 24 covers a wide swath of Central Eastern Queens, including the neighborhoods of Ridgewood, Elmhurst, Rego Park, and Woodside. According to the DOE Snapshots database, 11.8% of elementary and middle school students identify as white, 2.2% identify as black, 65.4% identify as Hispanic, and 18.0% identify as Asian. English language learners constitute 27.0% of the student population, 16.6% are students with disabilities, and 72.9% of the student population meets the definition of Economic Need.

SA has no schools in this CSD.

CSD 24 contains 45 DOE Elementary and Middle Schools, 6 Charter Schools serving Elementary or Middle School, and 14 Private Schools. These 6 Charter Schools are insufficient to meet the quantity of demand for charter schools in CSD 24. For those families who could afford private school tuition, many in the area only offer specialized religious programs.

Despite not having a single school conveniently located or easily accessible to residents in CSD 24, last year Success Academy received over 700 applications from residents in this district.

For more information on existing schools in CSD 24, please refer to RFP Response 01(b) below.

CSD 25: CSD 25 covers a wide swath of Northern Queens, including the neighborhoods Flushing, Whitestone, and College Point. Whitestone and College Point are substantially middle income. Flushing is predominantly middle income, but also contains a large lower income population. According to Snapshots, 11.0% of elementary and middle school students identify as white, 5.2% identify as black, 33.0% identify as Hispanic, and 47.5% identify as Asian. English language learners constitute 20.0% of the student population, 15.1% are students with disabilities, and 64.2% of the student population meets the definition of Economic Need. While we expect the majority of students would hail from the local community, given CSD 25's access to subway lines like the 7 train, students from nearby CSDs 30 and 24 in Queens may also potentially benefit from a school in the area.

Success Academy currently has no schools with this CSD.

CSD 25 contains 37 DOE Elementary and Middle Schools and 18 Private Schools. There are currently no charter schools in CSD 25, limiting options for parents in this CSD. Without any free Charter Schools, the only option available to District 25 students underserved by nearby DOE schools or who want different educational options is one of the 18 Private Schools, which may not be accessible to middle and lower income families, given significant annual tuition. Additionally, over half of the private schools in the district have religious affiliations, further limiting options for families. Free charter schools provide another option for parents who cannot afford private school, and as recent studies demonstrate, charter schools in the United States are significantly outperforming public schools across the country, and by notably large margins in New York City.[5] Additionally, demand for charter schools continues to surpass demand for district peers. From 2019-2020 to 2022-23, district schools enrollment decreased 7% in New York, but during that same period charter enrollment in New York grew 10%.[6]

For more information on existing schools in CSD 25, please refer to RFP Response 01(b)

[5] See, https://nypost.com/2023/06/11/charter-schools-outperform-public-schools-in-us-with-ny-results-among-the-best-in-the-country-study/.
[6] See, https://publiccharters.org/news/2023-public-school-enrollment-trends-report/.

below.

CSD 28: CSD 28 contains an area spanning from Central to Southeastern Queens, including the neighborhoods Forest Hills, Kew Gardens, Richmond Hill, and Jamaica. Forest Hills and Kew Gardens are high middle income, while Richmond Hill and the Northern Jamaica portion of CSD 28 are middle income. According to the DOE Snapshots database, 15.3% of elementary and middle school students identify as white, 17.3% identify as black, 29.8% identify as Hispanic, and 29.9% identify as Asian. English language learners constitute 11.5% of the student population, 15.1% are students with disabilities, and 62.0% of the student population meets the definition of Economic Need.

Success Academy currently has no Elementary Schools in this CSD, but has one Middle School in Ozone Park.

CSD 28 contains 41 DOE Elementary and Middle Schools, 3 Charter Schools serving Elementary or Middle School, and 19 Private Schools serving Elementary or Middle School. These 3 charter schools are insufficient to meet the demand for Charter Schools in the district. Similar to CSD 25, the majority of the private schools in the district are religiously affiliated.

Success Academy has already seen significant demand from this district. Despite not having an Elementary School in this CSD, last year Success Academy received approximately 1,300 applications from residents in this district.

For more information on existing schools in CSD 28, please refer to RFP Response 01(b) below.

CSD 31: CSD 31 covers the entirety of the Borough of Staten Island, including an extremely diverse set of neighborhoods. The northern portion of Staten Island contains denser housing and a diverse population including both lower and middle class neighborhoods. The southern portion contains a significant number of substantially middle-income residential neighborhoods. According to the DOE Snapshots database, 39.9% of elementary and middle school students identify as white, 11.2% identify as black, 29.1% identify as Hispanic, and 16.6% identify as Asian. English language learners constitute 7.9% of the student population, 24.0% are students with disabilities, and 55.7% of the student population meets the definition of Economic Need.

CSD 31 contains 68 DOE Elementary and Middle Schools, 7 Charter Schools serving Elementary or Middle School, and 34 Private Schools serving Elementary or Middle School. This small number of Charter Schools in CSD 31 is insufficient to serve the Staten Island population with only 5% of Elementary School kids and 6% of Middle School kids enrolled in a charter school. One charter school serves only high school grades and one has a religious affiliation. Additionally, one charter school specializes in educating students with disabilities, specifically dyslexia.[7] While geographically Staten Island covers a vast area, most of Staten Island's charter elementary schools serving the general education population are concentrated near one area – the Bulls Head neighborhood located in a relatively remote section of the island.

While Success Academy currently has no schools within this CSD, the elementary charter schools in Staten Island serving the general education population have reported waitlists in the early grades, despite their remote location, demonstrating demand present in the district for

[7] See, https://nyccharterschools.org/policy-research/fact-sheets/charter-schools-in-staten-island/.

charter education. Of the 274 charter schools in New York City, there are only 8 charter schools in Staten Island.[8] Meanwhile, Staten Island's charter school enrollment has grown more than 40% in the last three years.[9] Despite not having a single school conveniently located or easily accessible to residents in CSD 31, last year Success Academy still received a number of applications from residents in this district.

For more information on existing schools in CSD 31, please refer to RFP Response 01(b) below.

As described throughout this proposal, the communities served by the proposed schools have limited schooling options, and a compelling need and demand for expanded choice among high-quality public education options. CSDs 10, 11, 24, 25, 28, and 31 are comprised of students from a wide array of ethnic and racial groups and socioeconomic backgrounds. Replicating Success Academy's school design in these CSDs will benefit all demographics, irrespective of income level. Students from low-income families benefit academically from attending mixed-income schools,[10] and the establishment of high-quality mixed-income schools raises the bar generally for lagging schools.[11]

In CSDs 10, 11, and 24 — the proposed districts with the highest poverty rates — access to a high-quality education becomes critical given that schools in such CSDs consistently underperform when compared to other schools in more affluent neighborhoods of New York City. As such, parents are clamoring for high-quality options in public education, as demonstrated above.

The proposed schools will serve low-income and/or mixed-income students residing within CSDs 10, 11, 24, 25, 28, and 31, including English language learners and students with special education needs. Success Academy schools are proud to provide an exceptionally high-quality education to all students irrespective of socioeconomic, racial, ethnic, and/or other status. Success Academy schools will help all students, including at-risk students, excel in elementary, middle and high school.

Success Academy founding team members and board members have demonstrated through their leadership and philanthropy many connections and ties to the community as well as passion for service and education. Founder and CEO, Eva Moskowitz, has had a long history of public service and served as the chair of the city's Council Education Committee until 2005. As chair of the Council's Education Committee, she visited hundreds of city schools and was known for her investigatory hearings. No aspect of public education – from lighting quality to teacher practice – was too insignificant or too controversial to be explored. A Success Academy Charter Schools, Inc. board member donated $2.5 million to P.S. 65Q, a public elementary school in Queens nearby CSD 28, whose students come largely from the neighborhood's South American and South Asian immigrant communities.

Board members of both Success Academy Charter Schools, Inc. and Success Academy

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[8] *See*, https://nyccharterschools.org/facts/.
[9] *See, https://nyccharterschools.org/policy-research/fact-sheets/charter-schools-in-staten-island/.*
[10] *See, e.g.*, Stephanie McCrummen & Michael Birnbaum, *Study of Montgomery County Schools Shows Benefits of Economic Integration,* WASH. POST. Oct. 15, 2010, http://www.washingtonpost.com/wp-dyn/content/article/2010/10/14/AR2010101407577.html.
[11] *See, e.g.*, Stephanie Banchero, *Middle-Class Schools Miss the Mark*, WALL ST. J., Sept. 12, 2011, http://online.wsj.com/article/SB10001424053111904103404576556793425227416.html.

Charter Schools - NYC have served on numerous philanthropic boards and been involved in championing many causes for the community including, but not limited to, involvement in the following organizations: Philanthropy New York, a community of 300 grantmaking organizations that develop forward-thinking guidance and programming to address the unique challenges of philanthropy; Robert Sterling Clark Foundation which supports projects that promote international cultural engagement; COOP Careers, a not-for-profit workforce development organization helping first generation college graduates find employment; Blue Ribbon Commission for the NYS Education Department; Minds Matter, a mentorship program for high-achieving but underprivileged high school students to help them achieve their goals of college admission; Prep for Prep, an organization in New York City that prepares underprivileged children to attend competitive private schools; Students First New York, the state branch of the national education advocacy organization; Good Shepherd Services, a NYC social services agency; and Youth INC, a venture philanthropy organization whose mission is to transform the lives of NYC youth by empowering the nonprofits that serve them**.**

The Educational Landscape in CSDs 10, 11, 24, 25, 28, and 31

The proposed CSDs are lacking in public school options that produce excellent student achievement outcomes across racial and socioeconomic demographics.

Table 1 reflects math proficiency rates on the 2023 state exams by ethnic demographic for each district. Table 2 reflects 2023 ELA proficiency rates.

Table 1 – State Exam Proficiency Rates By Demographic - Math[12]

*data in %	Asian	White	Black	Hispanic	Students with Disabilities	ELL	Econ. Disadv.	All students
CSD 10	65%	59%	28%	30%	14%	12%	30%	32%
CSD 11	61%	58%	34%	36%	17%	17%	37%	40%
CSD 24	76%	67%	39%	32%	25%	15%	41%	44%
CSD 25	83%	67%	34%	39%	35%	37%	62%	66%
CSD 28	72%	71%	37%	39%	29%	19%	47%	55%
CSD 31	80%	69%	28%	39%	30%	27%	48%	57%

Table 2 – State Exam Proficiency Rates by Demographic - ELA[13]

*data in %	Asian	White	Black	Hispanic	Students with Disabilities	ELL	Econ. Disadv.	All students
CSD 10	65%	63%	39%	35%	14%	8%	35%	38%
CSD 11	60%	49%	40%	38%	15%	10%	40%	42%
CSD 24	73%	67%	42%	35%	18%	9%	43%	47%
CSD 25	73%	66%	41%	44%	27%	16%	59%	63%

[12] "Test Results." *Test Results*, infohub.nyced.org/reports/academics/test-results. Accessed 8 Nov. 2023.
[13] "Test Results." *Test Results*, infohub.nyced.org/reports/academics/test-results. Accessed 8 Nov. 2023.

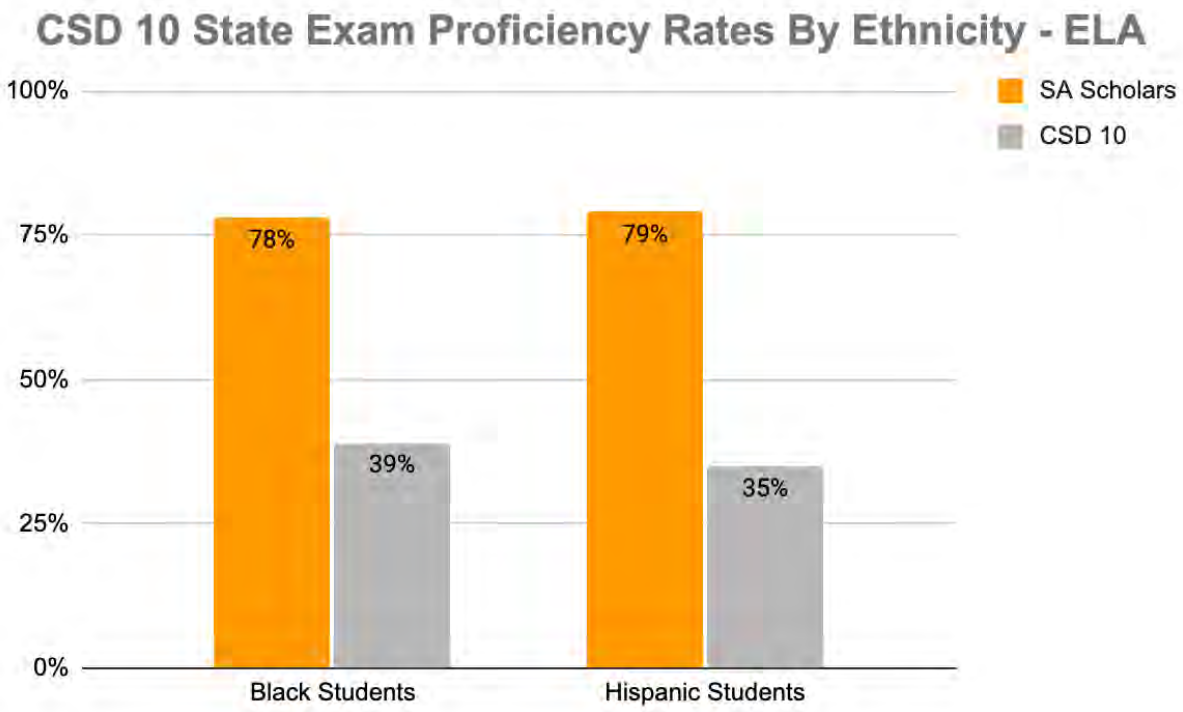
CSD 28	71%	67%	44%	44%	25%	11%	49%	57%
CSD 31	74%	67%	35%	43%	25%	14%	48%	58%

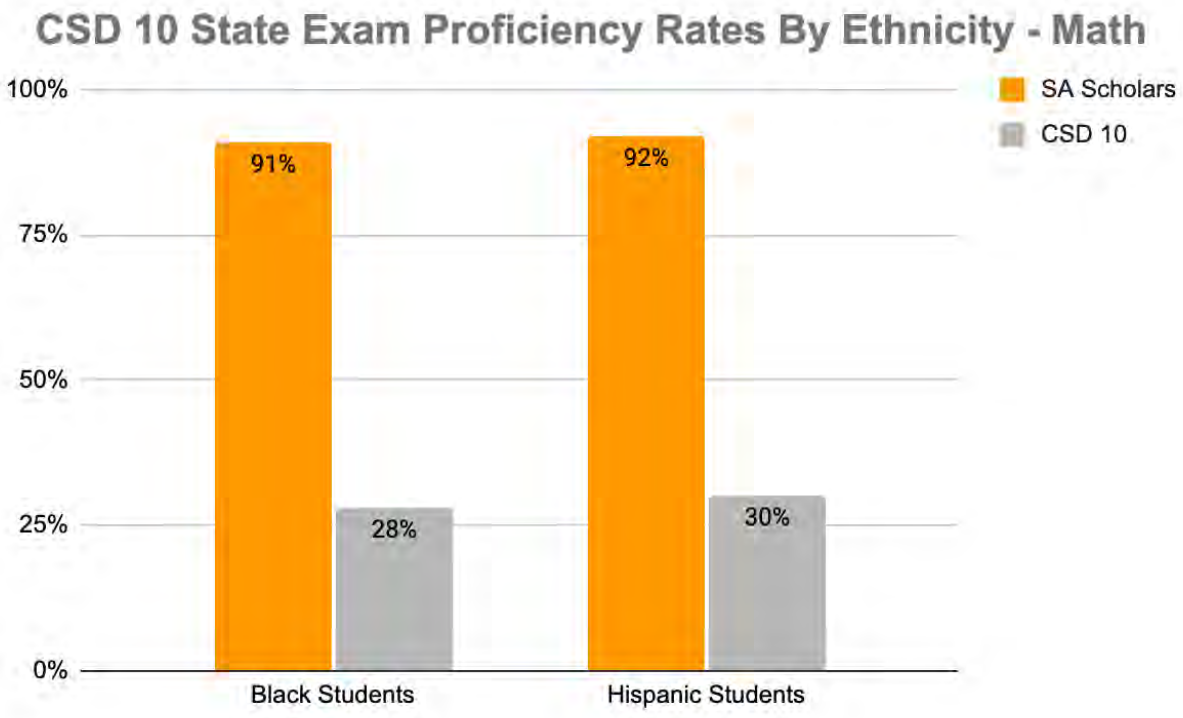
CSD 10: CSD 10 is one of the lower performing districts in New York City and there is a dire need for quality schools that can deliver positive outcomes for students. Only 38% of all students were proficient on the ELA state exam in 2023 and just 32% in math. Schools in CSD 10 struggle to serve at-risk populations. For example, only 12% of ELLs were proficient in math, and only 14% of children with disabilities were proficient in math. Results for ELA were even worse. Only 8% of ELLs and 14% of students with disabilities passed the ELA exam. Economically disadvantaged students also performed particularly poorly, trailing the citywide average in math by 20 percentage points and ELA by 17 percentage points. High quality free options for families in CSD 10 are extremely limited. Last year, approximately 90% of testing DOE elementary schools had over 50% of its students fail either the ELA or math state exams.[14]

Success Academy has an excellent track record in the Bronx as a whole. 90% of Success Academy students at schools in the Bronx were proficient in math and 78% were proficient in ELA. Demand for Success Academy schools in CSD 10 is strong - last year Success Academy received 1,789 applications from residents in the district.

In addition to Success Academy's overall performance in the borough, Success Academy's scores among Black and Hispanic students also surpass scores of the Black and Hispanic student population in CSD 10. Success Academy's ELA state exam passage rates for Black and Hispanic students approximately double those of Black and Hispanic students in CSD 10; meanwhile Success Academy's math proficiency rates for Black and Hispanic students triple the rates of Black and Hispanic students in CSD 10:

[14] See https://data.nysed.gov/.



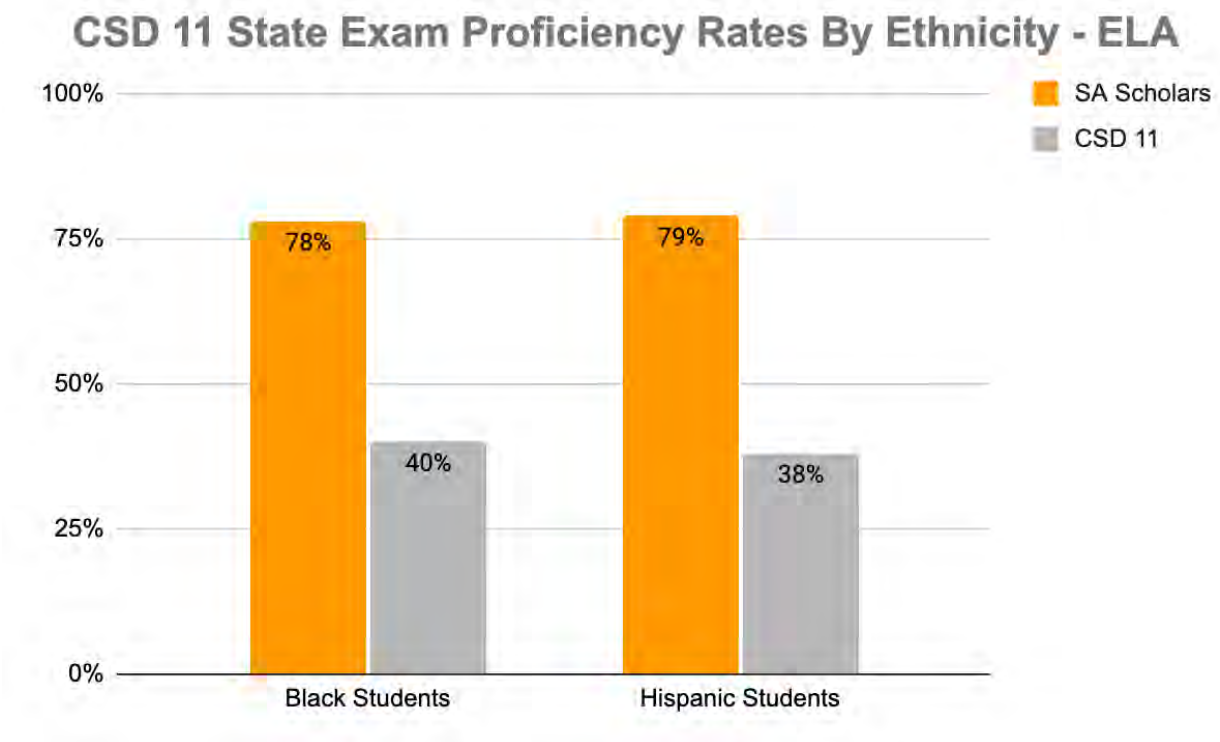


CSD 11: CSD 11 is one of the poorer districts in New York City, where almost 80% of the student population meets the definition of Economic Need. The test results in the district are relatively low and trail behind New York City passage rates, with only 40% of all students in

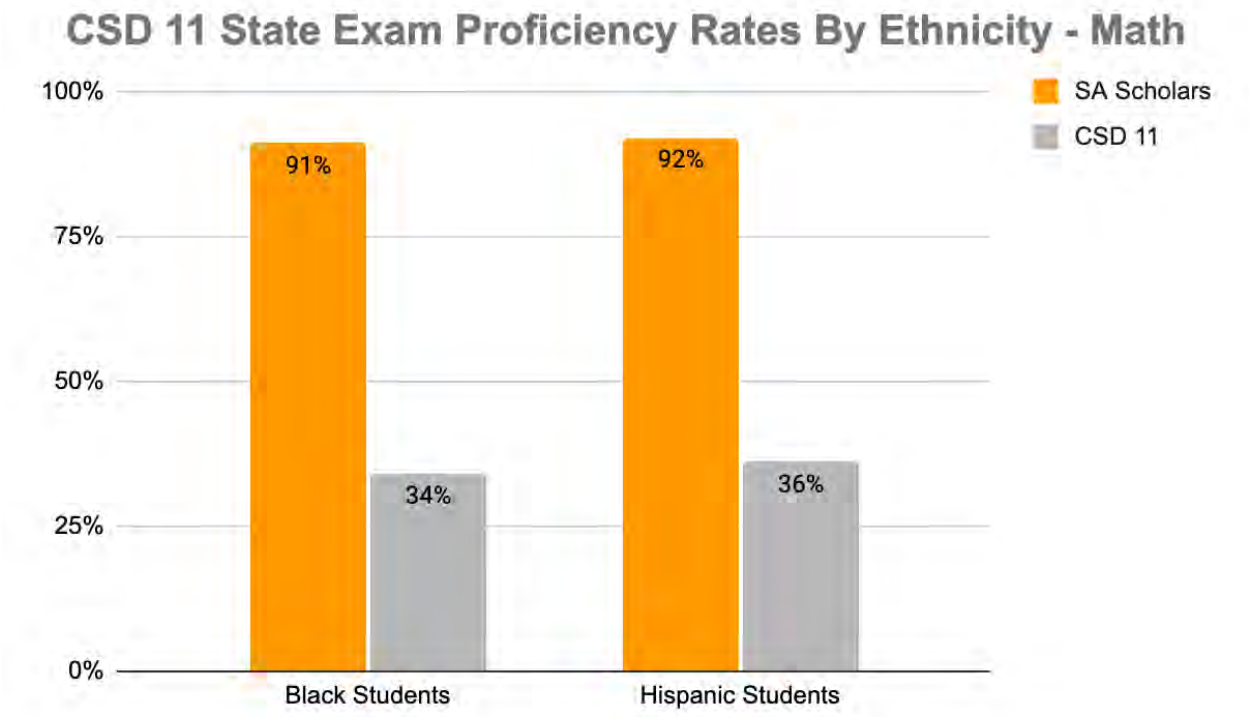
CSD 11 passing math state exams and 42% of all students passing ELA. Parents' excellent options for high quality free schools in CSD 11 are in short supply. In the 2022-2023 school year, about three-quarters of testing DOE elementary schools had over 50% of its students fail either the ELA or math state exams.[15]

Residents of CSD 11 face a stark lack of high-performing schools and massive achievement gaps separating minority and low-income students from their peers. Throughout CSD 11, children of color are almost twice as likely to fail state exams than their peers. Sixty-one percent of Asian students and 58% of white students were proficient in math in 2022-2023. By contrast, only 34% of black students and 36% Hispanic students are proficient. In ELA, 60% of Asian students and 49% of white students are proficient — compared to 40% of black students and just 38% of Hispanic students.

In contrast, Success Academy's scores among Black and Hispanic students excel above the scores of the Black and Hispanic student population in CSD 11. Success Academy's ELA state exam passage rates for Black and Hispanic students nearly double those of Black and Hispanic students in CSD 11; meanwhile Success Academy's math proficiency rates for Black and Hispanic students nearly triple the rates of Black and Hispanic students in CSD 11:



[15] See https://data.nysed.gov/.



Other populations in CSD 11 are similarly poorly served. Only 17% of ELLs met state standards in math, and 10% were proficient in ELA. Just 17% of students with disabilities were proficient in math; 15% were proficient in ELA.

Success Academy has a longstanding history serving students in the Bronx and currently operates a combination of 10 elementary and middle schools in the borough. Ninety percent of Success Academy students at its Bronx schools were proficient in math and 78% were proficient in ELA. Demand in CSD 11 for better educational options remains high; last year we received approximately 2,000 applications from residents in this district.

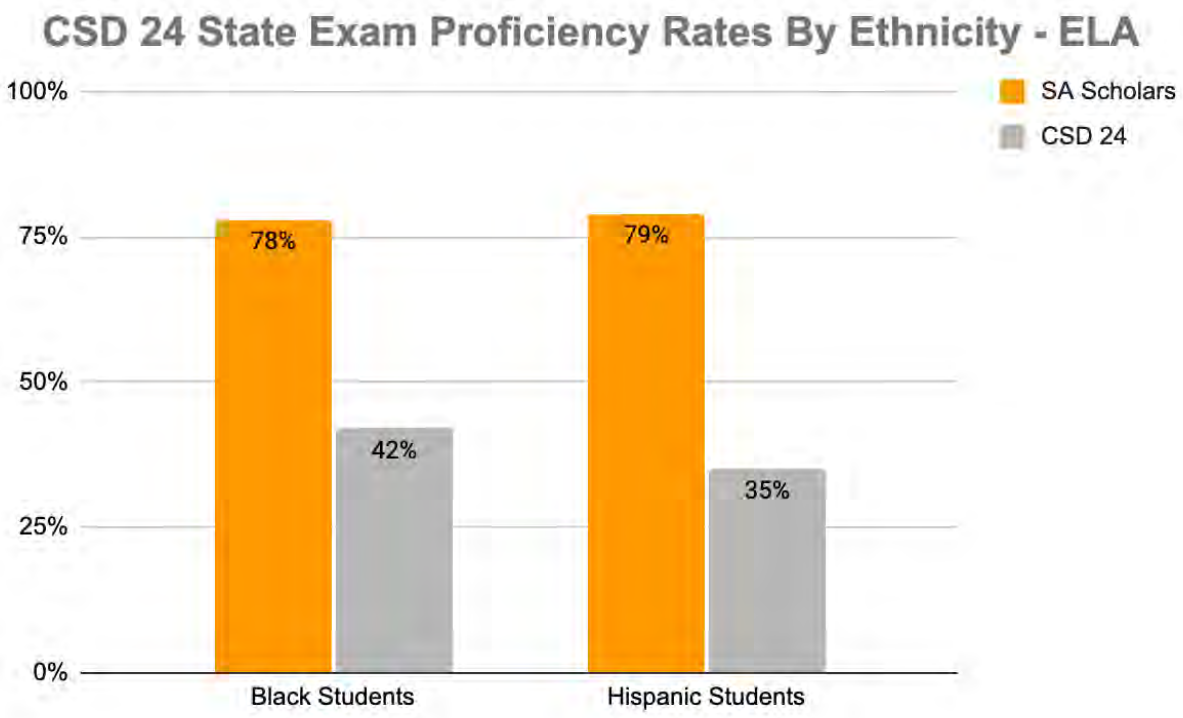
CSD 24: Less than one half of students in the district are meeting grade level standards: 47% were proficient on the 2023 state exam in ELA and 44% were proficient in math. More than half the DOE schools in CSD 24 are failing – about 56% of testing DOE elementary schools had over 50% of its students fail either the ELA or math state exams in 2022-2023.[16]

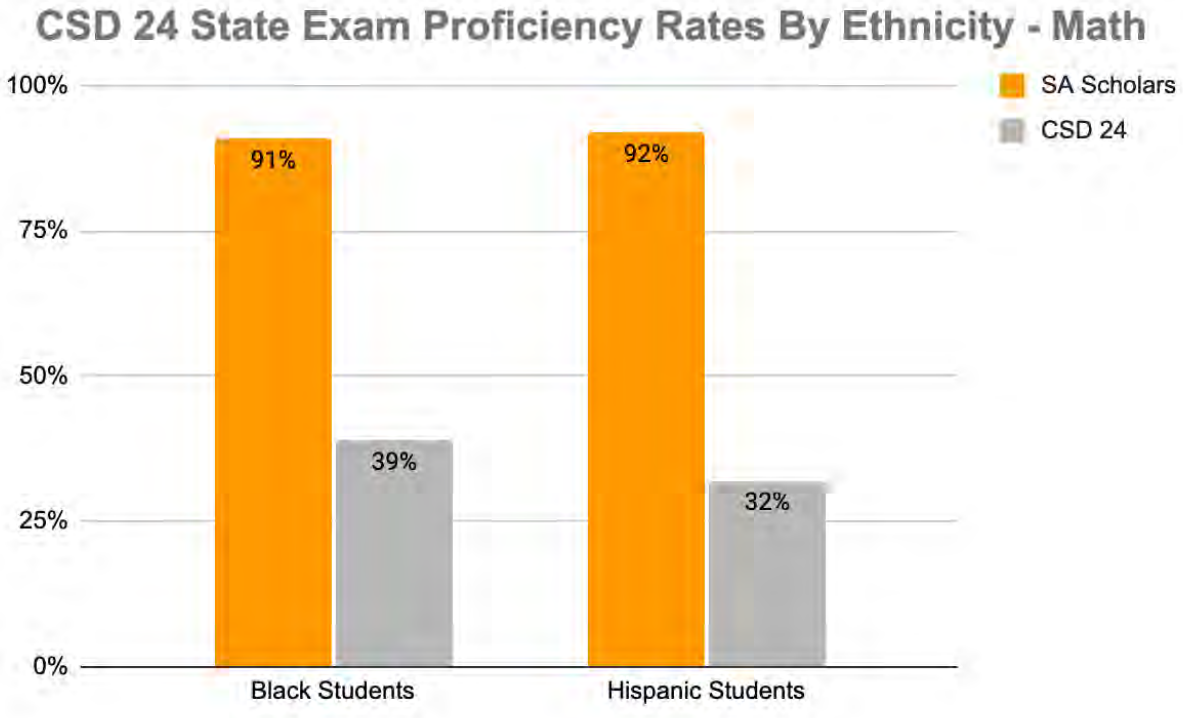
There are also stark achievement gaps across students of different ethnicities. For example, Asian students in CSD 24 were proficient in math and ELA at more than double the rate of hispanic students (76% compared to 32% for math; 73% compared to 35% for ELA).

Replicating Success Academy's school design in this CSD will benefit all demographics, irrespective of ethnicity. Success Academy's scores among Black and Hispanic students transcend the scores of the Black and Hispanic student population in CSD 24. Success Academy's ELA state exam passage rates for Black and Hispanic students nearly double those of Black and Hispanic students in CSD 24; meanwhile Success Academy's math proficiency rates for Black and Hispanic students more than double the rates of Black and Hispanic

[16] See https://data.nysed.gov/.

students in CSD 24:





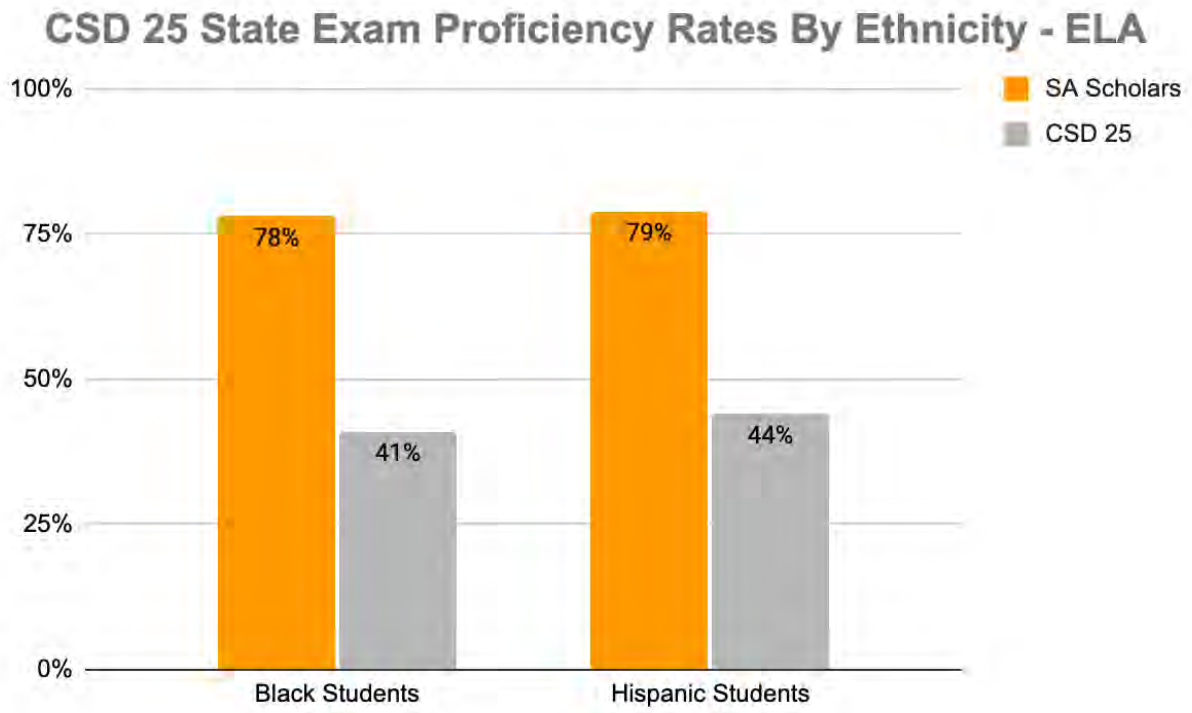
High-needs populations are also in severe need of high-quality school options. Only 15% of

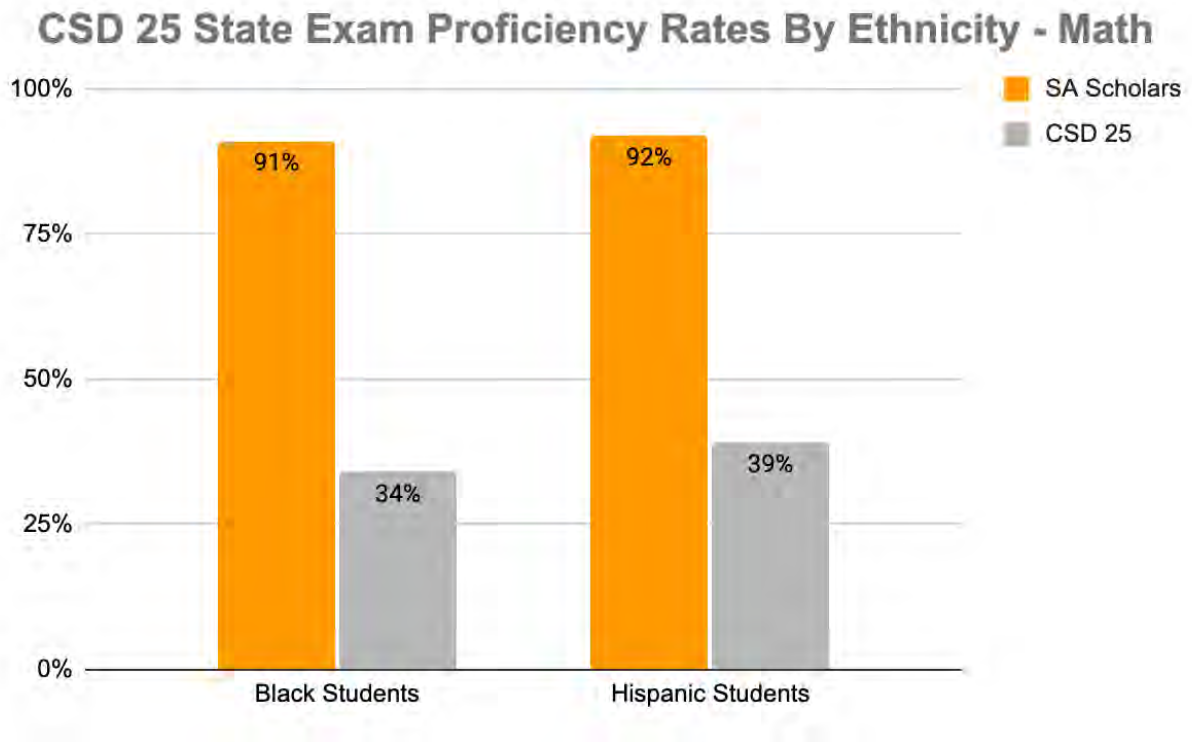
ELLs met state standards in math, and only 9% were proficient in ELA. Only a quarter of students with disabilities were proficient in math; 18% were proficient in ELA. In contrast, Success Academy ELL students were proficient in math at more than five times the rate of District 24 ELL students (86% compared to 15%) and were proficient in ELA at more than six times the rate of District 24 ELL students (58% compared to 9%).

It is clear that families in this district want increased educational options. In particular, last year Success Academy received 727 applications from 653 residents in this district.

CSD 25: Overall, 66% of students in CSD 25 were proficient in math and 63% were proficient in ELA — both below Success Academy's network wide averages of 92% proficiency in math and 80% proficiency in ELA. Additionally, many students are being left behind, particularly those who identify as Black and Hispanic as well as students with disabilities and ELLs. Large achievement gaps separate white and Asian students from their peers who are children of color. In math, the proficiency rate of Asian students surpassed that of black students by 49 percentage points and that of Hispanic students by 44 percentage points. Similarly, black students passed ELA at a rate 32 percentage points lower than Asian students; Hispanic students trailed by 29 percentage points. Put another way: minority families do not have access to the best schools in CSD 25.

Success Academy believes this achievement gap is unacceptable, and its track record shows that it has been successful in closing the achievement gap. In fact, 91% of black students and 92% of hispanic students at Success Academy schools were proficient in math, compared to 50% passage rate in New York City; for ELA, Success Academy black and hispanic students passed at a rate of 78% and 79%, respectively, compared to the 52% passage rate citywide. As indicated by the charts below, Success Academy's state exam results for black and hispanic students are even more staggering compared to the state exam results of black and hispanic students in CSD 25:





Given the diverse range of income levels in CSD 25, the proposed Success Academy schools would fulfill the network's mission of achieving high-performing and integrated schools that benefit entire communities.

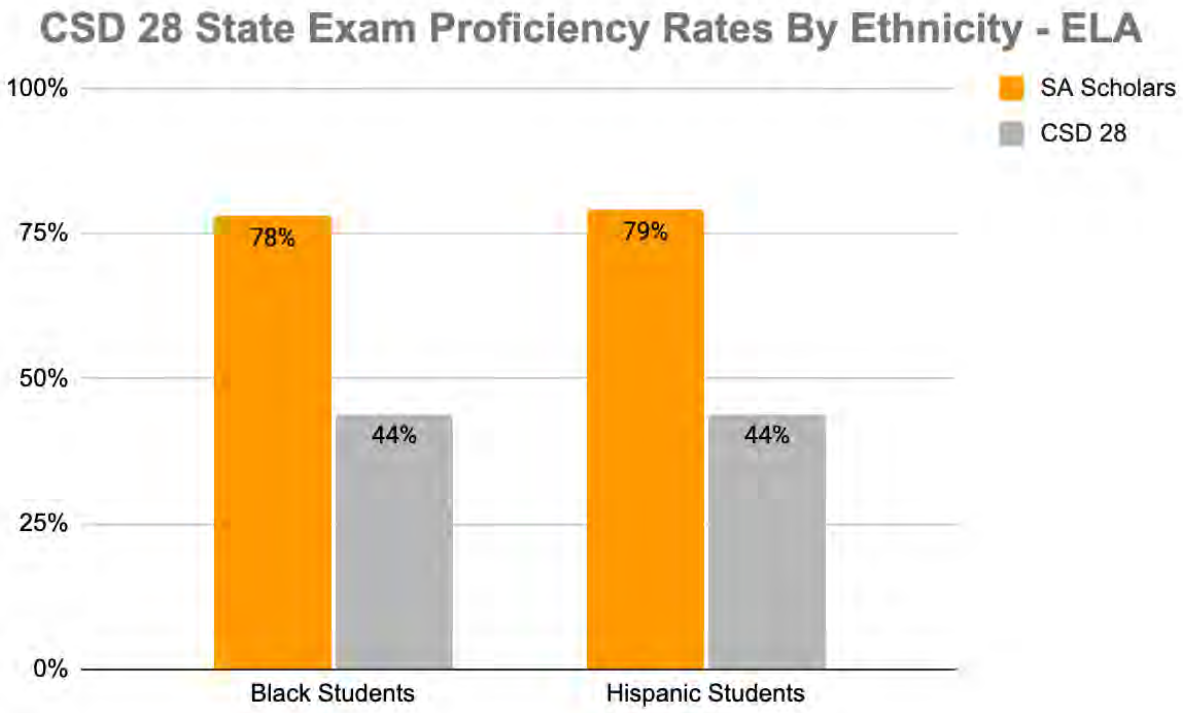
CSD 28: Overall, 55% of students in CSD 28 were proficient in math and 57% were proficient in ELA, both below Success Academy's network wide averages of 92% proficiency in math and 80% proficiency in ELA. About half the DOE elementary schools in CSD 28 are failing – approximately 50% of testing DOE elementary schools had over 50% of its students fail either the ELA or math state exams in 2022-2023.[17] High-quality options for all families are clearly limited.

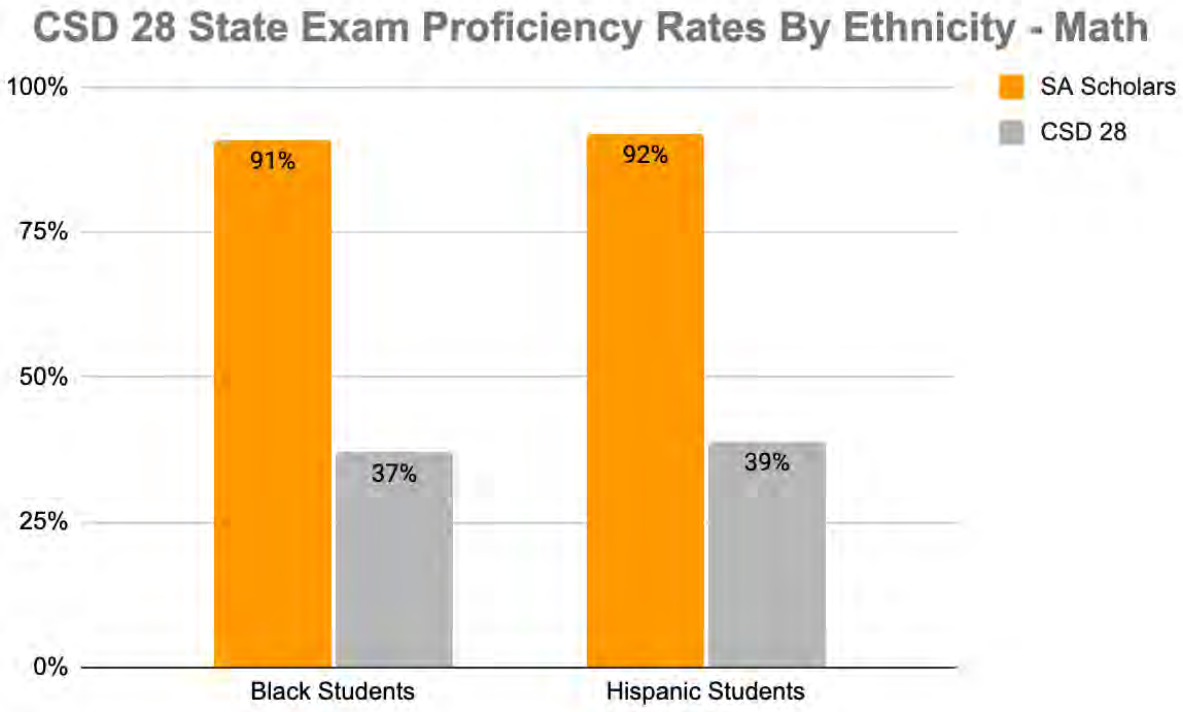
Moreover these district-wide statistics obscure sizable achievement gaps across ethnicities and income levels. Of the 62% of the student population which meet the definition of Economic Need, only 47% were proficient in math and 49% were proficient in English, demonstrating that low income students are being underserved in the community. Like in CSD 25, asian and white students' performance surpasses the exam results for black and hispanic students in the district by a larger margin in CSD 28. Seventy-two percent of the district's Asian students were proficient in math, for example, compared to only 37% of black students — a stark difference of 35 percentage points. In ELA, the difference in proficiency rates between Asian students and black students was nearly as severe (27 percentage points).

Success Academy is working to close the achievement gap in both the borough and the district. Success Academy schools in Queens scored 39 percentage points higher than students overall in CSD 28 on state math exams and 24 percentage points higher than students overall in CSD 28 on state ELA exams. At Success Academy's only school in CSD 28, Success Academy - Ozone Park Middle School, students scored 34 percentage points higher in math and 24 percentage points higher in ELA than students in the district in 2022-2023; 84% of students at Ozone Park Middle School identify as black and hispanic.

In addition to Success Academy's overall performance in the borough and the district, Success Academy's network-wide scores among Black and Hispanic students also outperform the scores of the Black and Hispanic student population in CSD 28. Success Academy's ELA state exam passage rates for Black and Hispanic students nearly double those of Black and Hispanic students in CSD 28; meanwhile Success Academy's math proficiency rates for Black and Hispanic students more than double the rates of Black and Hispanic students in CSD 28:

[17] See https://data.nysed.gov/.

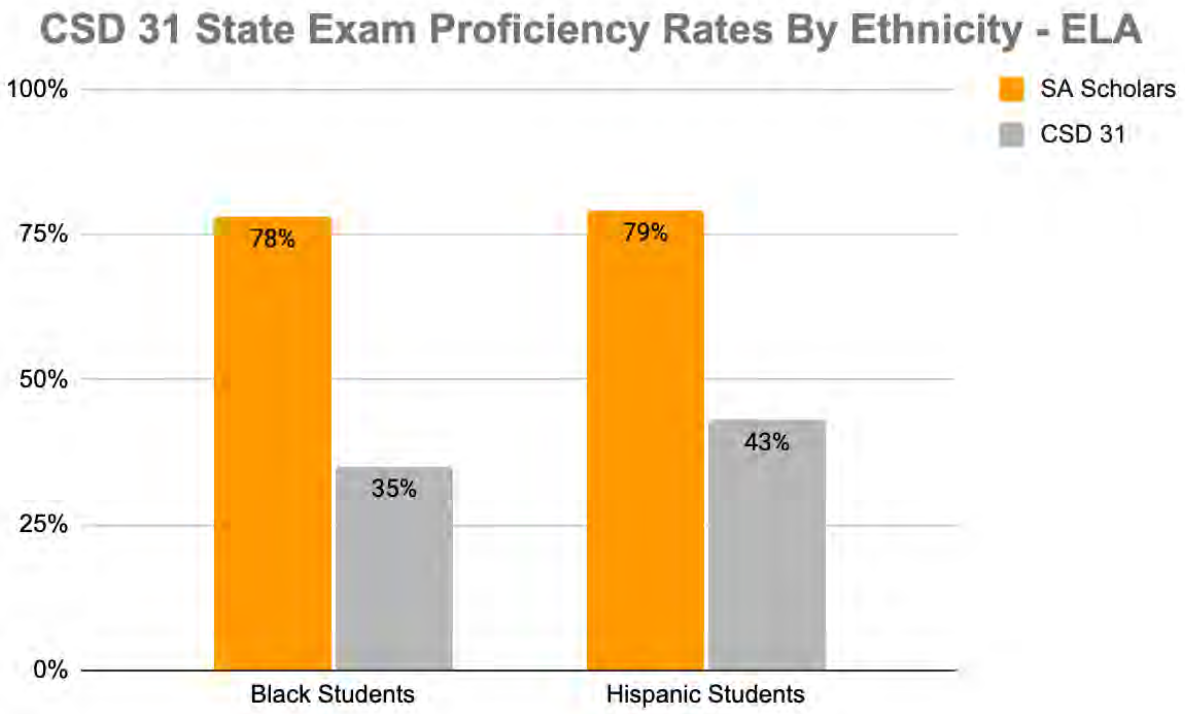




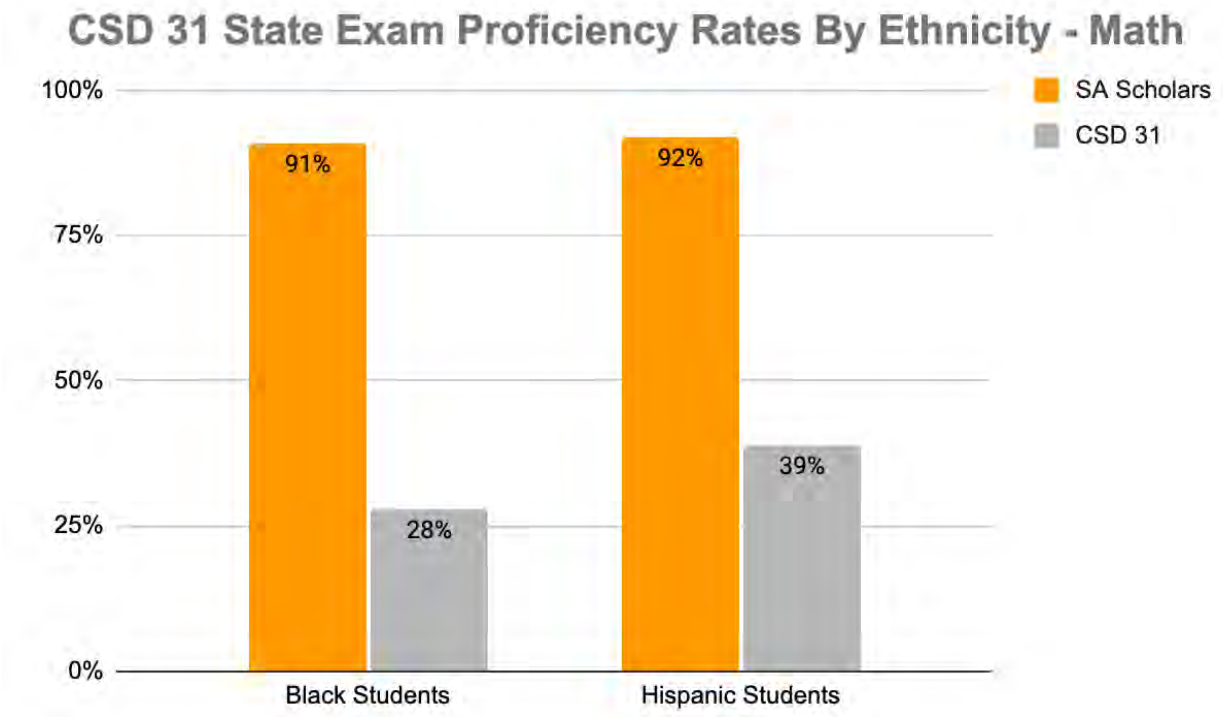
CSD 31: The passage rates for Staten Island (57% for math and 58% for ELA) are also below Success Academy's network wide averages of 92% proficiency in math and 80% proficiency in ELA. Many of the DOE elementary schools in CSD 31 are failing – approximately 40% of testing

DOE elementary schools had over 50% of its students fail either the ELA or math state exams in 2022-2023.[18]

Although the borough of Staten Island covers a diverse student population, there are substantial achievement gaps separating children of different ethnicities. While 80% of Asian students and 69% of white students were proficient in math, only 28% of black students and 39% of Hispanic students were proficient in this subject. There were also sizable disparities in ELA. The proficiency rates were 74% for Asian students and 67% for white students, but just 35% for black students and 43% for Hispanic students. As indicated by the charts below, Success Academy's latest state exam results for black and hispanic students transcend the state exam results of black and hispanic students in CSD 31:



[18] See https://data.nysed.gov/.



A considerable divide characterizes CSD 31. Schools in the Southern portion of the borough have a significantly lower population of students meeting the definition of economic need and have higher percentages of white students than schools located further north.

High-needs populations in CSD 31 are in need of high-quality educational options in the district. Only 30% of students with disabilities passed their math exams and even fewer, 25%, of students with disabilities passed their ELA exams in the district. ELL student results in CSD 31 were even lower with 27% passing in math and 14% of ELL students passing ELA exams.

Though Success Academy currently does not operate a school in Staten Island or at a location easily accessible for Staten Island families, there is interest in having access to Success Academy schools in the district. Success Academy conducted a public hearing on December 5, 2023, in preparation for a Charter School Program (CSP) grant application and heard testimony from a diverse group of NYC residents including Staten Island residents. Staten Island residents in particular noted during the hearing that they believed all children "should have the opportunity to study" at a Success Academy school. One Staten Island speaker noted that she makes the "long trip every day" to bring her daughter to a Success Academy school because "we know that is worth it."

In 2023, Success Academy scholars far outpaced their peers in other charter schools and the larger state and New York City district schools.[19] Success Academy's Math and ELA state exam proficiency passage rates, 92% and 80% respectively, nearly double New York City's passage rates (50% for math and 52% for ELA). According to newly released and analyzed 2023 New York state test score data, Success Academy ranked #1 in the state in Math test scores and

[19] https://www.successacademies.org/results/.

ranked #3 in ELA among districts with test participation rates of 95% or more.[20] In addition to overall performance — and at a time when racial disparities in achievement continue to persist across city and state — no other large school district in the state came close to Success Academy's scores among Black and Hispanic students.[21] In math, 49% of Success Academy's Black and 55% of Success Academy's Hispanic students scored a 4 and in ELA, 32% of Success Academy's Black & Hispanic students scored a 4.[22]

b. Programmatic Impact

The below tables list the existing schools in CSDs 10, 11, 24, 25, 28, and 31 that serve elementary and/or middle school grades. The tables exclude schools that teach exclusively high school grades. The tables include schools run by the NYC DOE, charter schools, and private schools.[23]

ELEMENTARY AND MIDDLE SCHOOLS IN CSD 10			
SCHOOL	*GRADES SERVED*	*TYPE*	*ENROLLMENT OPTIONS*
P.S. 3 RAUL JULIA MICRO SOCIETY	PK-8	DOE	NON-ZONED SCHOOL
MILTON FEIN SCHOOL	K-5	DOE	ZONED SCHOOL
P.S. 008 ISAAC VARIAN	PK-5 (END ENROLLMENT K-5)	DOE	ZONED SCHOOL
P.S. 9 RYER AVENUE ELEMENTARY SCHOOL	PK-5	DOE	ZONED SCHOOL
P.S. X015 INSTITUTE FOR ENVIRONMENTAL LEARNING	K-8	DOE	NON-ZONED SCHOOL
PS/MS 20 P.O.GEORGE J. WERDANN, III	PK-8	DOE	ZONED SCHOOL
P.S. 023 THE NEW CHILDREN'S SCHOOL	PK-5	DOE	ZONED SCHOOL
P.S. 024 SPUYTEN DUYVIL	K-5	DOE	ZONED SCHOOL
P.S. 032 BELMONT	PK-5 (END ENROLLMENT K-5)	DOE	ZONED SCHOOL
P.S. 033 TIMOTHY DWIGHT	PK-5	DOE	ZONED SCHOOL
P.S. X037 - MULTIPLE INTELLIGENCE SCHOOL	K-8	DOE	ZONED SCHOOL

[20] https://www.successacademies.org/press_releases/success-academy-charter-schools-rank-1-in-math-according-to-2023-nys-test-score-results/.
[21] https://www.successacademies.org/press_releases/success-academy-charter-schools-rank-1-in-math-according-to-2023-nys-test-score-results/.
[22] https://www.successacademies.org/press_releases/success-academy-charter-schools-rank-1-in-math-according-to-2023-nys-test-score-results/.
[23] See, 2021-2022 Public State Level Data, Elementary/Secondary Information System. Available at https://nces.ed.gov/ccd/elsi/. See https://www.myschools.nyc/en/schools/kindergarten/ for enrollment options.

THOMAS C. GIORDANO MIDDLE SCHOOL 45	6-8	DOE	SCREENED
P.S. 046 EDGAR ALLAN POE	PK-5 (END ENROLLMENT K-5)	DOE	ZONED SCHOOL
THE BRONX STEM AND ARTS ACADEMY	PK-5 (END ENROLLMENT K-5)	DOE	NON-ZONED SCHOOL
P.S./I.S. 54	PK-5	DOE	ZONED SCHOOL
P.S. 056 NORWOOD HEIGHTS	K-5	DOE	ZONED SCHOOL
P.S. 059 THE COMMUNITY SCHOOL OF TECHNOLOGY	PK-5	DOE	ZONED SCHOOL
BEDFORD PARK ELEMENTARY SCHOOL	PK-5 (END ENROLLMENT K-5)	DOE	ZONED SCHOOL
J.H.S. 080 THE MOSHOLU PARKWAY	6-8	DOE	SCREENED: LANGUAGE
P.S. 081 ROBERT J. CHRISTEN	K-5	DOE	ZONED SCHOOL
P.S. 085 GREAT EXPECTATIONS	PK-5 (END ENROLLMENT K-5)	DOE	ZONED SCHOOL
P.S. 086 KINGSBRIDGE HEIGHTS	PK-6	DOE	ZONED SCHOOL
P.S. 091 BRONX	K-5	DOE	ZONED SCHOOL
P.S. 094 KINGS COLLEGE SCHOOL	K-5	DOE	ZONED SCHOOL
P.S. 095 SHEILA MENCHER	K-8 (END ENROLLMENT PK-8)	DOE	ZONED SCHOOL
J.H.S. 118 WILLIAM W. NILES	6-8	DOE	SCREENED
RIVERDALE / KINGSBRIDGE ACADEMY (MIDDLE SCHOOL / HIGH SCHOOL 141)	6-12	DOE	SCREENED
P.S. 159 LUIS MUNOZ MARIN BILING	K-5	DOE	NON-ZONED SCHOOL
P.S. 205 FIORELLO LAGUARDIA	K-5	DOE	ZONED SCHOOL
I.S. 206 ANN MERSEREAU	6-8 (END ENROLLMENT 5-8)	DOE	OPEN
P.S. 207	PK-5 (END ENROLLMENT PK-2)	DOE	ZONED SCHOOL
P.S. 209	PK-2	DOE	ZONED SCHOOL

Theatre Arts Production Company School	6-12	DOE	Screened
P.S. 226	PK-5 (End Enrollment PK-4)	DOE	Zoned School
Jonas Bronck Academy	6-9 (End Enrollment 6-8)	DOE	Screened
West Bronx Academy for the Future	6-12	DOE	Open
The New School for Leadership and Journalism	6-8	DOE	Open
P.S. 246 Poe Center	K-5 (End Enrollment K-6)	DOE	Zoned School
I.S. 254	6-8	DOE	Open
P.S. 279 Captain Manuel Rivera, Jr.	K-8	DOE	Zoned School
P.S./M.S. 280 Mosholu Parkway	K-8	DOE	Zoned School
P.S. 291	K-5 (End Enrollment K-4)	DOE	Zoned School
P.S. 306	K-5	DOE	Zoned School
Bronx Dance Academy School	6-8	DOE	Screened
P.S. 310 Marble Hill	PK-5	DOE	Zoned School
P.S. 315 Lab School	K-8	DOE	Non-Zoned School
The Bronx School of Young Leaders	6-8	DOE	Open
P.S. 340	PK-5 (End Enrollment K-5)	DOE	Zoned School
International School for Liberal Arts	6-12	DOE	Screened: Language
Ampark Neighborhood	PK-5 (End Enrollment K-5)	DOE	Non-Zoned School
P.S. 360	PK-5 (End Enrollment K-5)	DOE	Zoned School
Academy For Personal Leadership And Excellence	6-8	DOE	Open
In-Tech Academy (M.S. / High School 368)	6-12	DOE	Screened

Elementary School for Math, Science, and Technology	K-5 (End Enrollment PK-5)	DOE	Zoned School
School for Environmental Citizenship	PK-5	DOE	Zoned School
M.S. 390	6-8 (End Enrollment 5-8)	DOE	Open
The Angelo Patri Middle School	6-8	DOE	Open
P.S. 396	PK-5 (End Enrollment PK-4)	DOE	Zoned School
Creston Academy	6-8	DOE	Screened: Language
P.S. 168	PK-12	DOE	D75
P.S. X188	PK-12	DOE	D75
Bronx Community Charter School	K-8	Charter	N/A
Atmosphere Academy Public Charter School	6-11 (End Enrollment 6-8)	Charter	N/A
Amber Charter School Kingsbridge	K-8 (End Enrollment K-5)	Charter	N/A
Cardinal McCloskey Community Charter School	K-5	Charter	N/A
Brilla Caritas Charter School	K-3 (End Enrollment K-5)	Charter	N/A
Brilla Pax Charter School	K-3 (End Enrollment K-5)	Charter	N/A
Girls Preparatory Charter School of the Bronx II	K-3 (End Enrollment K-5)	Charter	N/A
SAINT SIMON STOCK ELEMENTARY SCHOOL	PK-8	Private	Unknown
OUR LADY OF MOUNT CARMEL SCHOOL	PK-8	Private	Unknown
OUR LADY OF REFUGE SCHOOL	K-8	Private	Unknown
SAINT PHILIP NERI SCHOOL	PK-8	Private	Unknown

HOPE ACADEMY OF THE BRONX	UNGRADED	PRIVATE	UNKNOWN
KINNERET DAY SCHOOL	PK-8	PRIVATE	UNKNOWN
SAINT GABRIEL SCHOOL	PK-8	PRIVATE	UNKNOWN
ETHICAL CULTURE THE FIELDSTON LOWER SCHOOL	PK-5	PRIVATE	UNKNOWN
ETHICAL CULTURE FIELDSTON MIDDLE SCHOOL	UNGRADED	PRIVATE	UNKNOWN
HORACE MANN SCHOOL LOWER DIVISION	K-5	PRIVATE	UNKNOWN
SAINT BRENDAN SCHOOL	PK-8	PRIVATE	UNKNOWN
QSAC INC DAY SCHOOL BRONX	PK-8	PRIVATE	UNKNOWN
CANARSIE CHILDREN FIRST ACADEMY	UNGRADED	PRIVATE	UNKNOWN
HORACE MANN SCHOOL	6-8	PRIVATE	UNKNOWN
RIVERDALE COUNTRY SCHOOL	PK-12	PRIVATE	UNKNOWN
SALANTER AKIBA RIVERDALE ACADEMY	PK-8	PRIVATE	UNKNOWN
SINAI - SPECIAL NEEDS INSTITUTE INC	K-8	PRIVATE	UNKNOWN
SAINT MARGARET OF CORTONA SCHOOL	PK-8	PRIVATE	UNKNOWN

ELEMENTARY AND MIDDLE SCHOOLS IN CSD 11			
SCHOOL	*GRADES SERVED*	*TYPE*	*ENROLLMENT OPTIONS*
P.S. 016 WAKEFIELD	PK-5	DOE	ZONED SCHOOL
P.S. 019 JUDITH K. WEISS	PK-8 (END ENROLLMENT K-8)	DOE	ZONED SCHOOL
P.S. 021 PHILIP H. SHERIDAN	K-5	DOE	ZONED SCHOOL
P.S. 041 GUN HILL ROAD	K-5	DOE	ZONED SCHOOL
P.S. 068 BRONX	PK-5	DOE	ZONED SCHOOL
P.S. 076 THE BENNINGTON SCHOOL	K-5	DOE	ZONED SCHOOL
P.S. 078 ANNE HUTCHINSON	PK-5 (END ENROLLMENT K-5)	DOE	ZONED SCHOOL
P.S. 083 DONALD HERTZ	K-8	DOE	ZONED SCHOOL
P.S. 087 BRONX	K-5	DOE	ZONED SCHOOL

P.S. 089 Bronx	PK-8	DOE	Zoned School
P.S. 096 Richard Rodgers	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 097 Bronx	PK-5	DOE	Zoned School
P.S. 103 Hector Fontanez	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 105 Sen Abraham Bernstein	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 106 Parkchester	PK-5	DOE	Zoned School
P.S. 108 Philip J. Abinanti	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 111 Seton Falls	PK-5	DOE	Zoned School
P.S. 112 Bronxwood	PK-5	DOE	Zoned School
P.S. 121 Throop	PK-5	DOE	Zoned School
J.H.S. 127 The Castle Hill	6-8	DOE	Composite Score
J.H.S. 144 Michelangelo	6-8	DOE	Open
P.S. 153 Helen Keller	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 160 Walt Disney	PK-5 (End Enrollment K-5)	DOE	Zoned School
Baychester Academy	PK-5	DOE	Zoned School
P.S. 175 City Island	K-8	DOE	Zoned School
P.S. 178 - Dr. Selman Waksman	PK-5 (End Enrollment K-5)	DOE	Zoned School
M.S. 180 Dr. Daniel Hale Williams	6-8	DOE	Screened
I.S. 181 Pablo Casals	6-8	DOE	Open
Cornerstone Academy for Social Action	PK-5	DOE	Zoned School
P.S./M.S. 194	K-8	DOE	Zoned School
North Bronx School of Empowerment	6-8	DOE	Open
Bronx Green Middle School	6-8	DOE	Open

Bronx Alliance Middle School	6-8	DOE	Open
Young Voices Academy of the Bronx	PK-5 (End Enrollment K-5)	DOE	Zoned School
Leaders of Tomorrow	6-8	DOE	Open
Cornerstone Academy for Social Action Middle School (CASA)	6-8	DOE	Open
Pelham Academy of Academics and Community Engagement	6-8	DOE	Open
The STEAM Bridge School	K-5	DOE	Non-Zoned School
The Matilda Avenue School	K-5	DOE	Zoned School
P.S./M.S. 11X498 - Van Nest Academy	K-8	DOE	Non-Zoned School
One World Middle School at Edenwald	6-8	DOE	Open
Baychester Middle School	6-8	DOE	Open
Bronx Park Middle School	6-8	DOE	Open
Pelham Gardens Middle School	6-8	DOE	Open
Linden Tree Elementary School	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. X012 Lewis and Clark School	6-12	DOE	D75
P.S. X176	6-12 (End Enrollment PK-12)	DOE	D75
P.S. X596	PK-7	DOE	D75
P.S. 723	K-12	DOE	D75
Bronx Charter School for Excellence	K-8	Charter	N/A
Icahn Charter School 2	K-8	Charter	N/A
Icahn Charter School 3	K-8	Charter	N/A
Bronx Charter School for Better Learning II	K-5	Charter	N/A
The Equality Charter School	6-12	Charter	N/A
Icahn Charter School 4	K-8	Charter	N/A
Icahn Charter School 5	K-8	Charter	N/A
Bronx Charter School for Excellence 2	K-8 (End Enrollment K-5)	Charter	N/A

BRONX CHARTER SCHOOL FOR EXCELLENCE 3	K-7 (END ENROLLMENT K-5)	CHARTER	N/A
BRONX CHARTER SCHOOL FOR EXCELLENCE 4	K-6 (END ENROLLMENT K-5)	CHARTER	N/A
CAPITAL PREPARATORY BRONX CHARTER SCHOOL	6-11 (END ENROLLMENT 6-12)	CHARTER	N/A
STRADFORD PREPARATORY CHARTER SCHOOL FOR BOYS	6 (END ENROLLMENT 5-8)	CHARTER	N/A
BRONX CHARTER SCHOOL FOR BETTER LEARNING	PK-5 (END ENROLLMENT K-5)	CHARTER	N/A
SAINT HELENA SCHOOL	PK-8	PRIVATE	UNKNOWN
SANTA MARIA SCHOOL	PK-8	PRIVATE	UNKNOWN
SAINT RAYMOND ELEMENTARY SCHOOL	PK-8	PRIVATE	UNKNOWN
SAINT FRANCIS XAVIER SCHOOL	PK-8	PRIVATE	UNKNOWN
OUR SAVIOUR LUTHERAN SCHOOL	UNGRADED	PRIVATE	UNKNOWN
SAINT CLARE SCHOOL	PK-8	PRIVATE	UNKNOWN
NEW YORK INSTITUTE FOR SPECIAL EDUCATION	PK-12	PRIVATE	UNKNOWN
SAINT LUCY SCHOOL	PK-8	PRIVATE	UNKNOWN
HOLY ROSARY SCHOOL	PK-8	PRIVATE	UNKNOWN
LEARNING TREE PREPARATORY SCHOOL (THE)	PK-8	PRIVATE	UNKNOWN
IMMACULATE CONCEPTION SCHOOL	PK-8	PRIVATE	UNKNOWN
CITY OF FAITH CHRISTIAN SCHOOL	PK-5	PRIVATE	UNKNOWN
GARVEY SCHOOL	PK-8	PRIVATE	UNKNOWN
NEW COVENANT CHRISTIAN SCHOOL	PK-12	PRIVATE	UNKNOWN
LAVELLE SCHOOL FOR THE BLIND	PK-K	PRIVATE	UNKNOWN
FAITH CHRISTIAN ACADEMY	1-8	PRIVATE	UNKNOWN
OUR LADY OF GRACE SCHOOL	PK-8	PRIVATE	UNKNOWN
WAKE-EDEN CHRISTIAN ACADEMY	PK-5	PRIVATE	UNKNOWN

SAINT FRANCIS OF ASSISI SCHOOL	PK-8	PRIVATE	UNKNOWN
MOUNT SAINT MICHAEL ACADEMY	UNGRADED	PRIVATE	UNKNOWN

ELEMENTARY AND MIDDLE SCHOOLS IN CSD 24			
SCHOOL	*GRADES SERVED*	*TYPE*	*ENROLLMENT OPTIONS*
I.S. 5 - THE WALTER CROWLEY INTERMEDIATE SCHOOL	6-8	DOE	SCREENED: LANGUAGE
P.S. 007 LOUIS F. SIMEONE	PK-5 (END ENROLLMENT PK-3)	DOE	ZONED SCHOOL
P.S. 012 JAMES B. COLGATE	K-5	DOE	ZONED SCHOOL
P.S. 013 CLEMENT C. MOORE	PK-5 (END ENROLLMENT K-5)	DOE	ZONED SCHOOL
P.S. 014 FAIRVIEW	K-5	DOE	ZONED SCHOOL
P.S. Q016 THE NANCY DEBENEDITTIS SCHOOL	K-5	DOE	ZONED SCHOOL
P.S. 019 MARINO JEANTET	PK-5 (END ENROLLMENT K-5)	DOE	ZONED SCHOOL
P.S. 28 - THE THOMAS EMANUEL EARLY CHILDHOOD CENTER	PK-2	DOE	ZONED SCHOOL
P.S. 049 DOROTHY BONAWIT KOLE	K-8	DOE	ZONED SCHOOL
P.S. 58 - THE SCHOOL OF HEROES	PK-6	DOE	ZONED SCHOOL
I.S. 061 LEONARDO DA VINCI	6-8	DOE	ZONED
P.S. 068 CAMBRIDGE	PK-5	DOE	ZONED SCHOOL
P.S. 071 FOREST	PK-5 (END ENROLLMENT K-5)	DOE	ZONED SCHOOL
I.S. 73 - THE FRANK SANSIVIERI INTERMEDIATE SCHOOL	6-8	DOE	COMPOSITE SCORE
JOSEPH F. QUINN INTERMEDIATE SCHOOL 77	6-8	DOE	SCREENED: LANGUAGE
P.S. 81Q JEAN PAUL RICHTER	PK-5 (END ENROLLMENT K-5)	DOE	ZONED SCHOOL

P.S./I.S. 087 Middle Village	PK-8	DOE	Zoned School
P.S. 088 Seneca	PK-5	DOE	Zoned School
P.S. 89Q: The Jose Peralta School of Dreamers	K-5	DOE	Zoned School
P.S. 091 Richard Arkwright	PK-5 (End Enrollment K-5)	DOE	Zoned School
I.S. 093 Ridgewood	6-8	DOE	Screened: Language
P.S. 102 Bayview	PK-8 (End Enrollment K-8)	DOE	Zoned School
P.S. 110	K-5	DOE	Zoned School
P.S./I.S. 113 Anthony J. Pranzo	PK-8 (End Enrollment K-8)	DOE	Zoned School
P.S./I.S. 119 The Glendale	K-8	DOE	Zoned School
I.S. 125 Thom J. McCann Woodside	5-8 (End Enrollment 6-8)	DOE	Zoned
P.S. 128 The Lorraine Tuzzo, Juniper Valley Elementary School	K-8	DOE	Zoned School
P.S. 143 Louis Armstrong	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 153 Maspeth Elem	PK-6	DOE	Zoned School
P.S. 199 Maurice A. Fitzgerald	PK-5 (End Enrollment K-5)	DOE	Zoned School
Elm Tree Elementary School	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 229 Emanuel Kaplan	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 239	PK-5	DOE	Zoned School
A.C.E. Academy for Scholars at the Geraldine Ferraro Campus	PK-5 (End Enrollment K-5)	DOE	Zoned School
Learners and Leaders	PK-5	DOE	Zoned School
Pioneer Academy	PK-5	DOE	Zoned School

CORONA ARTS & SCIENCES ACADEMY	6-8	DOE	ZONED
HELEN M. MARSHALL SCHOOL	K-5	DOE	ZONED SCHOOL
THE CHILDREN'S LAB SCHOOL	K-5	DOE	ZONED SCHOOL
MS 419	6-8	DOE	-
ROBERT F. WAGNER, JR. SECONDARY SCHOOL FOR ARTS AND TECHNOLOGY	6-12 (END ENROLLMENT 7-12)	DOE	SCREENED
P.S. 009	K-8	DOE	D75
P.S. Q023 @ QUEENS CHILDREN CENTER	K-12	DOE	D75
ROBERT E. PEARY SCHOOL	PK-8	DOE	D75
THE RIVERVIEW SCHOOL	K-12	DOE	D75
CENTRAL QUEENS ACADEMY CHARTER SCHOOL	K-8	CHARTER	N/A
MIDDLE VILLAGE PREPARATORY CHARTER SCHOOL	6-8	CHARTER	N/A
FORTE PREPARATORY ACADEMY CHARTER SCHOOL	5-9 (END ENROLLMENT K-8)	CHARTER	N/A
ELM COMMUNITY CHARTER SCHOOL	K-5	CHARTER	N/A
RENAISSANCE CHARTER SCHOOL 2	K-9 (END ENROLLMENT K-12)	CHARTER	N/A
OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 3	K-2	CHARTER	N/A
SACRED HEART CATHOLIC ACADEMY OF GLENDALE	PK-8	PRIVATE	UNKNOWN
SAINT MARGARET CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN
SAINT MATTHIAS CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN
NOTRE DAME CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN
SAINT STANISLAUS KOSTKA CATHOLIC ACADEMY OF QUEENS	PK-8	PRIVATE	UNKNOWN
MARTIN LUTHER SCHOOL	UNGRADED	PRIVATE	UNKNOWN
OUR LADY OF HOPE CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN
RESURRECTION ASCENSION CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN

SAINT ADALBERT CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN
TIEGERMAN SCHOOL AT WOODSIDE	PK-12	PRIVATE	UNKNOWN
SAINT BARTHOLOMEW CATHOLIC ACADEMY	K-8	PRIVATE	UNKNOWN
JACKSON HEIGHTS SDA SCHOOL	K-8	PRIVATE	UNKNOWN
SAINT LEO CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN
OUR LADY OF SORROWS CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN

ELEMENTARY AND MIDDLE SCHOOLS IN CSD 25			
SCHOOL	*GRADES SERVED*	*TYPE*	*ENROLLMENT OPTIONS*
P.S. 020 JOHN BOWNE	PK-5	DOE	ZONED SCHOOL
P.S. 021 EDWARD HART	PK-5	DOE	ZONED SCHOOL
P.S. 022 THOMAS JEFFERSON	PK-5	DOE	ZONED SCHOOL
P.S. 024 ANDREW JACKSON	PK-5	DOE	ZONED SCHOOL
I.S. 025 ADRIEN BLOCK	6-8	DOE	OPEN
P.S. 029 QUEENS	PK-5	DOE	ZONED SCHOOL
P.S. 032 STATE STREET	K-5 (END ENROLLMENT PK-5)	DOE	ZONED SCHOOL
P.S. 079 FRANCIS LEWIS	PK-5	DOE	ZONED SCHOOL
P.S. 107 THOMAS A DOOLEY	PK-5	DOE	ZONED SCHOOL
P.S. 120 QUEENS	PK-5	DOE	ZONED SCHOOL
P.S. 129 PATRICIA LARKIN	PK-5	DOE	ZONED SCHOOL
P.S. 154 QUEENS	PK-5	DOE	ZONED SCHOOL
P.S. 163 FLUSHING HEIGHTS	PK-5	DOE	ZONED SCHOOL
P.S. 164 QUEENS VALLEY	PK-8	DOE	ZONED SCHOOL
P.S. 165 EDITH K. BERGTRAUM	PK-5	DOE	ZONED SCHOOL
P.S. 169 BAY TERRACE	K-5 (END ENROLLMENT PK-5)	DOE	ZONED SCHOOL
P.S. 184 FLUSHING MANOR	PK-5	DOE	ZONED SCHOOL

J.H.S. 185 Edward Bleeker	6-8	DOE	Open
J.H.S. 189 Daniel Carter Beard	6-8	DOE	Screened: Language
P.S. 193 Alfred J. Kennedy	PK-5	DOE	Zoned School
J.H.S. 194 William Carr	6-8	DOE	Open
P.S./M.S. 200 - The Magnet School of Global Studies and Leadership	PK-8	DOE	Zoned School
P.S. 201 The Discovery School for Inquiry and Research	PK-5	DOE	Zoned School
P.S. 209 Clearview Gardens	PK-5	DOE	Zoned School
P.S. 214 Cadwallader Colden	PK-5	DOE	Zoned School
P.S. 219 Paul Klapper	PK-8	DOE	Zoned School
I.S. 237	6-8	DOE	Open
P.S. 242 Leonard P. Stavisky Early Childhood School	PK-3 (End Enrollment K-3)	DOE	Non-Zoned School
The Active Learning Elementary School	PK-3 (End Enrollment K-3)	DOE	Non-Zoned School
I.S. 250 The Robert F. Kennedy Community Middle School	6-8	DOE	Open
Queens School of Inquiry, The	6-12	DOE	Open
East-West School of International Studies	6-12	DOE	Open
World Journalism Preparatory: A College Board School	6-12	DOE	Open
BELL Academy	6-8	DOE	Open
College Point Collaborative	6-8	DOE	Open
The Queens College School for Math, Science and Technology	PK-8	DOE	Non-Zoned School
P.S. Q255	K-12 (End Enrollment PK-12)	DOE	D75
AL-MAMOOR SCHOOL	PK-12	Private	Unknown
YESHIVA KETANA OF QUEENS	K-8	Private	Unknown
SOLOMON SCHECHTER SCHOOL OF QUEENS	PK-8	Private	Unknown

YESHIVA OF CENTRAL QUEENS	PK-8	PRIVATE	UNKNOWN
MUSLIM CENTER JUNIOR HIGH SCHOOL	PK-8	PRIVATE	UNKNOWN
SAINT KEVIN CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN
ST MICHAEL CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN
WINDSOR SCHOOL (THE)	7-12	PRIVATE	UNKNOWN
FLUSHING CHRISTIAN SCHOOL	K-8	PRIVATE	UNKNOWN
SAINT ANDREW AVELLINO CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN
LEARNING TREE MULTI-CULTURAL SCHOOL (THE)	K-8	PRIVATE	UNKNOWN
FULL GOSPEL NEW YORK CHURCH	PK-8	PRIVATE	UNKNOWN
THE NEW YORK CHILD LEARNING INSTITUTE, A PROGRAM OF AABR INC.	UNGRADED	PRIVATE	UNKNOWN
SAINT MEL CATHOLIC ACADEMY	PK-5	PRIVATE	UNKNOWN
LOWELL SCHOOL (THE)	5-8	PRIVATE	UNKNOWN
SAINT LUKE SCHOOL	PK-8	PRIVATE	UNKNOWN
QSAC INC WHITESTONE	UNGRADED	PRIVATE	UNKNOWN
WHITESTONE ACADEMY	7-12	PRIVATE	UNKNOWN

ELEMENTARY AND MIDDLE SCHOOLS IN CSD 28			
SCHOOL	*GRADES SERVED*	*TYPE*	*ENROLLMENT OPTIONS*
J.H.S. 008 RICHARD S. GROSSLEY	6-8	DOE	OPEN
P.S. 040 SAMUEL HUNTINGTON	PK-5 (END ENROLLMENT PK-6)	DOE	ZONED SCHOOL
DAVID N. DINKINS SCHOOL	PK-5	DOE	ZONED SCHOOL
P.S. 050 TALFOURD LAWN ELEMENTARY SCHOOL	PK-5 (END ENROLLMENT PK-6)	DOE	ZONED SCHOOL
P.S. 054 HILLSIDE	K-5	DOE	ZONED SCHOOL
P.S. 055 MAURE	PK-5 (END ENROLLMENT PK-6)	DOE	ZONED SCHOOL

Catherine & Count Basie Middle School 72	6-8	DOE	Screened: Language
PS 80 The Thurgood Marshall Magnet School of Multimedia and Communication	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 082 Hammond	K-5 (End Enrollment PK-5)	DOE	Zoned School
P.S. Q086	PK-5	DOE	Zoned School
P.S. 099 Kew Gardens	K-6	DOE	Zoned School
P.S. 101 School in the Gardens	PK-5 (End Enrollment PK-6)	DOE	Zoned School
P.S. 117 J. Keld / Briarwood School	PK-5	DOE	Zoned School
P.S. 121 Queens	PK-5	DOE	Zoned School
P.S. 139 Rego Park	K-5 (End Enrollment K-6)	DOE	Zoned School
P.S. 140 Edward K Ellington	PK-5 (End Enrollment PK-6)	DOE	Zoned School
P.S. 144 Col Jeromus Remsen	PK-5 (End Enrollment PK-6)	DOE	Zoned School
J.H.S. 157 Stephen A. Halsey	6-9	DOE	Screened
P.S. 160 Walter Francis Bishop	PK-5 (End Enrollment PK-6)	DOE	Zoned School
P.S. 161 Arthur Ashe School	PK-5 (End Enrollment PK-6)	DOE	Zoned School
Metropolitan Expeditionary Learning School	6-12	DOE	Open
P.S. 174 William Sidney Mount	K-5 (End Enrollment PK-6)	DOE	Zoned School

P.S. 175 The Lynn Gross Discovery School	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 182 Samantha Smith	PK-5	DOE	Zoned School
J.H.S. 190 Russell Sage	6-8	DOE	Open
P.S. 196 Grand Central Parkway	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 206 The Horace Harding School	PK-5	DOE	Zoned School
J.H.S. 217 Robert A. Van Wyck	6-8	DOE	Open
P.S. 220 Edward Mandel	PK-5	DOE	Zoned School
York Early College Academy	6-12	DOE	Open
The Emerson School	6-8	DOE	Open
The Academy for Excellence through the Arts	PK-5	DOE	Non-Zoned School
Queens Collegiate: A College Board School	6-12	DOE	Open
Jamaica Children's School	K-5	DOE	Zoned School
Redwood Middle School	6-8	DOE	Open
The Queens School for Leadership and Excellence	PK-5	DOE	Zoned School
The Jermaine L. Green STEM Institute of Queens	PK-5	DOE	Zoned School
M.S. 358	6-8	DOE	Open
Queens Gateway to Health Sciences Secondary School	6-12 (End Enrollment 7-12)	DOE	Screened
Young Women's Leadership School, Queens	6-12 (End Enrollment 7-12)	DOE	Screened
P.S. Q233	K-12	DOE	D75
Rochdale Early Advantage Charter School	PK-8 (End Enrollment K-5)	Charter	N/A
Growing Up Green Charter School II	K-8 (End Enrollment K-5)	Charter	N/A

VALENCE COLLEGE PREPARATORY CHARTER SCHOOL	5-8	CHARTER	N/A
ALLEN CHRISTIAN SCHOOL	PK-1	PRIVATE	UNKNOWN
YESHIVA TIFERETH MOSHE	PK-8	PRIVATE	UNKNOWN
KEW FOREST SCHOOL (THE)	PK-12	PRIVATE	UNKNOWN
OUR LADY OF MERCY CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN
YESHIVA SHA'AREI ZION OHEL BRACHA	PK-12	PRIVATE	UNKNOWN
AL-IMAN SCHOOL	PK-8	PRIVATE	UNKNOWN
BAIS YAAKOV ACADEMY FOR GIRLS	PK-8	PRIVATE	UNKNOWN
YESHIVAT OHR HAIIM	2-6	PRIVATE	UNKNOWN
YESHIVA R'TZAHD	5-6	PRIVATE	UNKNOWN
RISING STARS ISLAMIC SCHOOL	PK-5	PRIVATE	UNKNOWN
SCO FAMILY OF SERVICES/THERESA PAPLIN SCHOOL	UNGRADED	PRIVATE	UNKNOWN
IDEAL MONTESSORI SCHOOL	PK-8	PRIVATE	UNKNOWN
SAINT NICHOLAS OF TOLENTINE CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN
OUR LADY QUEEN OF MARTYRS CATHOLIC ACADEMY	PK-8	PRIVATE	UNKNOWN
BNOS MALKA ACADEMY	PK-8	PRIVATE	UNKNOWN
FOREST HILLS MONTESSORI SCHOOL	PK-5	PRIVATE	UNKNOWN
MIDRASH L'MAN ACHAI	UNGRADED	PRIVATE	UNKNOWN
YESHIVA SHOLON SHACHNA - DBA THE CHEDER	PK-K	PRIVATE	UNKNOWN
JEWISH INSTITUTE OF QUEENS	PK-12	PRIVATE	UNKNOWN

ELEMENTARY AND MIDDLE SCHOOLS IN CSD 31			
SCHOOL	*GRADES SERVED*	*TYPE*	*ENROLLMENT OPTIONS*
P.S. 001 TOTTENVILLE	PK-5	DOE	ZONED SCHOOL
I.S. R002 GEORGE L. EGBERT	6-8	DOE	COMPOSITE SCORE
P.S. 003 THE MARGARET GIOIOSA SCHOOL	PK-5	DOE	ZONED SCHOOL
P.S. 004 MAURICE WOLLIN	PK-5	DOE	ZONED SCHOOL

P.S. 005 Huguenot	K-5	DOE	Zoned School
P.S. 6 Corporal Allan F. Kivlehan School	PK-5	DOE	Zoned School
I.S. 007 Elias Bernstein	6-8	DOE	Zoned
P.S. 8 Shirlee Solomon	PK-5	DOE	Zoned School
Naples Street Elementary School	PK-5	DOE	Non-Zoned School
Fort Hill Collaborative Elementary School	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 11 Thomas Dongan School	PK-5	DOE	Zoned School
P.S. 013 M. L. Lindemeyer	PK-5	DOE	Zoned School
P.S. 016 John J. Driscoll	PK-5	DOE	Zoned School
P.S. 018 John G. Whittier	PK-5	DOE	Zoned School
P.S. 019 The Curtis School	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 020 Port Richmond	K-5 (End Enrollment PK-5)	DOE	Zoned School
P.S. 21 Margaret Emery-Elm Park	PK-5	DOE	Zoned School
P.S. 022 Graniteville	PK-5	DOE	Zoned School
P.S. 023 Richmondtown	PK-5	DOE	Zoned School
I.S. 024 Myra S. Barnes	6-8	DOE	Zoned
P.S. 026 The Carteret School	PK-5 (End Enrollment K-5)	DOE	Zoned School
I.S. 027 Anning S. Prall	6-8	DOE	Composite Score
The Eagle Academy for Young Men of Staten Island	6-12	DOE	Open
P.S. 029 Bardwell	PK-5	DOE	Zoned School
P.S. 030 Westerleigh	PK-5 (End Enrollment K-5)	DOE	Zoned School
P.S. 031 William T. Davis	PK-5	DOE	Zoned School
P.S. 032 The Gifford School	PK-5	DOE	Zoned School
I.S. 034 Tottenville	6-8	DOE	Zoned

P.S. 35 The Clove Valley School	K-5	DOE	Zoned School
P.S. 036 J. C. Drumgoole	PK-5	DOE	Zoned School
P.S. 038 George Cromwell	PK-5	DOE	Zoned School
P.S. 39 Francis J. Murphy Jr.	K-5 (End Enrollment PK-5)	DOE	Zoned School
The Stephanie A. Vierno School	PK-5	DOE	Zoned School
P.S. 042 Eltingville	PK-5	DOE	Zoned School
P.S. 044 Thomas C. Brown	PK-5	DOE	Zoned School
P.S. 045 John Tyler	PK-5	DOE	Zoned School
P.S. 046 Albert V. Maniscalco	PK-5	DOE	Zoned School
P.S. 048 William G. Wilcox	PK-8 (End Enrollment K-8)	DOE	Zoned School
I.S. 49 Berta A. Dreyfus	6-8	DOE	Composite Score
P.S. 050 Frank Hankinson	PK-5	DOE	Zoned School
I.S. 051 Edwin Markham	6-8	DOE	Screened: Language
P.S. 052 John C. Thompson	PK-5	DOE	Zoned School
The Barbara Esselborn School	PK-5	DOE	Zoned School
P.S. 054 Charles W. Leng	PK-5	DOE	Zoned School
P.S. 055 Henry M. Boehm	PK-5	DOE	Zoned School
P.S. 56 The Louis Desario School	PK-5	DOE	Zoned School
P.S. 057 Hubert H. Humphrey	PK-5	DOE	Zoned School
Space Shuttle Columbia School	PK-5	DOE	Zoned School
The Harbor View School	PK-5	DOE	Non-Zoned School
P.S. 060 Alice Austen	PK-5	DOE	Zoned School
I.S. 061 William A Morris	6-8	DOE	Screened: Language
The Kathleen Grimm School for Leadership and Sustainability	PK-5	DOE	Zoned School
Marsh Avenue School for Expeditionary Learning	6-8	DOE	Open
P.S. 65 The Academy of Innovative Learning	PK-5	DOE	Non-Zoned School
Port Richmond School for Visionary Learning	PK-5 (End	DOE	Zoned School

	ENROLLMENT K-5)		
P.S. 069 DANIEL D. TOMPKINS	PK-5 (END ENROLLMENT K-5)	DOE	ZONED SCHOOL
I.S. 072 ROCCO LAURIE	6-8	DOE	ZONED
P.S. 74 FUTURE LEADERS ELEMENTARY SCHOOL	PK-5 (END ENROLLMENT K-5)	DOE	ZONED SCHOOL
I.S. 075 FRANK D. PAULO	6-8	DOE	COMPOSITE SCORE
P.S. 78	PK-5	DOE	ZONED SCHOOL
THE MICHAEL J. PETRIDES SCHOOL	PK-12 (END ENROLLMENT K-12)	DOE	NON-ZONED SCHOOL
THE WAVERLY ACADEMY OF EMPOWERED LEARNERS	PK-5 (END ENROLLMENT K-5)	DOE	-
THE YOUNG WOMEN'S LEADERSHIP SCHOOL OF STATEN ISLAND	6-7 (END ENROLLMENT 6-12)	DOE	-
STATEN ISLAND SCHOOL OF CIVIC LEADERSHIP	PK-8	DOE	ZONED SCHOOL
SOUTH RICHMOND HIGH SCHOOL I.S./P.S. 25	PK-12	DOE	D75
THE DAVID MARQUIS SCHOOL OF THE ARTS	PK-12	DOE	D75
P.S. R373	PK-8 (END ENROLLMENT PK-5)	DOE	D75
THE RICHARD H. HUNGERFORD SCHOOL	5-12 (END ENROLLMENT 7-12)	DOE	D75
JOHN W. LAVELLE PREPARATORY CHARTER SCHOOL	K-12	CHARTER	N/A
LOIS AND RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL	8-12	CHARTER	N/A
NEW WORLD PREPARATORY CHARTER SCHOOL	K-8	CHARTER	N/A
BRIDGE PREPARATORY CHARTER SCHOOL	1-5	CHARTER	N/A
HELLENIC CLASSICAL CHARTER SCHOOL -	PK-5	CHARTER	N/A

STATEN ISLAND	(END ENROLLMENT K-5)		
RICHMOND PREPARATORY CHARTER SCHOOL	6-8 (END ENROLLMENT 6-12)	CHARTER	N/A
STATEN ISLAND HEBREW PUBLIC CHARTER SCHOOL	K-2 (END ENROLLMENT K-5)	CHARTER	N/A
NYSARC, INC - NYC CHAPTER	UNGRADED	PRIVATE	UNKNOWN
GATEWAY ACADEMY	PK-8	PRIVATE	UNKNOWN
OUR LADY STAR OF THE SEA SCHOOL	PK-8	PRIVATE	UNKNOWN
SAINT CLARE SCHOOL	PK-8	PRIVATE	UNKNOWN
YESHIVA RABBI JACOB JOSEPH FOR BOYS	K-8	PRIVATE	UNKNOWN
YESHIVA KETANA OF STATEN ISLAND	PK-MISSING	PRIVATE	UNKNOWN
SAINT CHARLES SCHOOL	PK-8	PRIVATE	UNKNOWN
NEW DORP CHRISTIAN ACADEMY	PK-8	PRIVATE	UNKNOWN
SAINT PATRICK SCHOOL	PK-8	PRIVATE	UNKNOWN
STATEN ISLAND HEBREW ACADEMY	K-8	PRIVATE	UNKNOWN
OUR LADY QUEEN OF PEACE SCHOOL	PK-8	PRIVATE	UNKNOWN
SAINT CHRISTOPHER SCHOOL	PK-8	PRIVATE	UNKNOWN
SAINT ANN SCHOOL	PK-8	PRIVATE	UNKNOWN
SMILES AROUND US ACADEMY	PK-8	PRIVATE	UNKNOWN
STATEN ISLAND ACADEMY	PK-12	PRIVATE	UNKNOWN
HOLY ROSARY SCHOOL	PK-8	PRIVATE	UNKNOWN
ACADEMY OF SAINT DOROTHY	PK-8	PRIVATE	UNKNOWN
SAINT JOSEPH HILL ACADEMY ELEMENTARY SCHOOL	PK-8	PRIVATE	UNKNOWN
MOTHER FRANCISKA ELEMENTARY SCHOOL	UNGRADED	PRIVATE	UNKNOWN
CONGREGATION BNOS CHAYA	PK-2	PRIVATE	UNKNOWN
SAINT JOHN'S LUTHERAN SCHOOL	PK-8	PRIVATE	UNKNOWN
EDEN II SCHOOL FOR AUTISTIC CHILDREN - MANOR ROAD	UNGRADED	PRIVATE	UNKNOWN

ST THERESA-ST RITA STREAM ACADEMY	PK-8	PRIVATE	UNKNOWN
JEWISH FOUNDATION SCHOOL	K-8	PRIVATE	UNKNOWN
RABBI JACOB JOSEPH FOR GIRLS	PK-8	PRIVATE	UNKNOWN
CHABAD LUBAVITCH OF STATEN ISLAND	PK-1	PRIVATE	UNKNOWN
EDEN II SCHOOL FOR AUTISTIC CHILDREN	UNGRADED	PRIVATE	UNKNOWN
BLESSED SACRAMENT SCHOOL	PK-8	PRIVATE	UNKNOWN
NOTRE DAME ACADEMY ELEMENTARY SCHOOL	PK-8	PRIVATE	UNKNOWN
OUR LADY OF GOOD COUNSEL SCHOOL	PK-8	PRIVATE	UNKNOWN
EDEN II SCHOOL FOR AUTISTIC CHILDREN, INC. LITTLE MIRACLES	UNGRADED	PRIVATE	UNKNOWN
YESHIVAS SANZ	PK-2	PRIVATE	UNKNOWN
SACRED HEART SCHOOL	PK-8	PRIVATE	UNKNOWN
MIRAJ ISLAMIC SCHOOL	PK-12	PRIVATE	UNKNOWN

For additional analysis regarding these educational options, please refer to RFP Response 01(a) above.

Sharing Best Practices (Partnerships and Relationships)

Success Academy intends to have a positive impact on the programmatic offerings of existing public and non-public schools in CSDs 10, 11, 24, 25, 28, and 31. Success Academy schools have a culture of high expectations, which is immediately apparent when one walks into the school. Success Academy has seen positive culture shifts in existing public schools in which Success Academy schools co-locate. Zoned schools that are co-located with existing Success Academy schools have already begun adopting some of Success Academy's best practices. For example, one such school has had Success Academy students serve as reading mentors to co-located students. Success Academy also hosts an annual chess tournament with the co-located school's teachers and students. At Success Academy Cobble Hill, the elementary school students collaborate with the co-located high school students on the disciplines of art and film.[24] At SA Bronx Middle School, students worked together with the co-located school to remedy safety issues in the park that serves both schools; together the schools contacted a local elected official to get help to clean up the park and field so students could utilize the space.[25] In 2019, Success Academy Far Rockaway and its co-located district schools formally collaborated as part of the NYC DOE's District-Charter Partnership Program. The three schools met bi-weekly to plan social events such as staff mixers, community parades, and potlucks, to

[24] https://brooklyn.news12.com/brooklyn-schools-collaborate-through-art-and-film-38144125.
[25] https://ny1.com/nyc/all-boroughs/news/2018/11/07/park-closed-to-schools-in-bronx.

build community and worked together on shared goals such as boosting literacy and students' love of reading. The three schools also partnered with Senator James Sanders to host a technology job fair for the community.

Success Academy also periodically works with co-located schools on Resolution A (Reso-A) projects, which are school-specific capital improvement or enhancement projects funded by individual grants from New York City Council. Such projects provide positive impacts on co-located schools in the district. For example, in 2022, Success Academy Crown Heights completed a Reso-A project for a soccer field, ropes obstacle course, and half court basketball area. In 2021, Success Academy Harlem 4 completed a Reso-A project play yard. Also in 2021, Success Academy Bergen Beach completed a Reso-A project auditorium which included brand new seating, flooring, and fresh paint.

In addition, Success Academy leaders published a book, *Mission Possible: How the Secrets of Success Academies Can Work in Any School*, to share literacy instruction and teacher training best practices. Success Academy schools welcome school leaders and educators from surrounding schools to visit and observe best practices. A core part of Success Academy's dual mission is to advocate for education equality. The Education Institute is a free, open source digital platform that gives teachers and principals in every state access to the curriculum, tools, and training that are the foundation of Success Academy's proven school design. The work of the Institute falls into three major and often interconnected areas: packaging and digitizing institutional knowledge; professional development of Success Academy educators and school staff; and sharing and public programming through the Robertson Center, the Education Institute's headquarters in midtown Manhattan.

Built for educators, by educators, the Robertson Center leverages this dynamic digital platform with a state-of-the-art training facility, and Success Academy's first K-8 lab school located in the facility, to provide a "blended learning" ecosystem which integrates virtual resources and training with in-person instruction, observation, and coaching by master educators. The Robertson Center also provides free and open access to the building blocks of Success Academy's approach to schooling through free workshops and trainings throughout the year to accelerate the work of educators across the globe. Workshops are offered in a wide range of subject areas and grade levels and equip educators with the tools to successfully power instruction in a given subject. The sessions' dual focus on curriculum and teaching practice and technique ensures that participants walk away both with content to use and a strategy to successfully implement it.

During the 2022-2023 school year, the Robertson Center website had over 4,000 unique visitors and the Education Institute website had over 12,000 visitors. The Robertson Center YouTube channel, which features many pedagogical resources, webinars, and tutorials, had over 4,000 views. Additionally, there were over 600 external attendees at Robertson Center programs, including events and external tours. To date, the Robertson Center has hosted 7 external in-person tours with a total of 49 educators. In the fall of the 2023-24 School Year, the Robertson Centered hosted events with over 400 attendees.

Given the benefit Success Academy gained from examining schools throughout New York City and the country, the proposed schools will take part in Success Academy's concerted efforts to share its approach to education and best practices with the community. Such efforts will help ensure the proposed schools have a positive programmatic impact on the community, and are a crucial part of Success Academy's partnerships with other schools.

As described in RFP Response 01(a) above, there is a clear and serious need for high-performing school options in the 6 CSDs where Success Academy proposes to open new schools. However, there is a long way to go until charter school capacity catches up with parent demand. Families residing in the 6 CSDs where Success Academy proposes to open schools submitted a combined total of 6,000 applications to existing Success Academy schools last year.

There are approximately 460 public and non-public schools in CSDs 10, 11, 24, 25, 28, and 31 serving elementary and middle school grades. The proposed schools will serve students who apply from the neighborhood and CSD of location, and it is not expected that the proposed schools will significantly impact the admissions or enrollment at these 460 schools.

Programmatic Impact on Existing Schools within the Education Corporation

The overall programmatic impact on the existing schools within our education corporation, Success Academy Charter Schools - NYC, would be positive if our proposed schools are authorized. We do not expect these proposed schools to necessitate any material or adverse changes to Success Academy's existing schools. In fact, additional schools would facilitate enhancing Success Academy's programmatic offerings such as Athletics and Scholar Talent. The expected impact on existing schools within CSDs 10, 11, 24, 25, 28, and 31 are described below:

CSD 10: Success Academy currently has one elementary school in CSD 10, Success Academy - Norwood. As demonstrated above, there is significant demand such that we do not expect that opening an additional school in this district will negatively impact this existing school. Last year, we received approximately 1,780 applications from residents in CSD 10.

CSD 11: Success Academy does not currently have any existing schools in CSD 11. Accordingly, we do not expect any significant impact upon Success Academy's existing schools because we currently do not have Success Academy schools located in this community or easily accessible to this community.

CSD 24: Success Academy does not currently have any existing schools in CSD 24. Accordingly, we do not expect any significant impact upon Success Academy's existing schools because we currently do not have Success Academy schools located in this community or easily accessible to this community.

CSD 25: Success Academy does not currently have any existing schools in CSD 25. Accordingly, we do not expect any significant impact upon Success Academy's existing schools because we currently do not have Success Academy schools located in this community or easily accessible to this community.

CSD 28: Success Academy currently has one middle school in CSD 28, Success Academy - Ozone Park. As demonstrated above, there is significant demand such that we do not expect that opening an additional school in this district will negatively impact this existing school. Last year, we received approximately 1,300 applications from residents in CSD 28. Additionally, opening an elementary school in CSD 28 will help create and bolster a viable pathway to Success Academy's existing middle school in the district.

CSD 31: Success Academy does not currently have any existing schools in CSD 31. Accordingly, we do not expect any significant impact upon Success Academy's existing schools

because we currently do not have Success Academy schools located in this community or easily accessible to this community.

c. Fiscal Impact

As described below, the fiscal impact of the proposed schools is not expected to be significant. Please refer to RFP Response 21(e) – Budget Template. As noted elsewhere in this proposal, SA NYC has conducted community outreach in CSDs 10, 11, 24, 25, 28, and 31.

The enrollment expectations for the six proposed schools are in line with the figures in RFP Response 05 – Enrollment. The per-pupil allocation assumption is also consistent with the budget, and guidance from the Institute. The projected budget for the district of location for the proposed schools, New York City, is taken from the Institute's guidance.

The total fiscal impact of the six proposed schools would be approximately 1.16% of the projected NYC DOE operating budget in the first year all 6 schools are expected to offer instruction (2026-2027), and approximately 1.67% of the projected NYC DOE operating budget in 2028-29. Based on these percentages, the projected fiscal impact of the proposed Success Academy schools on public schools in New York City is not expected to be significant.

With respect to non-public schools, the proposed schools are not anticipated to have a fiscal impact on these institutions as the majority of students will come from families that would not have the means to pay for private school.

R-02ab - Addressing Need

a. Mission

The mission of the proposed schools, like all SA NYC schools, is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed NY State Common Core Learning Standards, and the resources to lead and succeed in school, college, and a competitive global economy. SA NYC schools seek to provide this exceptionally high-quality education to all of their students, including English language learners and students with special education needs, irrespective of socioeconomic, racial, ethnic, and/or other status.

b. Key Design Elements

The Key Design Elements of the proposed schools is substantially similar to that of all SA NYC schools. The language below is updated and should modify the SA NYC terms of operation.

Success Academy was founded to create a replicable school model that would give all students a phenomenal education and bring high-quality options to New York City public schools. Each Success Academy school is dedicated to the mission of providing New York City students with the knowledge, skills, character, and disposition to meet and exceed New York State standards and give them the resources to lead and succeed in elementary, middle school, high school, college, and life. As exhibited by the success of its 50+ existing schools, Success Academy manages schools so that staffing, scheduling, facilities and finances align with the goals that schools run efficiently and can focus on teaching students in an appropriate environment.

Below are key design elements to help illustrate what students and staff will experience in the proposed schools.

Proposed School Key Design Elements

A. Focus on Student Achievement
- All staff members are continually self-assessing to ensure that their work is fostering student achievement.
- The goal is to build a strong educational foundation and deep love for school and learning.
- Success Academy schools focus on preparing students for success in college and the globally competitive economy they will enter.
- The ultimate goals for all students are college graduation and success in college and beyond.

B. Curriculum
- A research-based, results-driven curriculum is used.
- The curriculum includes and goes beyond NY State Common Core Learning Standards and Core Curriculum.

C. Student Performance Data
- Assessments are given frequently in all core subjects.
- Assessment data is produced and analyzed in real time so that teachers and school leaders can augment instruction and provide extra tutoring to ensure all students are achieving at a high level.

D. More Instructional Time
- The school day runs from 7:20 a.m. and will end at 3:45p.m. four days per week, and at 12:30 p.m. one day per week (grades K-4) and for grades 5-8, the school day runs from 7:45 a.m. and will end at 4:30 p.m. four days per week, and at 1 p.m. one day per week. Extensive professional development is provided for teachers on those afternoons. Struggling students may be asked to stay for supplemental assistance after school and/or on Saturdays.
- There are approximately 180 days of instruction each year.
- Struggling students receive one-on-one and small group tutoring.
- High-performing students participate in advanced work.

E. School Leaders with the Power to Lead
- The principal has the power to hire and fire staff.
- Non-instructional operations are handled by the school operations team and Success Academy, allowing the principal and other instructional leaders to regularly observe teaching and focus solely on student achievement.

F. Highly-Qualified, Highly-Trained Staff
- Top-notch educators are recruited from around the country.
- Regular professional development is implemented to improve the instructional capacity of the staff.
- School leaders regularly observe, coach, and provide feedback to teachers to help improve their instruction.

G. Strong School Culture
- Students and staff are required to go above and beyond expectations in all circumstances.
- Excellent behavior is explicitly taught, modeled, and expected.
- Values and good character are a part of daily instruction.
- There is an emphasis on college for all students.
- Principles of ACTION taught, modeled and constantly reinforced by all.
  - Agency: Every member of our community takes ownership! We take responsibility for making sure that our schools and scholars are reaching the highest possible standards across the board.
  - Curiosity: Our schools are fueled by wonder. Scholars, teachers, and staff always ask, “What if?”
  - Try and Try: Our entire community understands that tackling tough challenges takes elbow grease, grit, and perseverance.
  - Integrity: We are honest, open, and transparent.
  - Others: We never forget to look out for each other. From helping someone on a project to smiling in the hallways, we build a community of mutual respect and support.
  - No Shortcuts: Excellent learning takes time and effort.

H. Students with Disabilities: Students with disabilities will receive the services set forth in their Individualized Education Programs (“IEPs”), which may include, but are not limited to:
- Speech language pathology and audiologist services,
- Psychological services,
- Physical and occupational therapy,
- Special education teacher support services, and

- Collaborative Team Teaching.

The school will meet the needs of students with disabilities as set forth in their IEPs to the extent feasible.

I. Ensuring Elementary and Middle School Achievement and High School Success

- Success Academy schools are designed to be Pre-Kindergarten through 12th grade.[1] The proposed schools will offer elementary school programming (Kindergarten - 5th grade) in the initial charter term, and will apply as necessary to continue to serve its students through middle and high school.
- As the schools aim to prepare the students for scholars, they inherently focus on preparing students, including at-risk students, for success in elementary school, middle school and high school. The engaging curriculum and extended school day helps ensure that students are challenged and will be ready for upper grades. Please refer to RFP Response 06 – Curriculum and Instruction for more information.
- The schools provide intensive support to students of all ages, including elementary school, middle school and high school students, to ensure academic success and graduation. Such supports include, but are not limited to, academic interventions, family engagement, robust extracurricular activities, plans for a high ratio of high school guidance counselors to students, and more.
- As described throughout the Proposal, Success Academy elementary schools have a proven track record of high student achievement and are among the top-performing elementary schools in New York City. Please refer to RFP Response 06 – Curriculum and Instruction for more information.

[1] All future plans related to the opening of separate and/or consolidated middle schools, high schools and Pre-Kindergarten programs are dependent on multiple factors, including space availability, and are therefore subject to change.

R-03ad - Proposal History

a. Applicant Information

The applicant is an Education Corp./Charter School. Success Academy Charter Schools – NYC ("SA NYC") is the name of the replication non-profit Education Corporation. Lorenzo Smith is the Chairperson of the Board of Trustees.

b. Proposal History

Success Academy was founded in 2006 by former New York City Councilmember Eva Moskowitz. The network started with one school in Harlem and currently serves 20,000 students, the majority of which are children of color from low-income households in disadvantaged neighborhoods.

In 2012, The Board of Directors for Harlem Success Academy Charter School, Harlem Success Academy Charter School 2, Harlem Success Academy Charter School 3, Harlem Success Academy Charter School 4, and Harlem Success Academy Charter School 5 decided to merge for several reasons. The May 2010 amendments to the Charter Schools Act of 1998 ("May 2010 Amendments") and SUNY's January 2012 Request for Proposals ("RFP") opened a path for this next phase, as a single education corporation may now operate multiple charter schools, permitting charter school replications and legal mergers of charter schools.

The Boards determined that Success Academy should pursue the next phase: scaling growth of its network of charter schools so as to maximize the number of high-quality seats it may offer. Year after year, Success Academy has demonstrated its ability to create high-quality charter schools that consistently provide outstanding educational programming and outcomes for all students, particularly students at risk of academic failure. Success Academy has further demonstrated the ability to operate its schools in a fiscally and legally sound manner. Its highly successful school model has become efficient, self-sustaining, and replicable. The newly available replication and merger processes will allow Success Academy and its schools to make a broader impact on raising the standards for public education in New York City generally. At the heart of Success Academy's exceptional results are core elements of replicable design, which come together to provide a world class education to our scholars, as further described in RFP Response 02ab - Addressing Need, Mission and Key Design Elements.

Accordingly, SA-NYC determined to both replicate its existing school and simultaneously merge the five Harlem education corporations into SA-NYC.[1] The end result was a single education corporation operating 11 separate SUNY-authorized charter schools (five existing Harlem schools and six new schools). This plan (1) enabled two or more of Success Academy's Harlem elementary schools to feed into a single middle school, which is critical because of space and financial constraints; (2) allowed the transfer of students between separate schools to make important additional special education programming feasible; (3) established a financially self-sustaining charter school model on a network-wide basis; and (4) enabled Success Academy to reduce administrative inefficiencies, thus freeing the schools to maximize their focus on educating students at the highest level. Each of the foregoing items is critical to Success Academy's ability to continue to operate its growing number of schools efficiently and at the same high level.

[1] SA-NYC submitted its application to open six replication schools on February 29, 2012.

Following the determination to apply for merger and replication, the various Boards and the staff of Success Academy engaged in a thorough analysis of the fiscal, operational, legal and other impacts that such actions will have on the charter management organization as well as the existing schools in the Success Academy network. Success Academy's founding members, including Dr. Eva Moskowitz, drafted the proposal under the oversight of the Board of SA-NYC.

c. List of Founding Team Members

Founding Team Member	Biography
Eva Moskowitz, Founder, Chief Executive Officer	Eva Moskowitz founded Success Academy Charter Schools in 2006. Eva's experience as a teacher, college professor, elected official, Chair of the New York City Council's Education Committee and public school parent make her uniquely qualified to effectively lead the organization in establishing high-performing schools and pioneering for educational excellence. She holds a bachelor's degree from University of Pennsylvania, a Ph.D. in American history from Johns Hopkins University, and a Doctorate of Humane Letters from Tufts University.
Shabbir Ahmed, Chief Financial Officer	Joining SA in April 2021, Shabbir Ahmed brings more than 30 years' experience managing the financial health of multinational manufacturing companies and divisions. Most recently, he was CFO at Phillip Jeffries and has held financial leadership positions at D'Addario Inc., Princeton Global Synergies, Stanley Black & Decker, and other international companies. With a focus on innovation and operational excellence, Shabbir will develop a multi-year financial plan that will enable our sustainable growth.
Mark Broadhurst, Chief Communications and Public Affairs Officer	Mark Broadhurst brings more than three decades of experience leading high impact strategic communication teams in both the public and private sectors. In this role he leads all internal and external communications in support of Success Academy's mission and reputation of excellence. Mark and his team are responsible for the engagement and communication with the network's 25,000 educators, staff, and families as well as brand reputation, advocacy, media relations, and our impact beyond the classroom by sharing best practices with other school districts and thought leaders across the country. Prior to joining Success Academy Mark was Senior Vice President of Communications & Impact at Chobani and prior to that spent over a decade at Mars Inc, where he led corporate and government affairs. He began his career in government service, including time spent on Capitol Hill as a senior Congressional staffer. Mark graduated with a BA in Philosophy from Dickinson College.
LaMae de Jongh,	LaMae joined Success Academy in the summer of 2016 as its

Chief Schooling Officer	first Chief Scaling Officer to help reimagine American public education and chart Success Academy's course to become a national model with 100 schools. In her current role as Chief Schooling Officer, she oversees the day-to-day management and performance of our network of schools and is building centers of excellence of schooling services to ensure efficient and effective execution of our replicable school design. A former partner with Accenture, a global management consultancy, she has 25 years of experience helping global financial institutions improve their business performance by developing strategies and business models, and implementing change programs/systems, and being a trusted advisor to C-level and board executives. She holds a BA in economics from Princeton University.
David Ellner, Chief Operating Officer	As Chief Operating Officer, David Ellner leads strategic planning efforts and oversees enterprise-wide programs such as Edge and business functions, including operations, facilities, and technology. Driving innovation and efficiency, David is responsible for implementing the structures, systems, and controls to effectively scale to 100 schools. Joining SA in 2020, Ellner has 25 years experience in the entertainment industry, with both startups and large corporations, including How 2 Media/Panna (which he founded in 2011), 19 Entertainment, and Universal Music Group. A graduate of SUNY Albany, he earned his MBA from New York University.
Lance King, Chief Advancement Officer	As Chief Advancement Officer, Lance King leads efforts to grow philanthropic support for Success Academy’s mission, strategic enterprise goals, and continued growth. His team facilitates the engagement and solicitation of individual donors and institutional funders who share Success Academy’s vision for expanding educational excellence and opportunity. Lance brings more than 30 years of diverse leadership and management experience in nonprofit and for-profit organizations, including with leading public research universities, cultural and scientific organizations, and philanthropic consulting, among others. He most recently served as Chief Development Officer at the Clinton Foundation. A graduate from The University of Texas at Austin College of Pharmacy, Lance also completed a postgraduate executive residency in nonprofit management.
Jason Niederkorn, General Counsel	Before joining Success Academy, Mr. Niederkorn served as head of legal for LexisNexis Risk Solutions, where he managed the global legal function for Accuity-LexisNexis Risk Solutions Group. Prior to that, he served as general counsel for Enablon, a Wolters Kluwer business. He also spent several years as associate general counsel at Freddie Mac, general counsel for Knovos, LLC, and partner with Masterman, Culbert & Tully LLP.

	He earned his J.D. from Mitchell Hamline School of Law, his M.B.A. from George Washington University School of Business, and his B.S. from the University of Wisconsin-Madison.
Lisa Sun, Chief Learning Officer	As Chief Learning Officer, Lisa Sun is responsible for driving academic excellence and learning quality, setting a high bar for rigor and developing a unique educational vision and philosophy that drives toward scholar success in college and life. An extraordinary thinker, leader, and educator, she first joined Success Academy in 2010 as an assistant teacher, and later served as a teacher, assistant principal, and then principal. She later moved to SA's Network office to lead high school curriculum design and develop the organization's K-12 STEM and Humanities curricula. A graduate of Yale University, Lisa holds a master's degree from Hunter College in K-6 education.

d. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

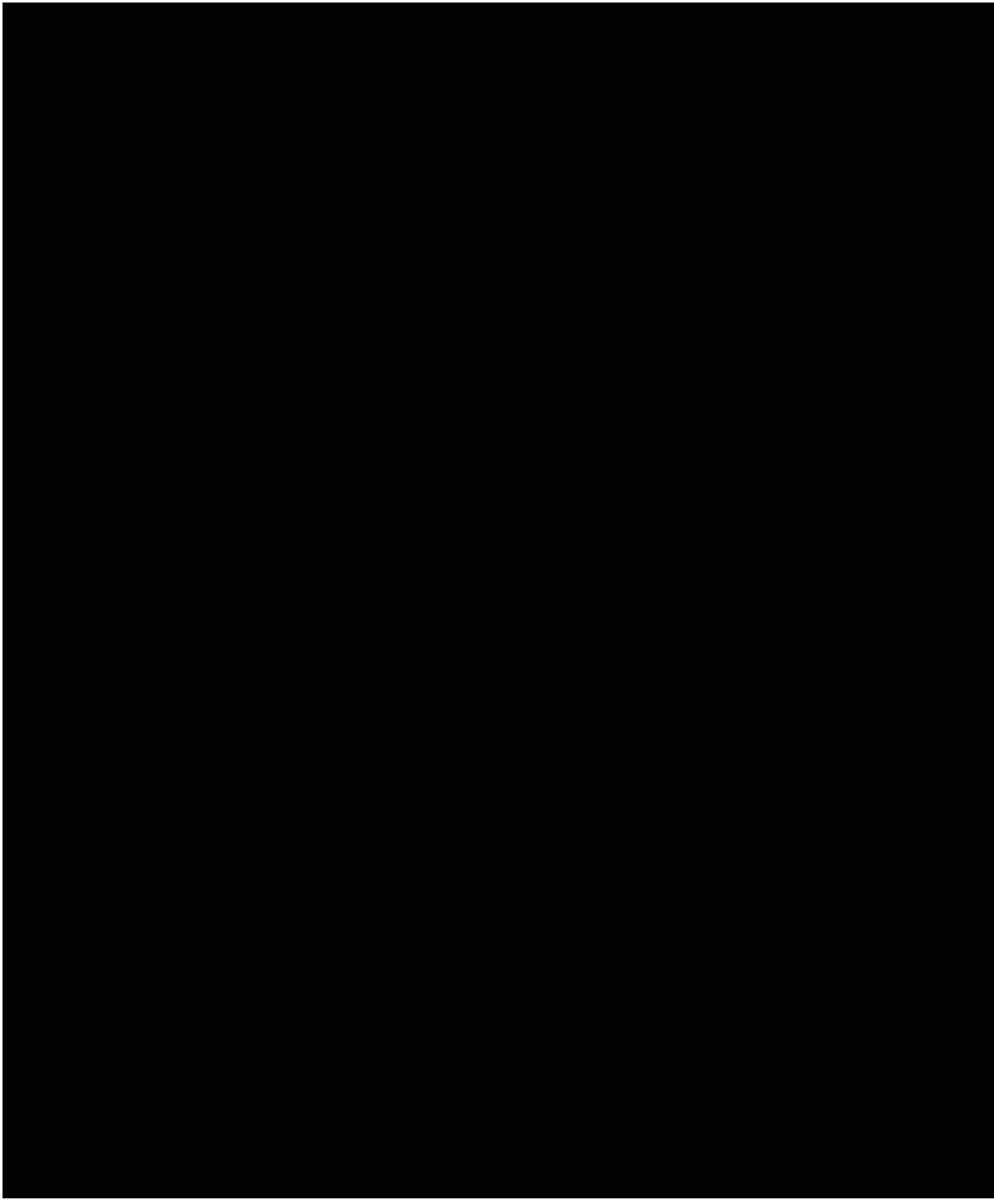
None. This request is inapplicable to Success Academy.

R-03e - Letters of Justification

This request is not applicable.

EVA MOSKOWITZ

[redacted]



LaMae de Jongh

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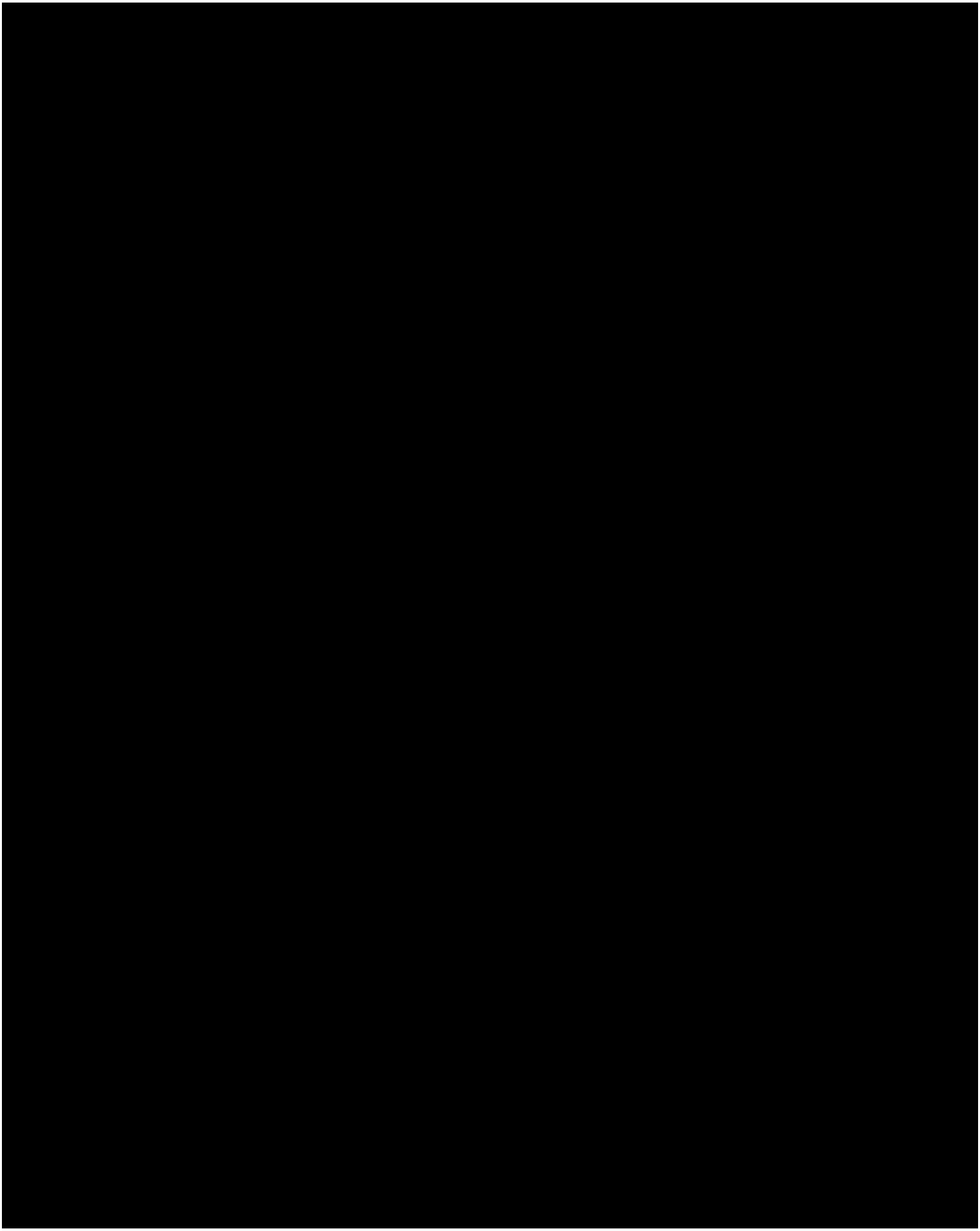
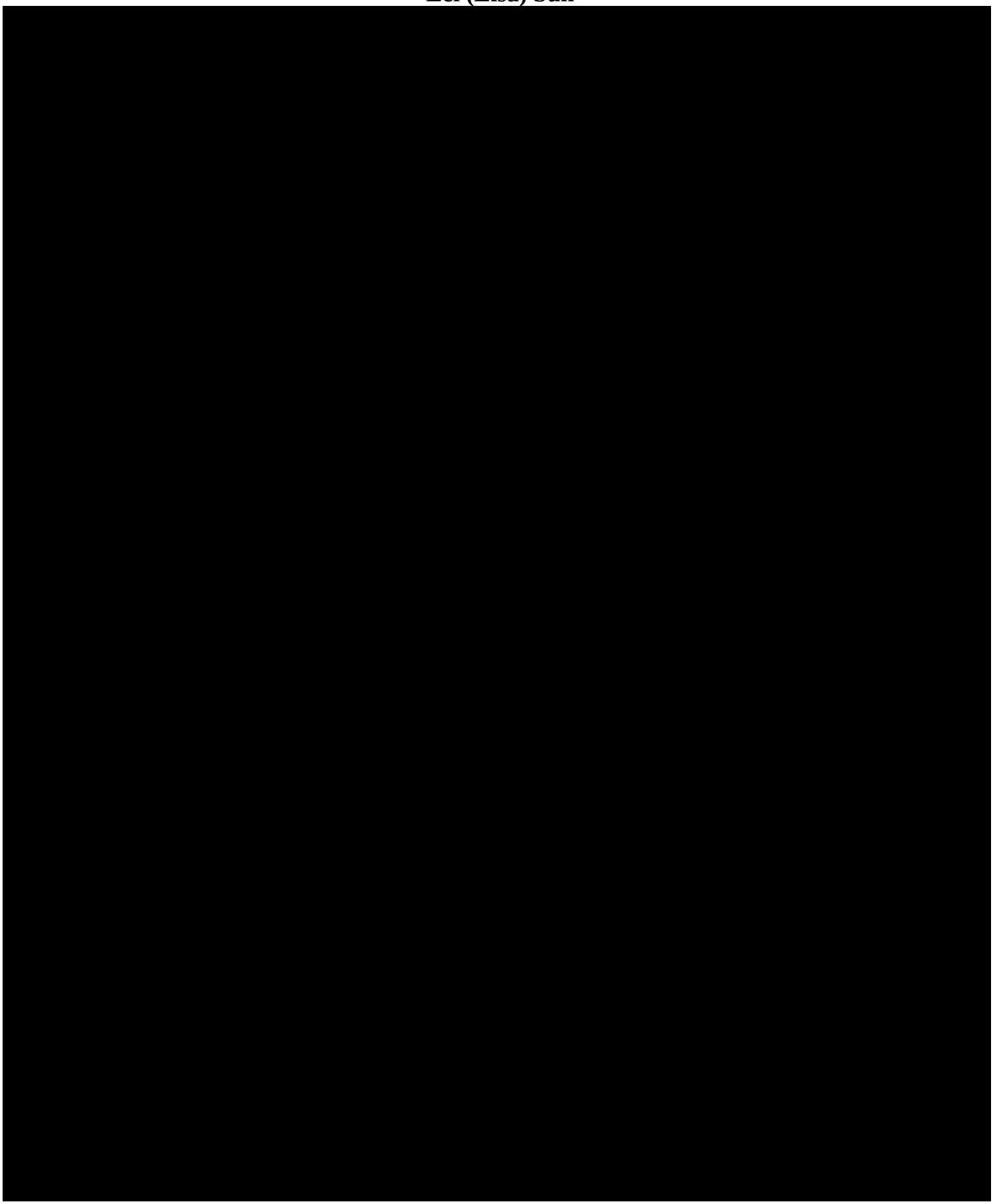
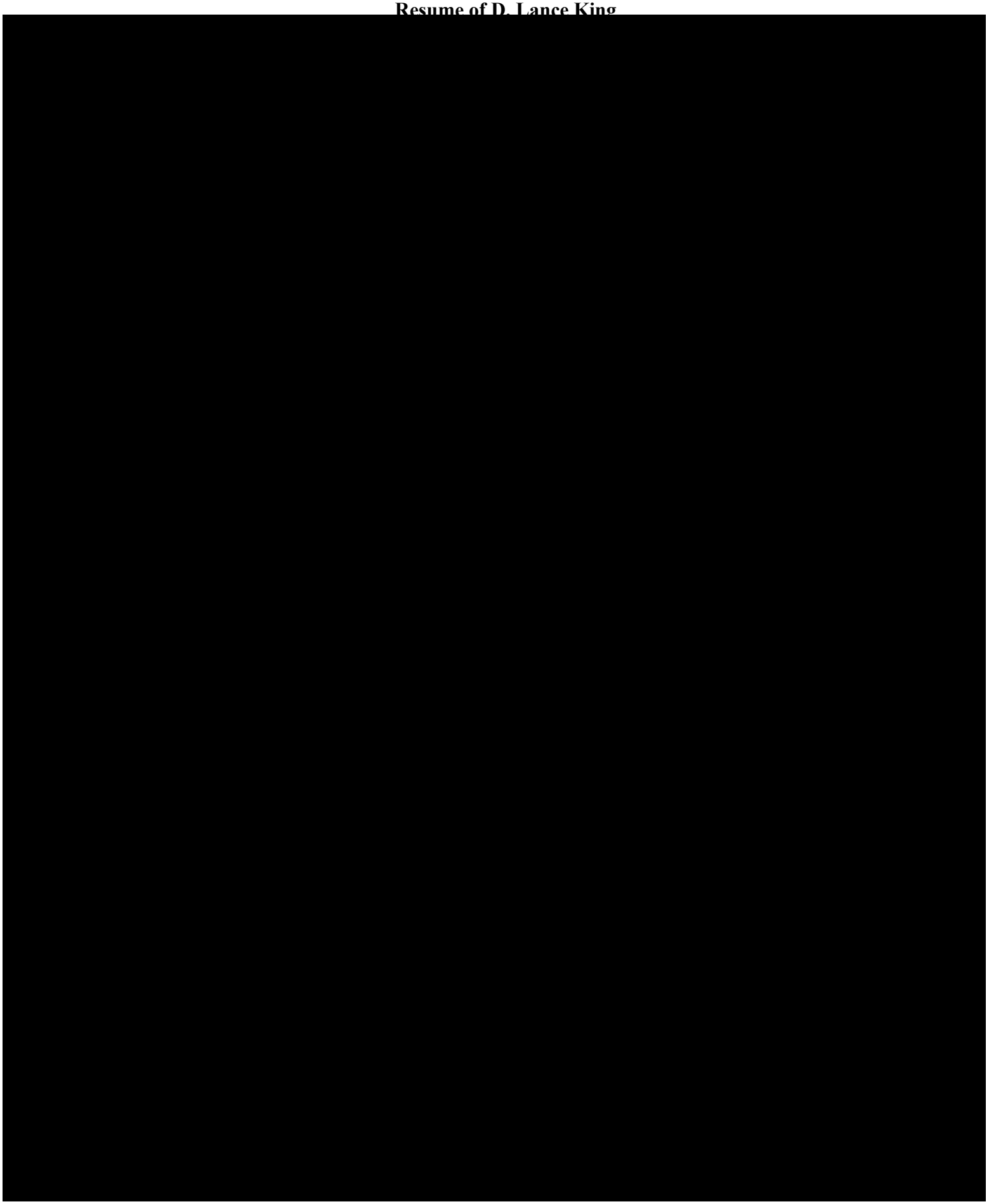
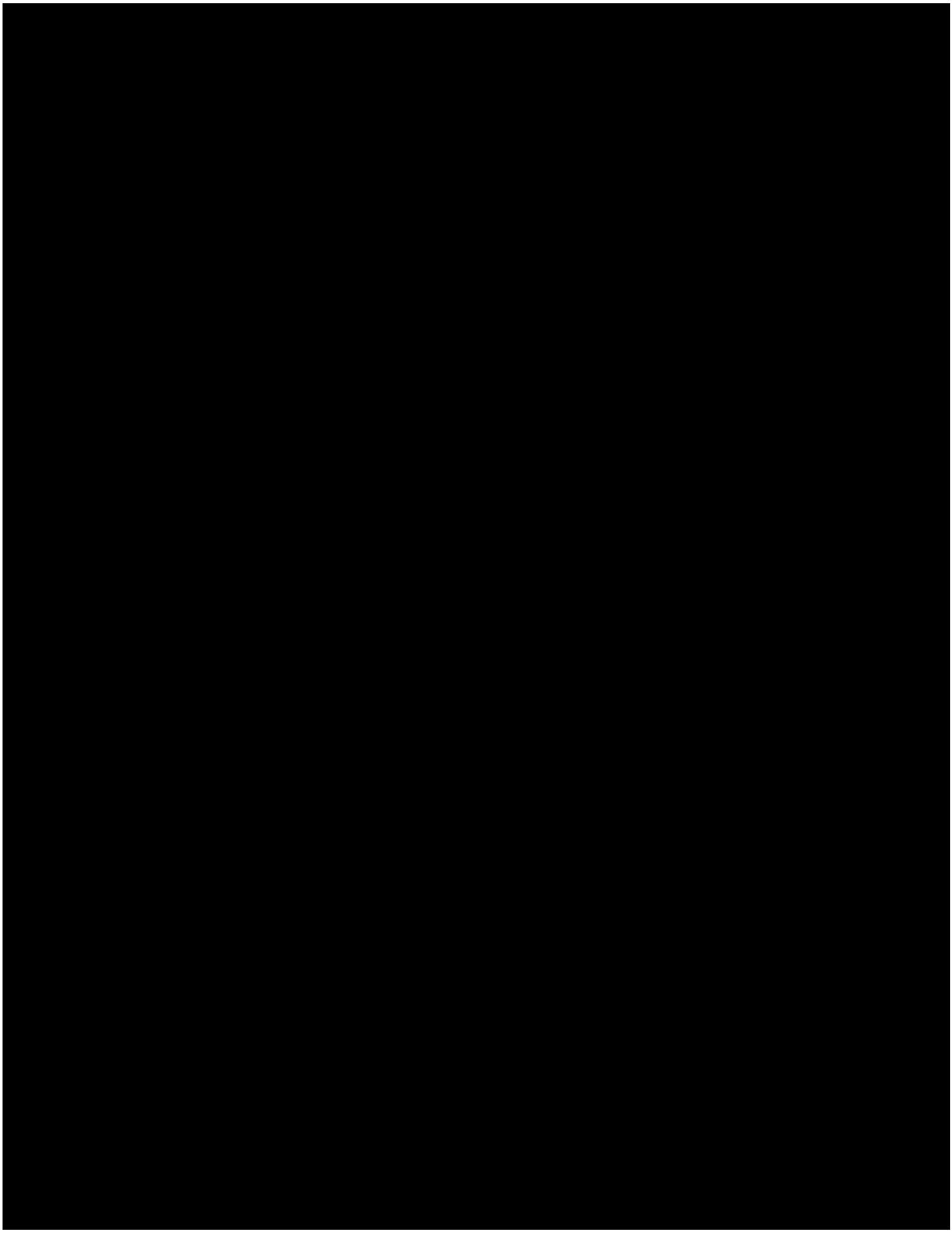
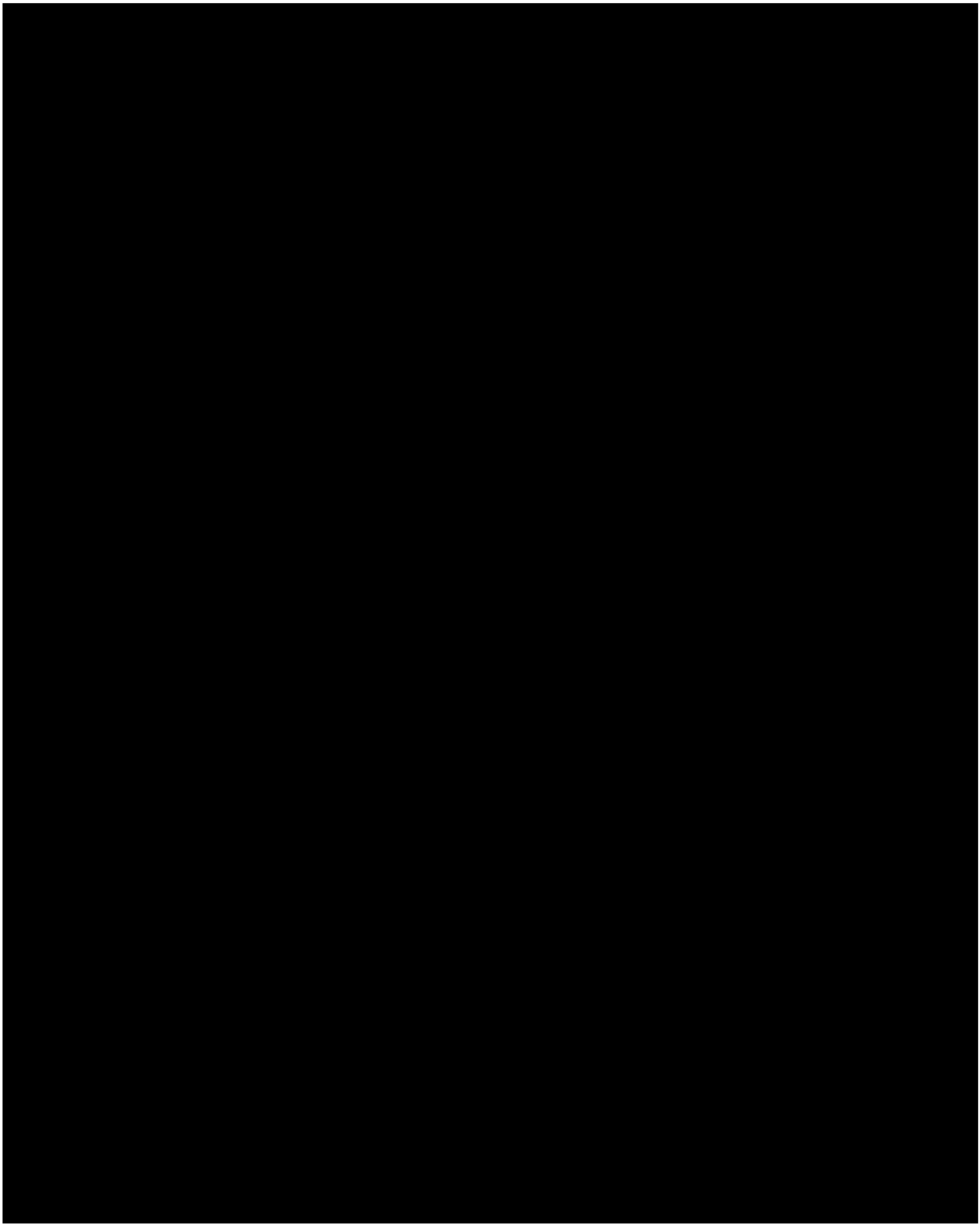


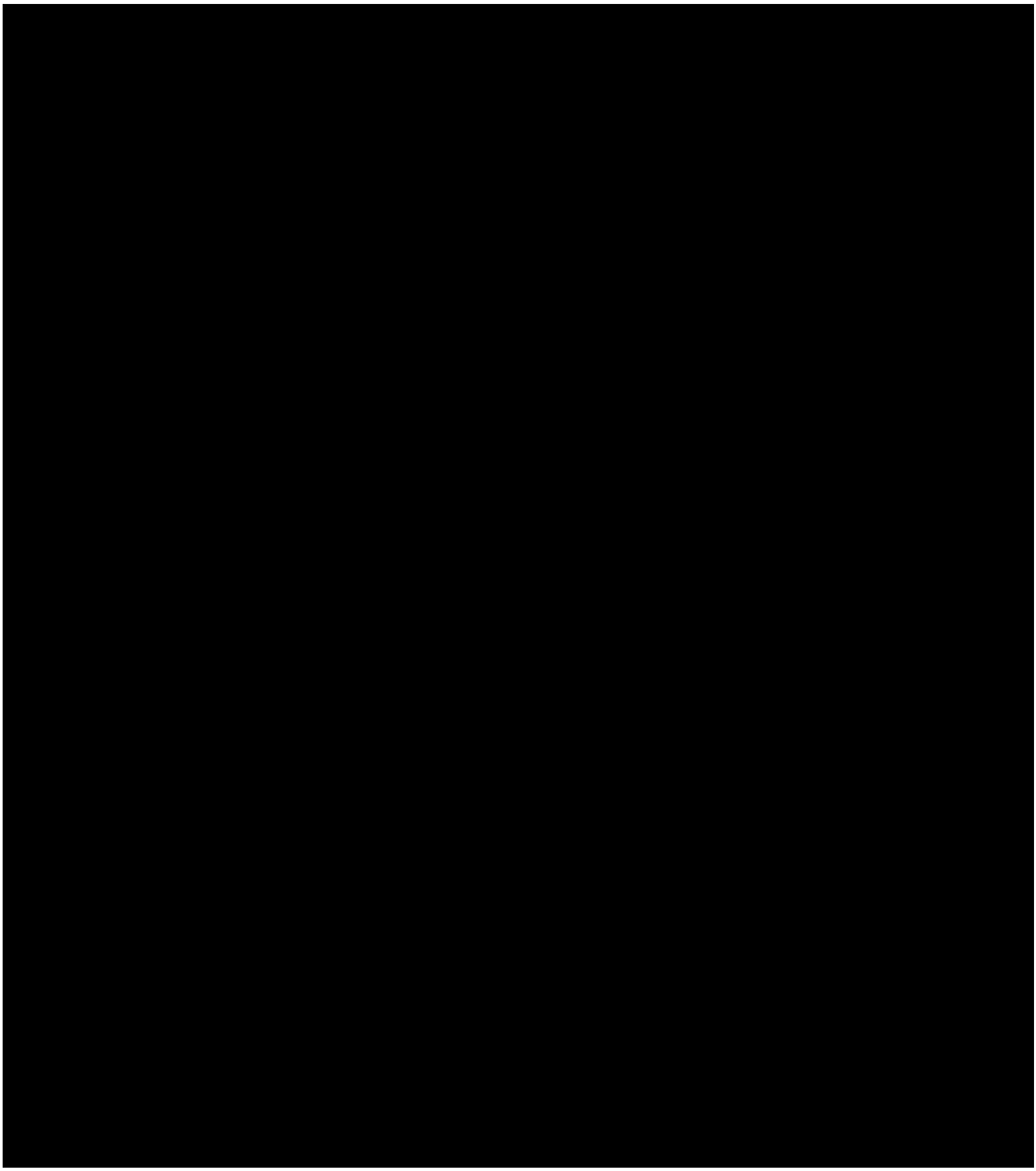
Lei (Lisa) Sun

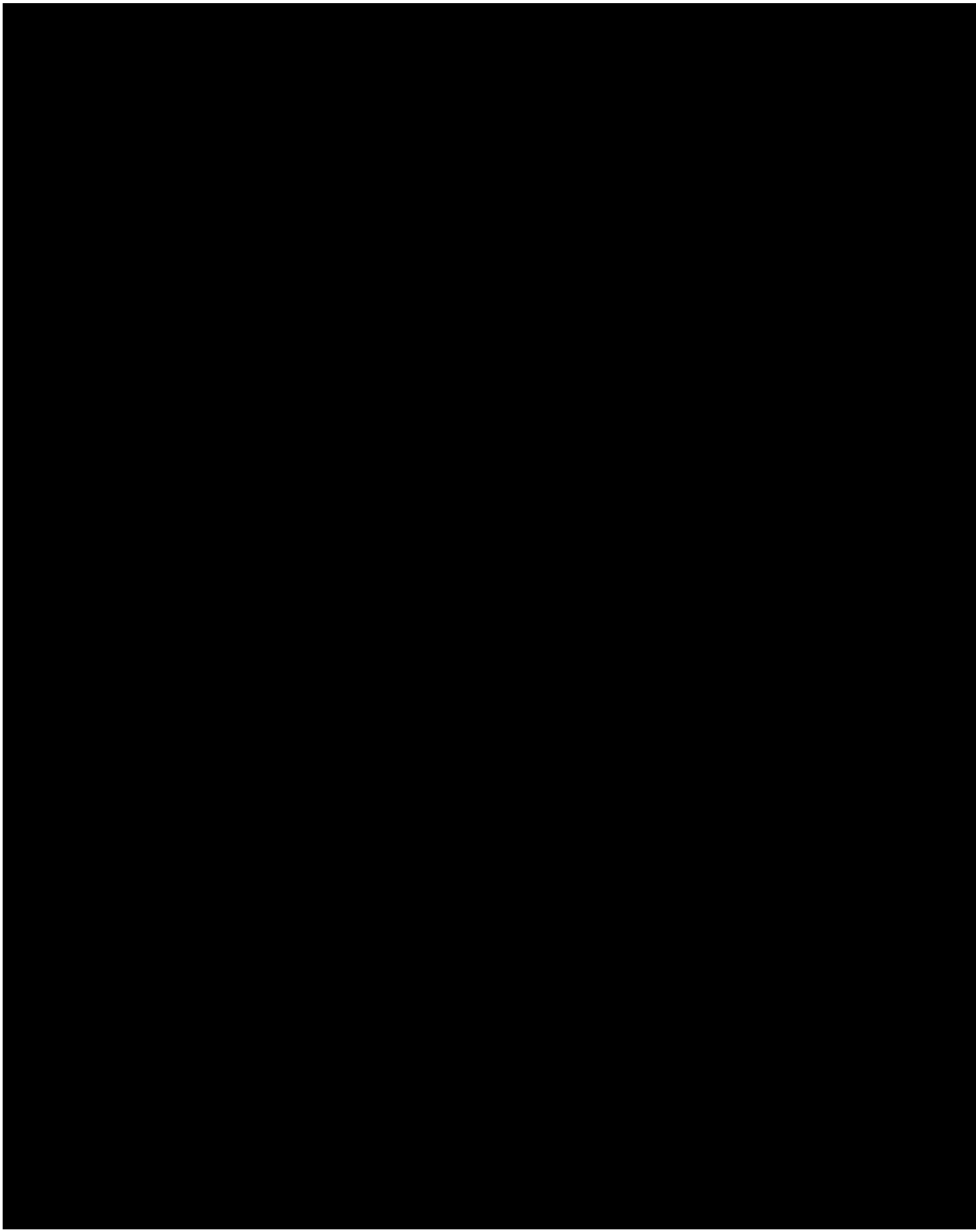


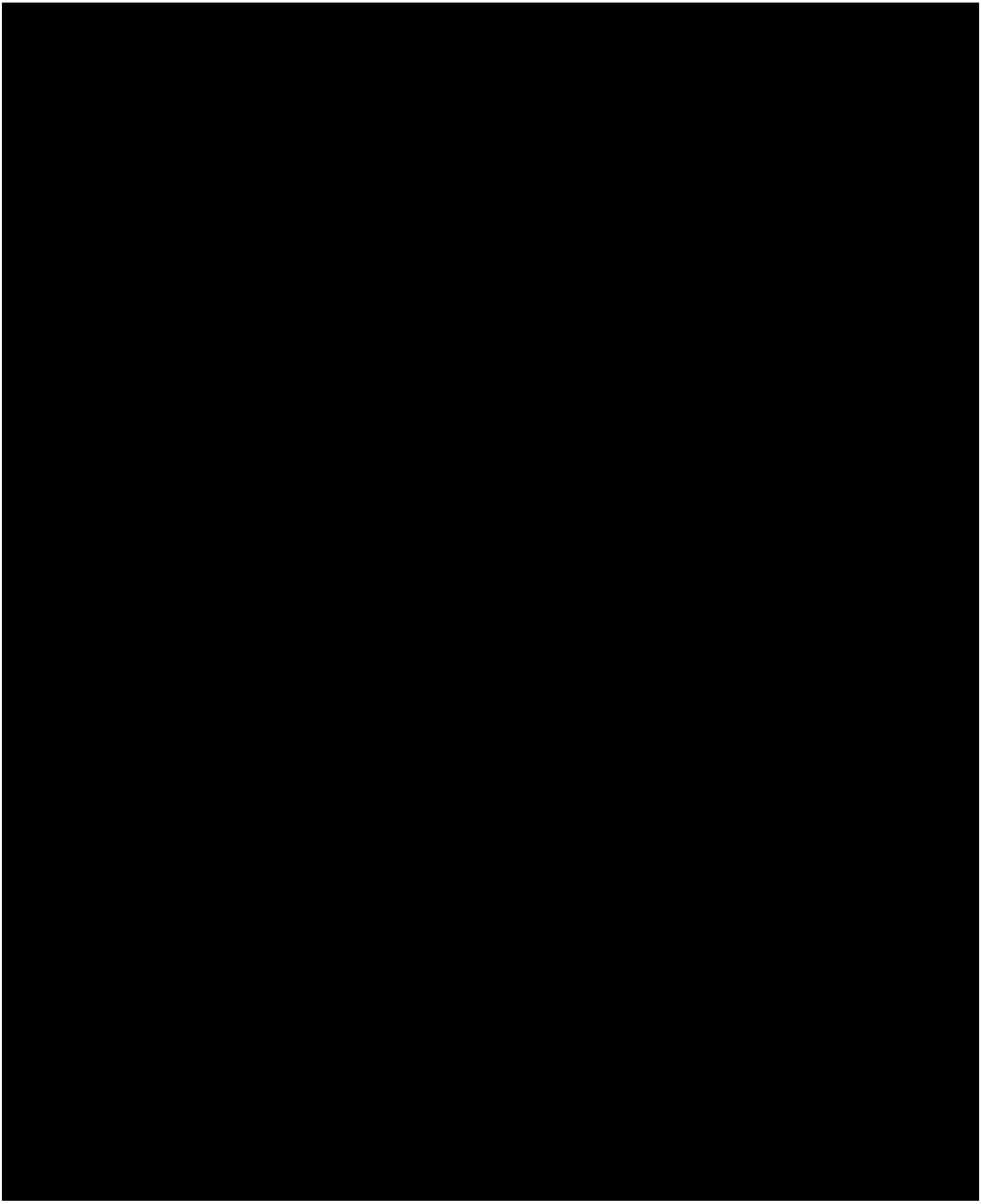












Shabbir Ahmed

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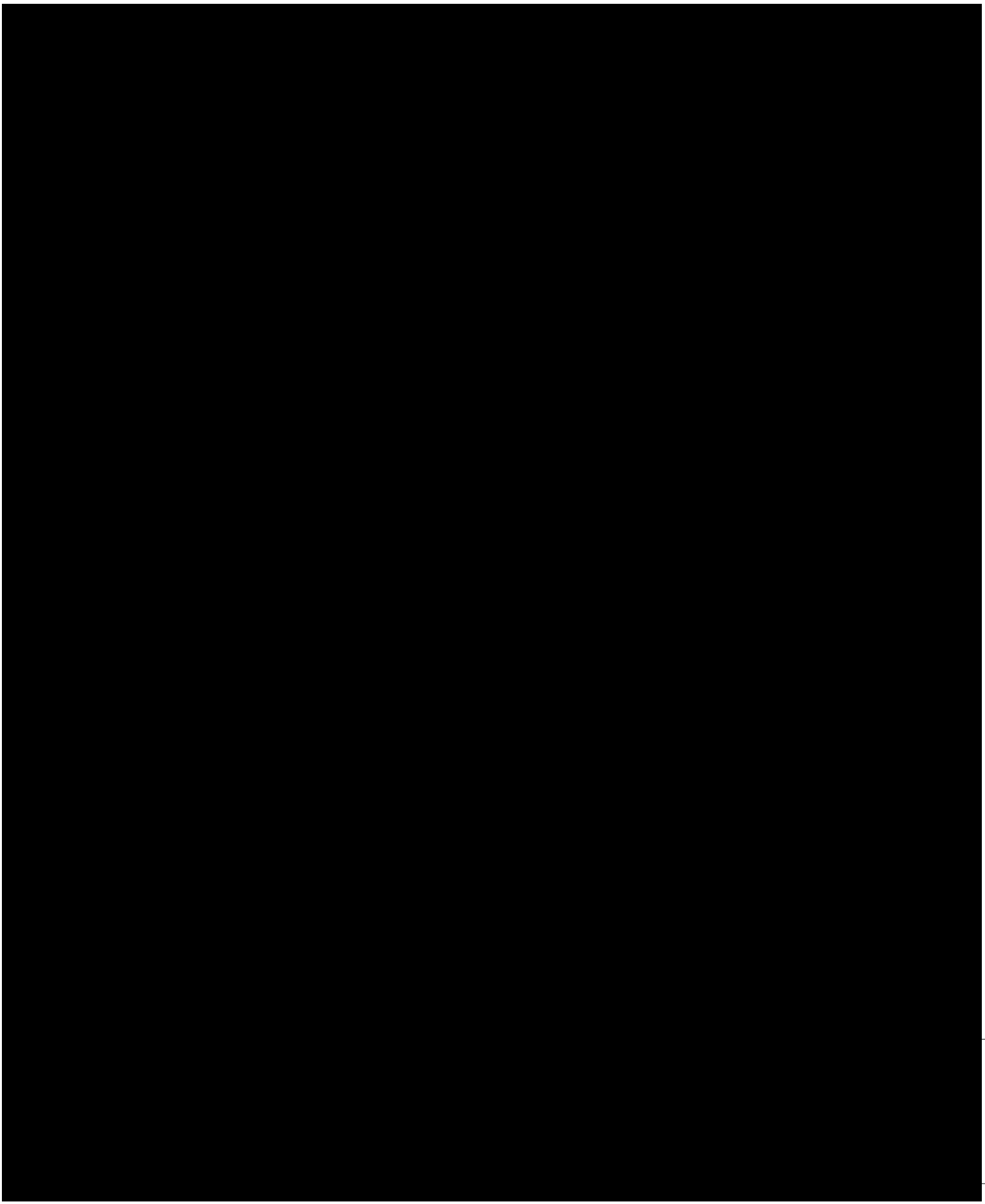
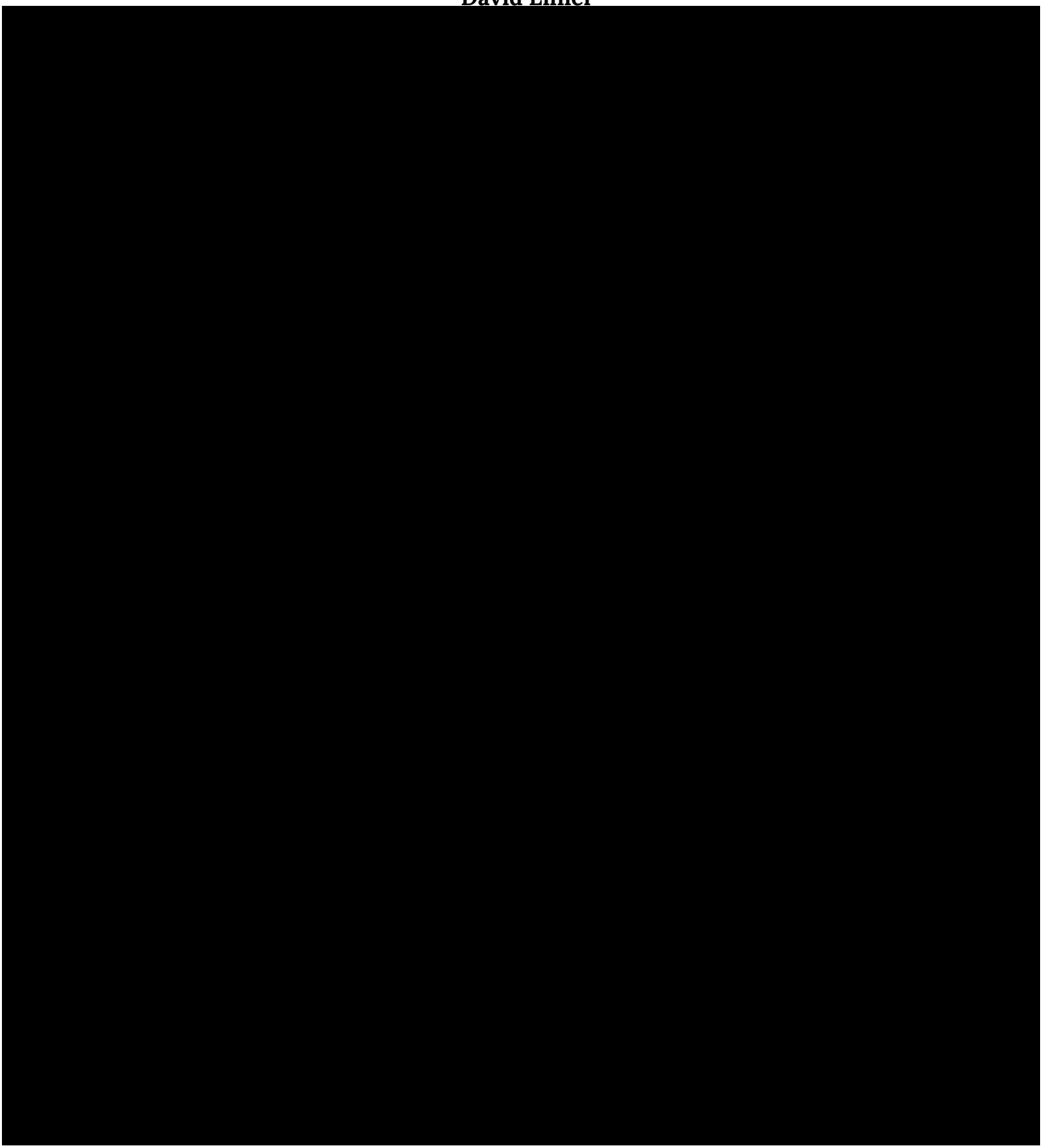
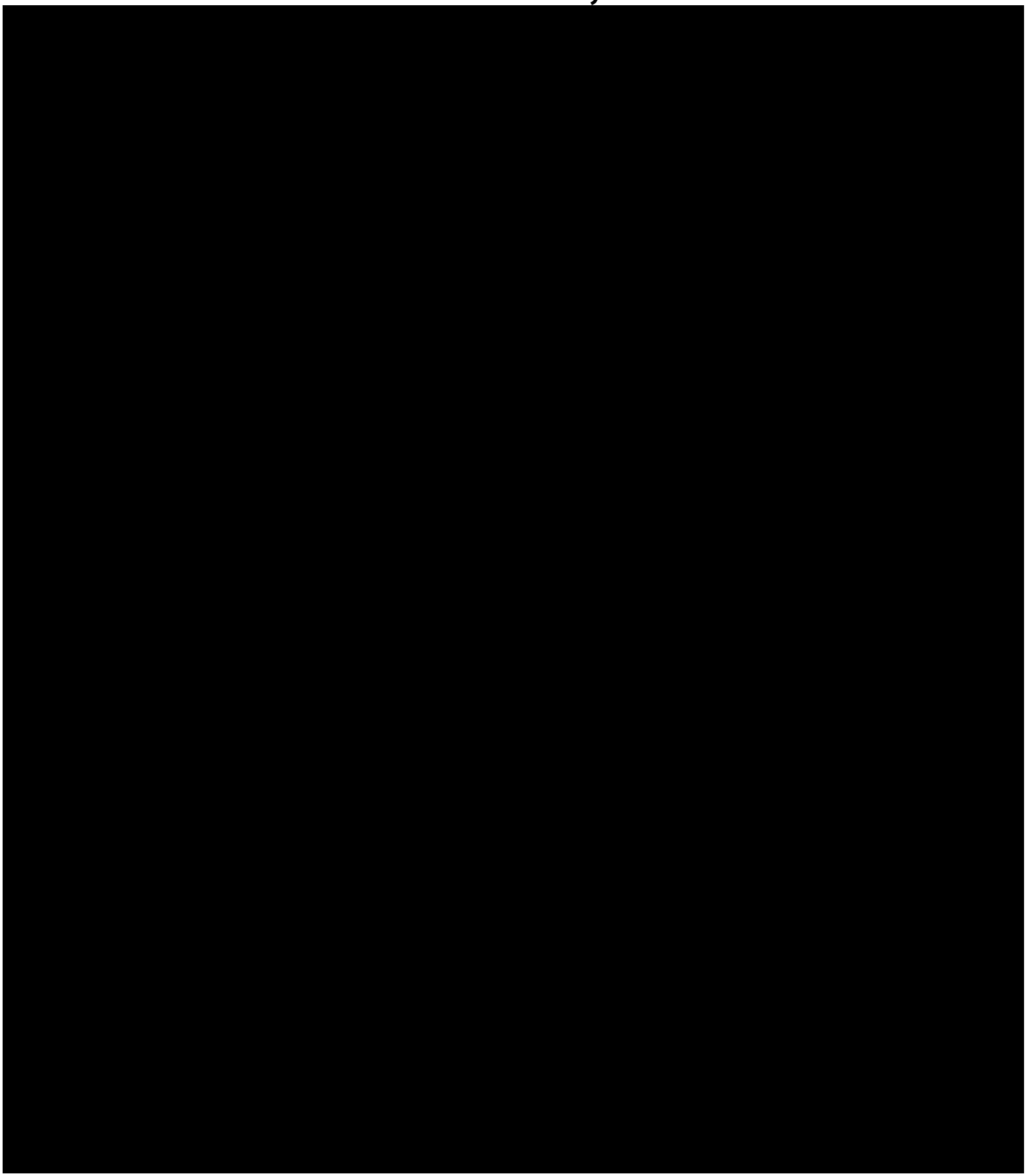
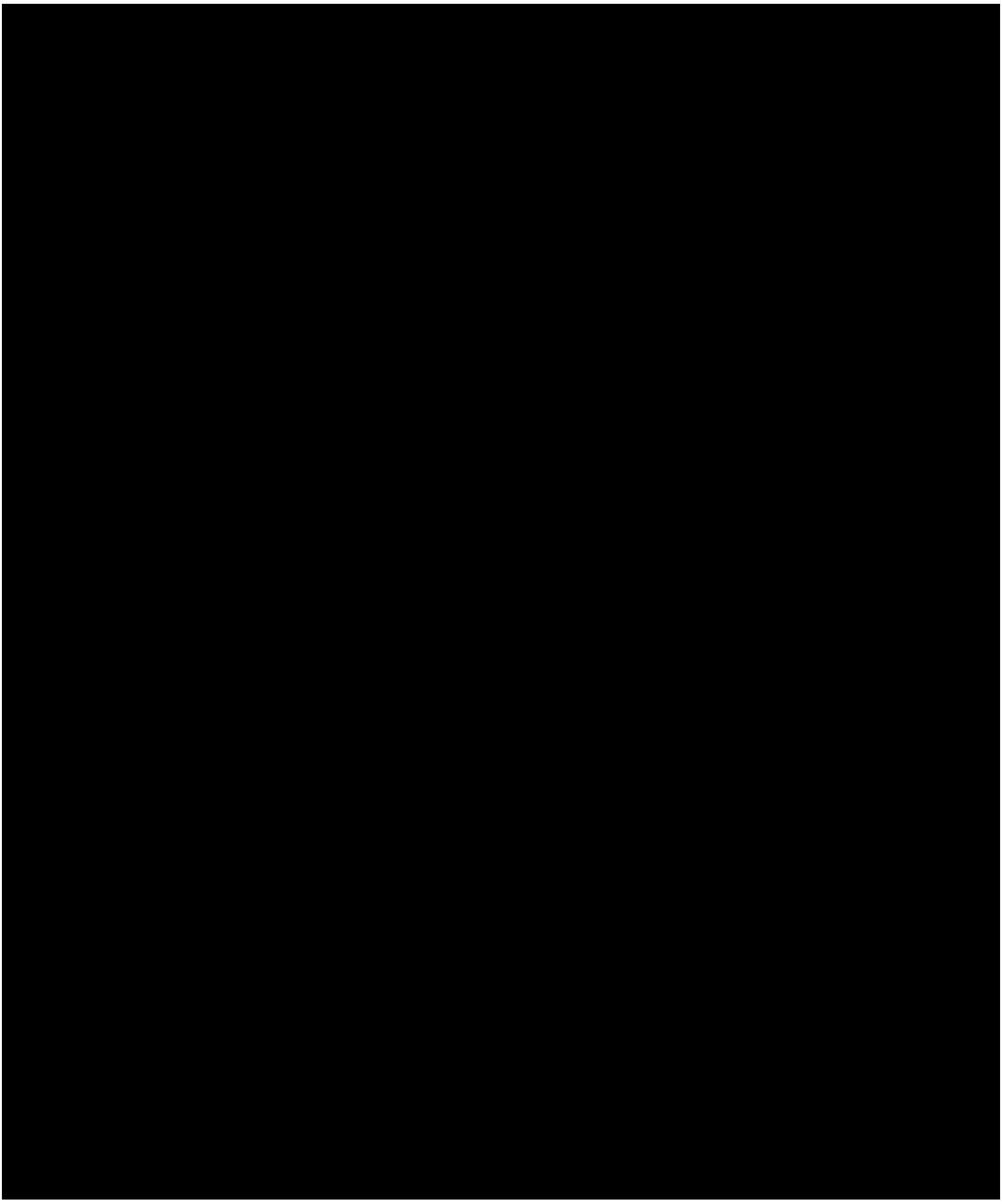




JASON NIEDERKORN, JD/MBA





R-03g – Probationary Status of Affiliated Charter School(s)

This request is not applicable.

R-04abc – Community Outreach and Engagement, Support, and Demand

a. Description and Analysis of Community Outreach and Engagement

Success Academy has actively solicited input from leaders, parents, and individuals in the community with respect to the application to open the proposed schools. Success Academy has used a variety of methods to invite the involvement of local stakeholders and to seek feedback on the proposed schools. Listed below are specific examples of how community input in Community School Districts (CSDs) 10, 11, 24, 25, 28, and 31 was solicited and considered.

Success Academy knows that having a deep understanding of the communities we serve is vital to effectively educating scholars in these communities. We believe that initiating strong partnership begins with thorough community engagement when considering the establishment of a school within a specific area. Consequently, we have undertaken extensive public outreach efforts in CSDs 10, 11, 24, 25, 28, and 31. These initiatives were crafted to gather input from diverse community stakeholders regarding our six proposed charter schools.

Various strategies were employed to inform the communities about our proposal. We created meaningful opportunities for community members to share their feedback and comments on our proposals through different communication channels including email, phone, and in-person meetings. Specifically, for each outlined effort, we sought input on the educational and programmatic needs of students in the target communities.

We reached out to elected officials including the Community Education Councils, the Borough Presidents, and the Community Boards and solicited their feedback on our plan to open new schools in and around their communities.

We also conducted outreach to families, residents with school-aged children, and the general community through community meetings and targeted advertisements in English and Spanish newspapers, as well as online platforms such as Facebook, Twitter, and Instagram. Additionally, we created a ‘New Schools’ website that included all of the relevant information about the proposed schools and included multiple ways for community members to seek more information about our proposal or to leave feedback on our proposal. Our website can be translated in a plethora of languages.

To ensure broader reach in the target communities, which include a number of Spanish speakers and English Language Learners, we conducted outreach efforts in both English and Spanish. Our bilingual approach included distributing posters and flyers in both languages in person, posting Spanish flyers on our website, and publishing Spanish advertisements in bilingual publications.

In our pursuit of fostering community engagement and encouraging community participation in our proposal, Success Academy undertook a comprehensive outreach campaign across all six proposed community school districts. During this initiative, we not only collected thousands of signatures for our petition, we also received a large volume of positive feedback and community members who expressed urgency that we open new schools. The goal of our multifaceted outreach efforts was to enhance awareness, and encourage active participation. See below for the strategies employed, events conducted, and the impact achieved through both in-person and digital channels.

Outreach Methods Employed in All Districts

1. Success Academy announced on its website on August 10, 2023 that it will be applying to open 6 new public charter schools. The website can be translated into every language spoken in the communities of interest, and many more. To date, we had more than 1,000 visitors to the landing page. The website includes information on the intended locations (CSDs), target populations of students, proposed grades and enrollment, mission, and the academic program of the schools. The website also solicits public comment and includes a web-form and a phone number to use in order to do so. If community members preferred to provide feedback via email, we also provided a dedicated email address, NewSchools@SuccessAcademies.org, set up for this purpose. Please refer to RFP Response 04(d) – Evidence of Outreach A1 - A2 for a screenshot of the website and a screenshot of the associated cloud voicemail set up to receive feedback.

2. A significant source of outreach was made by conducting a comprehensive in-person petition collection in the target neighborhoods and the conversations we had while hanging informative flyers at high trafficked places in the community. Canvassers went door-to-door and were accessible in high traffic areas explaining our goal and collecting vital information about the community's needs in addition to collecting signatures. We also attended community events at parks and set up impromptu booths to interact with residents. We believe the amount of signatures collected supporting opening up a Success Academy in these neighborhoods evidences a compelling desire for our schools in these areas in support of our application. In total over the campaign 12,720 signatures were collected, or averaging 1,600 signatures per seven CSDs.

3. Success Academy canvassed the neighborhoods of each CSD to gather petition signatures in support of the proposal and to distribute flyers in English and Spanish in person while seeking public comment. Please refer to RFP Response 04(d) – Evidence of Outreach B1 - B32 for copies of the flyers distributed in the target CSDs. The flyers indicate that an application will be submitted to open the proposed school in August 2026 in the relevant CSD, and the proposed grades of the school. The flyers also solicit public comment, include an email address to use in order to do so, and directed the public to the Success Academy website for additional information.

   Thousands of parents in CSDs 10, 11, 24, 25, 28, and 31 have expressed their support for a new school operated by Success Academy in their neighborhood. Please refer to RFP Response 04(f) – Demand Evidence A1-A6 for copies of the almost 13,000 petition signatures from community members who "would be interested in sending [their] child to" a Success Academy school in the relevant CSD or "would support this school opening." Signature totals to date are approximately 1,360 from CSD 10, 1,380 from CSD 11, 1,600 from CSD 24, 1,920 from CSD 31, 2,340 from CSD 25, and 2,400 from CSD 28. During the course of canvassing in Queens, we collected an additional 1,694 petition signatures from neighboring CSDs near the target CSDs. The petition signatures were obtained by canvassers who also verbally provided basic information about this proposal. The petition informs signers that an application will be submitted to open the proposed school in the relevant CSD, and the proposed grades of the school. The petition language also directs signers to the Success Academy website for additional information.

4. On December 22, 2023, Founder & CEO Dr. Eva Moskowitz and Success Academy sent letters to 76 community stakeholders and leaders in CSDs 10, 11, 24, 25, 28, and 31.

The letters indicated that Success Academy will be submitting an application to the SUNY Trustees to open proposed new schools in August 2026 in the relevant CSD and the target population, proposed grades and enrollment, mission, and the proposed academic program of the school. The letters also solicited public comment and included the email address and a phone number to use in order to do so. Please refer to RFP Response 04(d) – Evidence of Outreach C1, C2, C3 for the emails sent, C4 for the letter from Dr. Eva Moskowitz, and C5 for the list of electeds who received our outreach:

a. Representative Ritchie Torres (CSDs 10, 11)
b. Arlene Parks (CSDs 10, 11)
c. District Manager Anthony Jordan (CSDs 10, 11)
d. Chairperson Roberto Crespo (CSDs 10, 11)
e. District Manager Ralph Acevedo (CSDs 10, 11)
f. Chair Rev. Frederick Crawford (CSDs 10, 11)
g. District Manager Etta F. Ritter (CSDs 10, 11)
h. Chair Roberto Garmendiz (CSDs 10, 11)
i. Chair Angel Caballero (CSDs 10, 11)
j. District Manager Kenneth Brown (CSDs 10, 11)
k. Community Coordinator LaShawnda Dodson (CSDs 10, 11)
l. Chair Evonne Capers (CSDs 10, 11)
m. District Manager Rafael Moure-Punnett (CSDs 10, 11)
n. Chair Yajaira Arias (CSDs 10, 11)
o. Chair Julie Reyes (CSDs 10, 11)
p. Farrah Kule Rubin (CSDs 10, 11)
q. Chair Brandon Ganaishlal (CSDs 10, 11)
r. District Manager William Rivera (CSDs 10, 11)
s. Chairperson Joseph Russo (CSDs 10, 11)
t. District Manager Matthew Cruz (CSDs 10, 11)
u. Chairperson Albert D'Angelo (CSDs 10, 11)
v. District Manager Jeremy Warneke (CSDs 10, 11)
w. Community Coordinator Chris Kirka (CSDs 10, 11)
x. Community Coordinator Harriet Lasky (CSDs 10, 11)
y. District Manager Jeremy H. Warneke (CSDs 10, 11)
z. Chair Dr. Michael Burke (CSDs 10, 11)
aa. District Manager George Torres (CSDs 10, 11)
bb. Community Coordinator Ursula Greene (CSDs 10, 11)
cc. Borough President Vanessa L. Gibson (CSDs 10, 11)
dd. Deputy Borough President Janet A. Peguero (CSDs 10, 11)
ee. Chief of Staff Justin Cortes (CSDs 10, 11)
ff. Director of Information Technology Geo Chacko (CSDs 10, 11)
gg. Director of Community Services David Coulibaly (CSDs 10, 11)
hh. Director of Community Services Matt Emrick (CSDs 10, 11)
ii. Interim Director of Fiscal and Personnel Kelly Espinal (CSDs 10, 11)
jj. Director of Community Boards Ciara Gannon (CSDs 10, 11)
kk. Director of Intergovernmental Affairs Ishrael Gonzalez (CSDs 10, 11)
ll. Director of Borough Operations Marisol Halpern (CSDs 10, 11)
mm. Director of Planning and Development Juton Horstman (CSDs 10, 11)
nn. Director of Communications Michael Ivory (CSDs 10, 11)
oo. Senior Advisor Thomas Lucania (CSDs 10, 11)
pp. Director of Special Events Sonia Malave (CSDs 10, 11)
qq. Director of Capital Programs Betty McCray (CSDs 10, 11)

rr. Director of Education and Youth Services Nelson Palacios (CSDs 10, 11)
ss. Director of Policy Eric Pesner (CSDs 10, 11)
tt. Director of Administration Erica Stack-Pabon (CSDs 10, 11)
uu. Director of Ombudsman Larcenia Walton (CSDs 10, 11)
vv. Queens Borough President Donovan Richards (CSDs 24, 25, 28)
ww. Chief of Staff Michael Mallon (CSDs 24, 25, 28)
xx. General Counsel Allan Swisher (CSDs 24, 25, 28)
yy. Director of Scheduling & Advance Sorena Fabre (CSDs 24, 25, 28)
zz. Assistant to the Chief of Staff Leticia Hoyte (CSDs 24, 25, 28)
aaa. Assistant to the Deputy Borough President Jonathan Imperial (CSDs 24, 25, 28)
bbb. Director of Communications Chris Barca (CSDs 24, 25, 28)
ccc. Deputy Chief of Staff Brittany Scott (CSDs 24, 25, 28)
ddd. Director of Budget Irak Cehonski (CSDs 24, 25, 28)
eee. Director of Planning and Development Vicky Garvey (CSDs 24, 25, 28)
fff. Director of Health Human Services Gina Bittner (CSDs 24, 25, 28)
ggg. Director of Youth Services Ludy Thenor (CSDs 24, 25, 28)
hhh. Director of Immigrant Affairs Vanessa Ordonez (CSDs 24, 25, 28)
iii. Director of Community Boards Kahleel Bragg (CSDs 24, 25, 28)
jjj. Director of Constituent Services Katherina “Kat” Thompsomn (CSDs 24, 25, 28)
kkk. Director of Education Gregory Paul (CSDs 24, 25, 28)
lll. Special Advisor for Strategic Initiatives Katherine Damiani-Brezler (CSDs 24, 25, 28)
mmm. Director of Cultural Affairs and Tourism Phil Ballman (CSDs 24, 25, 28)
nnn. Director of Housing Lisa Atkins (CSDs 24, 25, 28)
ooo. Director of Nonprofit Opportunities SusieTanenbaum (CSDs 24, 25, 28)
ppp. Director of Civic Engagement Timothy Chubinidze (CSDs 24, 25, 28)
qqq. Director of Information Technology Aldo Grillo (CSDs 24, 25, 28)
rrr. Director of Operations John Bittner (CSDs 24, 25, 28)
sss. Director of Personnel Susanne Marchetti (CSDs 24, 25, 28)
ttt. Director of Topography Mohammed Sadiq (CSDs 24, 25, 28)
uuu. Representative Nicole Malliotakis (CSDs 31)
vvv. The Honorable Andrew Lanza, Deputy Minority Leader (CSD 31)
www. District Manager Joan Cusack (CSD 31)
xxx. Chair Nichola Siclari (CSD 31)
yyy. Chair Fred R. Guinta (CSD 31)
zzz. District Manager Debra Derrico (CSD 31)
aaaa. Chair Frank Morano (CSD 31)
bbbb. District Manager Charlene Wagner (CSD 31)

5. On August 23, 2023, Success Academy announced through its various social media accounts, including on its Facebook page, that it will be applying to open new public charter schools in the Bronx, Queens, and Staten Island. The Facebook post invited public comment and linked to the Success Academy website referenced above. Our paid social media campaign involved text-only advertisements on Facebook for approximately 3 weeks. This included engagement on Success Academy’s Instagram Feed, Instagram Stories, Instagram Reels, Instagram Explore, Facebook Feed, Facebook Video Feed, Facebook, Marketplace, Facebook Stories, and Facebook Reels. Please refer to RFP Response 04(d) – Evidence of Outreach D for a screenshot of the Facebook advertisement.

6. During and following our in-person outreach, national and local newspapers published several articles discussing the planned applications, including coverage in the *New York Post*, *New York Yimby, and the qchron.com.* Please refer to RFP Response 04(d) – Evidence of Outreach E1 - E5 for copies of the press coverage.

7. Success Academy purchased print and online advertisement space in several publications with distribution throughout the target boroughs, with specific emphasis of targeting the neighborhoods in the CSDs we are proposing to open new schools. The advertisements indicated that Success Academy will be submitting an application to open proposed schools in CSDs 10, 11, 24, 25, 28, and 31 and the proposed grades of the schools. The advertisements solicited public comment, included an email address to use in order to do so, and directed the public to the Success Academy website for additional information. These advertisements are described in detail below in the targeted outreach by CSD section.

8. From September 2023 through January 2024, Success Academy engaged in extensive and targeted community outreach in CSDs 10, 11, 24, 25, 28, and 31 to inform families about existing or opening Success Academy schools in these districts. These efforts included collecting petition signatures, having conversations with members of the community, going into the community in person and hanging informative flyers, hosting three information sessions in each target borough and one virtual information, attending community engagement events, numerous tours of existing Success Academy schools, and an extensive social media marketing campaign. Through these outreach efforts, Success Academy informed these communities about its school model. Success Academy also received feedback from parents about the desire for more Success Academy schools in these districts. Overall, this intentional outreach strategy demonstrates the charter school network's dedication to community engagement, collaboration, and responsiveness to the unique needs and schedules of the families it aims to serve.

9. We conducted four total public hearings, one in person information session in each borough we're proposing to open a new school and one virtually. Information on the borough specific outreach we did pursuant to in-person information sessions is below. For any families that were not able to attend the in-person session or preferred to attend a virtual information session, we opened such sessions to any members of the public. We hosted a virtual session via Zoom on Friday, December 22nd, at 5:00 p.m. We did this to provide access to families who were not able to attend the in-person information sessions. We chose Zoom as it is a user-friendly platform for a broad audience. We also chose this approach as this is the approach that various public agencies use for their public hearings. We updated our website to ensure that families who wanted to attend had notice of this event. The remarks provided information for families including our intention to apply to open a proposed school in August 2026 in CSDs 10, 11, 24, 25, 28, and 31, as well as the target population, proposed grades and enrollment, mission, the academic program of the school, and other information. We explicitly included a request for attendee feedback and input. We updated our New Schools website with the information to ensure that families were aware of the event. Please refer to RFP Response 04(d) - Evidence of Outreach J1 - J4 for supporting artifacts for the virtual in-person information session hosted on Zoom including a photo from the event, the host's script, and a screenshot of the website demonstrating that we hosted four information sessions.

10. On December 5, 2023, SA conducted a virtual public hearing and heard testimony from a diverse group of NYC residents from the four NYC boroughs where SA currently operates and from Staten Island. Notice for this hearing was published in the New York Daily News, one of NYC's most widely-read newspapers, and El Diario, a widely-read Spanish-language newspaper. The individuals who spoke at the hearing supported the opening of more SA schools in their neighborhoods. These speakers, many of whom were recent immigrants to the United States, spoke of the dearth of good schools in NYC and how they wanted more SA schools so that more kids could receive a "private school education at a public school price." The feedback we got from members of the community at this session is highlighted below in the RFP Response 4(b) - Description and Analysis of Community Support section.

11. As part of Success Academy's outreach, we shared our plans with community leaders in the education sector. Many of our institutional supporters were already aware of our plans to try and grow to serve more scholars. Over two thirds of our philanthropic support comes from donors in New York, half of which comes from institutions, and a fifth of which comes from individuals. We received over 20 letters from community members supporting our application to open more charter schools. See the Community Support section for brief summaries of the letters of support.

Borough and District-Specific Outreach Methods Employed

In addition to the outreach described above, Success Academy also employed the following district-specific outreach methods.

Bronx (CSD 10, 11):

1. Print Advertisement: Success Academy ran a print advertisement in *The Bronx Times-Reporter,* a weekly newspaper with a circulation of approximately 22,000 and an estimated 60,000 weekly readership. The print ad was a *1⁄2* page and ran on September 13, 2023. The advertisement indicated that an application will be submitted to open a proposed school in CSD 10 and 11 in August 2026, and included the proposed grades of the school. The advertisement also solicited public comment, included an email address to use in order to do so, and directed the public to the Success Academy website for additional information. Within the Northeast part of the Bronx, our print advertisement outreach was targeted at the following zip codes, 10464, 10475, 10466, 10469. In the Northwest part of the Bronx, print advertisement outreach was targeted at 10471, 10470, 10467, and 40475. Please refer to RFP Response 04(d) - Outreach Evidence F1 for digital copies of the tear sheet, or a cutout of the advertisement from the publisher, from the publisher.

2. In-Person Public Information Session: On December 15, 2023 we conducted an in-person information session for CSDs 10, 11 at 5:00 p.m. We chose a central location and time to ensure that families near to the target districts could attend after work or other daily commitments to provide their feedback. The location we chose was 268 E 207th St, Bronx, NY 10467, where Success Academy Norwood is located in the Bronx in order to optimize convenience for community attendees. We ensured that there was plenty of space for the event and that the location was accessible. The remarks provided information relevant for families including our intention to apply to open a proposed school in CSD 10 and 11 in August 2026, as well as the target population, proposed grades and enrollment, mission, the proposed academic program of the school. We

included a request for attendee feedback and input. We updated our New Schools website with the information to ensure that parents were aware of the event and posted numerous flyers in person while spending time in the community noticing the event. Please refer to RFP Response 04(d) – Evidence of Outreach G1 - G9 supporting artifacts for the in-person information session hosted in the Bronx, including the in-person flyer posted in the neighborhood noticing the event and photographs from the public hearing site.

3. In-Person Flyers and Petition Campaigning: As discussed above, we also utilized in-person flyers and in-person petition collection campaigns to initiate conversations with members of the community, conduct outreach and to solicit any feedback. We collected 2,746 petitions in the Bronx. Likewise, as discussed above, our social media marketing campaign targeted the communities where we sought to open schools.

Queens (CSDs 24, 25, 28):

1. Print Advertisements: in August 2023, Success Academy ran print advertisements in the *Queens Chronicle* whose distribution covers CSDs 24, 25, and 28 in Queens. The advertisements indicated that an application will be submitted to open proposed schools in CSDs 24, 25, and 28 in August 2026, and the proposed grades of the schools. The advertisements also solicited public comment, included an email address to use in order to do so, and directed the public to the Success Academy website for additional information.

   The Queens Chronicle utilizes regional editions which allows for localized creative targeting. The Northeast region covers Bayside and Fresh Meadows; the Central region covers Rego Park; the Northern region covers Flushing, and the Mid-region covers Elmhurst. We used localized creative materials to direct our advertisements to the specific community of each potential school. Within these communities we targeted our outreach at specific zip codes including Flushing (11354, 11355, 11356), Rego Park and Corona (11374, 11368, 11375, 11379), Elmhurst and parts of Corona (11373, 11372, 1378), Bayside, and Fresh Meadows (10466, 10469, 10470, 40475). The ad copy was sized at least ½ page in all areas. Per the publisher, we estimate that this outreach had approximately 160,000 impressions, meaning at least 160,000 viewers saw the ad online or in-print. Please refer to RFP Response 04(d) - Evidence of Outreach F2 for digital copy of the tear sheets, or a cutout of the advertisement from the publisher, from the publisher.

2. In-Person Public Informational Session: On December 8, 2023, we conducted an in-person information session for CSDs 24, 25, 28 at 5:00 p.m. We chose a central location to ensure that families near to the target districts could attend and provide their feedback after work or other daily commitments. The location we chose was 147-65 249th St, Rosedale, NY 11422, where Success Academy – Rosedale is conveniently located in Queens. School staff ensured that there was plenty of space for the event and that the location was accessible. The remarks provided information for families including its intention to apply to open a proposed school in CSD 24, 25, and 28 in August 2026, as well as the target population, proposed grades and enrollment, mission, the academic program of the school, and other information. We included a request for attendee feedback and input. We updated our New Schools website with the information to ensure that parents were aware of the event. Please refer to RFP Response 04(d) – Evidence of Outreach H1 - H16 for supporting artifacts for the in-person information session hosted

in the Bronx, including the in-person flyer posted in the neighborhood noticing the event and photographs from the public hearing site.

3. In-Person Engagement Session: On January 18, 2024, we gathered feedback at a Success Academy parent engagement session held in South Jamaica. The main feedback we received was that there were insufficient locations of Success Academy, particularly in Queens. Please refer to RFP Response 04(f) - Demand Evidence B1 - B2 for photos of the upwards of 40 attendees where Dr. Eva Moskowitz hosted an information gathering session with parents in Queens.

4. In-Person Flyering and Petitioning: As discussed above we also utilized flyers and petition collection campaigns to initiate conversations with members of the community. We posted a total of 21 in-person flyers throughout the target CSDs and collected 8,052 petitions in Queens. Likewise, as discussed above, our social media marketing campaign targeted the communities where we seek to open schools.

Staten Island (CSD 31):

1. Print Advertisements: On September 3rd, 2023, Success Academy ran printed advertisements in the *Staten Island Advance*. We chose this paper because it is the only daily newspaper published in Staten Island and the only major daily newspaper focused on covering Staten Island exclusively. The advertisements indicated that an application will be submitted to open proposed schools in CSD 31 in August 2026, and the proposed grades of the schools. The advertisements also solicited public comment, included an email address to use in order to do so, and directed the public to the Success Academy website for additional information. Given the extensive readership of this publication, it is estimated that this advertisement garnered approximately 126,000 impressions. Please refer to RFP Response 04(d) - Evidence of Outreach F3 for digital copies of the tear sheet, or a cutout of the advertisement from the publisher, used to confirm that it was published.

2. In-Person Public Informational Session: On November 30, 2024 we conducted an in-person information session in CSD 31 in Staten Island at 5:00 p.m. We chose a central location to ensure that families from all over Staten Island would be able to attend and provide their feedback after work or other daily commitments. The location we chose was 2940 Richmond Terrace, 2, Staten Island, NY 10303 known as Mariners Harbor Bank Building which is conveniently located in Staten Island. At the information session, we provided remarks and allowed time to solicit questions. The remarks provided information for families including our intention to apply to open a proposed school in CSD 31 in August 2026, as well as the target population, proposed grades and enrollment, mission, and the proposed academic program of the school. We included a request for attendee feedback and input. We updated our New Schools website with the information to ensure that parents were aware of the event. Please refer to RFP Response 04(d) – Evidence of Outreach I1 - 13 for supporting artifacts for the in-person information session hosted in Staten Island, including the in-person flyer posted in the neighborhood noticing the event and photographs from the public hearing site.

3. In-Person Flyers and Petition Campaigning: As discussed above we also utilized flyers and petition collection campaigns to initiate conversations with members of the community. We posted 21 total flyers throughout the target CSDs and collected 1,922 petitions in Staten Island. Likewise, as discussed above, our social media marketing

campaign targeted the communities where we sought to open schools.

b. Description and Analysis of Community Support

Success Academy received comments via multiple platforms including email, web-forms, Facebook, voicemail, phone calls, and from meetings and outreach to parents and community members including elected officials. Many comments were generalized expressions of support or interest.

As discussed above, as part of our targeted outreach, we collected letters of support from community leaders who were familiar with the Success Academy Charter Schools model and school design and supportive of more Success Academy schools. Please see RFP Response 04(e) - Evidence of Support A1 - A18 for copies of the following letters of support.

1. Bernard Manuel, Chairman of the Board of Directors of École Jeannine Manuel in France, wrote about the impact our school model has had on scholars in New York City and how that influenced the head of the French Ministry of Education Inspectorate to both visit Success Academy and implement Success Academy's educational philosophy, teaching methods, and evidence-based outcomes with the 12 million students and 860,000 teachers under the French Ministry of Education. This includes a highly visible pilot program in one of Paris' most disadvantaged neighborhoods, where over 85% of students are first- or second-generation Maghreb or Sub-Saharan immigrants.

2. Yuseph Sleem, CIH, CSP, MBA, Principal Consultant, and Certified Safety Professional and Industrial Hygienist, who is a resident, and business owner in Staten Island with school aged children wrote that he was deeply concerned that students in New York City aren't getting the education they deserve, and, given that, he was in support of Success Academy's application for more charters to open more schools including one in Staten Island. As a longtime public servant who has worked in the New York City Department of Environmental Protection, New York City Transit, and Con Edison, Mr. Sleem hopes his devotion to providing the services New Yorkers need spoke volumes about his support for Success Academy.

3. Mary McDonald, the Director of STEM Partnerships at the Liberty Science Center who wrote, "It is my pleasure to support your application. Our partnership with Success is a "partnership" in every sense of the word. We have had the privilege of working closely with the academic department, and then with schools on an individual level. The team at Success Charter Schools has been great to work with" and signed a letter of support.

4. Georgy Valtchev, an accomplished professional violinist who has lived and performed in New York City and worked with programs supporting student learning through programs like The Juilliard School in New York, wrote in support of our application for more charter schools. He noted that Success Academy teaches its scholars that through hard work and discipline, they may accomplish great success in any practice.

5. Professor Lee Igel, Clinical Professor at New York University who specializes in whole student development and athletic programming signed onto a letter supporting our application for more charter schools.

6. Patrick Nee, Co-Founder, SVP, Cyclic Materials Inc. and World Economic Forum Technology Pioneers, who has led many companies with a focus on STEM, wrote in

support of Success Academy's application for more charter schools because he wholly supported the focus on STEM that our curriculum provides. He noted that scholars in New York City deserve to attend schools where they can learn the necessary skills to excel.

7. Julie Lilien, Head of Junior Scholarship Programs, Open Squash, who has partnered with Success Academy to provide athletics programming for our scholars, wrote in support of our application for more charter schools.

8. Dan Cohen, board member of the Queens Museum of Art, and founder-owner of Danny Macaroons and Super Nice Coffee and Bakery which have operated in, and employed residents of Harlem for over 10 years, wrote to support our application for more charters and more schools. Mr. Cohen wrote that he has developed a deep understanding of what the most vulnerable residents in New York City need and deserve. His experiences have deepened his desire to provide access to fundamental tools of fulfillment for New York City residents. It is through these experiences that he writes in support of Success Academy's charter school applications.

9. Eric Grossman, Assistant Principal English at Stuyvesant High School, noted that as a lifelong educator familiar with Success Academy's ability to positively impact the lives of New York City scholars, he supported Success Academy using new charters to grow and provide to more students in New York City the ability to benefit from its high achieving academic model.

10. Kunick Kapadia, co-founder and CEO of Fusion 180, founder of four companies, wrote about his alignment of mission for Success Academy Charter Schools. Noting specifically the appreciation he has for the values Success Academy Charter Schools instills in scholars, he wrote to support our application for more charter schools.

11. Tess Bradford, Chief Executive Officer, School Food Solutions, who has partnered with Success Academy and is well versed in the operations and schooling design of its network wrote to support our application for more charters.

12. Larry Gill, Esq., President Emeritus at Shalhevet High School wrote "we need more schools like [Success Academy] in New York City." This endorsement was supported by Mr. Gill's extensive background in restructuring failing schools and turning them into successful schools with strong academic programs and a proven track record of getting kids access to competitive colleges.

13. Josh Block, Director of New Product Development at Amex Digital Labs, and a chess coach for early childhood development of New York City chess, wrote to support our application for more charter schools and noted that through his coaching experience he has noticed the impact that someone's socioeconomic station can have on their future, and lauded Success Academy for providing the platform for scholars to transcend those circumstances.

14. D. Randall Winn, one of the founders of the TEAK Fellowship, with many years of service on the boards of childhood education focused organizations, wrote to support our application for more charter schools in the Bronx, Queens, and Staten Island.

15. Jason Xiao, Director of Young Chefs Academy, wrote to support our application for more

charter schools in the Bronx, Queens, and Staten Island. As an early childhood educator who has worked with Success Academy's young scholars for many years this letter was demonstrative of the impact our scholars have on community leaders. We are proud that in return the community leaders believe that if awarded more charters we can serve the community and better the lives of many of New York City's most vulnerable populations.

16. Dr. Michael H. Levine, PhD, formerly a Senior Vice President, Paramount, wrote to support our application for more charter schools. He wrote that by "[D]rawing on [his] own background establishing a highly successful network of charter schools between 2004-2020, and via [his] service on the boards of many nationally renowned organizations devoted to childhood education" he is supportive of Success Academy's model and mission and it's desire to serve more scholars in the Bronx, Queens, and Staten Island.

17. Ivan Wolpert, a Board Member at his community's religious institution which provides early childhood care and an early childhood education program, with significant investments in New York City, noted how "important the difficult task of educating the next generation of New Yorkers is" and that he supported Success Academy to continue to demonstrate its ability to accomplish that task in growing to serve more scholars.

18. Kelsey Depalo, an adjunct professor at Touro College, business professional and principal in New York City, who had served as the Director of Early Literacy at Success Academy, noted her ability to identify effective school design. Her experience in this sector and knowledge of the Success model informed her support for our application for more charters.

19. Michael Bierut, Principal of a multinational consulting agency with offices in New York City, wrote that through his support for Success Academy's many initiatives for many years that he has become familiar with the great things we do for New York City and wrote in strong support for our application for more charters.

20. Brian Albertson, the Founder and CEO of SLA Management, a custom school food servicer wrote to support our application for more charters. Through his partnership with our schooling operations, it has become clear to Mr. Albertson that our model serves scholars' educational experience.

21. Sheridan Blau, professor at Columbia University Teachers College and author/co-editor of 5 books including The Literature Workshop: Teaching Texts and Their Readers, noted that his entire career has been devoted to helping teacher leverage literature for students' benefit and through this work, including his work with Success Academy, he has come to believe that our model works. He wrote to support our application for more charters.

In addition to these 21 letters of community support, as discussed above, as part of our targeted outreach, on December 22nd, 2023, Dr. Eva Moskowitz sent email outreach to 76 elected in the target districts and representatives in the borough. The vast majority of feedback we received from electeds was positive. We are working to schedule an opportunity to further engage with a representative who replied to our email outreach, a Councilperson from Queens whose district partially overlaps with a target CSD of one our proposed schools. We received four letters of support from elected officials, three of which represented areas in our target boroughs. Two members of the United States Congress representing the Bronx and Staten Island, one who is

the Deputy Minority Leader of the New York House of Representatives. These letters were the product of ongoing conversations that Success Academy's public affairs team had with elected officials regarding our proposal to open new schools. Success Academy received letters of support from the following elected officials:

1. Representative Ritchie Torres (represents CSDs 10 and 11) who noted that his district in the Bronx is home to seven Success Academy schools delivering quality education and college preparation. Representative Ritchie Torres wrote to support Success Academy's proposal to expand its capacity in serving more kids in the Bronx.

2. Vito J. Fossella, Staten Island Borough President (CSD 31), wrote a letter to express strong support for Success Academy's application for more charters.

3. Representative Nicole Malliotakis (CSD 31) who wrote a letter providing full support of Success Academy's proposal, noting that Staten Island would greatly benefit from Success Academy opening its doors in the community.

4. Deputy Minority Leader Andrew Lanza (CSD 31) wrote a letter to express strong support for Success Academy's application.

5. Council Member Rafael Salamanca, Jr. from the Bronx wrote a letter in support of Success Academy's proposal to open additional schools.

6. Assemblywoman Maritza Davila, who wrote in support of an application for more charters to open new schools. She noted that she can attest to the substantial work that Success Academy has done and referenced two of Success Academy's high performing schools in her district, SA Williamsburg and SA Bushwick.

7. Senator Luis R. Sepulveda wrote a letter in support of Success Academy's proposal to open additional schools.

8. Assemblyperson Brian Cunningham from Brooklyn wrote a letter in support of Success Academy's proposal to open additional schools.

Please refer to RFP Response 04(e) – Evidence of Support B1 - B8 for copies of the letters of support.

In addition to elected leaders, parents in the target communities demonstrated support in a variety of ways. Community members demonstrated demand by signing petitions as discussed in the demand section below, but many parents shared their support during our outreach efforts. Feedback from parents was reviewed by our school leadership team. The majority of the feedback we received was that there were not enough Success Academy Charter Schools and too few spots available where there were schools. Please see RFP Response 04(e) - Evidence of Support C1 - C12 for emails from parents demonstrating support for Success Academy to provide residents in the Bronx and Queens the opportunity to benefit from Success Academy. As part of Success Academy's ongoing engagement initiative in the interest of gaining support for growth, it also hosted an information session to collect parent feedback in connection with use of grant funding. At this December 5, 2023 session, members of the community showed up from each of the target boroughs. Parents and community members provided valuable feedback regarding their dissatisfaction with their choices for a free public school education. Some were familiar with Success Academy and noted that it wasn't fair that there weren't enough seats and

they had to win a seat through a lottery. Quotes are below and see RFP Response 04(e) - Evidence of Support D.

- A Staten Island speaker believes that all children “should have the opportunity to study” at a Success Academy school.
- A Brooklyn speaker “travels a little far” to take her children to a Success Academy school and believes that “low income families can . . . benefit” if Success Academy is “able to open more schools.”
- A Brooklyn speaker lamented that “more children should get the opportunities that Success is offering, especially our Queens scholars who need middle and high school locations closer to their homes.”
- A Staten Island speaker makes the “long trip every day” to bring her daughter to a Success Academy school because “we know that is worth it.”
- A Brooklyn speaker said that she appreciated the diversity at her Brooklyn Success Academy school, where the “teachers . . . reflect the makeup of the borough.” She noted that when her daughter’s class held a multicultural potluck, her daughter “was asked to celebrate her family from northern India” and “Matthew was asked to celebrate Israel, Imran was asked to celebrate Palestine and everyone was cool. I want that for more kids.”
- A Bronx speaker whose children have IEPs said her children were able to “successfully complete all the levels they’ve been in and it’s thanks to Success Academy.”
- A Manhattan speaker whose son is autistic is grateful to Success Academy for the “improvement in [his] learning process . . . He speaks clearly and he can express his ideas.”
- A Brooklyn speaker noted that her son’s classroom “had scholars representing Nepal, India, Puerto Rico, Nigeria, Ethiopia, the Philippines, Japan, Columbia. There were so many more than this.” She also noted that “many families are first generation immigrants and the students come in unable to speak English. And they quickly become fluent in both their reading, speaking, writing . . .”
- A Brooklyn speaker, whose daughter plays competitive chess at Success Academy, explained that her daughter’s team is “all minority,” which is “uncommon within the competitive chess space.” Through Success Academy’s chess program, her daughter qualified to attend “four national and state championships” in first grade.
- A Manhattan parent explained that because her “local zone school had less than half the students doing math and reading at grade level,” she sent her children to Success Academy. She said, “[W]e feel like we're getting a private school education at a public school price. Every family should have access to attend a Success Academy if they want.”
- A Queens speaker entered the lottery for a Success Academy school after learning “her zone school was failing and the bottom worst school academically. As an immigrant, one of my biggest missions and most important things in my life was to ensure that my daughter didn't go through the same struggles.”

As noted throughout the proposal, and consistent with recent amendments to Education Law, Success Academy strongly believes that its public school students should have access to public facility space at no cost. SA NYC intends to request such public facility space in public school buildings within CSDs 10, 11, 24, 25, 28, and 31. An Updated Underutilized Space Memorandum published by the New York City Department of Education (“DOE”) on August 1, 2023 lists 285 significantly underutilized DOE public school buildings, 120 of which are located in CSDs 10, 11, 24, 25, 28, and 31 and 79 buildings underutilized by at least 150, but no more

than 299, seats.[1] Based on this document and supplementary research, the proposed schools plan to secure space among the many thousands of currently available seats. Please refer to RFP Response 16 – Facilities for more information, including facility contingency plans. Please also refer to RFP Response 01 – Community Need and Proposed School Impact and below for evidence that there is significant demand for the proposed schools. All comments were considered in the preparation of this proposal, and none contemplated any specific changes.

Online engagement also demonstrated support for our proposed schools. We received 1,319,911 impressions on our social media advertisements which includes 773,437 unique recipients. There were 1,430 clicks on the link to our new schools website and the Facebook post was shared over 20 times. We also collected seven comments. Please see Response 4(e) – Evidence of Support H for a screenshot of the advertisement we included in our social media outreach.

c. Description and Analysis of Student Demand

In the 2022-23 school year, Success Academy received approximately 10,000 applications from the Bronx and over 6,000 from Queens, reflecting a widespread need for expanded educational opportunities in the same districts where Success Academy currently operates. Success Academy even received applications from Staten Island, despite having no schools located that borough. For the 2023-2024 school year, schools operated by Success Academy received more than 27,000 applications for about 3,700 open seats. The high demand is citywide as well: the New York City Charter School Center estimates that there were 81,300 unique applications for 33,000 available charter schools seats for the 2019-2020 school year, creating a citywide charter school "waiting list" of an estimated 48,300 applicants.[2] This demand extends across the boroughs where Success Academy is applying to open new schools, with Queens charters receiving 11,802 applicants for 3,148 seats, Bronx charters receiving 25,323 applicants for 9,533 seats, and Staten Island charters receiving 1,234 applicants for 870 seats.[3]

Success Academy has a robust recruitment process and is confident that it can meet the proposed schools' intended enrollment figures. As described in detail in Response 01 – Community Need and Proposed School Impact, the applications received last year from residents of the proposed districts and analogous data based on recent application numbers for Success Academy's existing schools suggests that student demand will be strong in the proposed districts.

Last year, Success Academy received approximately 1,800 applications from residents in CSD 10 in the Bronx. Demand in CSD 11 in the Bronx for better educational options also remains high; last year we received approximately 2,000 applications from residents in this district. Despite not having a single school conveniently located or easily accessible to residents in CSD 24 in Queens, last year Success Academy received over 700 applications from residents in this district. Last year Success Academy received approximately 1,300 applications from residents in District 28 in Queens. Despite not having a single school conveniently located or easily

[1] *Available at* https://www.schools.nyc.gov/docs/default-source/default-document-library/underutilized-space-memorandum.
[2] *Available at https://nyccharterschools.org/wp-content/uploads/2020/06/NYCCSC-LotteryReport-2019-20-final.pdf*
[3] *Id.*

accessible to residents in CSD 31, last year Success Academy still received a number of applications from residents in this district.

In almost every district that we currently operate in, demand for charter schools exceeds, or in some cases, far exceeds the available seats. In some of these districts where we currently operate, such as districts 3, 8, and 9, the number of applicants exceeds the number of seats by a factor of 3 or 4. And throughout the remainder of those districts, there are an average of two applicants for every seat. This level of demand is not just demonstrated in the CSDs where Success Academy currently operates an existing school – it also exists in districts where Success Academy has not yet opened a school. Across all operating charter schools in CSD 10, there were an estimated 2,543 applications for 1,780 available seats, similarly, in CSD 11, charter schools in the district received a total of 4,728 applications for 830 seats, according to the NYC Charter School Center, a rate of more than five applications per available seat. Please see Response 01 – Community Need and Proposed School Impact for additional details on application demand in each proposed district.

In addition to demonstrated demand through applications from these communities, Success Academy has engaged in concerted outreach efforts to the communities in CSDs 10, 11, 24, 25, 28, and 31, Success Academy has used a variety of methods to invite the involvement of community members and to seek feedback on the proposed schools. Success Academy will continue to use these methods in order to inform families about the opportunity. As described below, Success Academy will make good faith efforts to enable the proposed schools to meet and exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, English language learners (“ELLs”), and students qualifying for the federal Free and Reduced Price Lunch (“FRPL”) program.

Additionally, as described above, please refer to RFP Response 04(f) – Evidence of Demand A1 - A6 for copies of community petitions from the respective CSDs, expressing support and demand for the proposed schools. Canvassers spent a significant amount of time in CSDs 10, 11, 24, 25, 28, and 31, providing information, passing out flyers that encouraged input, and seeking support. The number of community petition signatures for each CSD shows significant demand from community members who “would be interested in sending your child to” a Success Academy school in the relevant CSD or “would support this school opening.” Approximately 12,720 people took the time to sign the petitions, including approximately 1,360 from CSD 10, 1,380 from CSD 11, 1,600 from CSD 24, 2,340 from CSD 25, 1,690 from CSD 26, 2,400 from CSD 28, and 1,922 from 31. Thus, as described above, thousands of families have already expressed interest in applying to the proposed schools in their first year of operation.

Success Academy has been aware of the strong demand for our school model in Queens for many years. This demand has only grown. In December of 2022 we gathered over 10,800 signatures supporting two new co-located elementary schools. Moreover, we received more than 9,600 applicants for an approximate 480 seats in Queens. This staggering ratio was not a fluke; of the target CSDs in Queens, we collected almost 9,000 signatures in just this area?. On January 18, 2024, we attended a parent engagement session in South Jamaica to gather feedback. The main feedback we received was that there were insufficient locations of Success Academy. Please refer to RFP Response 04(f) - - Evidence of Demand B1 - B2 for photos of the upwards of 40 attendees where Dr. Eva Moskowitz hosted an information gathering session with parents in Queens. Through this application we are hoping to respond to the chorus of demands from families who feel like their opportunity to choose where they send their kids is being stifled.

Interest in Success Academy’s school design model is also indicative of demand. For instance, the Robertson Center which serves as a pioneering hub that seamlessly integrates custom-designed training facilities with Success Academy's inaugural K-8 lab school and training and development for educators everywhere has garnered significant interest. Though primarily designed for educators, the Center also proves to be a valuable resource for parents and families seeking insights into the educational experience their scholars would undergo. In the previous school year, the Center's main website attracted over 4,000 unique visitors, while the External Education Institute website garnered an impressive 12,000 visitors, along with 10,500 subscribers to the monthly newsletter and other regular communications. The associated YouTube channel, a rich source for understanding our learning model, recorded over 4,100 views. The substantial online engagement underscores the genuine interest families have in understanding and embracing the distinctive education provided by Success Academy.

Success Academy has also conducted market research in order to assess overall demand for its replicable school model. Success Academy's extensive operational experience has allowed us to strategically engage and convert families interested in choosing a superior education into 'SA families' with children enrolled in our schools. Utilizing sophisticated market research methods, we conducted a comprehensive study involving a randomized and diverse group of parents in New York City. The research included participants such as New York City caregivers, current Success Academy caregivers, families who no longer had a scholar in our schools, and others from diverse socioeconomic backgrounds. By administering hundreds of potential questions, we gained valuable insights into the priorities of caregivers with children aged 4-7 in economically disadvantaged households in the target boroughs. Despite challenges, including misleading rumors and navigating a complex information landscape, parents consistently pursue the best education for their children and overwhelmingly recognize Success Academy as the ideal place for their success. Our research also revealed that a significant factor preventing families from attending a school after winning a lottery spot is the lack of convenient locations, prompting our application for more charters to expand our reach in the communities we serve. The study underscored the significant demand of families with age-appropriate students for additional Success Academy schools.

R-04d – Evidence of Community Outreach

Cover Sheet

Evidence Artifact	Page #	Brief description
Response 04(d) – Outreach Evidence A1 - A2	Response 04abc-3	Screenshot of the NewSchools website we created as part of our community outreach efforts, and screenshot demonstrating the email that our virtual voicemail provides when a voicemail is left.
Response 04(d) - Outreach Evidence B1 - B32	Response 04abc-3	Thirty-two photographs of the in-person flyers that were used to provide notice to the communities in the target districts. The flyers contain the following information: that we were responding to the request for proposals to open new schools, where community members could get more information, and where individuals could provide feedback. There were six flyers posted in the Bronx, twenty-one posted in Queens, and five posted in Staten Island.
Response 04(d) - Outreach Evidence C1 - C5	Response 04abc-4	Screenshot of emails sent to government stakeholders on December 22nd, 2023, list of the members of government who we sent the outreach emails to, and a copy of the letter from Dr. Eva Moskowitz to the members of government.
Response 4(d) - Outreach Evidence D	Response 04abc-6	Screenshot of Facebook post used for the targeted social media outreach.
Response 04(d) - Outreach Evidence E1 - E5	Response 04abc-6	Five news articles demonstrating support for Success Academy.
Response 4(d) - Outreach Evidence F1 - F3	Response 04abc-7, Response 04abc-8, Response 04abc-9	Screenshots of the advertisements in regional newspapers in the target boroughs including the Bronx Times, the Queens Chronicle, and the Staten Island Advance.
Response 04(d) - Outreach Evidence G1 - G	Response 04abc-8	Supporting artifacts for the in-person information session hosted in the Bronx, including the host's script, photographs of flyers hung in the target borough noticing the event, and a screenshot of the flyer.
Response 04(d) - Outreach Evidence H1 - H16	Response 04abc-9	Supporting artifacts for the in-person information session hosted in Queens, including the host's script, photographs of flyers hung in the target borough noticing the event, and a screenshot of the flyer.

Evidence Artifact	Page #	Brief description
Response 04(d) - Outreach Evidence I1 - I3	Response 04abc-9	Supporting artifacts for the in-person information session hosted in Staten Island, including the host's script, photographs of flyers hung in the target borough noticing the event, and a screenshot of the flyer.
Response 04(d) - Outreach Evidence J1 - J4	Response 04abc-6	Supporting artifacts for the virtual information session hosted on Zoom including a photo from the event, the host's script, and a screenshot of the website demonstrating that we hosted four information sessions.

Response 04(d) – Outreach Evidence A1-A2

New Schools

CONTINUE

Proposed New Schools

Success Academy Charter Schools – NYC (SA) is applying to the Trustees of the State University of New York to open free high quality public charter schools in the Bronx, Queens, and Staten Island ("New Success Academies").

Mission

We foster a love of learning while creating opportunities for children to become critical and creative thinkers, build life skills and confidence, pursue passions, and secure exceptional careers. Our dual mission is to build world-class K-12 public schools in NYC while advocating to change policies that prevent children from accessing excellent educational experiences.

Target Population

level, irrespective of socioeconomic, racial, ethnic, and/or other status. We deeply believe that economically and racially integrated school settings provide important benefits to both students and the community. Students from low-income families benefit academically from attending mixed-income schools, and the establishment of high-quality mixed-income schools raises the bar generally for lagging middle-class schools. It is a core principle at Success Academy that every child should have access to a high quality public school option. Find your CSD here.

Grades and Enrollment

If approved, the New Success Academies would open by or around August 2026 with Kindergarten and 1st grade, and add one grade each year until they serve Pre-Kindergarten/Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students.

Academic Program

As the highest performing free public charter school network in New York City, we pride ourselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

We nurture kids' natural curiosity to help them become excited about learning. Teachers limit direct instruction, instead fostering students' independent thinking and problem solving. Students explore texts, math problems, science experiments, chess strategies, and works of art.

We collaborate with social-emotional learning specialists and school psychologists to cater to the whole child, creating empowering educational experiences that nurture children's character and self-belief while growing their knowledge and academic abilities.

We take advantage of living in the greatest city in the world! Through field studies, students experience the city as their classroom and connect classroom learning to the real world. These trips broaden knowledge, understanding, and thinking across disciplines.

welcoming.

Once admitted to Success Academy, students say goodbye to applications until they graduate from high school. Our continually evolving K-12 curriculum prepares students to graduate from four-year colleges or universities. To date, 100% of graduating seniors have gained admission to college, including at top schools.

Proposed Schools

In support of its application, Success Academy is seeking community input in the following districts and boroughs:

- Bronx – CSDs 10, 11
- Queens – CSDs 24, 25, 26, 28
- Staten Island – CSD 31

Planned Information Session – Open to the Public!

Upcoming Sessions

To Be Announced

Past Sessions

- **Staten Island:** Thursday, November 30th at 2940 Richmond Terrace, 2, Staten Island, NY, 10303 at 5:00 p.m.
- **Rosedale:** Friday, December 8th at 147-65 249th Street, Rosedale, NY, 11422 at 5:00 p.m.
- **The Bronx:** Friday, December 15th at 268 East 207th, Bronx, NY, 10467 at 5:00 p.m.
- **Virtual:** Friday, December 22nd at 5:00 p.m. on Zoom.

Comments

We welcome your comments. Please email NewSchools@SuccessAcademies.org or use the form below to submit your comments and be sure to include the CSD, if any, to which your comment refers. To leave a voicemail with your comments, please call (646) 547-1686, and be sure to specify the school your message concerns. We want to serve your great community, and we will endeavor to incorporate the community's input as we embark on this exciting mission. We look forward to working with you and becoming an integral part of

Name

Phone

Email

Community School District

CSD 10

Comments

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The Blog

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Events

Parent Resources

Educator Portals

Vendor Resource

Other Resources

For Media Inquiries
Press@successacademies.org

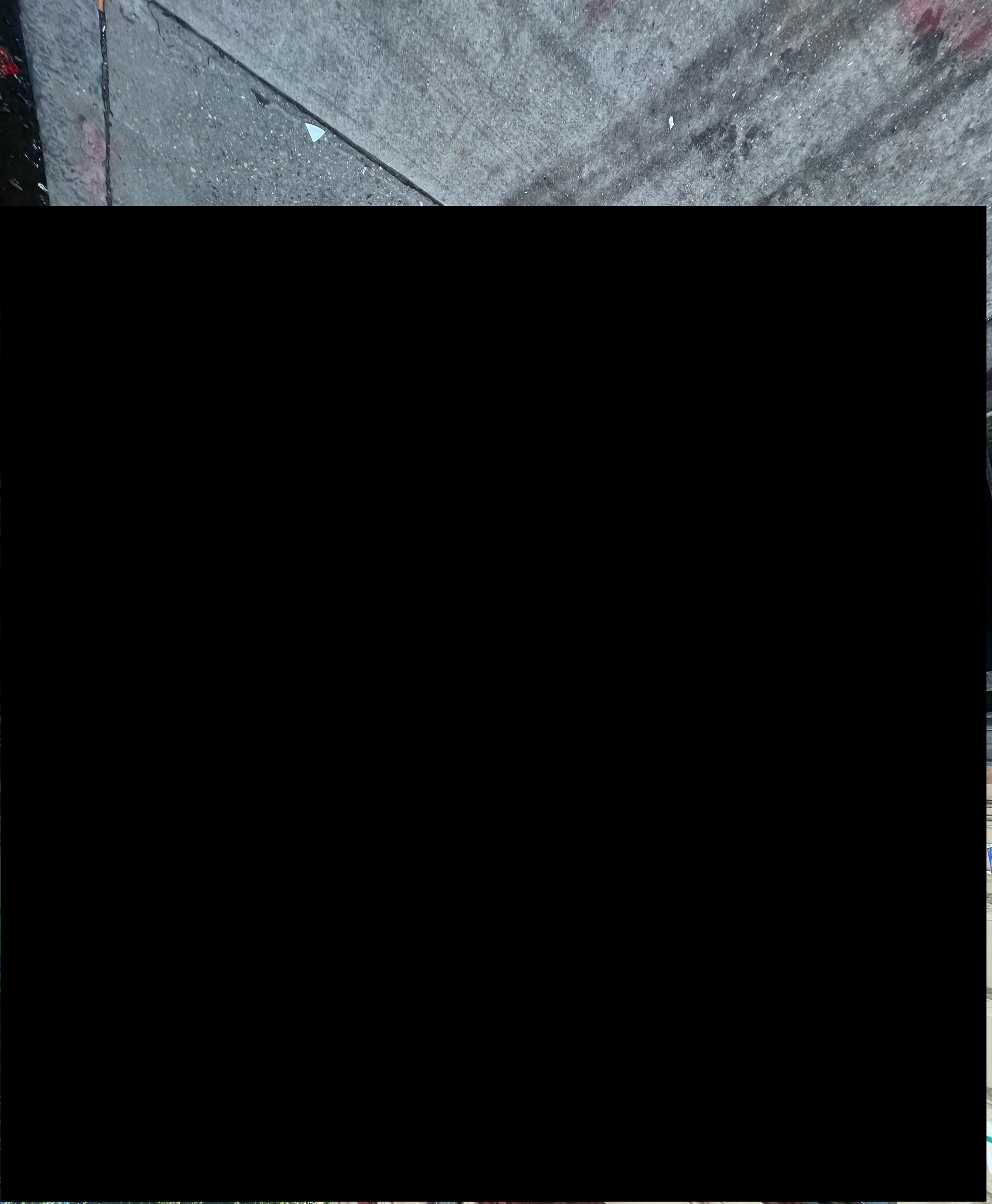
Success Academies

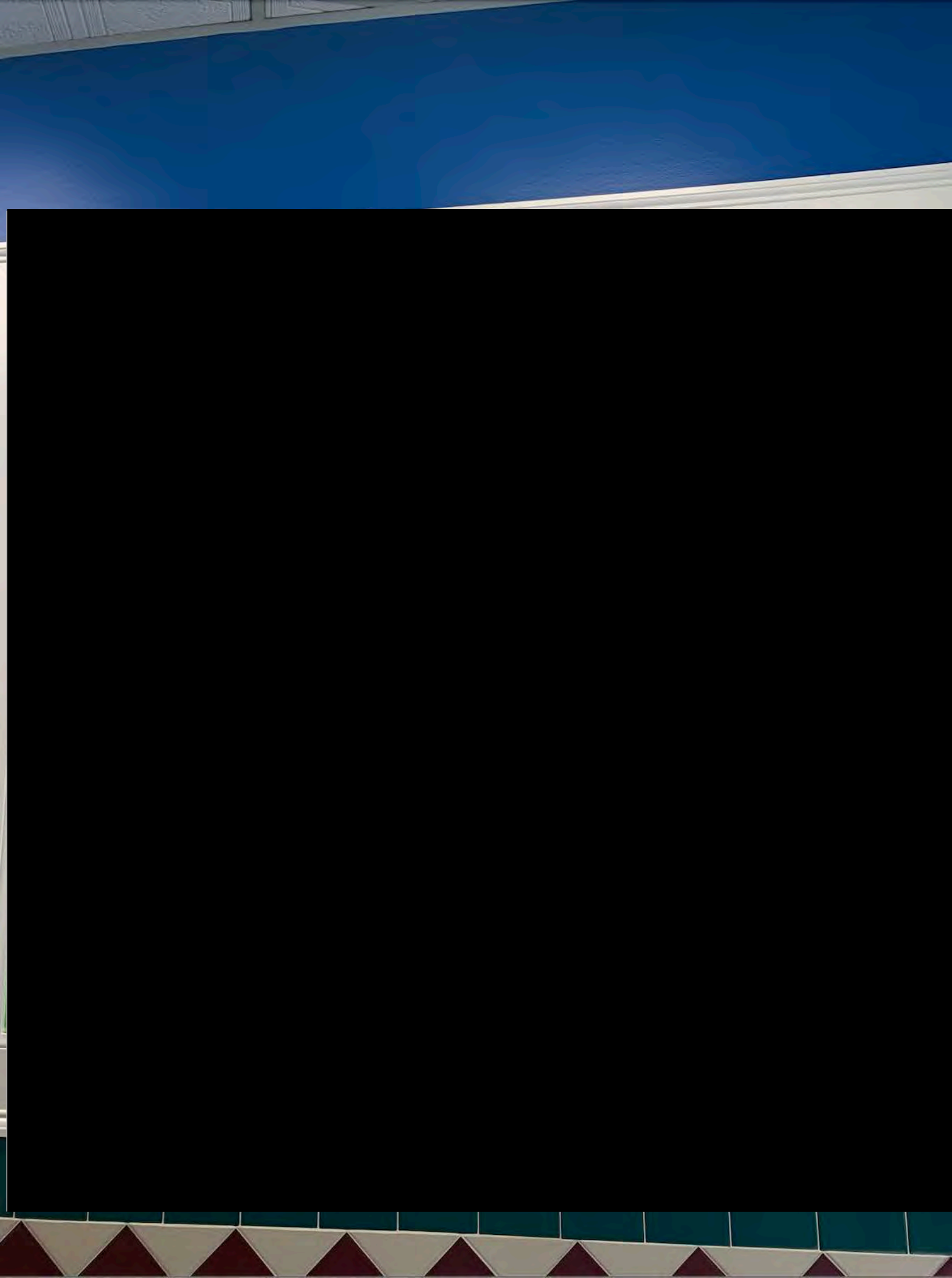
The Robertson Center

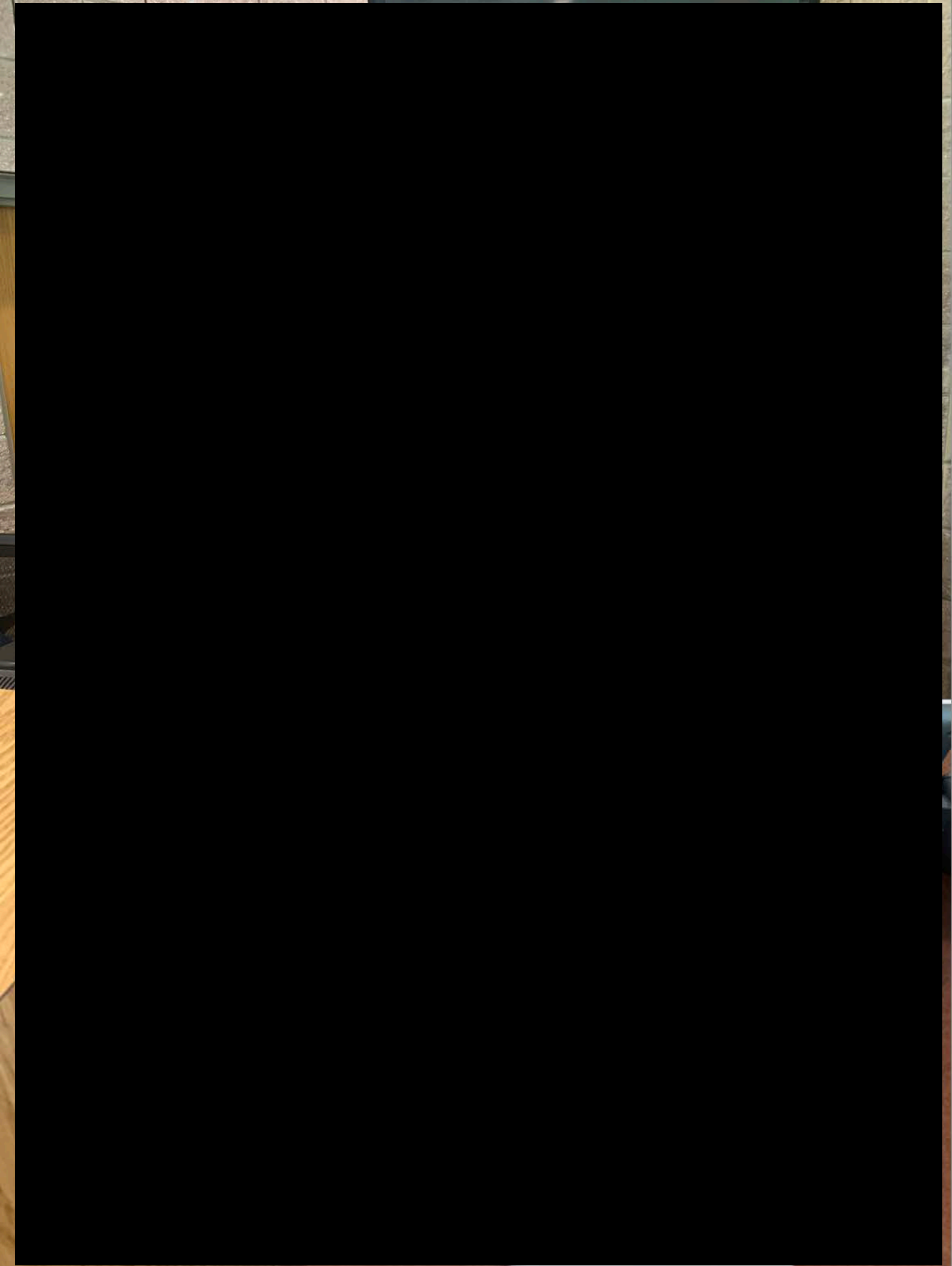
SA Alumni Association

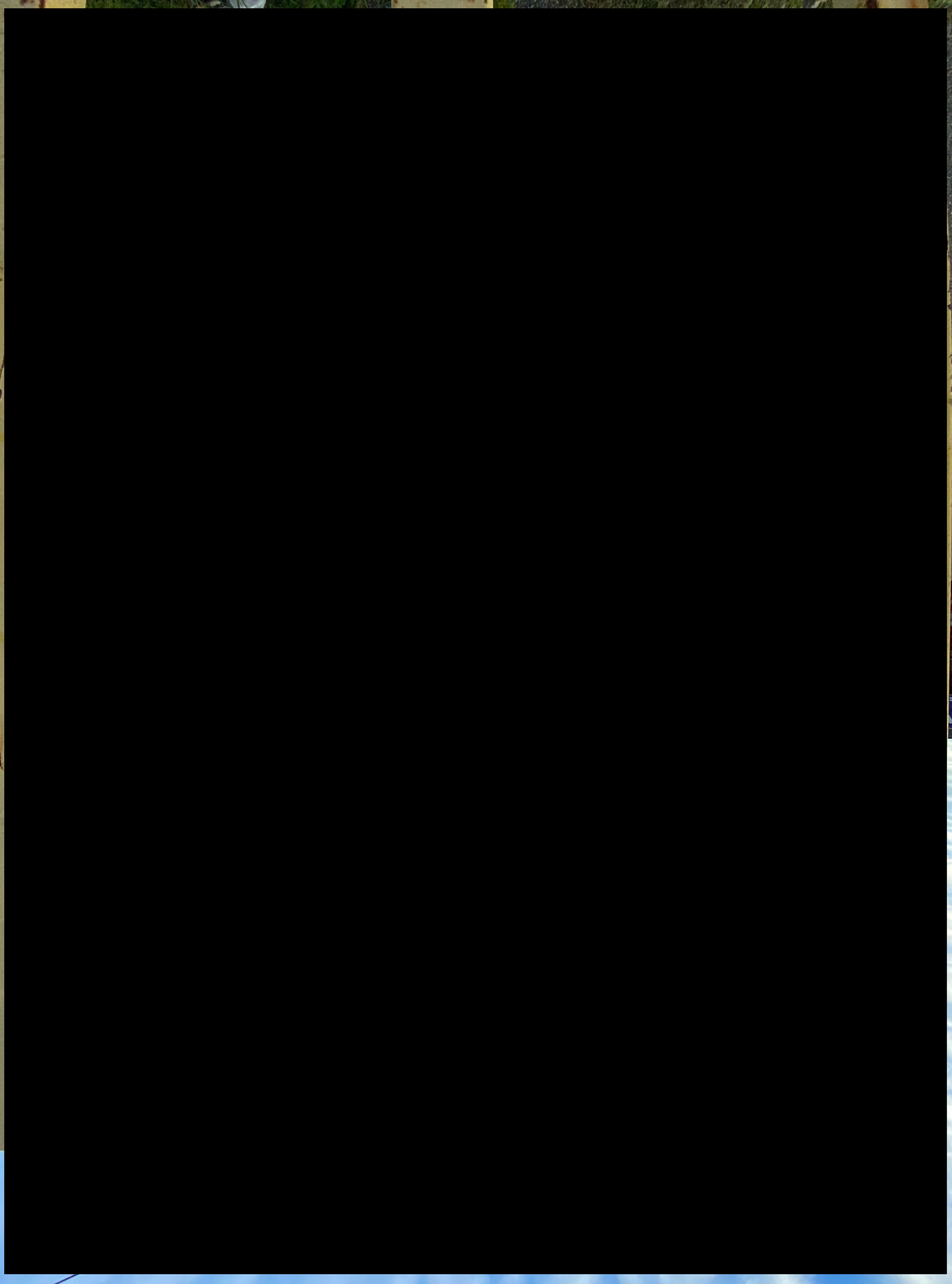
Success Academy Charter Schools®
Main Office: 95 Pine Street, Floor 6 New York, NY 10005 | Office: (646) 597-4641 | Fax: (646) 961-4739
SA is a nonprofit 501(c)3 organization. EIN: 20-5298861

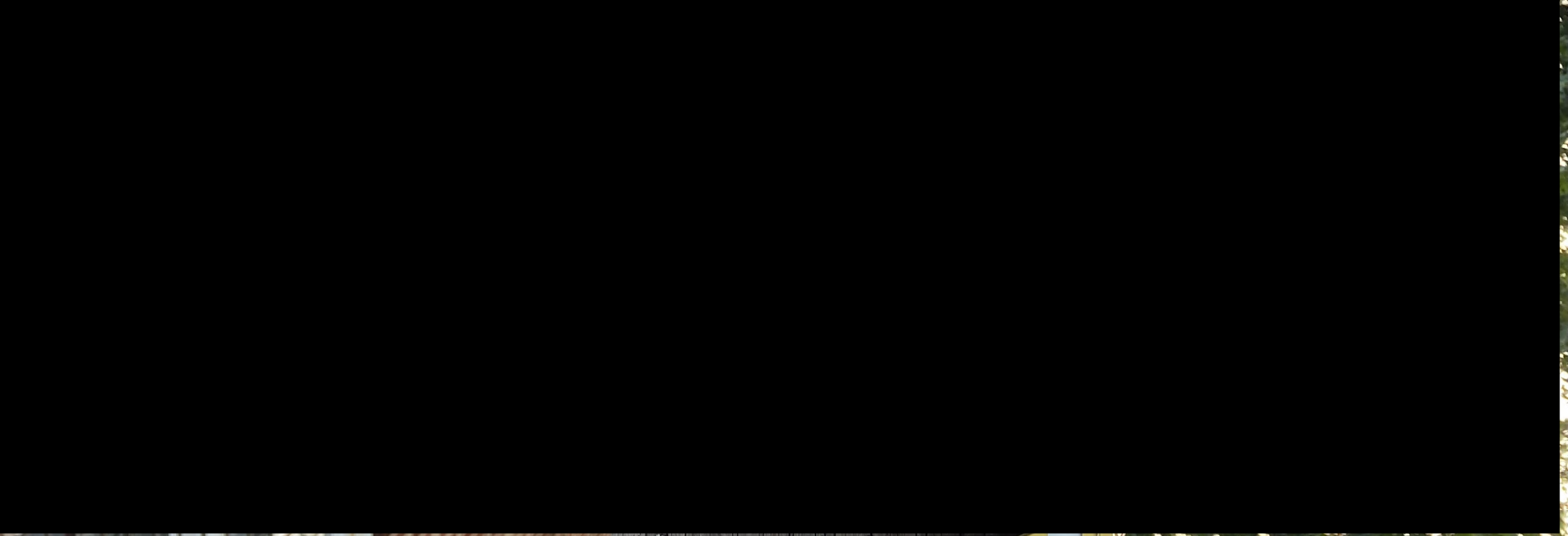
Response 04(d) – Outreach Evidence B1 - B32



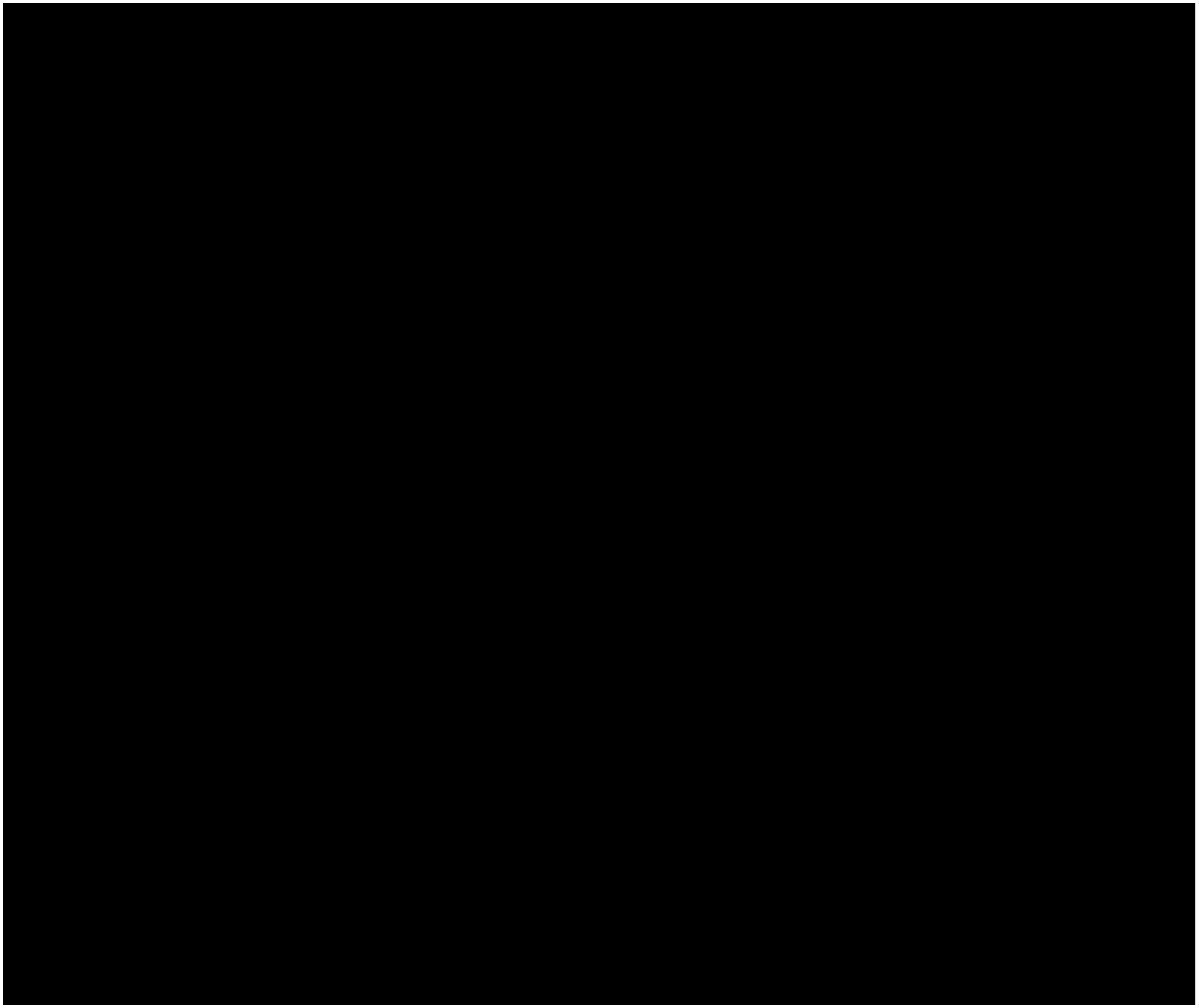








Response 04(d) – Outreach Evidence C1 - C5



December 22, 2023

Success Academy Charter Schools – NYC ("SA NYC") is writing to provide you with notice of its intent to submit an application to the Trustees of the State University of New York ("SUNY") to apply for charters in the Bronx (Community School Districts 10 and 11), Queens (CSDs 24, 25, 28) and Staten Island (CSD 31).

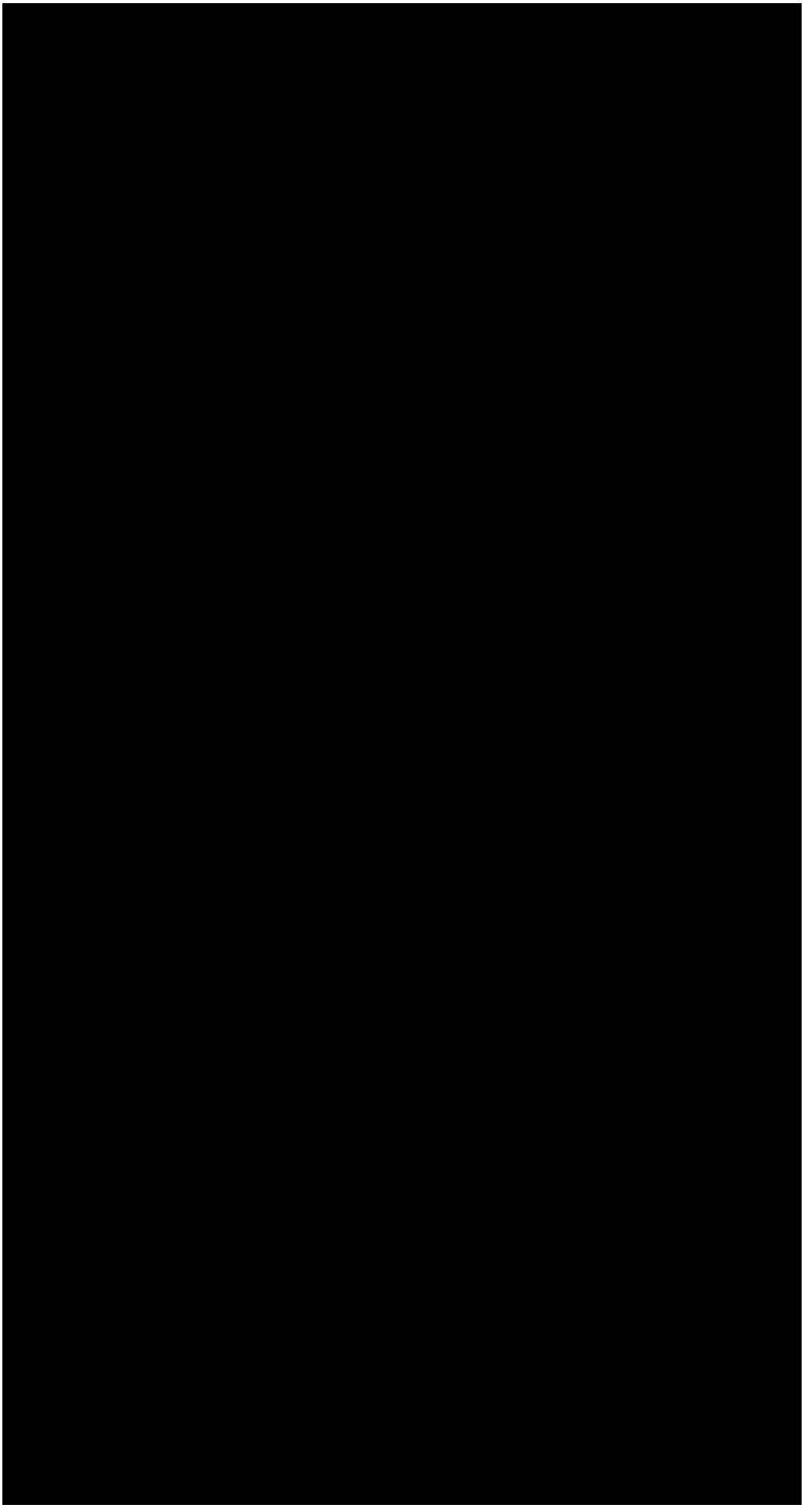
SA NYC is a free public charter school network of 53 schools educating 20,000 students in the Bronx, Brooklyn, Queens, and Manhattan. Admission is open to all New York City children through a random public lottery. The schools mostly serve children of color from low-income households.

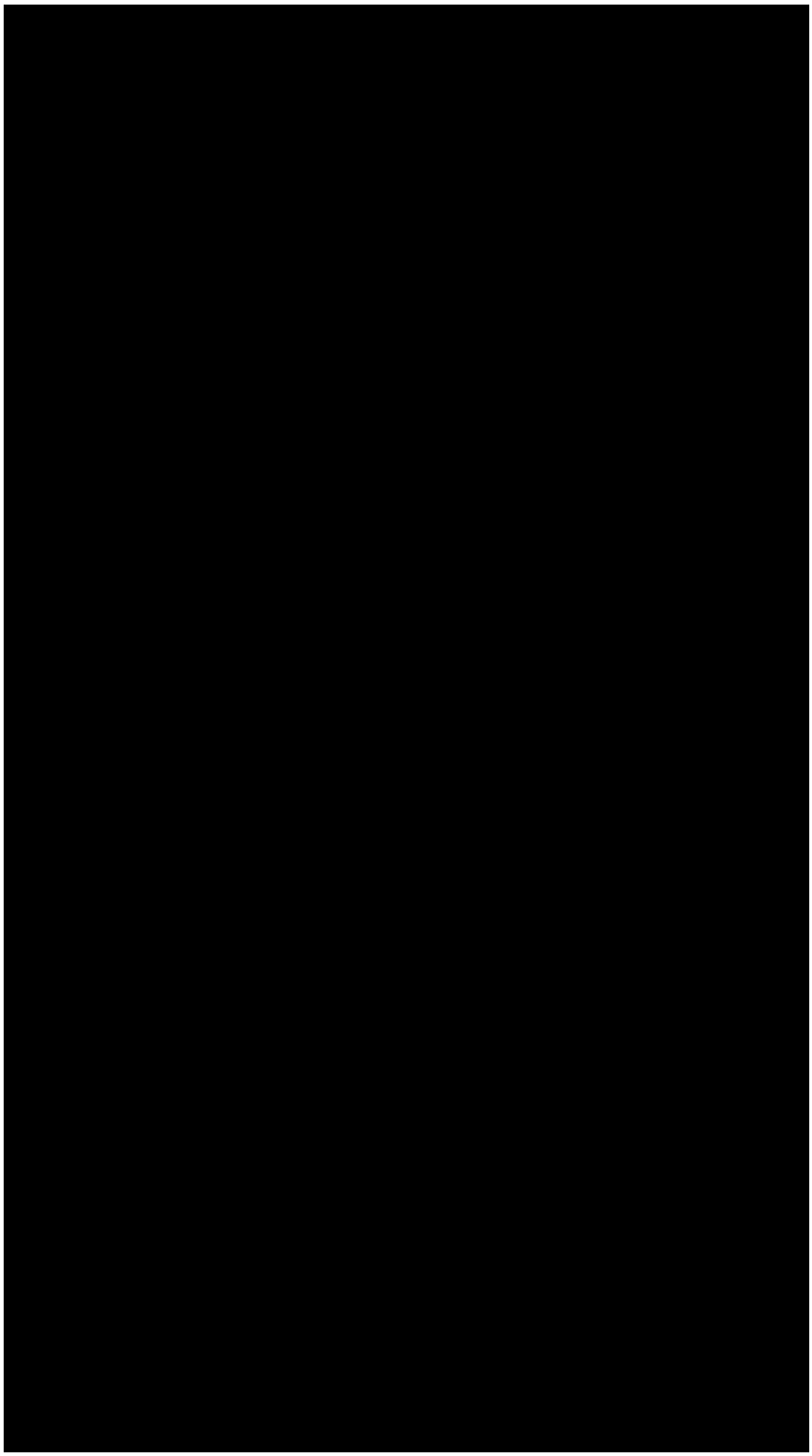
SA NYC schools have a long track record of high student achievement, historically ranking in the top 1% to 3% of all 3,500 elementary and middle schools in New York. On the 2023 New York State exams, 92.7% of Success Academy NYC students were proficient in Math, compared to 49.9% city-wide, and 80.4% of Success Academy NYC students were proficient in English Language Arts, compared to 51.7% city-wide. SA NYC students continue to excel in middle schools: 100% of SA NYC middle school children take at least four Regents exams and the pass rate on all of these exams was 90% or higher in 2023.

SA NYC high school students are being are set up for success in college and beyond. The 2023 graduating class achieved a 1208 composite SAT average score, and 80% passed at least one Advanced Placement exam, compared to 22% of all U.S. students. To date, 100% of SA's graduates have been accepted to college, many to highly selective institutions.

We welcome your comments, which may be made via email to me at FounderandCEO-uc@successacadmies.org, or NewSchools@successacademies.org. You may also leave a voicemail at [redacted] We will review and respond to all comments we receive. Thank you for all that you do on behalf of New York City's school children.

[redacted]





Title
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Community Coordinator
District Manager
Chair
District Manager
Community Coordinator:
Borough President
Deputy Borough President
Chief of Staff
Director of Information Technology
Director of Community Services
Director of Community Services
Interim Director of Fiscal and Personnel
Director of Community Boards
Director of Intergovernmental Affairs
Director of Borough Operations
Director of Planning and Development
Director of Communications
Senior Advisor
Director of Special Events
Director of Capital Programs
Director of Education and Youth Services
Director of Policy
Director of Administration
Director of Ombudsman
Queens Borough President
Chief of Staff
General Counsel
Director of Scheduling & Advance
Assistant to the Chief of Staff

Assistant to the Deputy Borough President
Director of Communiations
Deputy Chief of Staff
Director of Budget
Director of Planning and Development
Director of Health + Human Services
Director of Youth Services
Director of Immigrant Affairs
Director of Community Boards
Director of Constituent Services
Director of Education
Special Advisor for Strategic Initiatives
Director of Cultural Affairs and Tourism
Director of Housing
Director of Nonprofit Opportunities
Director of Civic Engagement
Director of Information Technology
Director of Operations
Director of Personnel
Director of Topography
District Manager
Chair
Chair
District Manager
Chair
District Manager
Borough President of Staten Island
General Counsel
Special Assistant to the Borough President
Director of Emergency Management and Public Safety
Senior Advisor
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Response 04(d) – Outreach Evidence D

Success Academy Charter Schools

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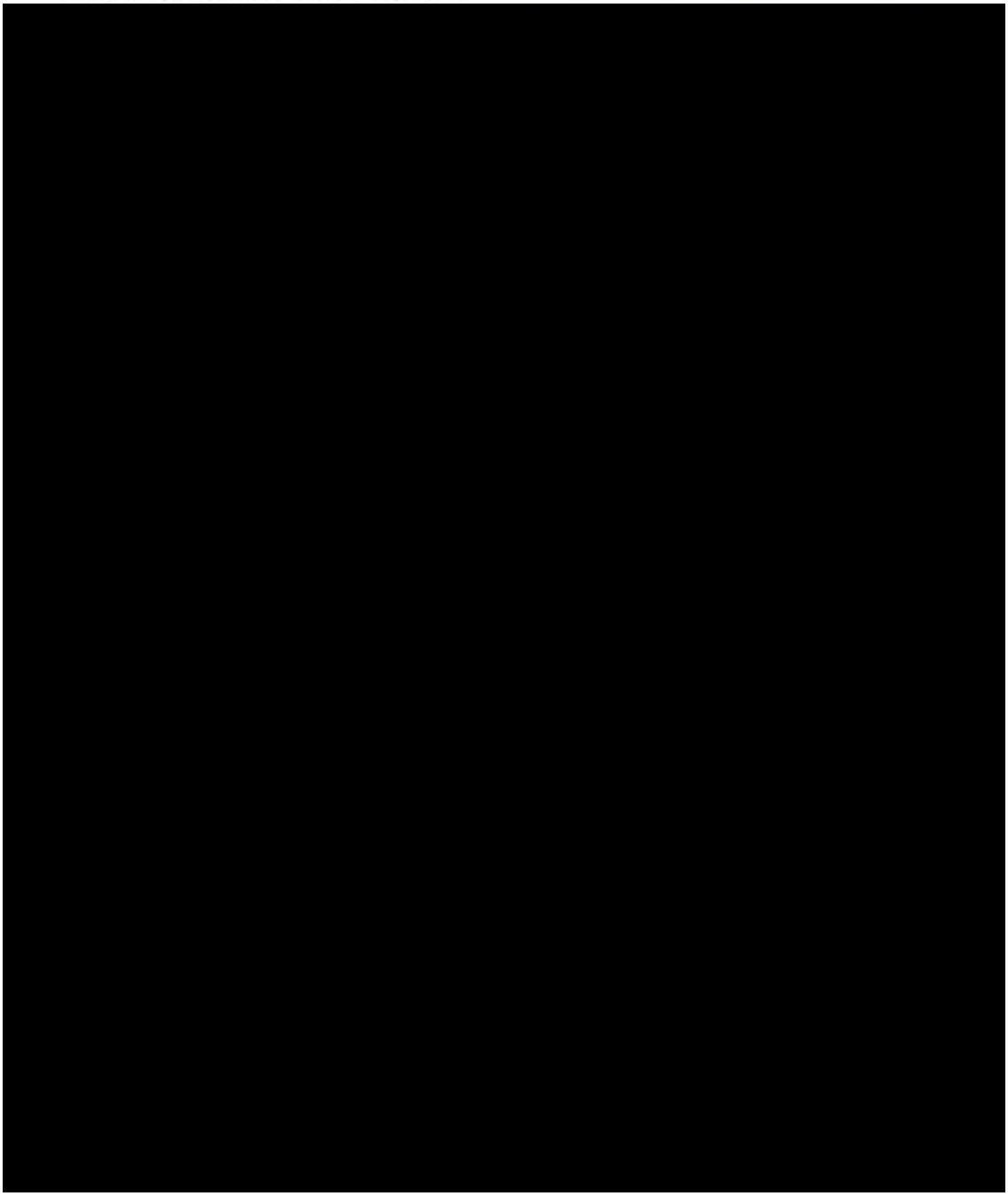
Success Academy Charter Schools is applying to open new free high quality public charter schools in the Bronx, Queens, and Staten Island. We value your input.

Visit http://successacademies.org/newschools for more information.



Response 04(d) – Outreach Evidence E1 - E5

Success Academy Charter School Takes Shape At 586 River Avenue In The Bronx

The new Success Academy at 586 River Avenue (101 East 150th Street)

BY: SEBASTIAN MORRIS 7:30 AM ON OCTOBER 14, 2023

Excavation is now underway at 586 River Avenue, the site of a new Success Academy Charter School in the Concourse section of The Bronx. The six-story school will be minutes

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from Yankee Stadium and comprise around 300,000 square feet.

The development site is alternatively addressed as 101 East 150th Street.

The ground floor of the building will have classrooms, lecture halls, and a gymnasium. On the upper levels, there will be two separate cafeterias, multiple classroom floors, a conference room, a gymnasium, several outdoor terraces, a dance studio, and a nurse's room.

When in full operation, the facility will serve 2,400 children in kindergarten through 12th grade. Success Academy currently operates eight schools in The Bronx and a total of 47 schools in New York City.

Construction site for the new Success Academy at 586 River Avenue (101 East 150th Street)

Success Academy purchased the property in 2022 for $105 million from MADDD Equities. Prior to demolition and rezoning for academic use, a two-story self-storage business occupied the assemblage.

The academy is expected to open in time for the 2025-2026 academic year.

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YIMBY's 2023 Construction Report Reveals 60 Percent Rise in Filings Over Previous Year

JANUARY 30, 2023

OPINION EDITORIAL

Success Academy's AP exam numbers prove it: Charter schools are where kids thrive

By Post Editorial Board

Published Jan. 12, 2024, 10:15 a.m. ET

Success CEO Eva Moskowitz notes that prepping for and taking AP exams is huge for kids from underprivileged backgrounds, giving them a genuine taste of college-level work.Paul Martinka

More proof that charters are running circles around their city-run counterparts: So many Success Academy students are taking Advanced Placement exams this year that the network is renting space at the Javits Center to accommodate them all.

A whopping 1,317 Success scholars will sit for the exams this year, up from 1,000 last year. (And it's sure to be yet more next year, as the network's high schools are still expanding.)

Some kids will sit for as many as five of the 17 offered AP exams.

As Success CEO Eva Moskowitz notes, prepping for and taking AP exams is huge for kids from underprivileged backgrounds, giving them a genuine taste of college-level work before they're actually off on their own in college.

All high school students at Success take at least one Advanced Placement class, and 80% of them pass at least one exam.

In contrast, only about 51% of city traditional public school students who took an AP exam in 2022 passed — and that includes all the whizzes at Stuyvesant, Brooklyn Tech and Bronx Science, along with other selective high schools, which means the rate for regular high schools is wretched.

Success CEO Eva Moskowitz notes that prepping for and taking AP exams is huge for kids from underprivileged backgrounds, giving them a genuine taste of college-level work.

Paul Martinka

As state officials keep lowering standards and weakening graduation requirements for regular public schools (and doing their best to hide the evidence of failure), charter public schools like Success are bursting with more high-achieving students than they have space for.

It's a shining glimpse of what's possible when people actually committed to educating kids (not to kowtowing to teachers' unions) are in charge of a school system. And Success is now a system in its own right, operating 53 schools and educating 20,000 kids despite the establishment's hostility to charters and the state's cap on charter schools.

Data released last month show the stark reality: Kids who attend charter schools are thriving while their underserved peers in city-run schools wither, as the charter kids scored seven points higher on the English proficiency exam and 13 points higher on the math exam for grades 3-8.

If you want brighter futures for New York's kids, the solution is clear: more charter schools.

--
Mark Broadhurst He/Him/His
Chief Communications & Public Affairs Officer
Success Academy Charter Schools

NEW YORK POST

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By Thomas Barrabi

Published April 25, 2023
Updated April 25, 2023, 2:17 p.m. ET

Billionaire Citadel boss Ken Griffin is donating $25 million that will help fund a planned expansion of the Success Academy's charter-school network in New York City.

The $25 million gift – the latest in a series of education-focused donations by Griffin – will aid Success Academy's goal of increasing its enrollment to 30,000 within the next five years, the operator said on Tuesday. That would make a 50% increase from its current capacity of 20,000 students.

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"I am thrilled to support Success Academy's work to expand access to high-quality education for thousands of students across New York City," Griffin said in a statement. "I passionately believe that a good education is the on-ramp to the American Dream."

The Success Academy is New York City's largest charter-school network – operating a total of 49 elementary, middle and high schools. Of its current 20,000 students, 95% are children of color who were admitted to the program through a lottery system, according to a release.

Griffin, 54, is one of the world's richest individuals, with a personal net worth of $35 billion, according to the Bloomberg Billionaires Index. Earlier this month, Griffin contributed a whopping $300 million to his alma mater Harvard University and $20 million to Miami Dade College in Florida.

Ken Griffin donated $25 million to help fund an expansion.
TNS

“So many poor children are left out of the American Dream because they are assigned to a failing school. We share Ken’s vision of the future for our nation, where every child, regardless of their circumstances, has access to a great school.”

Griffin moved Citadel’s headquarters to Miami from Chicago last year. The investment firm also plans to build a “new 1.7 million square-foot trophy office tower” in Midtown that would replace adjacent buildings at 350 Park Avenue, 40 East 52nd Street and 39 East 51st Street, as The Post previously reported.

Griffin previously donated $10 million to Success Academy in 2014 – money that was used to open three new public middle schools.

Success Academy says 100% of its high school seniors have been accepted to four-year colleges and universities for this sixth straight year.

As The Post has reported, Success Academy and other charter schools have faced pushback from local critics, including the United Federation of Teachers, which has sought to block the opening of new locations.

FILED UNDER BILLIONAIRES, EDUCATION, KEN GRIFFIN, SCHOOL, SUCCESS ACADEMY, 4/25/23

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METRO EXCLUSIVE

Bloomberg invests $200M in NYC’s high-profile charter school networks

By Cayla Bamberger

Published April 25, 2022
Updated April 25, 2022, 4:40 p.m. ET

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Gov. Hochul, Mayor Adams and the fall of New York

Former New York City Mayor Michael Bloomberg announced Monday he's donating a whopping $100 million each to two high-profile charter networks: Harlem Children's Zone and Success Academy.

The massive investment — billed as a means to help close the achievement gap and meet demand for school choice seats — is part of a larger $750 million nationwide push Bloomberg has made for charter schools following the COVID-19 pandemic.

"One foundation can't take care of everybody. But we can act as an example to show that you can really do it," Bloomberg told The Post during a visit to the Harlem Children's Zone Promise Academy, where he announced the donation.

"I don't know that 30 years from now, when they don't have the kind of life that we'd want for them you can explain to them what happened and why we were asleep at the switch," he added of current students. "We're trying to do something about it."

Priorities include school facility improvements, teacher recruitment and retention, learning loss and mental health services and college and career readiness programs.

Bloomberg Philanthropies has donated $35 million to Harlem Children's Zone for general operating support, and added $65 million on Monday for new plans — including upgraded buildings and classroom space, and additional remedial teaching and health services.

The donations are part of a Bloomberg Philanthropies $750 million initiative to grow charters schools in cities across the country.

Matthew McDermott

“We should lean in, whether it’s in traditional public school or in charter schools,” said Geoffrey Canada, founder and president of Harlem Children’s Zone. “But we got to do something about education, because the country’s future — certainly the future of black and brown poor children in this country — are on the line right now.”

Some of the cash infusion will also go toward a college scholarship fund for students pursuing four-year college degrees, as well as internship and career readiness programs. Other funding has been earmarked for retaining teachers through professional development, loan forgiveness and other incentives.

That’s an investment Kwame Owusu-Kesse, CEO of the network, said will trickle down to students: “There’s no more important person that you can put in front of a young person than their teacher,” he said.

Matthew McDermott

Owusu-Kesse pointed to the many things schools can do “with resources as an excuse being taken off of the table,” from leveraging technology to investing in social workers.

“In many ways, we view ourselves as R&D [research and development] for the field or an innovation lab for the country,” he said. “Getting it right for our young people here in Harlem is getting it right for under-resourced communities all across this nation.”

At Success Academy, the $100 million gift — the largest in its history — is expected to support constructing a new campus in the South Bronx that could educate 2,400 students from all grades in one building. The plan is pending city approval.

“We are adding seat capacity, adding the number of students. Our demand is off the charts,” Eva Moskowitz, the founder and CEO of Success Academy, told The Post, predicting enrollment could grow by a third over the next five or six years.

Geoffrey Canada, founder and president of Harlem Children's Zone, said the funding will "address the mounting challenges faced by our children in Harlem."

Matthew McDermott

Moskowitz described the investment as "taking a stand" and "really sending a powerful message about K-12 and education reform."

Critics of the privately operated but taxpayer-funded charter schools say the model redirects public dollars and building space to a limited share of students — and, in certain cases, take issue with the"no excuses"approach of high achievement and strict behavioral codes some have implemented in their classrooms.

But the folks at Bloomberg Philanthropies said their investment will help all students succeed following the pandemic.

Some of the donation money will go to a college scholarship fund as well as career and internship programs.
Matthew McDermott

“Anything we can do to make these schools better, to improve educational outcomes for these kids, helps every kid in every school,” said Howard Wolfson, the education program lead at Bloomberg Philanthropies. “We see it as a sector-wide investment that will benefit the whole city.”

The gifts are part of a national multi-year, $750 million Bloomberg initiative to grow charter schools in 20 cities with 150,000 additional seats.

The billionaire philanthropist told The Post he’s starting by contributing to the New York schools that he “knows the best.”

Howard Wolfson, the education program lead at Bloomberg Philanthropies said the donation will help benefit the whole city.

Matthew McDermott

“Harlem Children’s Zone and Success Academy have both shown what’s possible when we put students first, set high expectations and hold everyone accountable for results,” he said in a statement.

“This is the beginning of a five-year plan to significantly invest in charters,” Wolfson said. “This is a floor not a ceiling for our efforts in New York City.”

Bloomberg recently spearheaded “Summer Boost NYC,” a $50-million investment for city charter schools summer programs from the private and philanthropic sectors.

Wolfson said Bloomberg Philanthropies has been working with and talking to several newer schools he noted were also deserving of support. He pointed to last week’s announcement of funding for summer programs in all charter schools as sending “a signal” that there are many “outstanding” options.

FILED UNDER CHARTER SCHOOLS, DONATIONS, EDUCATION, EXCLUSIVE, MICHAEL BLOOMBERG, SUCCESS ACADEMY, 4/25/22

https://www.qchron.com/editions/queenswide/success-cuts-ribbon-on-ozone-park-school/article_679a54a2-19ff-5818-a405-c413431f29dd.html

Success cuts ribbon on Ozone Park school

Oct 7, 2021

COURTESY PHOTO

U.S. Rep. Gregory Meeks (D-Queens, Nassau) joined students, parents and staff on Oct. 4 at a ribbon cutting to celebrate the opening of the new Success Academy Ozone Park Middle School.

The school, which opened in August and serves 250 Success Academy Queens fifth- and sixth-graders, was provided by the city in late May, after years of advocacy by SA parents and educators and support by elected officials.

Representatives of state Sen. James Sanders Jr. (D-South Ozone Park), Assemblymember Khaleel Anderson (D-South Ozone Park) and City Council Member Adrienne Adams (D-Jamaica) also joined the event. The former Our Lady's Catholic Academy is located at 109-55 128 St.

"It takes a team to make sure you are educated in a facility that is also conducive for that learning," Meeks said. "It also shows young people that you care. You care about their education. You care about their environment. When they grow up knowing that adults care about who they are and where they are, and how they learn and what they do — it's something that is transformative."

The building has a renovated gymnasium/auditorium and cafeteria, along with pristine classrooms, science labs, art studios, offices and restrooms.

"This event — and this school — are a testimony to the power of advocacy. Our parents made their voices heard, demanding the right to choose a high-quality public school for their children," Success Academy founder Eva Moskowitz said.

- Michael Gannon

QueensChronicle.com

Response 04(d) – Outreach Evidence F1 - F3

NYPD AUGUST CRIME STATISTICS | BRONX PRECINCTS

Below are this week's crime statistics for precincts covering your area. The statistics are provided through the NYPD's CompStat program, which tracks crimes across the five boroughs.

Year	Murder	Rape	Robbery	Felony Assault	Burglary	Grand Larceny	G. Larceny Auto
40th PRECINCT							
2022	9	21	385	555	228	486	215
2023	6	31	419	643	201	465	235
Percent change	-33.3%	+47.6%	+8.8%	+15.9%	-11.8%	-4.3%	+9.3%
41st PRECINCT							
2022	3	18	194	364	102	279	144
2023	6	20	207	415	116	288	211
Percent change	+100%	+11.1%	+6.7%	+14.0%	+13.7%	+3.2%	+46.5%
42nd PRECINCT							
2022	5	29	287	434	224	330	196
2023	9	23	280	467	131	322	306
Percent change	+80%	-20.7%	-2.4%	+7.6%	-41.5%	-2.4%	+56.1%
43rd PRECINCT							
2022	6	31	478	528	198	671	342
2023	9	29	369	566	228	614	442
Percent change	+50%	-6.5%	-22.8%	+7.2%	+15.2%	-8.5%	+29.2%
44th PRECINCT							
2022	18	26	462	682	273	627	328
2023	12	29	375	749	331	515	271
Percent change	-33.3%	+11.5%	-18.8%	+8.2%	+21.2%	-17.9%	+21%
45th PRECINCT							
2022	3	11	129	176	68	349	184
2023	3	10	135	202	91	439	360
Percent change	0.0%	-9.1%	+4.7%	+14.8%	+33.8%	+25.8%	+95.6 %

Year	Murder	Rape	Robbery	Felony Assault	Burglary	Grand Larceny	G. Larceny Auto
46th PRECINCT							
2022	9	19	256	488	140	393	145
2023	7	15	219	503	108	357	187
Percent change	-22.2%	-21.1%	-14.5%	+3.1%	-22.9%	-9.2%	+29%
47th PRECINCT							
2022	11	37	298	498	193	492	300
2023	10	30	308	544	187	494	423
Percent change	-9.1%	-18.9%	+3.4%	+9.2%	-3.1%	+0.4%	+41%
48th PRECINCT							
2022	12	21	295	417	167	299	191
2023	12	22	264	450	160	324	226
Percent change	0.0%	+4.8%	-11.7%	+7.9%	-4.2%	+8.4%	+18.3%
49th PRECINCT							
2022	5	11	164	219	91	400	231
2023	4	18	183	265	157	421	350
Percent change	-20%	+63.6%	+11.6%	+21%	72.5%	+5.3%	+51.5%
50th PRECINCT							
2022	2	13	131	144	92	450	177
2023	3	6	107	143	98	437	221
Percent change	+50%	-53.8%	-18.3%	-0.7%	+6.5%	-2.9%	+24.9%
52nd PRECINCT							
2022	12	28	275	405	134	436	173
2023	5	23	300	443	154	482	227
Percent change	-58.3%	-17.9%	+9.1%	+9.4%	+14.9%	+10.6%	+31.2%

SUCCESS ACADEMY CHARTER SCHOOLS—NYC is applying to open new free high quality public charter schools in the Bronx. We're proud that 100% of our high school graduates were accepted to competitive four year colleges.

[redacted]

WHEN
Within two years of approval

WHERE
Community School Districts 10 and 11

GRADES
Commencing with Kindergarten and 1st grade and growing to serve preK-12th grade.

To learn more about Success Academy's proposed new schools, please visit:
http://successacademies.org/newschools

We encourage your input:
NewSchools@SuccessAcademies.org

SUCCESS ACADEMY

C M BTS page 6 Y K

QUEENS CHRONICLE, Thursday, August 31, 2023 Page 6

Charters take pride in personalization

by Kristen Guglielmo
Associate Editor

While traditional, district public schools remain the default choice for most New York City parents, charter schools can be a viable option to optimize a child's education, according to their administrators and supporters. Queens is home to 27 charter schools serving nearly 15,000 students, according to the New York City Charter Schools Center website.

Free to attend, the schools are described by the New York Charters Schools Association as "public schools that offer personalized learning experiences for students, no matter their needs, circumstances and learning styles." According to the city Department of Education, charters give enrollment preferences to returning students, siblings of enrolled students and students in the same community school district. If the number of students who apply to a charter school is more than the number of available seats, schools will use a random selection process, such as a lottery.

Anna Hall, the CEO of the Northeast Charter Schools Network, which includes the New York Charter Schools Association, spoke to the Chronicle about parents making the choice between charters and other schools.

"I think the most important thing is that parents have the ability and the opportunity to access whatever type of school is best for their child, and I don't necessarily think that's always a charter school," Hall said.

"It's about the opportunity for every parent to make a decision about their child's unique needs. Parents are the experts on their children. Charter schools offer the opportunity for different programs and models to provide additional choices and opportunities for parents," she added. "Choosing where your child goes to school is one of the most important things a parent can do."

A representative from Success Academy, a network of charter schools around NYC with multiple Queens locations, shared a statement on behalf of the organization: "Success Academy is a great choice for parents looking for strong academic outcomes, unique arts and athletic opportunities and robust communication between teachers and families. It's a K-12 experience that guarantees placement in high-quality middle and high schools, where 100 percent of graduates to date have been accepted to four-year colleges."

The statement continued, "According to a recent report from Stanford University's CREDO, Success Academy leads the city and nation in learning, delivering the equivalent of more than 100 extra days of learning in reading and 200+ days in math."

The institution stated that the majority of Success Academy scholars are children of color from low-income households in disadvantaged neighborhoods, admitted through a random public lottery.

Last summer, Success Academy shared that its Queens eighth-graders did exceptionally well on Regents exams. According to a representative of the school, 100 percent of students passed the Algebra Regents by the state's standard of 65 percent, and 86.3 percent passed by the school's standard of 80 percent.

Charter schools often receive heat from some parents and educators. Critics say the schools' higher-than-average test scores may be the result of their denying entry to students based on academics, or expelling those who average lower on exams or have behavioral issues.

"In our experience, most families prefer calm, orderly classrooms over disruptive, chaotic ones," a representative from Success Academy said. "We take the safety of our students and staff seriously, and while we are strict, we have expelled only two students during the 18 years since we opened our first school."

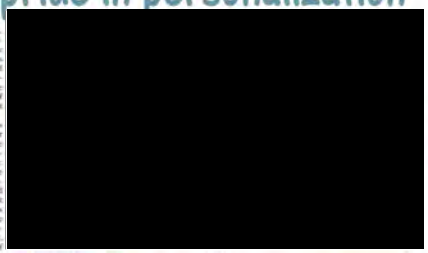
Hall also spoke to the criticism, saying, "I think people often think that charter folks are opposed to traditional district schools. And in my experience, that's not the case. We're not anti-district, we're pro-parents and pro-child. ... It's always important for parents to be as involved as they possibly can be and understand what goes on in their child's school, whether it's a district school or a charter school, and to really work in partnership with the school to ultimately support their child, regardless of where they go."

Asked whether charter schools are a viable option for the influx of migrant children arriving in the city, Hall responded, "Oh, definitely. There are a lot of charter schools that have really specifically extended themselves and their school community to migrants. I think what's often the case with charter schools is that they're actually incredibly interested in reaching those communities."

She continued, "But the infrastructure that gets set up around transition planning and housing typically excludes charters. In many cases, oftentimes charters have to really sort of go above and beyond to make sure that newcomers to a community are actually aware of charters because they are relatively unique. But there are a lot of charters in New York City that have really purposefully thought to serve migrants."

One parent, Dianne Jenkins of Rosedale, told the Chronicle, "I never considered a charter before until I kept hearing people talk about how good they can be. My oldest graduated from a public school, but I'm considering a charter school for my youngest when he's ready for middle school."

Asked which schools she is considering, Jenkins said, "Whichever seems the best when it comes time to enroll. Actually, no, he'll go wherever he can get on the lottery list." ■



Queens is home to a number of charter schools, including Forte Preparatory Academy in Elmhurst, seen above. Charters pride themselves on personalized learning experiences for children. Is it time to consider a charter school instead of a traditional district public school?
PHOTOS COURTESY FORTE PREPARATORY ACADEMY VIA AMY MOSLEDY

SUCCESS ACADEMY CHARTER SCHOOLS—NYC is applying to open new free high quality public charter schools in Queens. We're proud that 100% of our high school graduates were accepted to competitive four year colleges.

WHEN
Within two years of approval

WHERE
Community School Districts 24, 25, 26, and 28

GRADES
Commencing with Kindergarten and 1st grade and growing to serve preK-12th grade.

To learn more about Success Academy's proposed new schools, please visit: http://successacademies.org/newschools

We encourage your input: NewSchools@SuccessAcademies.org

SUCCESS ACADEMY

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MORE NEWS

LIVE OAK, FLA.

Biden surveys hurricane's toll from the sky and ground in Florida

Notably absent from his schedule was any time with Gov. Ron DeSantis, a Republican presidential candidate who suggested a meeting could hinder disaster response efforts.

President Joe Biden stands with first lady Jill Biden, left, Rep. Rick Scott, R-Fla., second from right, and Federal Emergency Management Agency administrator Deanne Criswell, right, during a briefing at Suwannee Pineview Elementary School on Saturday in Live Oak, Fla. *Will Weissert, Associated Press*

Will Weissert *Associated Press*

President Joe Biden got a look Saturda from the sky at Hurricane Idalia's impac across a swath of Florida before setting ou on a walking tour of a city recovering from the storm.

The mayor of Live Oak, which is about 80 miles east of Tallahassee, the capital, thanked the president and first lady Jill Biden for coming to their community and "showing us that we're important to you."

"Everybody thinks Florida is rich, but this is not one of the richest counties in the state and there are people who are suffering," said Frank Davis, who was grateful that he knew of no loss of life or serious injury.

At Suwannee Pineview Elementary School, local officials offered praise for early disaster declarations by the White House and the quick flow of federal aid. "What the federal government is doing ... is a big deal," said Sen. Rick Scott, R-Fla.

Helping Floridians and their communities get back on their feet was the emphasis at the briefing on response and recovery efforts, with the political dust-up — Why wasn't the governor of a hurricane-affected state meeting with a president who came to survey the damage — seemingly not a concern for residents and officials.

The Bidens were setting out on a walking tour after the briefing.

"Our teams worked collectively to find this area. This was a mutually agreed upon area because of the limited impact," Deanne Criswell, the head of the Federal Emergency Management Agency, told reporters as the president flew from Washington. She said her teams "have heard no concerns over any impact to the communities that we're going to visit today."

On Friday, hours after Biden said he would be meeting with GOP Florida Gov. Ron DeSantis, the governor's office issued a statement saying there were no plans for such a get-together.

"In these rural communities, and so soon after impact, the security preparations alone that would go into setting up such a meeting would shut down ongoing recovery efforts," DeSantis spokesman Jeremy Redfern said in a statement.

DeSantis' office said his public schedule Saturday included stops in Keaton Beach, about 60 miles southwest of Live Oak, and Horseshoe Beach, about 75 miles away, with the last event beginning at 1:45 p.m.

Criswell said aboard the flight that power is being restored and the road are all open in the area where Biden was going. "Access is not being hindered," she said, adding that her team had been in "close coordination" with the governor's staff.

FLORIDA'S 'BIG BEND' REGION SUFFERED THE MOST DAMAGE

Idalia made landfall Wednesday morning along Florida's sparsely populated Big Bend region as a Category 3 storm, causing widespread flooding and damage before moving north to drench Georgia and the Carolinas.

As Biden left Washington on Saturday morning, he was asked by reporters what happened with that meeting. "I don't know. He's not going to be there," the president said. He later said the federal government would "take care of Florida."

The political disconnect between both sides is a break from the recent past, since Biden and DeSantis met when the president toured Florida after Hurricane Ian hit the state last year, and following the Surfside condo collapse in Miami Beach in summer 2021.

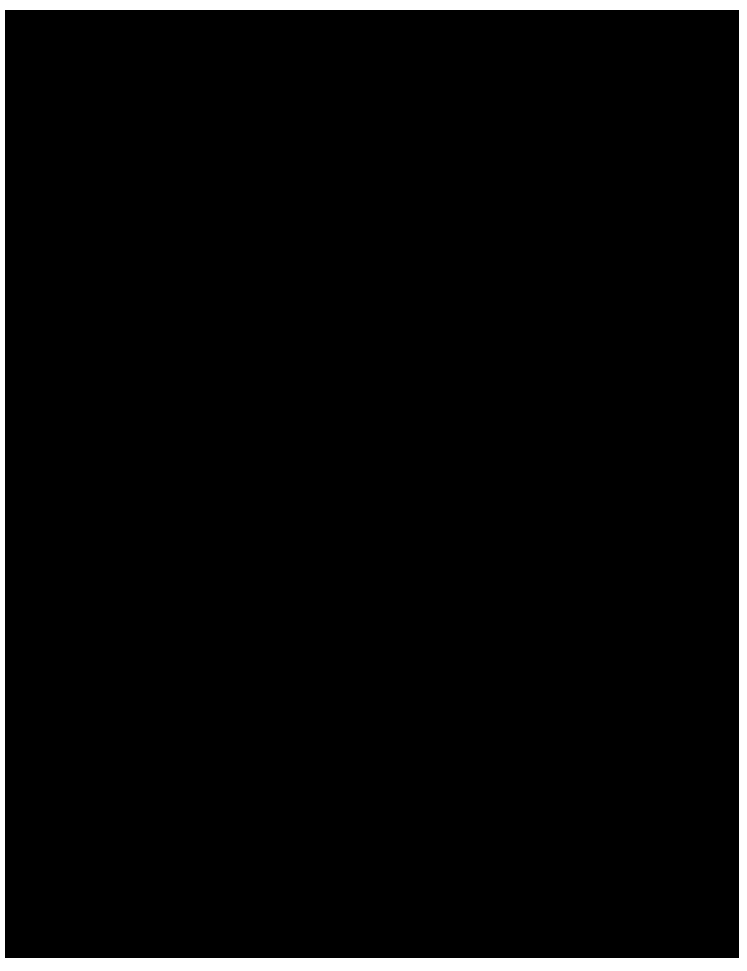
But DeSantis is now running to unseat Biden, and he only left the Republican presidential primary trail with Idalia barreling toward his state.

Putting aside political rivalries following natural disasters can be tricky, meanwhile.

Another 2024 presidential candidate, former Republican New Jersey Gov. Chris Christie, has long been widely criticized in GOP circles for embracing then-President Barack Obama during a tour of damage 2012's Hurricane Sandy did to his state. Christie was even asked about the incident last month, during the first Republican presidential debate.

Both Biden and DeSantis at first suggested that helping storm victims would outweigh partisan differences. But the governor began suggesting that a presidential trip would complicate response logistics as the week wore on.

SUCCESS ACADEMY CHARTER SCHOOLS—NYC is applying to open new free high quality public charter schools on Staten Island. We're proud that 100% of our high school graduates were accepted to competitive four year colleges.



WHEN
Within two years of approval

WHERE
Community School District 31

GRADES
Commencing with Kindergarten and 1st grade and growing to serve preK-12th grade.

To learn more about Success Academy's proposed new schools, please visit: http://successacademies.org/newschools

We encourage your input: NewSchools@SuccessAcademies.org

SUCCESS ACADEMY

10722971-01

Response 04(d) – Outreach Evidence G1 - G9

Information Session!

SUCCESS ACADEMY CHARTER SCHOOLS

Success Academy Charter Schools – NYC!
is applying to open a new public charter school
in Community School District 10, 11!

!

To learn more, come to the !

INFORMATION SESSION

!

When:	**Friday, December 15 at 5:00pm**
Where:	268 E 207th Street, Bronx, NY 10467

!

!

You can also visit !
www.SuccessAcademies.org/NewSchools!

!

!

We welcome your comments: !
NewSchools@successacademies.org!

SUCCESS ACADEMY CHARTER SCHOOLS

Title: Public Information Session for Success Academy Charter School

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- We foster a love of learning, build life skills and confidence, and secure exceptional careers.
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Educational Approach:

- We nurture kids' natural curiosity to help them become excited about learning. Teachers foster students' intrinsic motivation, independent thinking, and problem-solving skills. Students explore texts, math problems, science experiments, chess strategies, and works of art.
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real world. These trips broaden knowledge, understanding, and thinking across disciplines.

Guaranteed Admission and College Readiness:

- Once admitted to Success Academy, students are guaranteed a seat through 12th grade. Our continually evolving K-12 curriculum prepares students to graduate from four-year colleges or universities. To date, 100% of graduating seniors have gained admission to college, including selective and highly selective schools.

About the New Success Academy:

- If approved, the New Success Academy would open by or around August 2026 with Kindergarten and 1st grade, and add one grade each year until they serve Pre-Kindergarten/Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students.

Community Engagement and Feedback:

- We welcome your comments, which may be made via email to NewSchools@successacademies.org or via voicemail at 646-547-1686, and be sure to specify the school your message concerns. We want to serve your great community, and we will endeavor to incorporate the community's input as we embark on this exciting mission.

Q&A Session:

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Closing Remarks:

- Thank the attendees again for their time and interest. We're committed to providing scholars in your district access to world-class schools. Please stay informed and engaged in the process.

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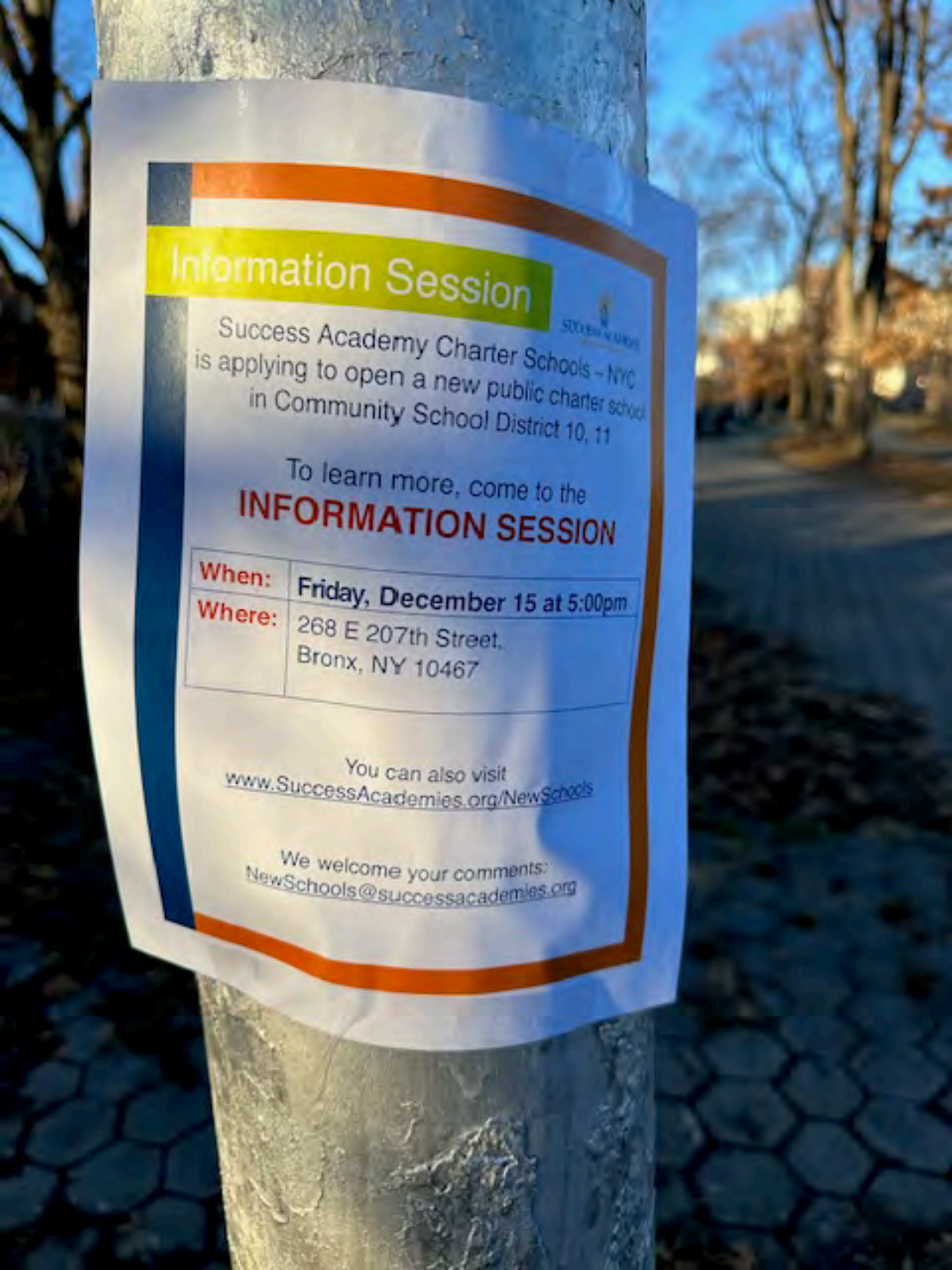
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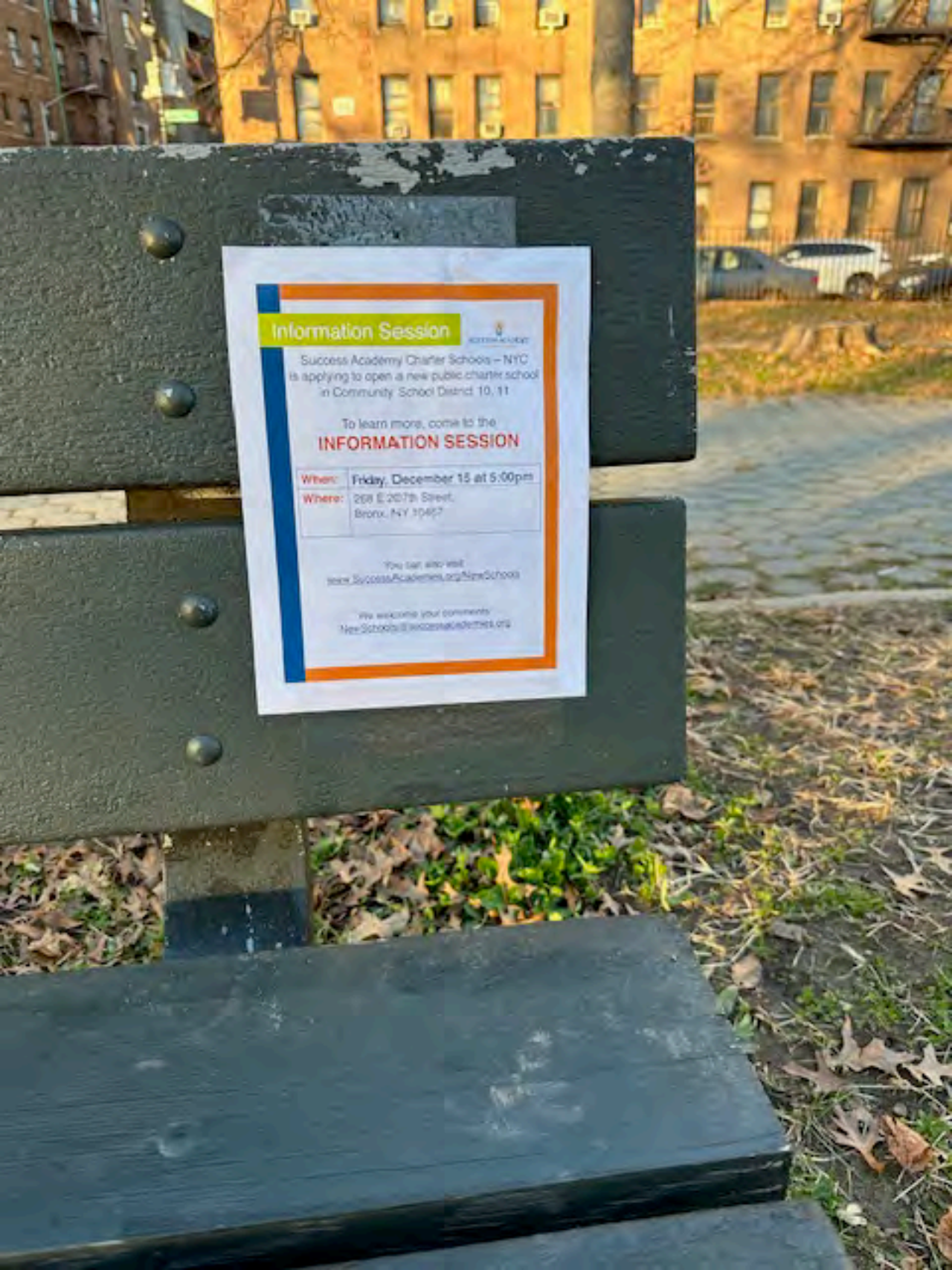
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FUN
SOCCER
CAMP
Information Session
INFORMATION SESSION
Friday, December 15 at 5:00pm

INFORMATION SESSION

Response 04(d) – Outreach Evidence H1 - H16

Information Session!

SUCCESS ACADEMY CHARTER SCHOOLS

Success Academy Charter Schools – NYC!
is applying to open a new public charter school
in Community School District 24, 25, 26, 28!

!

To learn more, come to the !

INFORMATION SESSION

!

When:	**Friday, December 8 at 5:00pm**
Where:	147-65 249th Street, Rosedale, NY 11422

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Information Session

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Learning Begins Here

Daily Activities. DOE certified

afterSchool Program

transportation services

Pediatric First aid / CPR certified

My goal is to provide a safe &
exciting learning environment

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SUCCESS ACADEMY CHARTER SCHOOLS

Success Academy Charter Schools Roundtable Sign-In Sheet

Date: December 8, 2024 **Location**: Queens covering CSDs: 24, 25, 26, 28 **Time**: 5:30 - 6:30 p.m. **SA Representative**: Michael Alkalah

	Name	Phone number	Email Address	Zip Code	School-Aged Child?	Would you like to receive updates and information about our school?
	Jane Smith	*212 - 123 - 4567*	*j.smith@yahoo.com*	*01234*	...	*Yes!*
1						
2						
3						
4						
5						
6						
7						
8						

SUCCESS ACADEMY CHARTER SCHOOLS

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	Name	Phone number	Email Address	Zip Code	School-Aged Child?	Would you like to receive updates and information about our school?
1	*Jane Smith*	*212 - 123 - 4567*	*j.smith@yahoo.com*	*01234*	☐	*Yes!*
2						
3						
4						
5						
6						
7						
8						

Volume = Amplitude
= Loud amplitude
= Quiet amplitude
OR
Tall amplitude = LOUD
Short amplitude = quiet
Pitch = Wavelength
= Less wavelength
= More wavelength
OR
Less wavelength = Low pitch
More wavelength = High pitch
a b c d e f g h i j k l m n o p

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Response 04(d) – Outreach Evidence I1 - I3

Information Session!

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To learn more, come to the !

INFORMATION SESSION

!

When:	**November, 30th! at 5:00pm**
Where:	2940 Richmond Terrace, 2, Staten Island, NY 10303

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We welcome your comments: !
NewSchools@successacademies.org!

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Closing Remarks:

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Response 04(d) – Outreach Evidence J1 - J3

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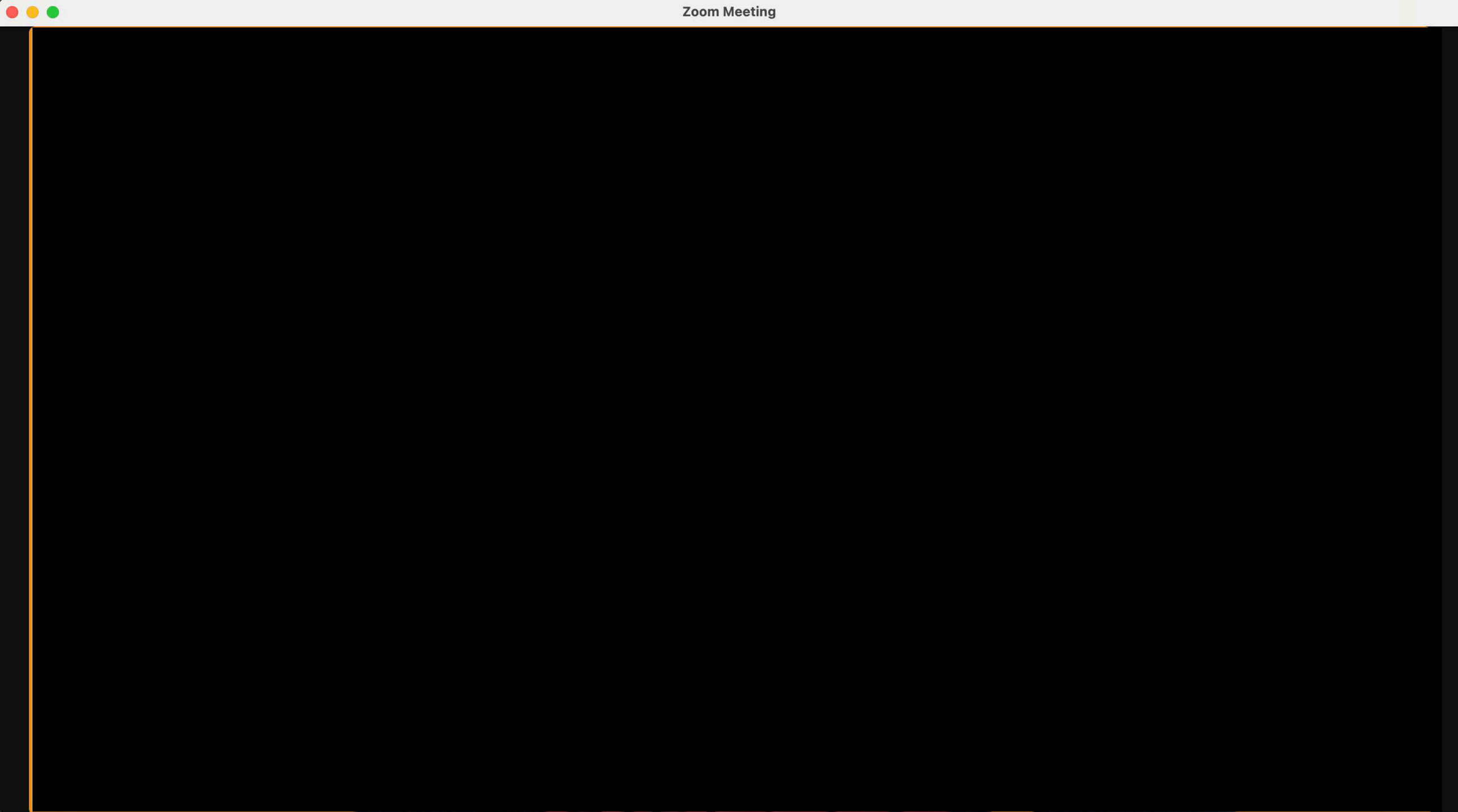
Zoom Meeting

New Schools

CONTINUE

Proposed New Schools

Success Academy Charter Schools – NYC (SA) is applying to the Trustees of the State University of New York to open free high quality public charter schools in the Bronx, Queens, and Staten Island ("New Success Academies").

Mission

We foster a love of learning while creating opportunities for children to become critical and creative thinkers, build life skills and confidence, pursue passions, and secure exceptional careers. Our dual mission is to build world-class K-12 public schools in NYC while advocating to change policies that prevent children from accessing excellent educational experiences.

Target Population

level, irrespective of socioeconomic, racial, ethnic, and/or other status. We deeply believe that economically and racially integrated school settings provide important benefits to both students and the community. Students from low-income families benefit academically from attending mixed-income schools, and the establishment of high-quality mixed-income schools raises the bar generally for lagging middle-class schools. It is a core principle at Success Academy that every child should have access to a high quality public school option. Find your CSD here.

Grades and Enrollment

If approved, the New Success Academies would open by or around August 2026 with Kindergarten and 1st grade, and add one grade each year until they serve Pre-Kindergarten/Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students.

Academic Program

As the highest performing free public charter school network in New York City, we pride ourselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

We nurture kids' natural curiosity to help them become excited about learning. Teachers limit direct instruction, instead fostering students' independent thinking and problem solving. Students explore texts, math problems, science experiments, chess strategies, and works of art.

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welcoming.

Once admitted to Success Academy, students say goodbye to applications until they graduate from high school. Our continually evolving K-12 curriculum prepares students to graduate from four-year colleges or universities. To date, 100% of graduating seniors have gained admission to college, including at top schools.

Proposed Schools

In support of its application, Success Academy is seeking community input in the following districts and boroughs:

- Bronx – CSDs 10, 11
- Queens – CSDs 24, 25, 26, 28
- Staten Island – CSD 31

Planned Information Session – Open to the Public!

Upcoming Sessions

To Be Announced

Past Sessions

- **Staten Island:** Thursday, November 30th at 2940 Richmond Terrace, 2, Staten Island, NY, 10303 at 5:00 p.m.
- **Rosedale:** Friday, December 8th at 147-65 249th Street, Rosedale, NY, 11422 at 5:00 p.m.
- **The Bronx:** Friday, December 15th at 268 East 207th, Bronx, NY, 10467 at 5:00 p.m.
- **Virtual:** Friday, December 22nd at 5:00 p.m. on Zoom.

Comments

We welcome your comments. Please email NewSchools@SuccessAcademies.org or use the form below to submit your comments and be sure to include the CSD, if any, to which your comment refers. To leave a voicemail with your comments, please call (646) 547-1686, and be sure to specify the school your message concerns. We want to serve your great community, and we will endeavor to incorporate the community's input as we embark on this exciting mission. We look forward to working with you and becoming an integral part of

Name

Phone

Email

Community School District

CSD 10

Comments

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Educator Portals

Vendor Resource

Other Resources

For Media Inquiries
Press@successacademies.org

Success Academies

The Robertson Center

SA Alumni Association

Success Academy Charter Schools®
Main Office: 95 Pine Street, Floor 6 New York, NY 10005 | Office: (646) 597-4641 | Fax: (646) 961-4739
SA is a nonprofit 501(c)3 organization. EIN: 20-5298861

R-04e - Evidence of Support

Cover Sheet

Evidence Artifact	Page #	Brief description
Response 04(e) - Support Evidence A1 - A21	Response 04abc-13	Twenty-one letters of support from community members writing in support of our application for additional charters.
Response 04(e) - Support Evidence B1 - B8	Response 04abc-13	Eight letters of support from elected officials representing each of the target boroughs (Queens, Bronx, and Staten Island).
Response 04(e) - Support Evidence C1 - C12	Response 04abc-13	Twelve emails of support from parents in target boroughs that emailed Success Academy's dedicated "New Schools" email address supporting our application.
Response 04(e) - Support Evidence D	Response 04abc-12	Quotes from a public hearing for the Charter Schools Program (CSP) Grants to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools.

Response 04(e) – Support Evidence A1 - A21

Dear SUNY Charter Schools Institute:

I am writing in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: FB89C0DF-E241-48CE-893A-FDB4137E9766

Dear SUNY Charter Schools Institute:

Due to my extensive background in restructuring, I was asked to spearhead the revitalization of an underperforming school. This hands-on experience unveiled the root causes of school failures and highlighted crucial factors for success. For each of our three children, I have consistently emphasized the significance of hard work and a quality education in their lives. My close familiarity with the Success Academy model reinforces my belief that we need more schools like it in New York City. I deeply understand the peace of mind that families have when they can entrust their scholar to a school that is committed to the success of its scholars. It is for this reason I am writing in support of Success Academy's charter school application.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: 3B769A0A-410F-4976-A62D-D7F55960663B

Dear SUNY Charter Schools Institute:

For the last decade I have lived and worked in New York City. For as long as I can remember I have been an avid chess player, student, and even coach. Though I am currently the Director of New Product Development at Amex Digital Labs I still spend many hours honing my skills and working with young people as a chess coach. It is in this role that I have gotten to know scholars of all ages, socio economic backgrounds, and importantly who attend a variety of schools. It is clear that the scholars who attend charter schools like Success Academy are better positioned to succeed. It for this reason I am writing in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

Dear SUNY Charter Schools Institute:

I am writing in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: FCE8ED50-EE86-4741-8617-63E532459413

Dear SUNY Charter Schools Institute:

As a lifelong educator familiar with Success Academy's ability to positively impact the lives of New York City scholars, I am writing in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: CF8D536E-7C88-46BF-A84E-FCCF01BF59AF

Dear SUNY Charter Schools Institute:

As a lifelong New Yorker, business owner with significant investments in this city, and a leader in my community, I have developed a sense of what works and what doesn't. As a member of the board of my community's Temple which provides early childhood education I appreciate how important the difficult task of educating the next generation of New Yorkers is; for these reasons and more, I write in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: 326C3E57-2129-435A-A890-EA7AD17DC39C

Dear SUNY Charter Schools Institute:

I have devoted my career to helping teachers leverage literature for students' benefit. As a professor at Columbia University Teachers College, author or co-editor of 5 books including The Literature Workshop: Teaching Texts and Their Reachers (Heinemann, 2003), I have developed a sense of what works. Having worked with Success Academy I believe their model works. It should be no surprise that I am writing in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

ÉCOLE Jeannine Manuel
International understanding through a bilingual education

Dear SUNY Charter Schools Institute:

I am writing in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City. They pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, discover natural talents, and develop resilience, all while building meaningful relationships with faculty and peers.

In addition to its remarkable achievements benefitting New York City children, Success Academy is becoming a model of public-private cooperation and a beacon of hope in France, where the public-school achievement gap between socio-economically disadvantaged and privileged students revealed by the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) outcomes is, unfortunately, the highest in Europe.

Success Academy's generous sharing of educational philosophy, teaching methods, and evidence-based outcomes has convinced the French Ministry of Education (12 million students and 860,000 teachers) to implement a highly visible pilot program in one of Paris' most disadvantaged neighborhoods, where over 85% of students are first- or second-generation Maghreb or Sub-Saharan immigrants.

The head of the French Ministry of Education's Inspectorate visited Success Academy schools last October 30, and the Minister himself is expected in January 2024. Resources are in place to open the first schools in September 2025, and we are immensely grateful to the Success Academy leadership for their generosity in sharing their methods and insights. We fully expect the French implementation to contribute to the already strongly positive image of New York City in Paris.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: A25B7B34-39F8-46C8-808A-43E8D8670C21

Dear SUNY Charter Schools Institute:

As a New Yorker and longtime public servant who has worked in the New York City Department of Environmental Protection, New York City Transit, and Con Edison, I have devoted my career to ensuring that New York City residents get the services they need. Now as a resident, and business owner, in Staten Island with school aged children, I am deeply concerned that scholars aren't getting the education they deserve. This is why I am writing in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: A23F3897-23C9-4D1A-9BF2-17087F402302

Dear SUNY Charter Schools Institute:

As a Harlem resident for nearly 15 years, I have developed a deep understanding of what the most vulnerable residents in New York City need and deserve. As the founder-owner of Danny Macaroons and Super Nice Coffee and Bakery which have operated in, and employed residents of, Harlem for over 10 years, I have invested countless hours becoming part of and serving my community in Harlem. Additionally, through my service as a board member of the Queens Museum of Art, I deepened my desire to provide access to fundamental tools of fulfillment for New York City residents. It is through these experiences that I write in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: 9FBE832E-B49E-46C4-87B7-A71CD524AD26

Dear SUNY Charter Schools Institute:

Through my continued support of the TEAK Fellowship since its founding, and many years of service on the boards of childhood education focused organizations, I write in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

Dear SUNY Charter Schools Institute:

I am writing in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: DCC1B177-4FFF-4808-BD1E-552F90C37653

Dear SUNY Charter Schools Institute:

As a lifelong educator, leader, including as the Director of Early Literacy at Success Academy, as a principal in New York City, and an adjunct professor at Touro College and business professional, I have developed a keen awareness of what effective school design looks like. It is with this experience that I write in support of Success Academy's excellent track record of academic achievement.

Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: 9E4C9280-6D5D-4C00-9BDD-7FEB98300D41

Dear SUNY Charter Schools Institute:

Drawing on my own background establishing a highly successful network of charter schools between 2004-2020, and via my service on the boards of many nationally renowned organizations devoted to childhood education, I am writing in support of Success Academy's charter school applications.

The Academy's work in driving academic and social mobility success for thousands of young people is well documented: they have a stellar track record of accomplishment. Their schools primarily serve low-income, students of color and are allowing children and families a tremendous opportunity for college and career readiness. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

I would be happy to share my Curriculum Vitae upon your request.

January 24, 2024

[redacted]

London
New York
Austin
Berlin

Dear SUNY Charter Schools Institute:

As someone who has supported Success Academy's initiatives for many years, I've become familiar with the great things they do for New York City. I write in strong support of their application.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels.

As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City. They pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

[redacted]

DocuSign Envelope ID: 6E96A1E0-66A0-453C-B2E3-C916D9483706

[redacted]

January 25, 2024

Dear SUNY Charter Schools Institute:

I am writing in support of Success Academies charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

Our company is the leading provider of high quality foodservice programs to charter schools throughout the country. We work with many prominent charter schools and charter school districts nationally. Success Academy is without doubt one of the leading charter districts in the country. They are highly successful, extremely well managed and respected.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

[redacted]

601 S. Lake Destiny Rd., Suite 405, Maitland, Florida 32751 | 407-740-7677 | Fax: 888-622-3050 | b.albertson@slamgmt.com | www.slamgmt.com

February 1, 2024

Dear SUNY Charter Schools Institute:

I am writing in support of Success Academies charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: D579B1BD-202F-4387-8756-D40E995C81BC

Dear SUNY Charter Schools Institute:

I attended university in New York City. Since then, I have founded four companies. I understand the value of hard work and education, and through my work partnering with Success Academy I have seen how they push their scholars and share those values. There just isn't enough access for New York City's scholars to attend great schools like Success Academy. It is for these reasons that I write in support of Success Academy's application for more charters.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: 29CEEFA4-5F55-4E9C-A32B-65CA7200857C

Dear SUNY Charter Schools Institute:

I am a professional violinist and I understand the value of hard work and discipline. As a resident New Yorker I know that Success Academy embodies those values and provides that tutelage to its scholars. At sixteen, I earned the Grand Prize of the Jaroslav Kocián International Competition for Young Violinists in then Czechoslovakia. After a studying with Prof. Pancho Vladigerov National Music Academy in Sofia, I was educated at The Juilliard School in New York. Throughout my career I earned a number of awards, including the First Prize of the Ducrest International Competition (USA), and the Special Prize of the Tibor Varga International Violin Competition (Switzerland). Having played in the hallowed halls of the London Philharmonic Orchestra, Carnegie Hall, 92nd Street Y, Kennedy Center in Washington, D.C., Chicago's Cultural Center, the Royal Carre Theatre in Amsterdam, the Barbican Centre in London, and China's Guangzhou Opera House, I know that every scholar supported with a good education can achieve great feats. It is for this reason that I am writing in support of Success Academy's charter school application.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

DocuSign Envelope ID: 8ED6A8DC-26D3-4CD9-85D2-906E8B60E804

Dear SUNY Charter Schools Institute:

As a technology executive and World Economic Forum Technology Pioneer, who is experienced in biotechnology, cleantech, B2B and B2C Internet, machine learning, deep learning, quantitative finance, and mining, I have a deep appreciation for the value of a STEM education. I am writing in support of Success Academy Charter School's application because they recognize the value too. I believe that there should be more opportunities for scholars to attend Success Academy Charter Schools.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

Dear SUNY Charter Schools Institute:

I am writing in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

Response 04(e) – Support Evidence B1 - B8

[redacted]

February 7, 2024

Kathryn Connell-Espinosa, Executive Director
SUNY Charter Schools Institute
H. Carl McCall SUNY building
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

I am writing in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City, and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration consistent with all of your rules and regulations.

Thank you for your attention given to this request.

[redacted]

[redacted]

Kathryn Connell-Espinosa, Executive Director
SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa:

I am writing in support of Success Academy's charter school applications. As you know, Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can thrive and grow to their full potential, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public school in service of New York City public school children, I strongly support their charter applications and request, within your rules and regulations, your careful and thorough consideration.

Again, thank you for your attention to this request. Please contact me at [redacted] if you have any further questions or concerns.

[redacted]

[redacted]

Tanya Lewis-Jones
Director of New Charters
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Dear Miss Lewis-Jones,

I write in regard to Success Academy's charter school application in the Bronx.

Success Academy currently operates over 50 high-performing public charter schools throughout New York City, serving over 20,000 students, many of whom represent traditionally underserved communities. My district is home to seven Success Academy Schools, delivering quality education and college preparation to more than 3,000 students.

I have been informed the demand for Success Academy Charter Schools has risen year after year: over 27,000 applicants entered a random lottery for 8,099 open seats in the 2023-2024 school year. The demand comes from Success Academy's track record of achievement. On the 2023 state exams, 92% of Success Academy scholars passed Math and 80% passed ELA. All Success Academy high school graduates were accepted to a four-year college. Most of these graduates are from underserved communities and many are the first in their families to attend college.

I have learned that Success Academy seeks to expand its capacity in serving more deserving kids in the Bronx. By creating more opportunities for a greater number of children, Success Academy can positively impact more families and communities while continuing to serve as a concrete example of great public schooling.

Thank you for your time and consideration. I trust that their application will receive full and fair consideration, consistent with SUNY guidelines.

[redacted]

[redacted]

SUNY Charter Schools Institute
H Carl McCall SUNY Building
Room 353, Broadway
Albany, NY 12246

Dear SUNY Charters School Institute,

I write in strong support of Success Academy's charter school application to open a new school on Staten Island.

Our kids deserve the best education and that's exactly what Success Academy has been able to deliver. Currently operating 53 high-performing public charter schools, Success Academy serves over 20,000 students throughout New York City with many from historically underserved communities. These schools are effectively reversing the achievement gap and are making a bright future possible for young people who might otherwise lack high-quality educational options.

The addition of a Success Academy school would meet the demand from students seeking to enhance their educational opportunities on Staten Island. Success Academy's extraordinary track record of high student performance and achievement is evidenced by the fact that, for the past six years, 100% of Success Academy's high school graduates have been accepted to a four-year college, with many being the first in their families to attend college. Additionally, the emphasis on academic excellence is reflected in their standardized test results. 92.1% of Success Academy students passed the 2023 New York State math exam, compared to 50% citywide, and 80.4% passed the English Language Arts (ELA) exam, compared to 52% citywide.

This application has my full support. Staten Island would greatly benefit from Success Academy opening its doors in our community, which is why I hope you will consider its charter school application.

[redacted]

PRINTED ON RECYCLED PAPER

[redacted]

[SENT VIA EMAIL]

February 2, 2024

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Subject: Recommendation letter for Success Academy

Dear SUNY Charter Schools Institute:

I am writing in support of Success Academy's charter school applications. Success Academy has an excellent track record of academic achievement.

Statistically, Success Academy schools primarily serve low-income, underserved students and help them reach educational excellence. Their students continue to test above the borough and citywide averages, ranking in the top 1% to 3% of all State elementary and middle schools. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City. Charter school enrollment continues to climb, serving 15% of all New York City students. Since 2006, Success Academy has been committed to creating an environment where kids can learn and grow, be challenged and excel, and discover natural talents, while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission, I support Success Academy's charter applications. Thank you for carefully considering their application and my request.

[redacted]

[redacted]

February 2, 2024

Lisa Long
Executive Director, Charter School Office

New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Ms. Long and SUNY Charter Schools Institute:

I am writing in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels.

As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

[redacted]

[redacted]

Dear SUNY Charter Schools Institute:

I am writing in support of Success Academy's charter school applications.

Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students and are helping them learn at extraordinary levels. As just one indication, 100% of all graduating seniors have gained admission to college, including selective and highly selective schools.

Success Academy currently operates 53 high-performing schools across New York City and they pride themselves on creating an environment where kids can stretch and grow, be challenged and excel, and discover natural talents and develop resilience, all while building meaningful relationships with faculty and peers.

To help Success Academy achieve its mission to build world-class K-12 public schools in service of New York City public school children, I support Success Academy's charter applications and request your careful consideration.

[redacted]

February 2, 2024

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear SUNY Charter Schools Institute:

I am pleased to write to you in support of the Success Academy Charter Schools application. As you know, education is a crucial aspect in our children's lives because it helps our future young leaders obtain the knowledge and skills needed to navigate the world, help their communities, become productive members of society and have a successful path in life. Success Academy has an excellent track record of academic achievement. Their schools primarily serve low-income, minority students who are learning at extraordinary levels due to the guidance of their teachers. A notable indication is their graduation rates, 100% of graduating seniors have gained admission to college, that of which includes selective and highly selective schools.

Success Academy has impacted the lives of many children who are learning to develop critical thinking and life skills to prepare them for the professional world. Success Academy has informed that its students have demonstrated high proficiency results compared to citywide ones: 92% passed Math compared to 50% citywide and 80% passed ELA compared to 52% citywide on the 2023 state exams. Representing the 53rd Assembly District that encompasses the neighborhood of Bushwick and Williamsburg, I can attest to the substantial work that Success Academy has done as two of their schools are in my district.

SA Williamsburg
SY22-23 Test Score Proficiency: ELA - 81%, Math: 94%

SA Bushwick
SY22-23 Test Score Proficiency: ELA - 87%, Math: 99%

I do want to note for the record, that while I am supportive of this application, I would not support any applications for co-location within my assembly district. The policy of co-locating charter schools can often have negative implications locally and placement of these zombie charters should include input from community leaders and elected officials.

I support Success Academy's charter application and request your careful consideration.

[redacted]

Response 04(e) – Support Evidence C1 - C12

Response 04(e) – Support Evidence D

CSP Public Hearing Summary
Date: Tuesday, December 5, 2023
Venue: Zoom **Start time**: 5:30pm

Intro by Kristina Exline-Manson, Leader, Strategic Planning, Success Academy, which was translated into Spanish at the hearing by Ernesto Ruiz Velasco.

Brief description of the four main topics for the public hearing:

- (1) The potential benefit of the proposed schools; (2) How the schools will increase seats for underserved students; (3) How the schools will promote racial and socio-economic diversity or have an educational mission to serve primarily underserved students; and (4) How the schools will not increase racial or socio-economic segregation or isolation in surrounding schools.

Key Discussion Points

- Staten Island speaker believes that **all children "should have the opportunity to study"** at a Success Academy school.
- Brooklyn speaker "travels a little far" to take her children to a Success Academy school and believes that **"low income families can . . . benefit" if Success Academy is "able to open more schools."**
- Brooklyn speaker lamented that **"more children should get the opportunities that Success is offering, especially our Queens scholars who need middle and high school locations closer to their homes."**
- **Staten Island speaker makes the "long trip every day"** to bring her daughter to a Success Academy school because "we know that is worth it."
- Brooklyn speaker said that she appreciated the diversity at her Brooklyn Success Academy school, where the **"teachers . . . reflect the makeup of the borough."** She noted that when her daughter's class held a multicultural potluck, her daughter "was asked to celebrate her family from northern India" and "Matthew was asked to celebrate Israel, Imran was asked to celebrate Palestine and everyone was cool. I want that for more kids."
- Bronx speaker whose children have IEPs said her children were able to "successfully complete all the levels they've been in and it's thanks to Success Academy."
- Manhattan **speaker whose son is autistic is grateful to Success Academy** for the "improvement in [his] learning process . . . He speaks clearly and he can express his ideas."
- Brooklyn speaker noted that her son's classroom "had scholars representing Nepal, India, Puerto Rico, Nigeria, Ethiopia, the Philippines, Japan, Columbia. There were so many

more than this." She also noted that **"many families are first generation immigrants and the students come in unable to speak English. And they quickly become fluent in both their reading, speaking, writing . . ."**

- Brooklyn speaker whose daughter plays competitive chess at Success Academy explained that her daughter's team is "all minority," which is "uncommon within the competitive chess space." Through Success Academy's chess program, her daughter qualified to attend "four national and state championships" in first grade.
- Manhattan parent explained that because her "local zone school had less than half the students doing math and reading at grade level," she sent her children to Success Academy. She said, "[W]e feel like we're getting a private school education at a public school price. **Every family should have access to attend a Success Academy if they want**."
- Queens speaker entered the lottery for a Success Academy school after learning "her zone school was failing and the bottom worst school academically. As an immigrant, one of my biggest missions and most important things in my life was to ensure that my daughter didn't go through the same struggles."

R-04f - Evidence of Demand

Cover Sheet

Evidence Artifact	Page #	Brief description
Response 04(f) - Demand Evidence A1- A6	Response 04abc-16	Scanned copies of petition signature sheets for CSDs 10, 11, 24, 25, 28, and 31.
Response 04(f) - Demand Evidence B1 - B2	Response 04abc-16	Photos from an information session with parents in Queens hosted by Dr. Eva Moskowitz which had approximately 40 attendees.

Response 04(d) – Demand Evidence A1 - A6

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I support this great new public school option coming into the neighborhood

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Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 17. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 16.

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SUCCESS ACADEMY CHARTER SCHOOLS

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Community School District 10 Community Petition

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Community School District 10 Community Initiative

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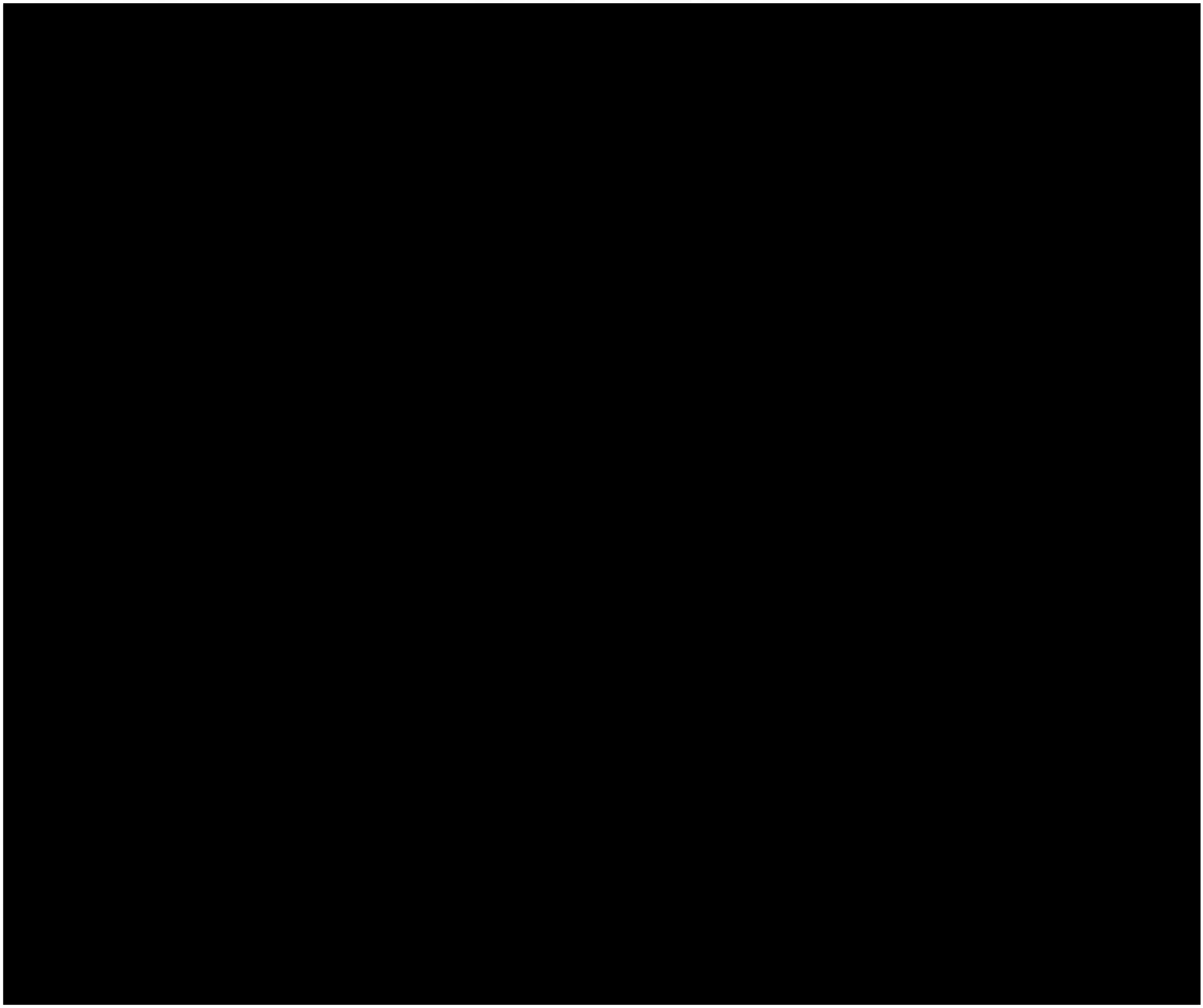

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 10: Community Petition

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I support this great new public school option coming into the neighborhood.

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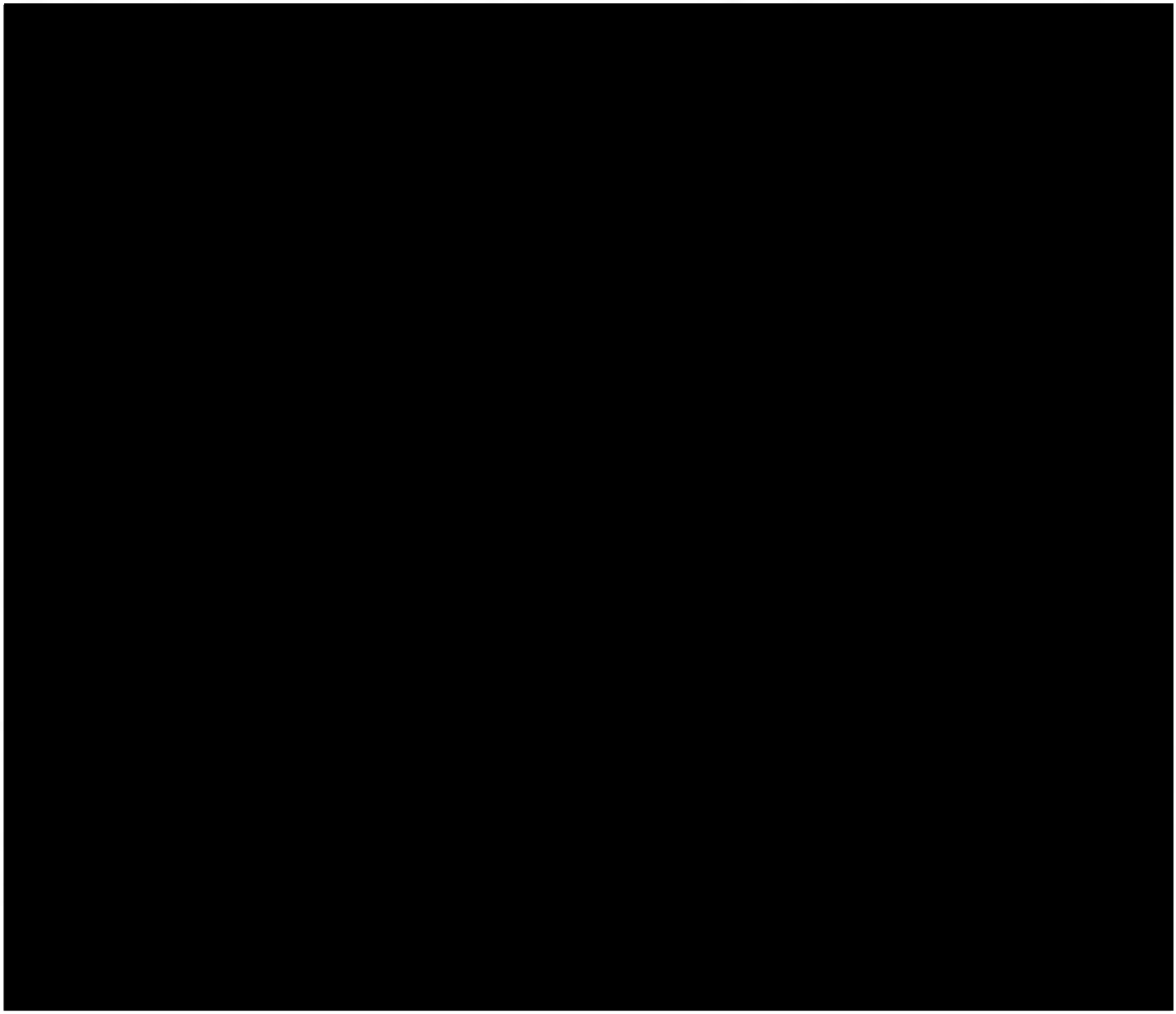

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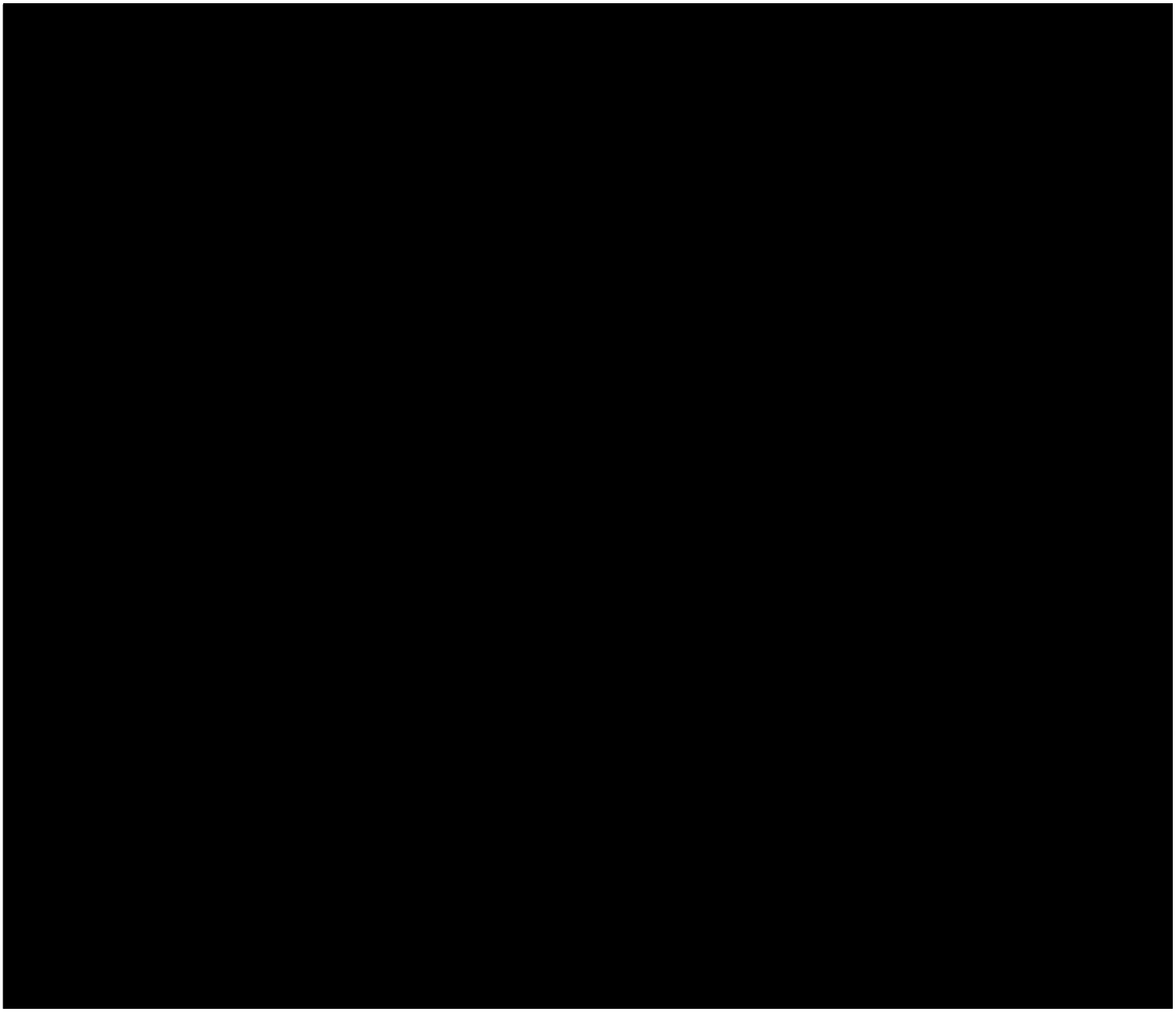

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 11

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 11. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 11.

To learn more visit www.successacademies.org/NewSchools.

SUCCESS ACADEMY CHARTER SCHOOLS

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[redacted]

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 10. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 10.

To learn more visit www.successacademies.org/NewSchools.

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14

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 10. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 16.

To learn more visit www.successacademies.org/NewSchools.

[redacted]

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 14. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 14.

To learn more visit www.successacademies.org/NewSchools.

[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

13

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 13. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 10.

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SUCCESS
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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 11: Community Petition

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I support this great new public school option coming into the neighborhood.

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19

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 19. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 19.

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16

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 16. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 16.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 17 Community Leaders

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SUCCESS ACADEMY CHARTER SCHOOLS

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 11: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District [redacted]: Community Petition

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[redacted] public school option coming into the neighborhood.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 14: Community Petition

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I support this great new public school option coming into the neighborhood

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Community School District [redacted]: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 11: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 11. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 11.

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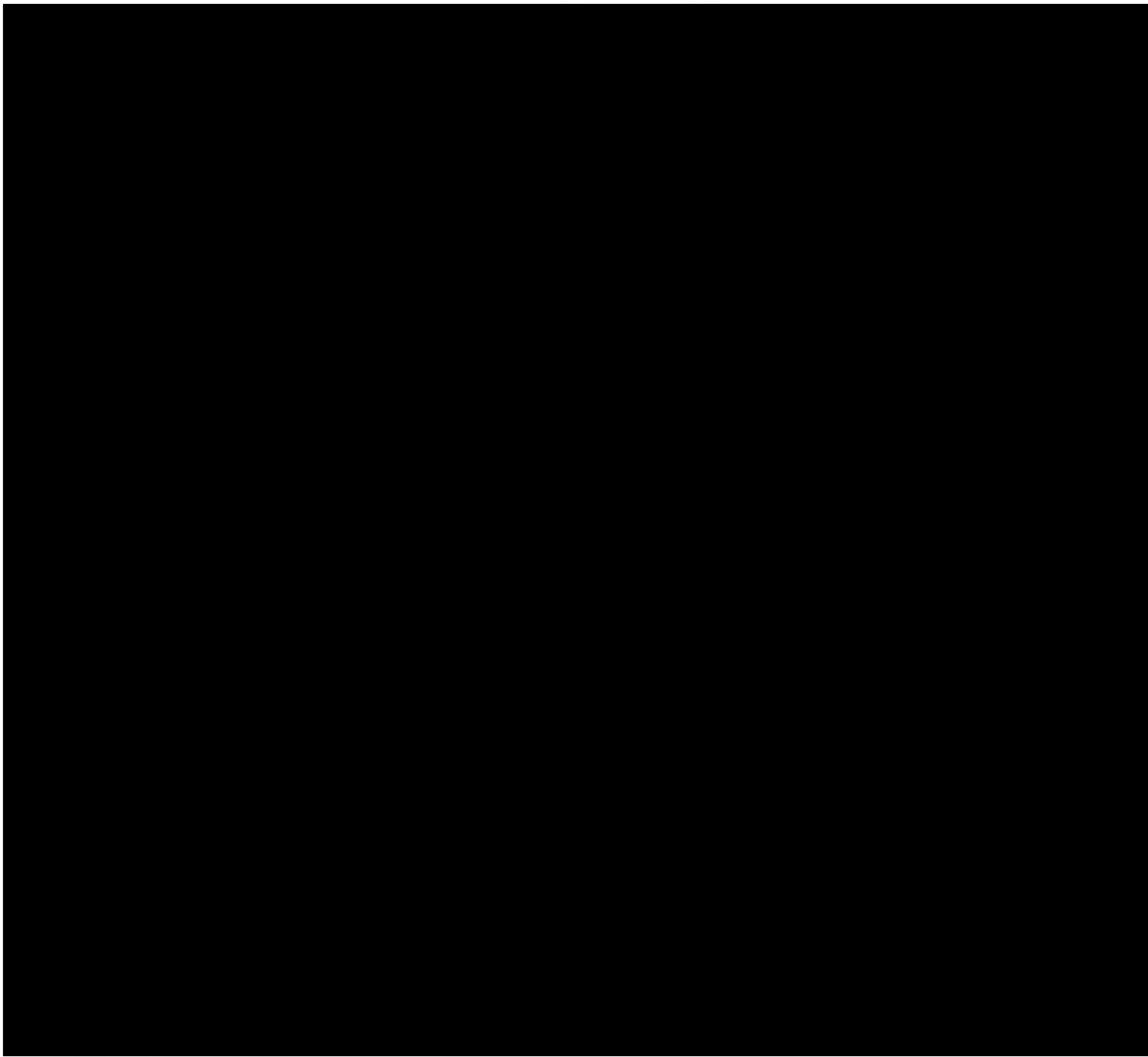

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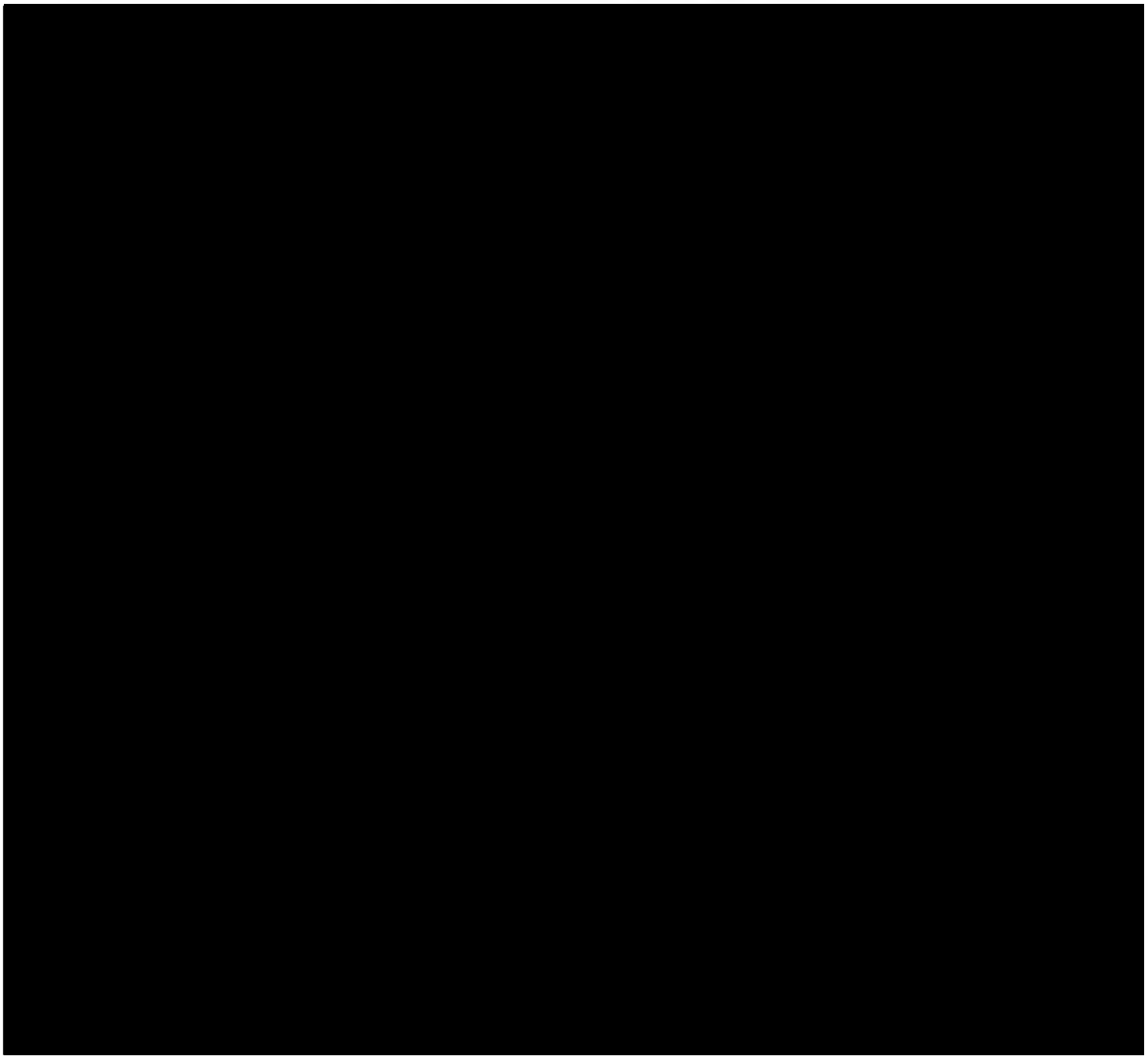

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I support this great new public school option coming into the neighborhood.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 11: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District [redacted]: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 31: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 16: Community Petition

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[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District [redacted]: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 21: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 6: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 32: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District [redacted]: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District [redacted]: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District [redacted]. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District [redacted].

To learn more visit www.successacademies.org/NewSchools.

[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District [redacted]: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District [redacted]. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District [redacted].

To learn more visit www.successacademies.org/NewSchools.

I support this great new public school option coming into the neighborhood.

[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 11: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 11. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 11.

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[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District [redacted]: Community Petition

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[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District [redacted]: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District [redacted]: Community Petition

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[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 6: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 6. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 6.

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[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District Community Petition

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[redacted]

SUCCESS
ACADEMY
CHARTER
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Community School District 24: Community Petition

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[redacted]

24

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[redacted]

SUCCESS
ACADEMY
CHARTER
SCHOOLS

Community School District 24 Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24 Community Feedback

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[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24 Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24: Community Petition

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[redacted]

SUCCESS
ACADEMY
CHARTER
SCHOOLS

Community School District 29 Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24: Community Petition

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[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24 Community Forum

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SUCCESS ACADEMY CHARTER SCHOOLS

24

Community School District ___ Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

24

Community School District Community Region

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 24 If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 24

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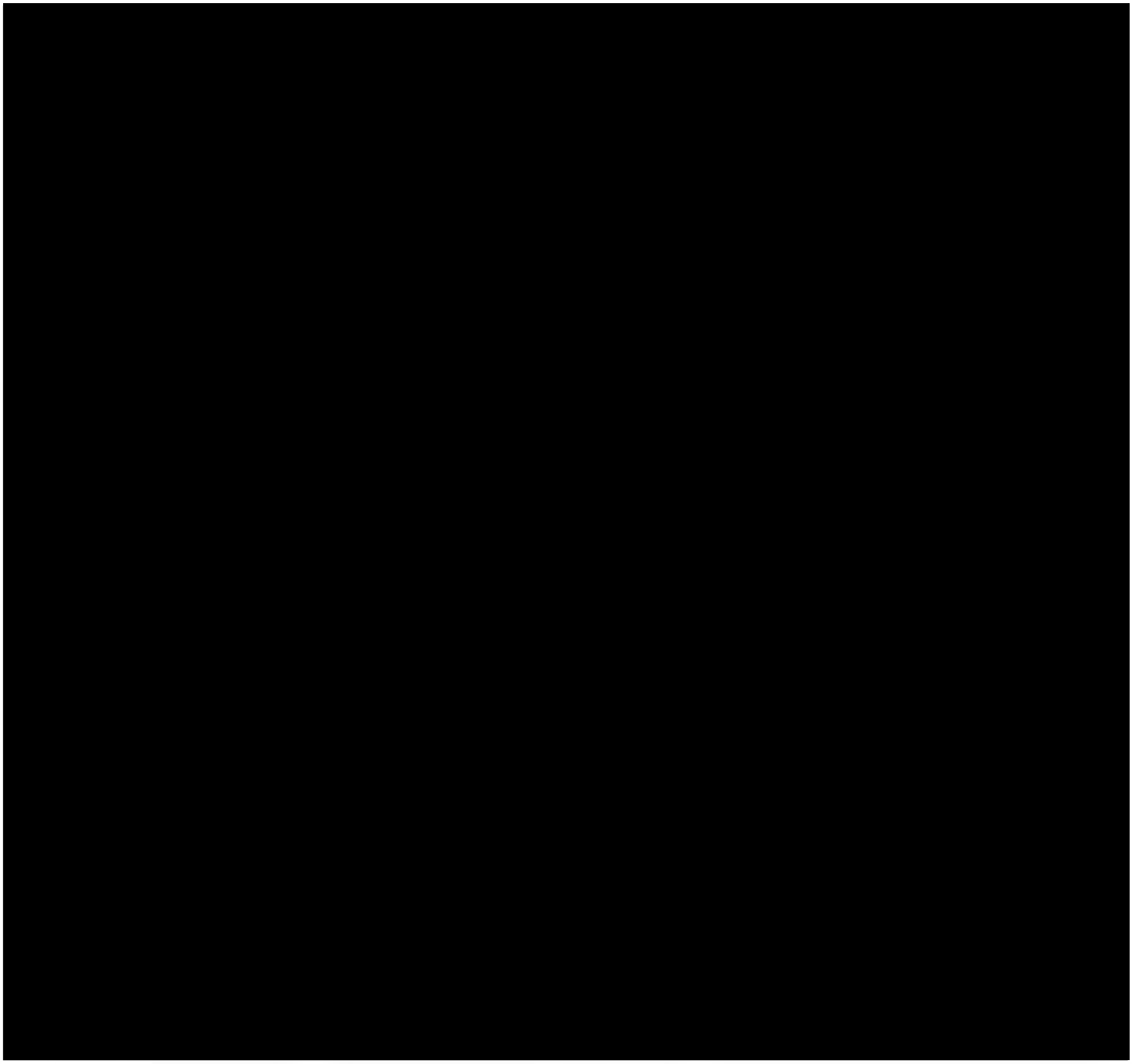

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94

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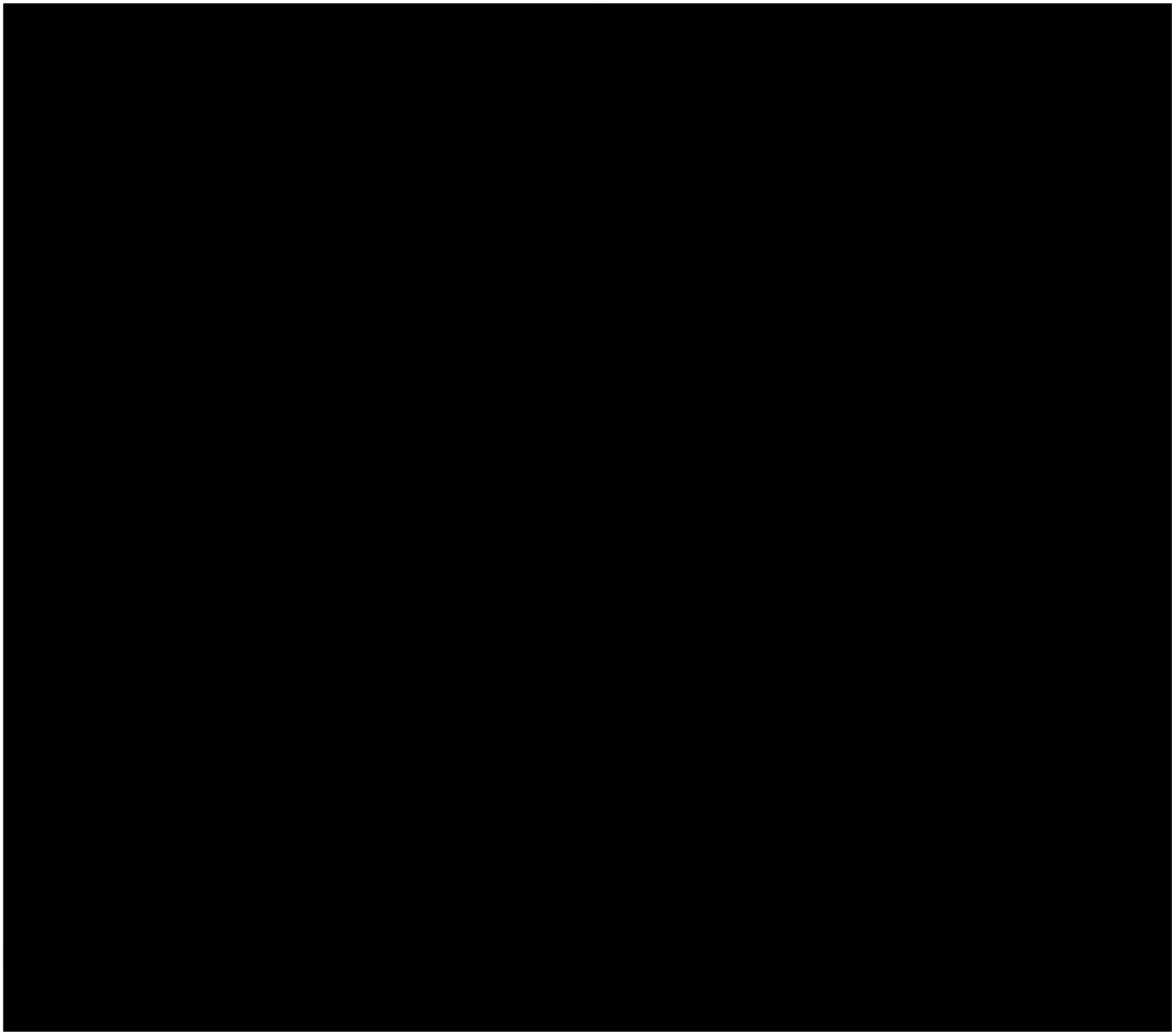

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I support this great new public school option coming into the neighborhood.

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To learn more visit www.successacademies.org/NewSchools.

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24 Community Petition

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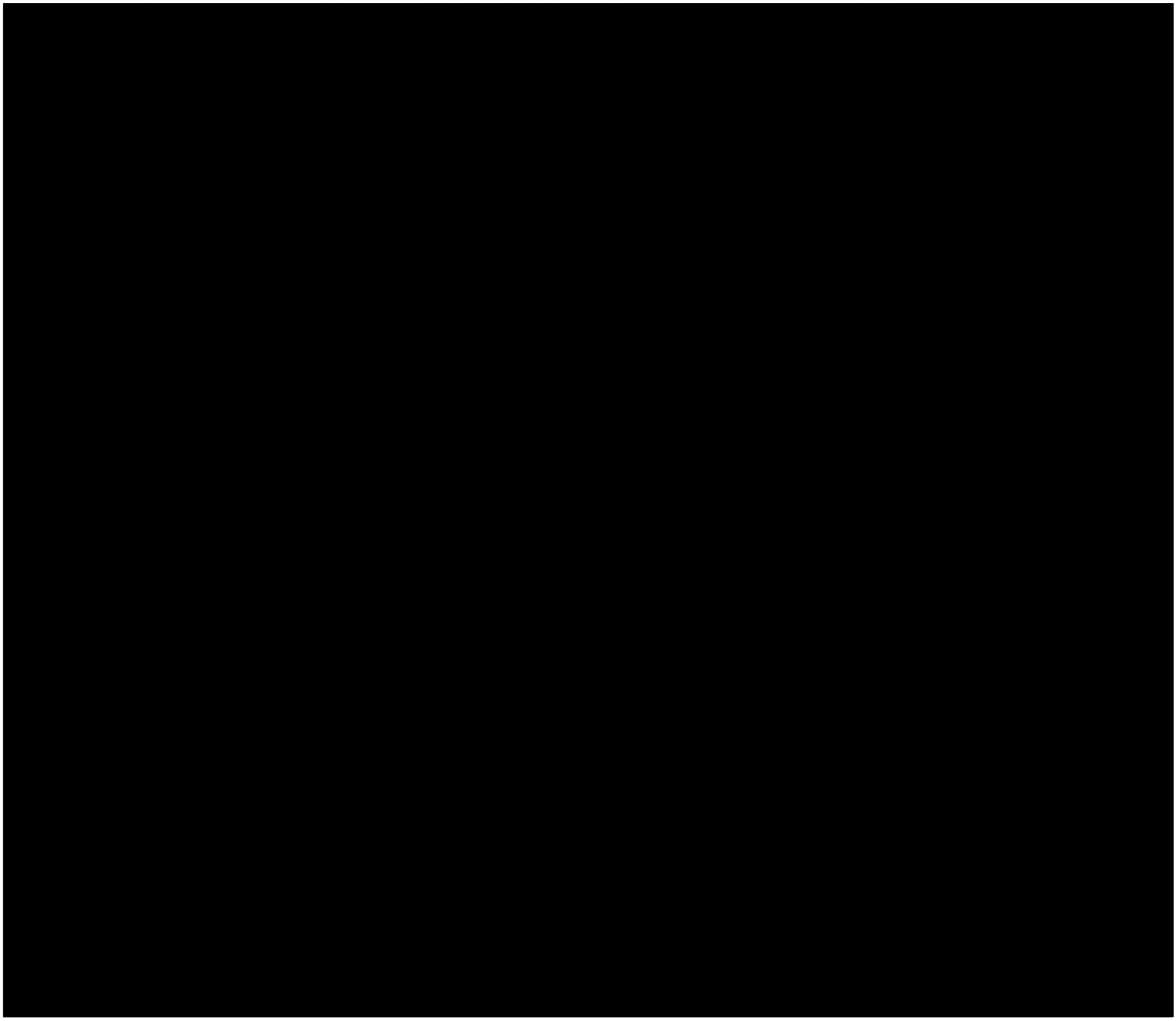

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 29: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24 : Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 25. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 25.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 15: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 15. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 15.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 29: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 79: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 25. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 25.

To learn more visit www.successacademies.org/NewSchools.

I support this great new public school option coming into the neighborhood.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

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To learn more visit www.successacademies.org/NewSchools.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 34: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 34. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 5.

To learn more visit www.successacademies.org/NewSchools.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 15: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

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SUCCESS
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Community Support in District 24 Community Portion

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SUCCESS
ACADEMY
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Community School District: 24 Community Region:

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Community School District 24 Community Petition

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24

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SCHOOLS

Community School District ___ Community Petition

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24

Community School District Community Petition

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SUCCESS
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SCHOOLS

Community School District Community Petition 24

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Community School District 24 Community Number

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Community School District ___ Community Petition 24

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 31: Community Petition

24

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 31. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 31.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24 Community Letter

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SCHOOLS

Community School District 24 : Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 24. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 24.

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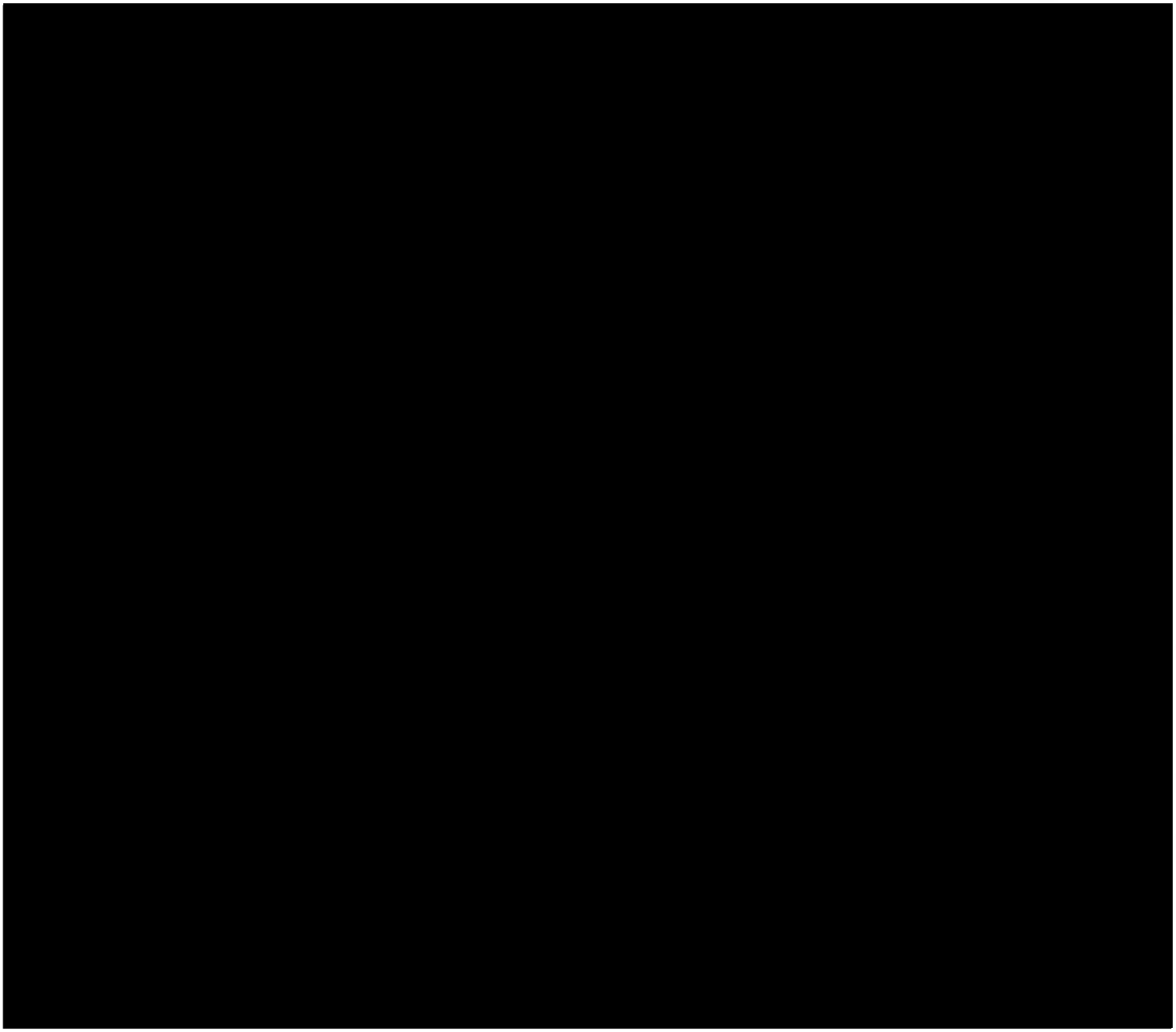

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Community School District ~~25~~ 24 Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 31: Community Petition

24

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24 Community Letter

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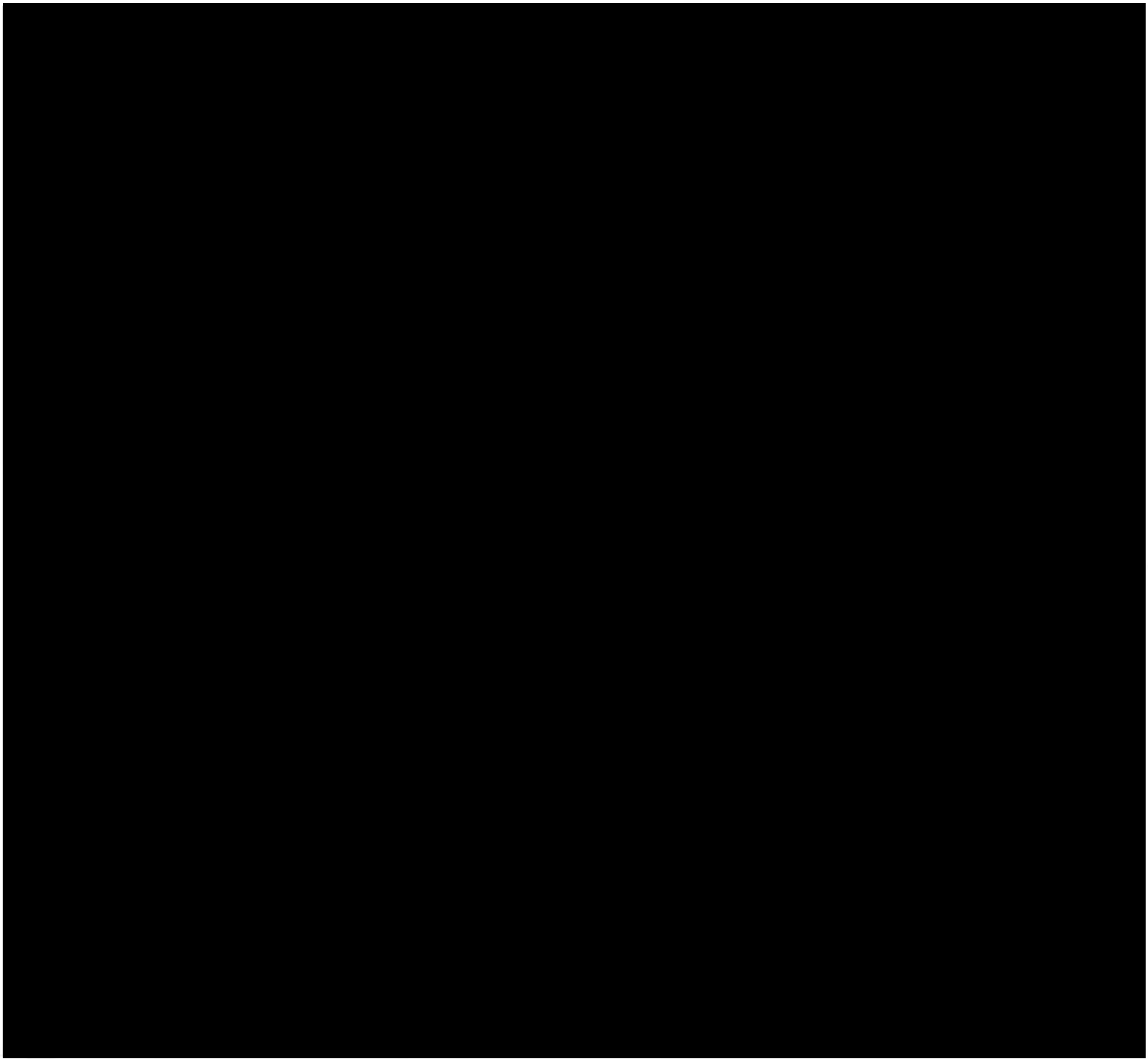

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24 Community Education

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SCHOOLS

Community School District ___ Community Council

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 9. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District _____.

To learn more visit www.successacademies.org/NewSchools.

[redacted]

SUCCESS
ACADEMY
CHARTER
SCHOOLS

Community School District ___ Community Council

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 32. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District _____.

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SUCCESS
ACADEMY
CHARTER
SCHOOLS

Community School District ____ Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District Community Edition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 24. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District _____.

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SUCCESS
ACADEMY
CHARTER
SCHOOLS

Community School District ___ Community Petition

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SUCCESS
ACADEMY
CHARTER
SCHOOLS

Community School District 29 Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 29. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District _____.

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SUCCESS
ACADEMY
CHARTER
SCHOOLS

Community School District ___ Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 21. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District _____.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 21 Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 21. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District _____.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 29 Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District __ Community Petition

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SUCCESS
ACADEMY
CHARTER
SCHOOLS

Community School District 29 Community Petition

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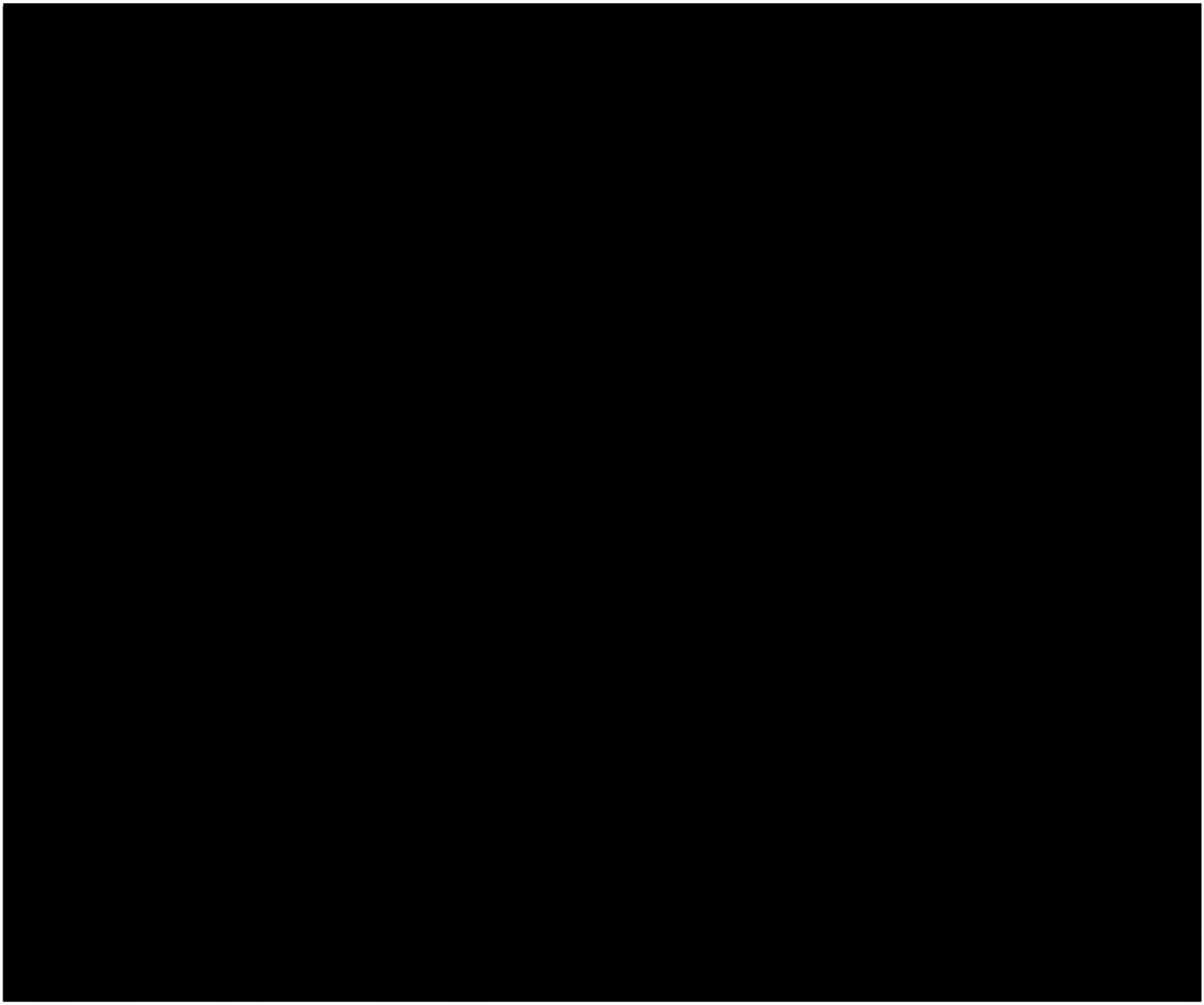

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24: Community Petition

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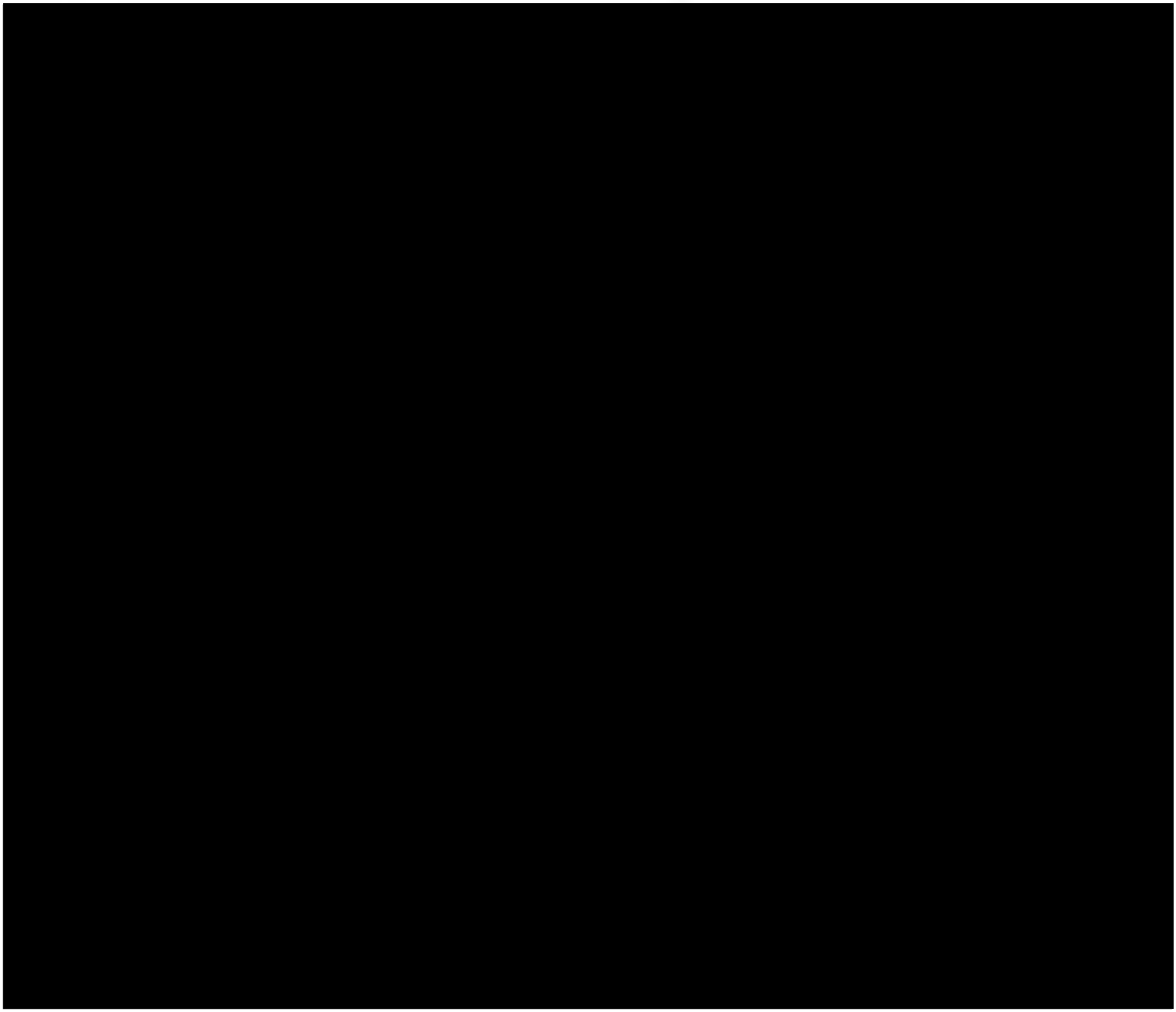

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SUCCESS
ACADEMY
CHARTER
SCHOOLS

24

Community School District ___ Community Petition

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Community School District 24 Community Petition

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Community School District 24 Community Petition

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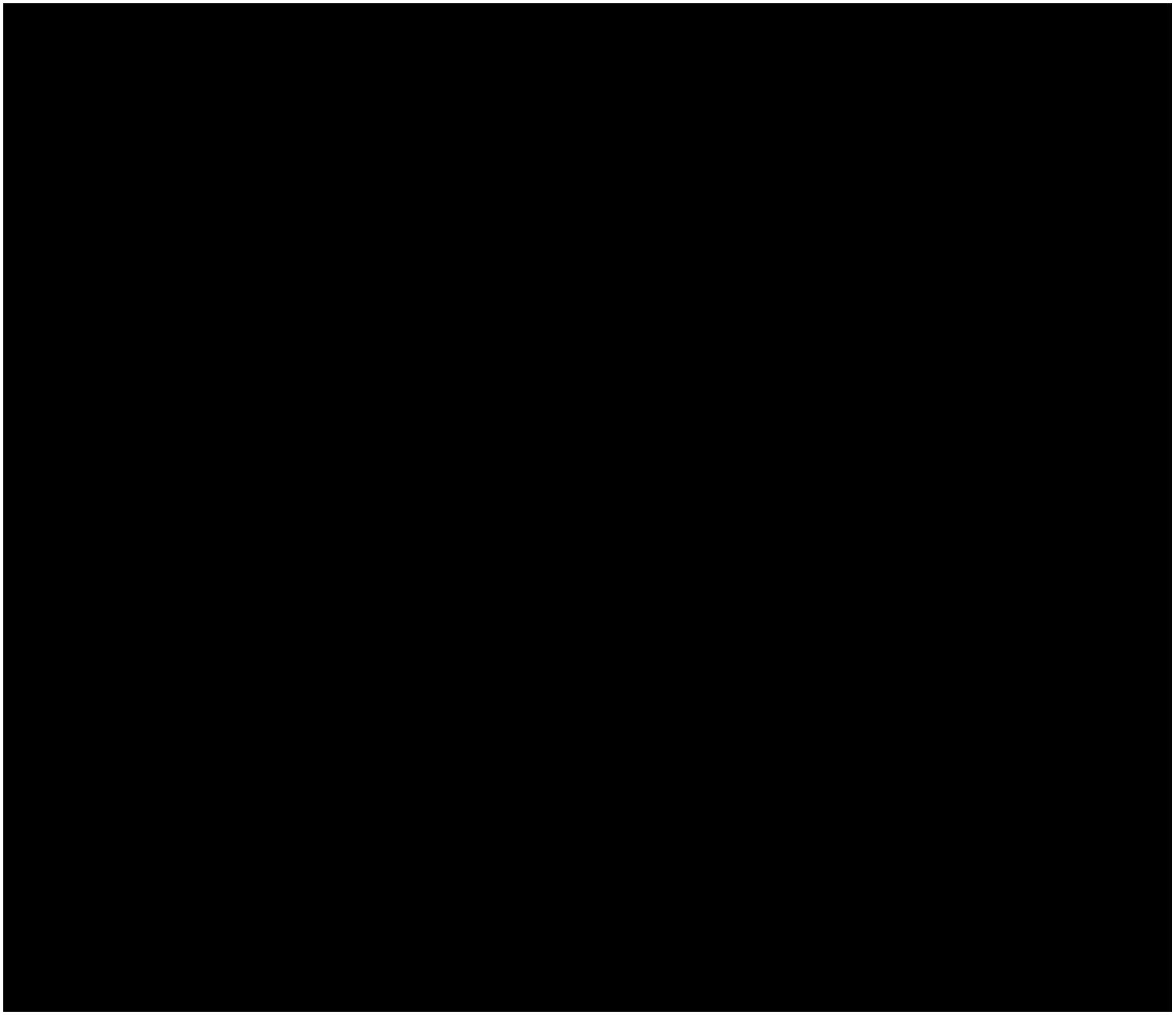

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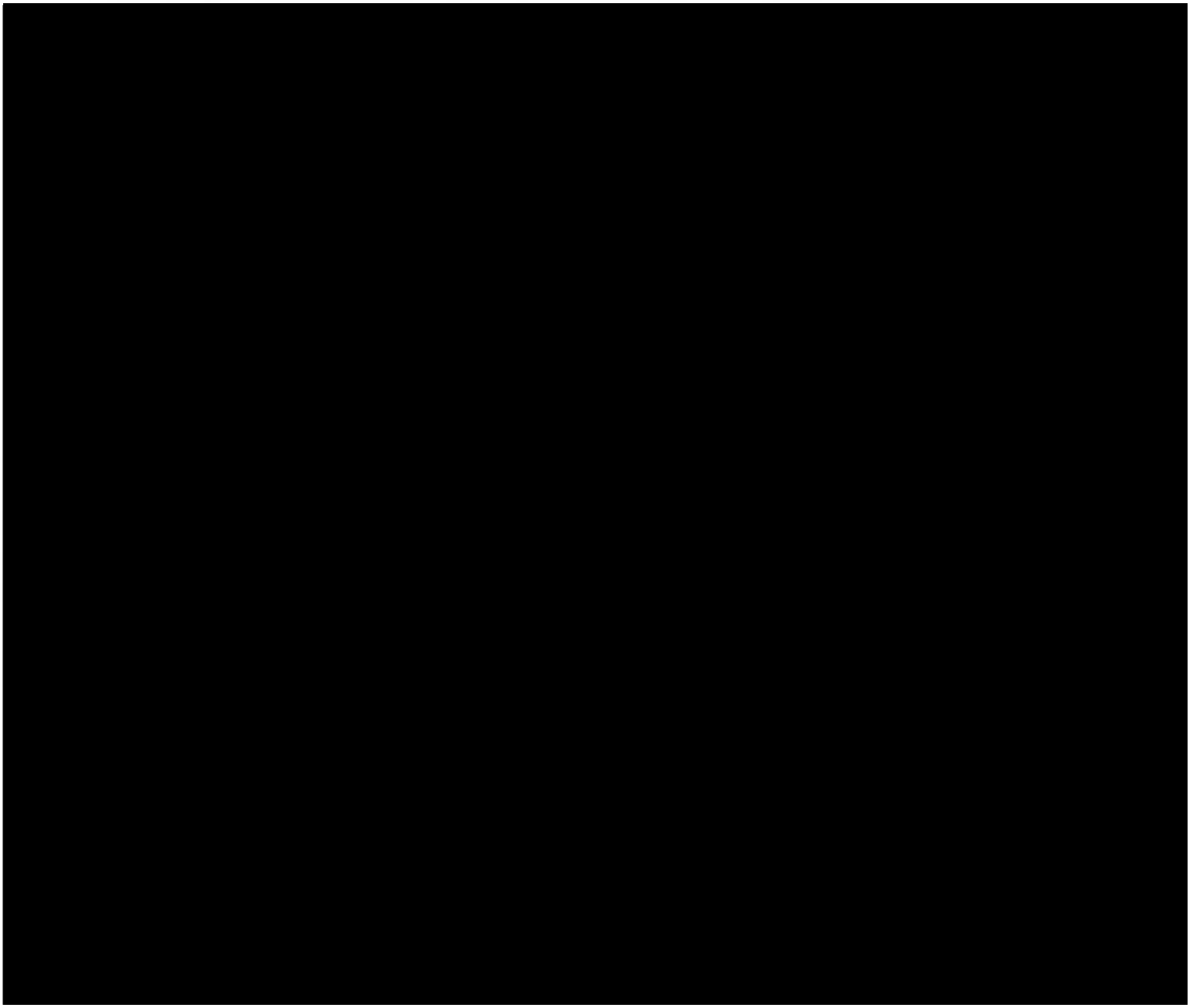

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Community School District 25 Community Petition

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Community School District ____ Community Location ____

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Community School District 15 - Community Education

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I support this great new public school option coming into the neighborhood

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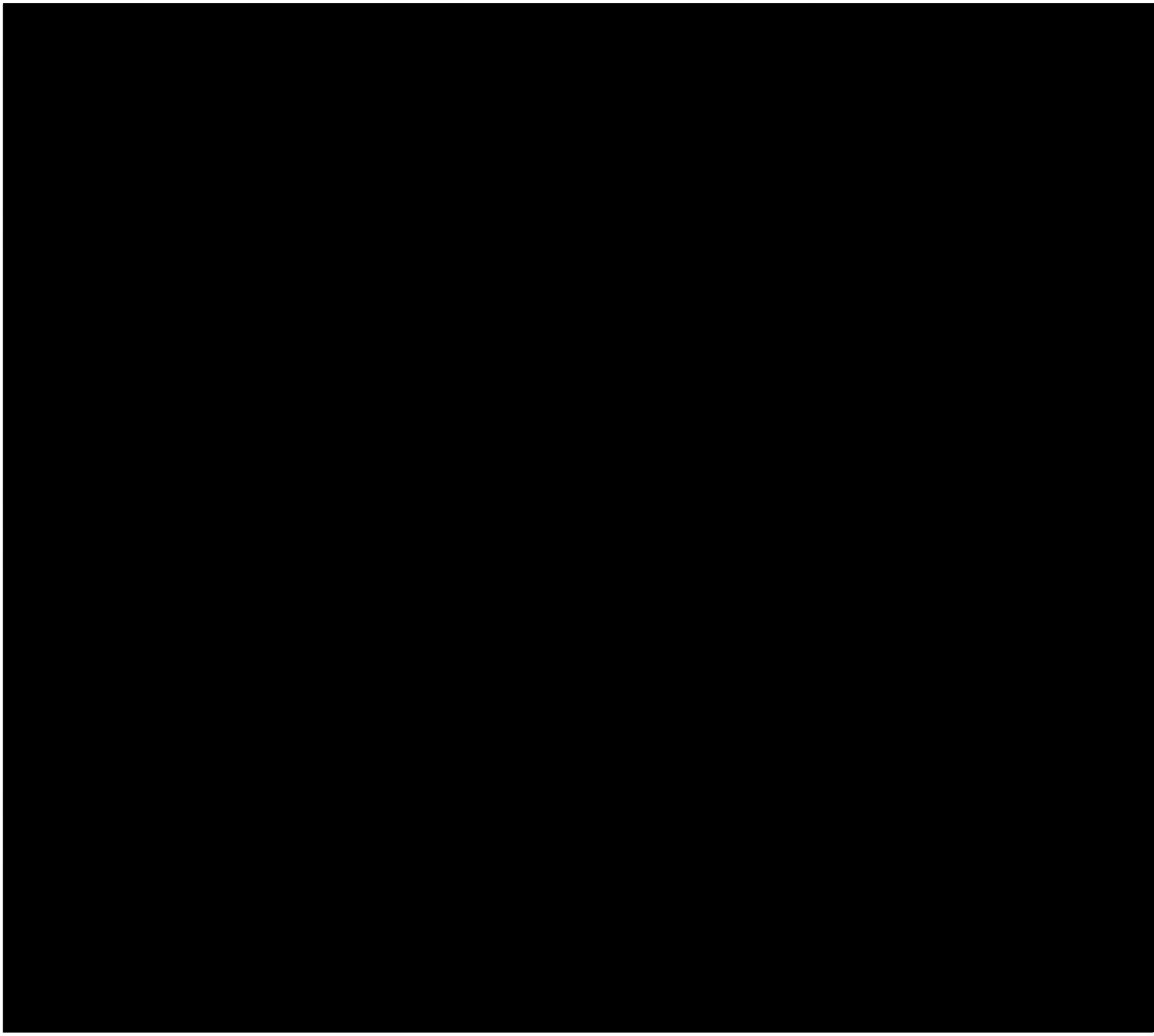

SUCCESS
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SCHOOLS

Community School District 25 Community Version

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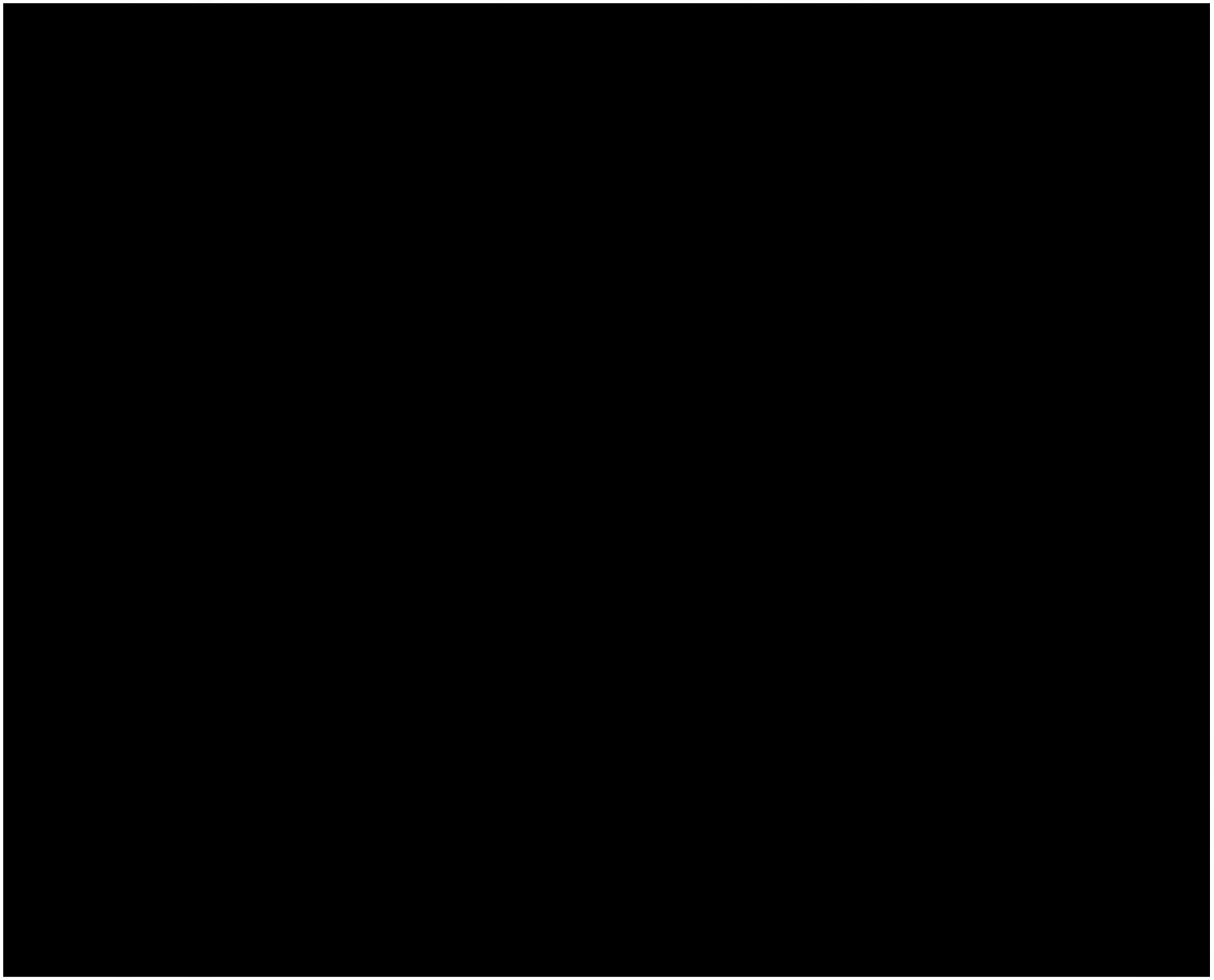

SUCCESS
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Community School District 25 Community Center

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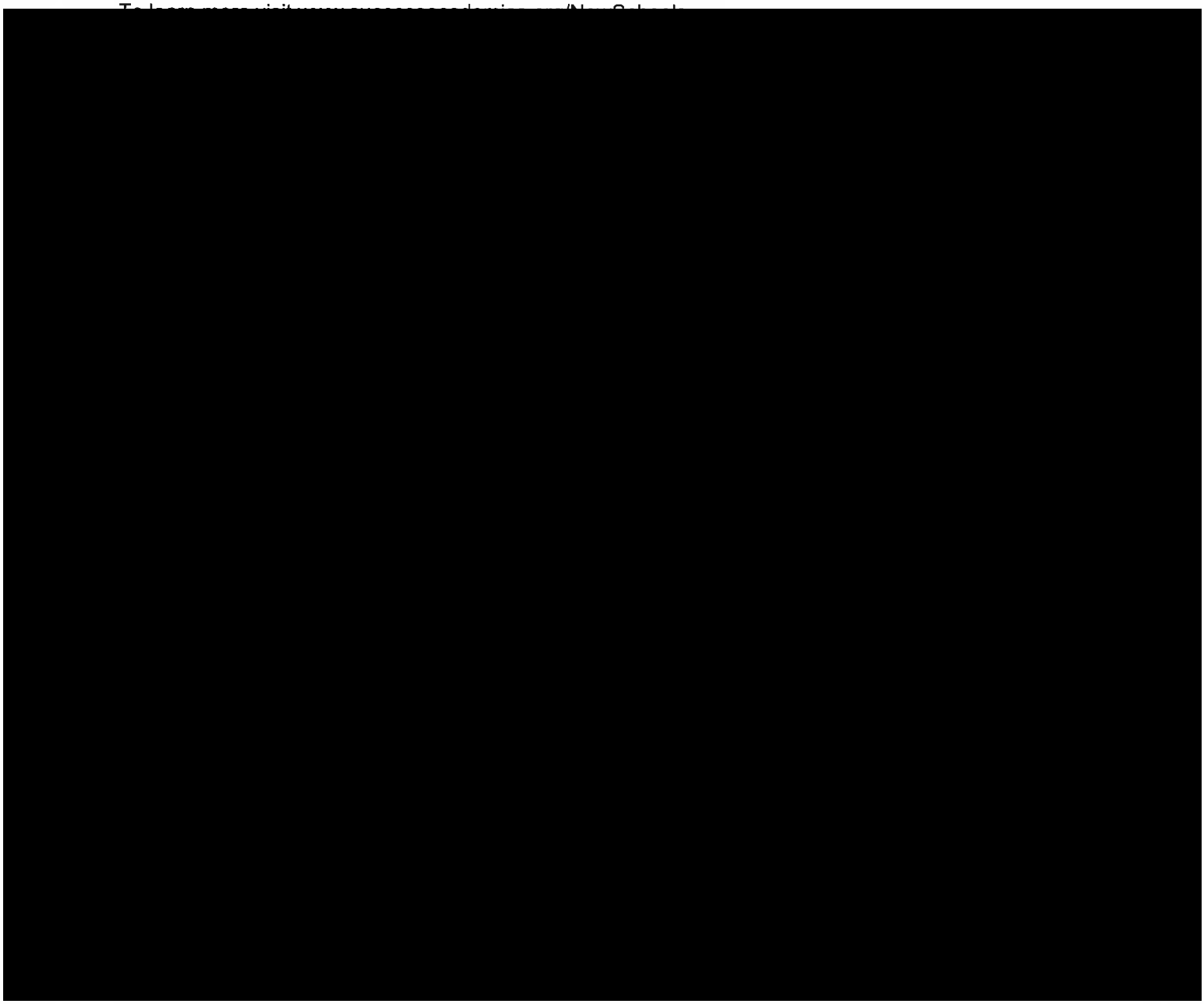

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 29 Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 15: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 15 Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 75 Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 15: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 25: Community Petition

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Community School District 15 Community Petition

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Community School District 25 Community Section

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Community School District 28 Community Petition

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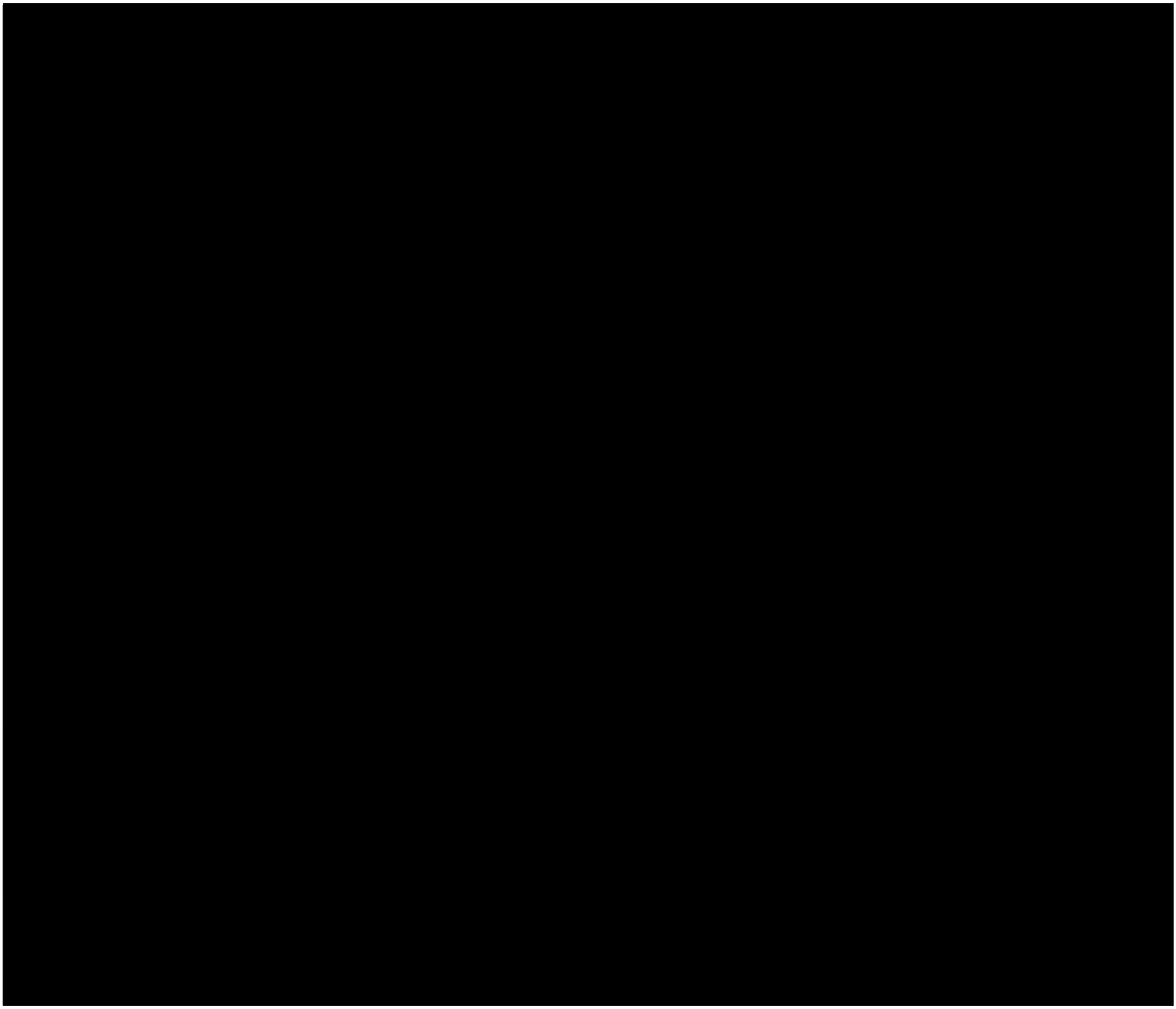

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Community School District 18 Community Petition

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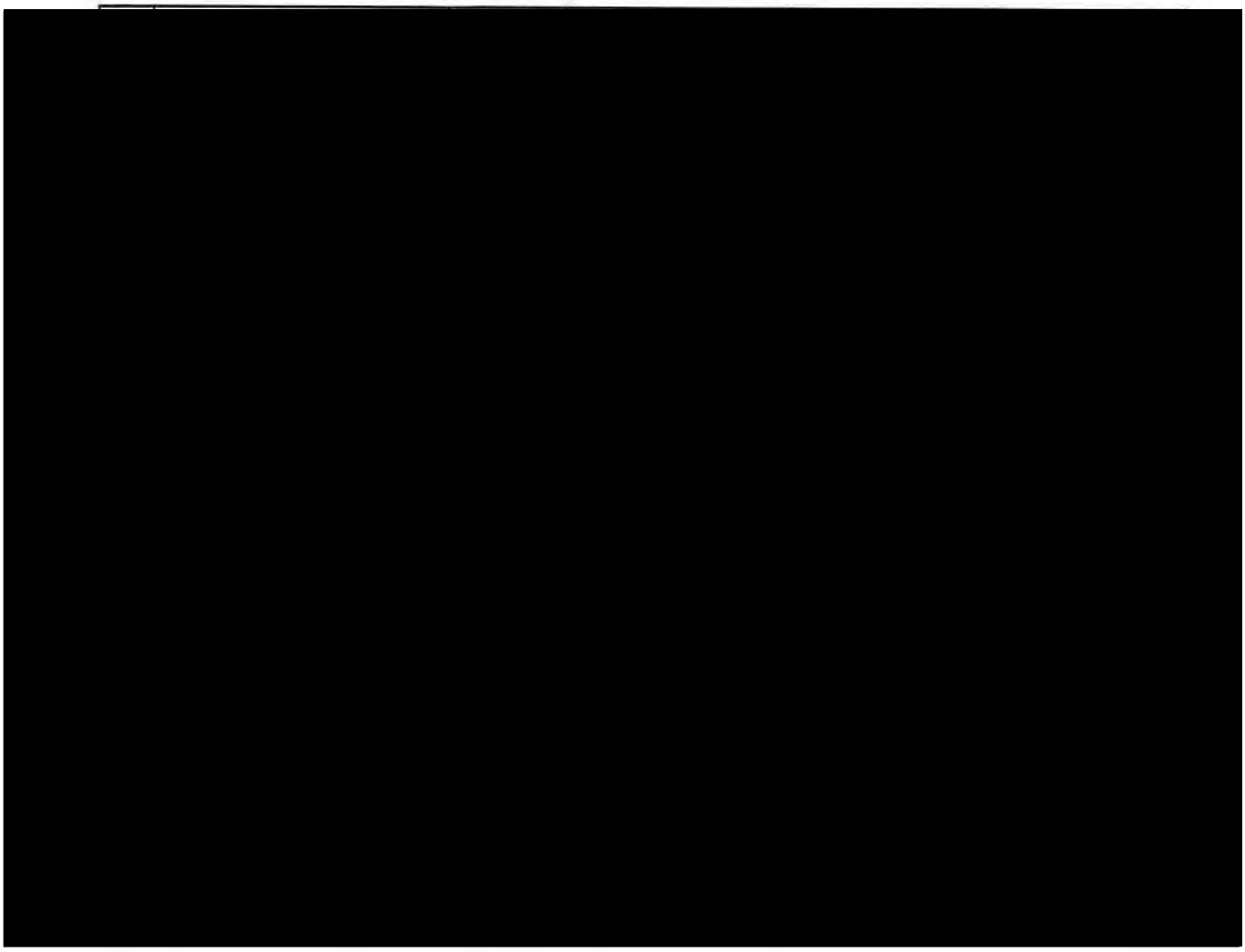

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Community School District 28 Community Council

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Community School District 78 Community Petition

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Community School District 29 Community Petition

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Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 28. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 28.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24 Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 24. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 24.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 28 Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 29. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars

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I support this great new public school option coming into the neighborhood.

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Community School District 18: Community Petition

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Community School District 28: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 23 Community Petition

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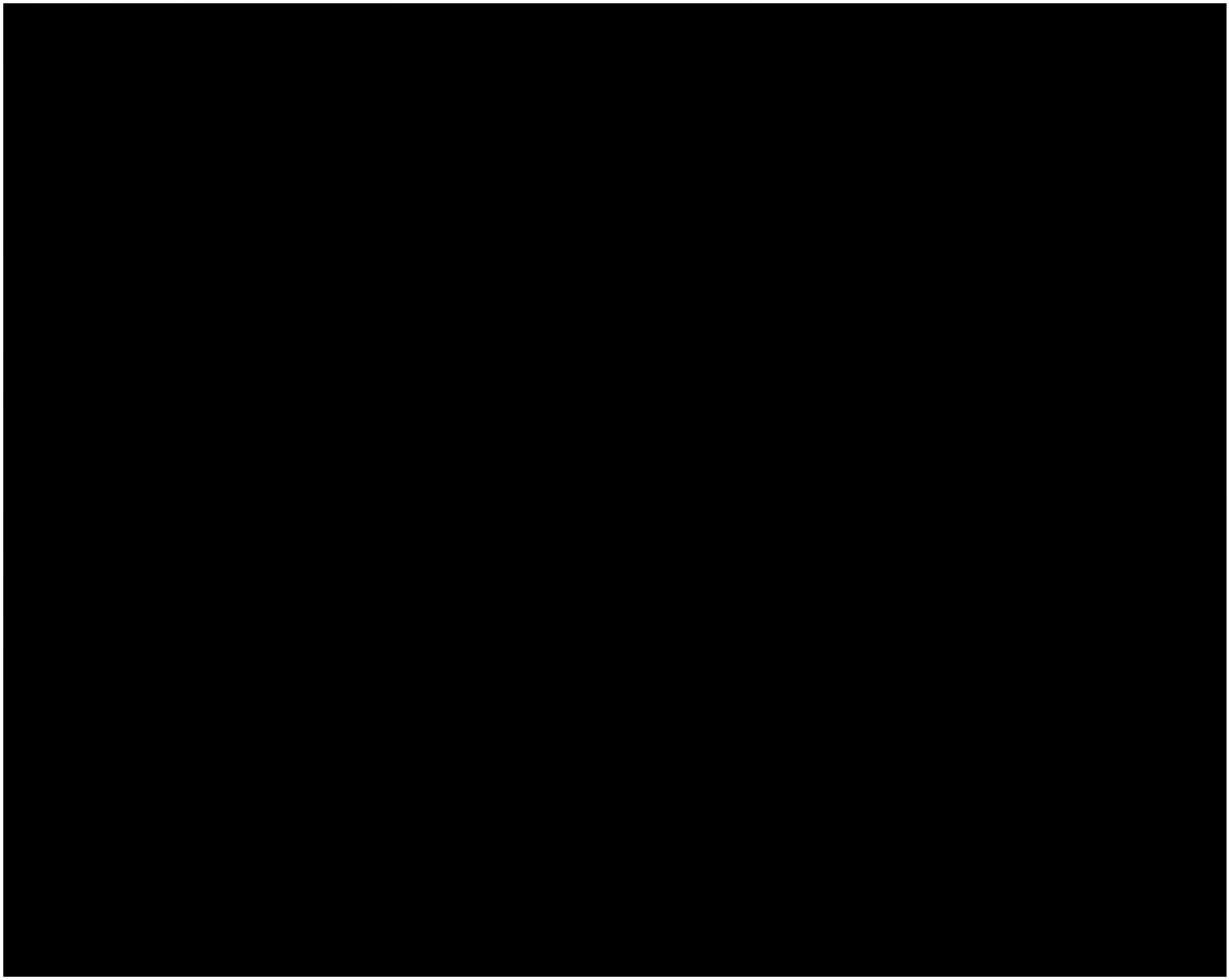

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Community School District 28 Community Leader

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 28 Community Petition

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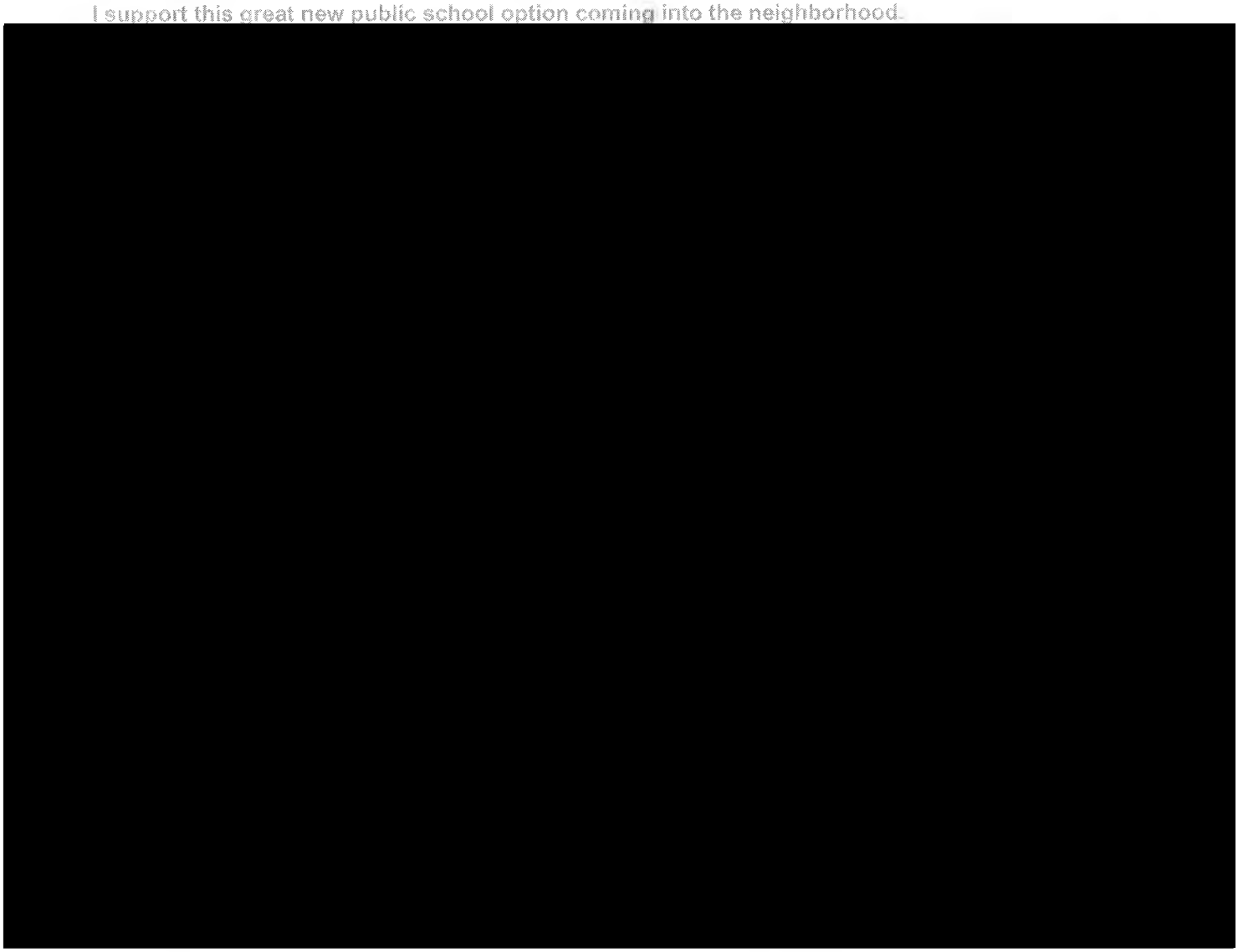

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Community School District 28 Community Council

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Community School District 25: Community Petition

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SUCCESS
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Community School District 28 Community Report

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I support this great new public school option coming into the neighborhood.

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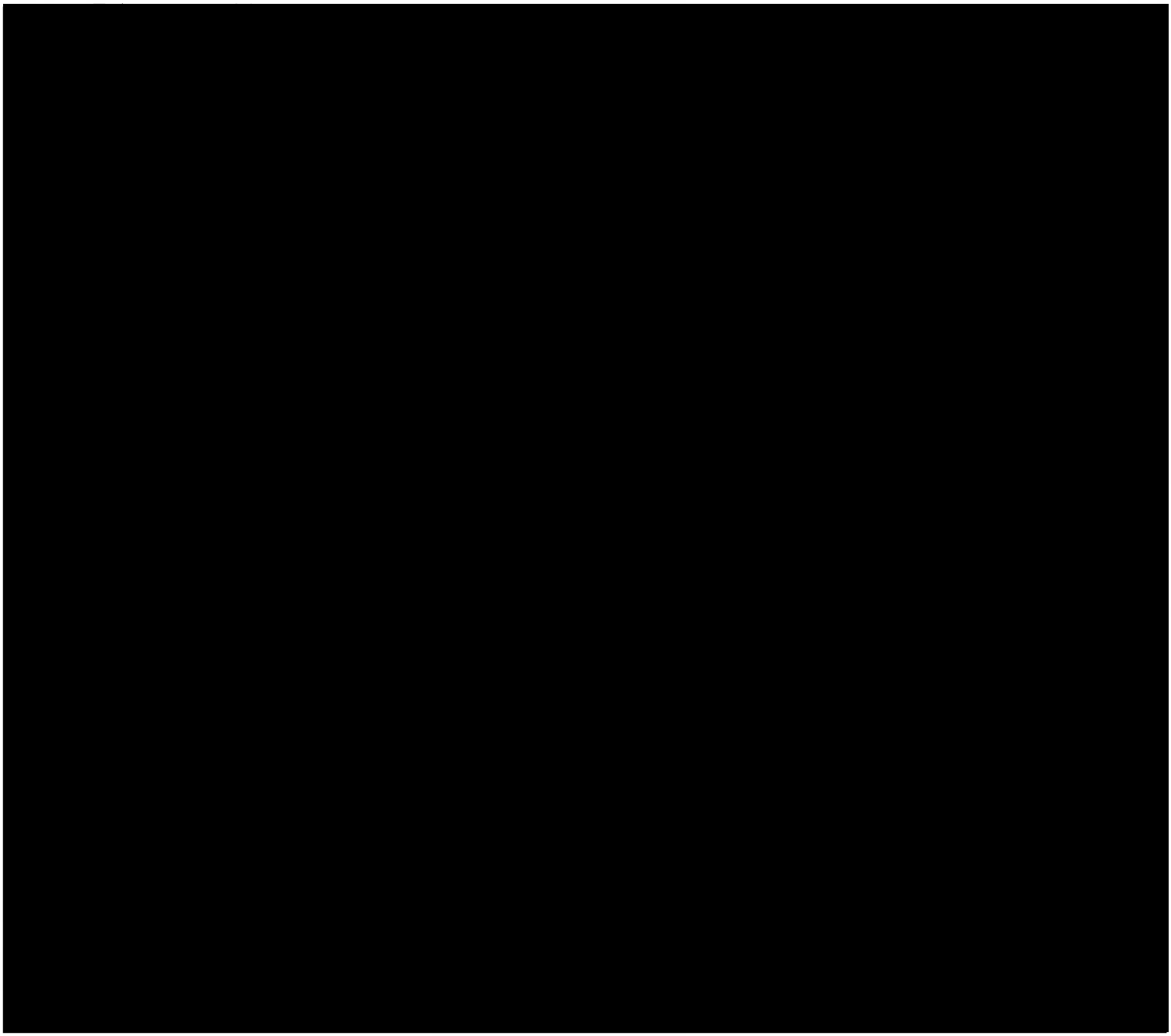

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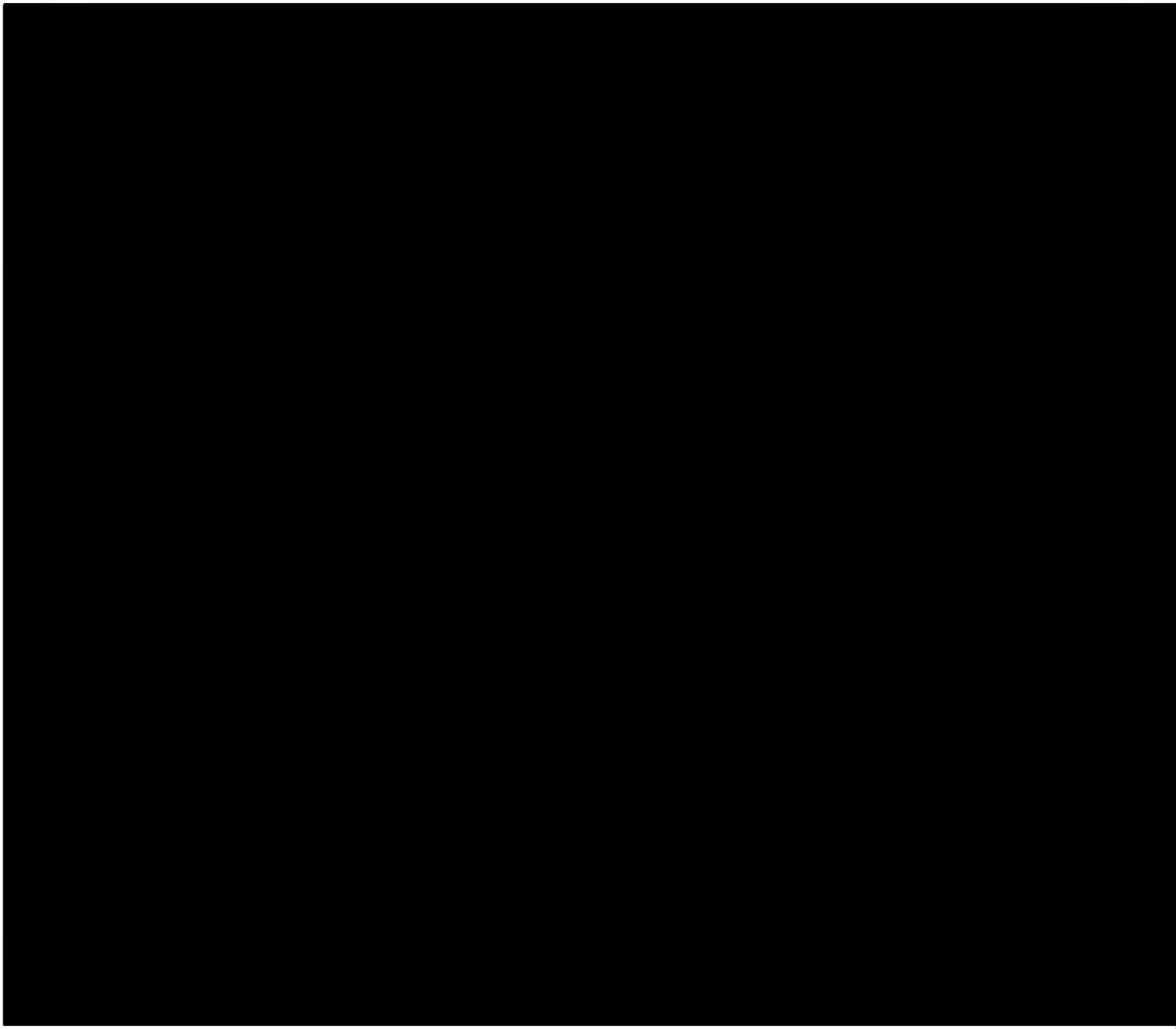

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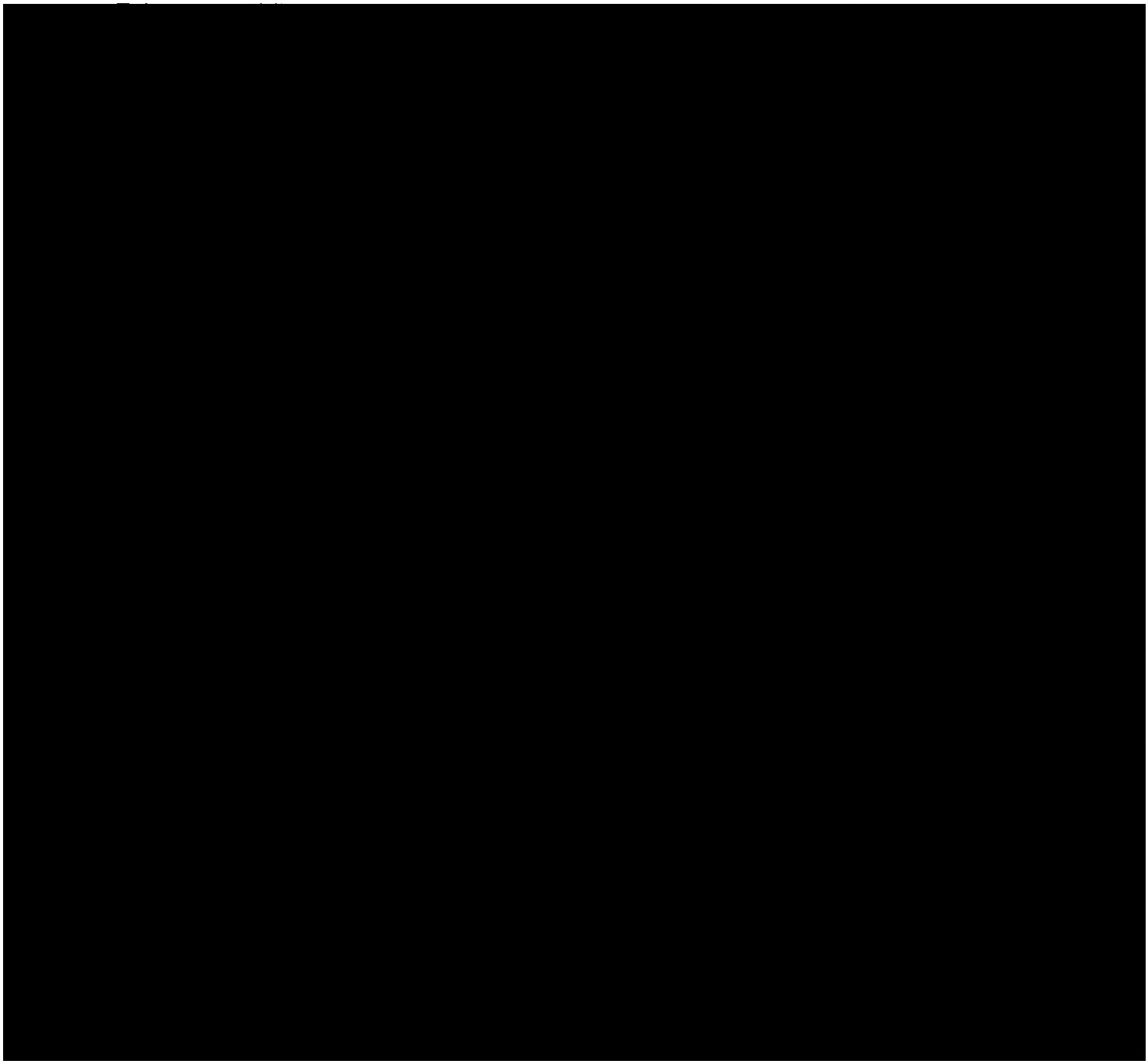

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[redacted]

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I support this great new public school option coming into the neighborhood.

[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 34: Community Petition

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[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 3 Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 32: Community Petition

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[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Vanity

Community School District 31: Community Petition

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SUCCESS
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CHARTER
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SUCCESS ACADEMY CHARTER SCHOOLS

Vanity

Community School District 31: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

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SUCCESS ACADEMY CHARTER SCHOOLS

Vanity

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 31 (Vanity): Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Vanity

Community School District 3L: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

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SUCCESS ACADEMY CHARTER SCHOOLS

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 31 : Community Petition

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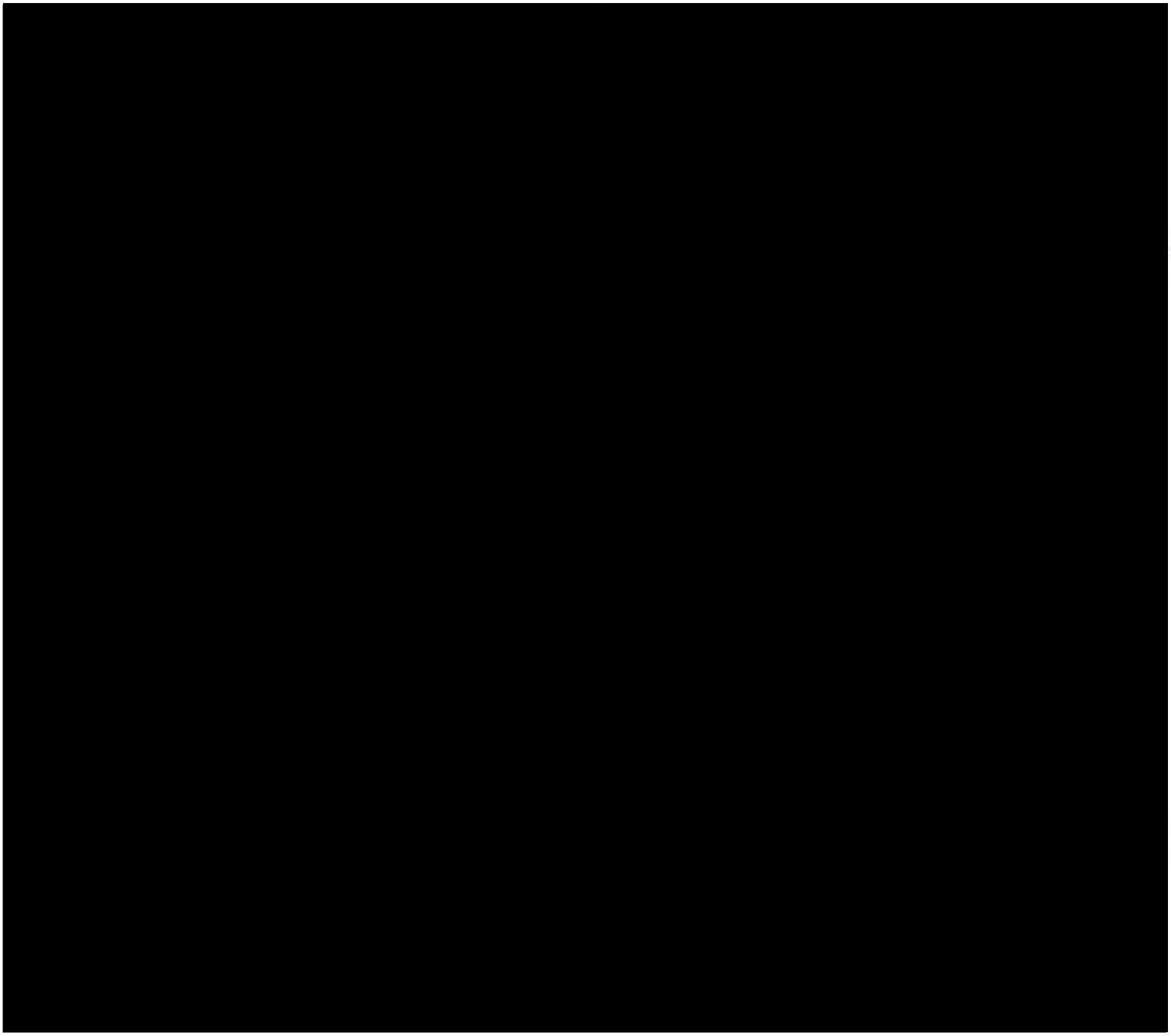

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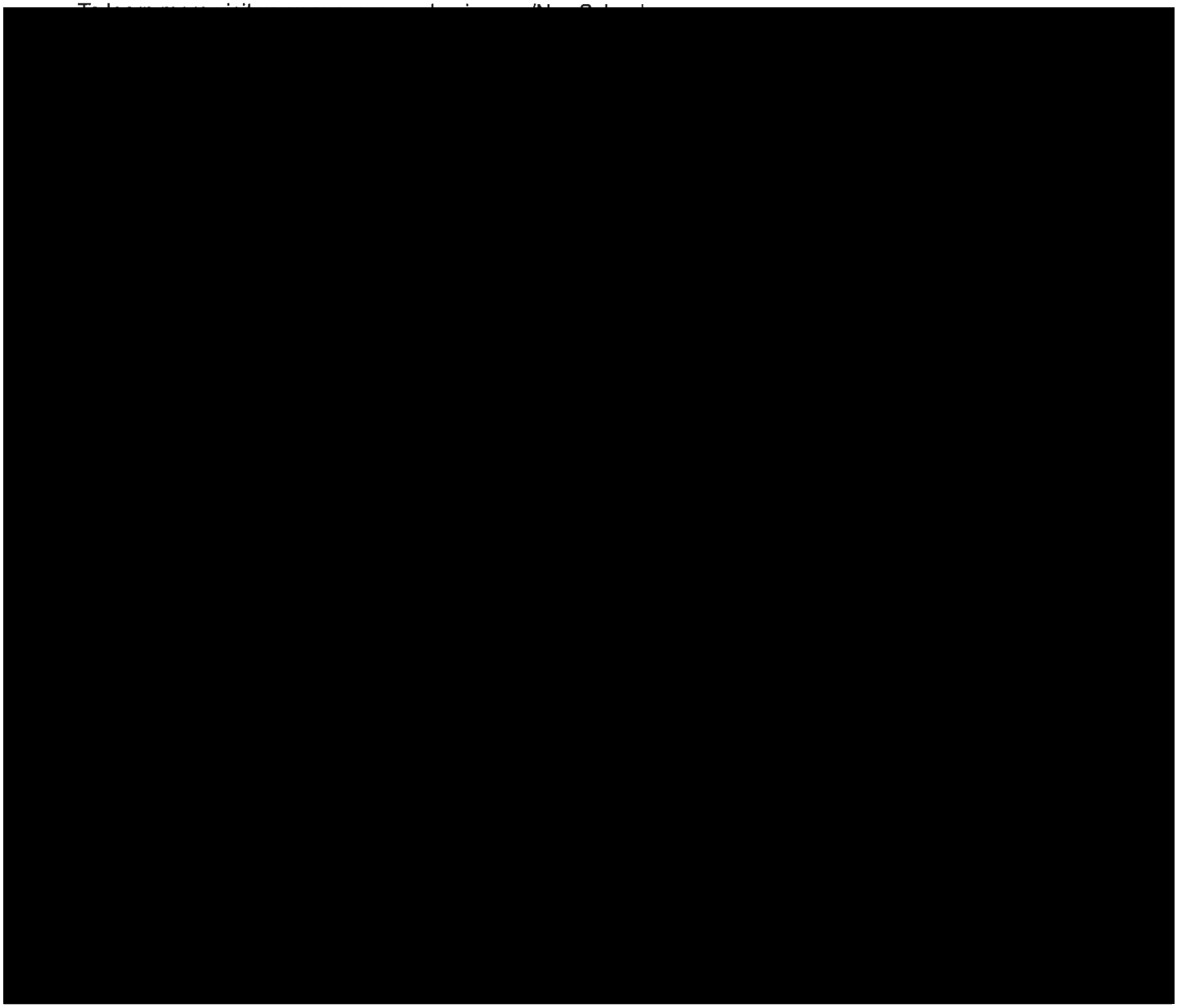

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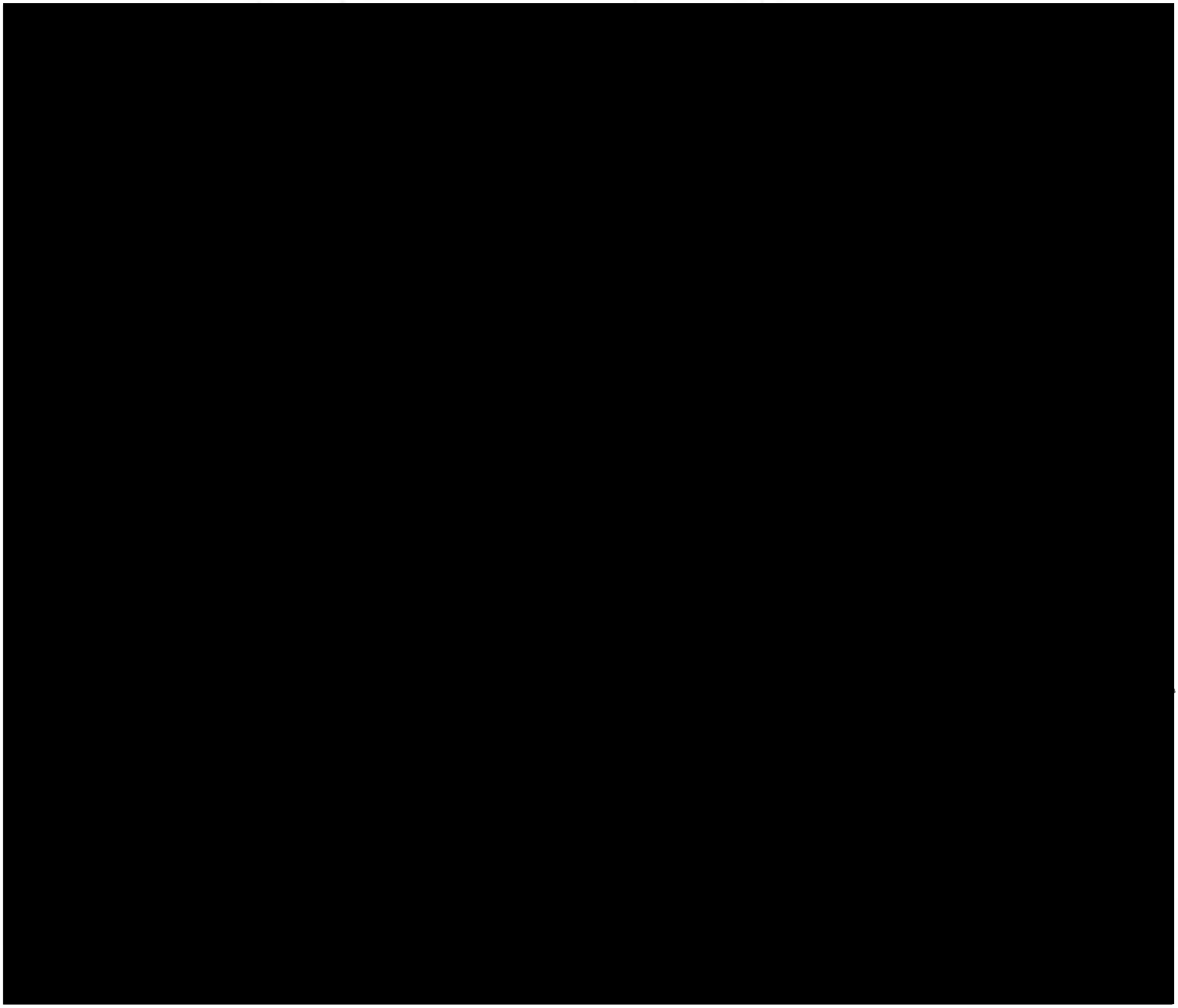

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SUCCESS ACADEMY CHARTER SCHOOLS

Vanity

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 37: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 34. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 34.

To learn more visit www.successacademies.org/NewSchools.

[redacted]

SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 31: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 31. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 31.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 24: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District ____. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District _____.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 31: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 9: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District ____. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District ____.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 31: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 31 Community Petition

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I support this great new public school option coming into the neighborhood

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 31 Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 31 Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 84: Community Petition

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SUCCESS
ACADEMY
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Community School District 31: Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 21: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 21. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 57.

To learn more visit www.successacademies.org/NewSchools.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 32: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District 32. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District 32.

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 34: Community Petition

Success Academy Charter Schools - NYC (SA) is applying to open a free, public charter school in District ____. If approved, the school would open in two years serving students in Kindergarten and 1st grade, and it would add one grade each year until it serves Kindergarten through 12th grade. The planned total enrollment in the school's fifth year of operation is 540-600 students. SA operates 53 high-performing schools across New York City in the 2023-2024 school year. SA recruits dedicated and talented teachers, and its schools have a proven track record. On any given day, students might dive into a good book, sing songs, challenge a fellow student in chess, or score the winning soccer goal. Success Academy scholars are critical thinkers who love learning and are college-bound. Please sign below if you would be interested in sending your child to this school or would support this school opening in District _____.

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SUCCESS
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CHARTER
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Community School District 31 : Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 31 : Community Petition

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SUCCESS ACADEMY CHARTER SCHOOLS

Community School District 3/: Community Petition

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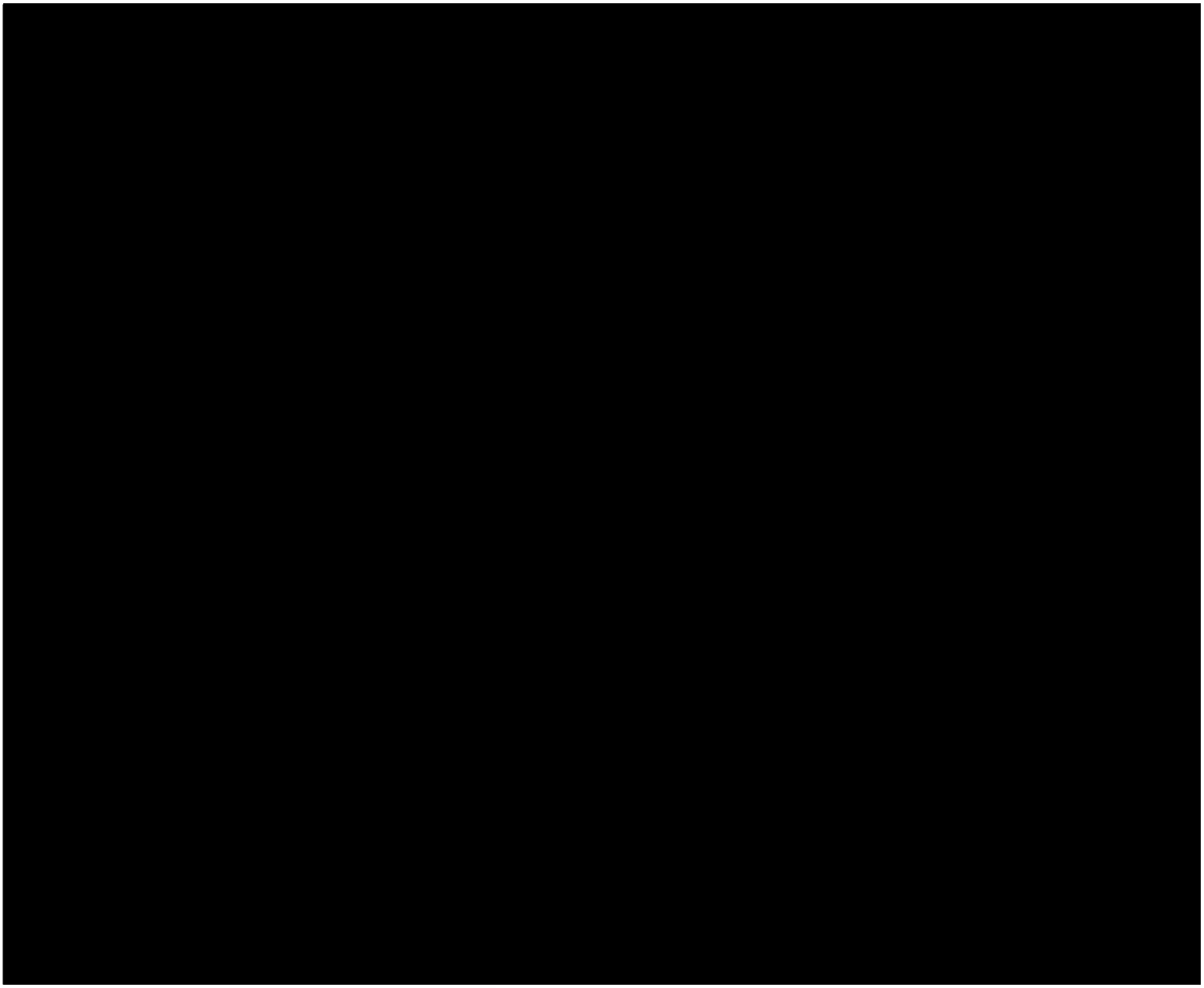

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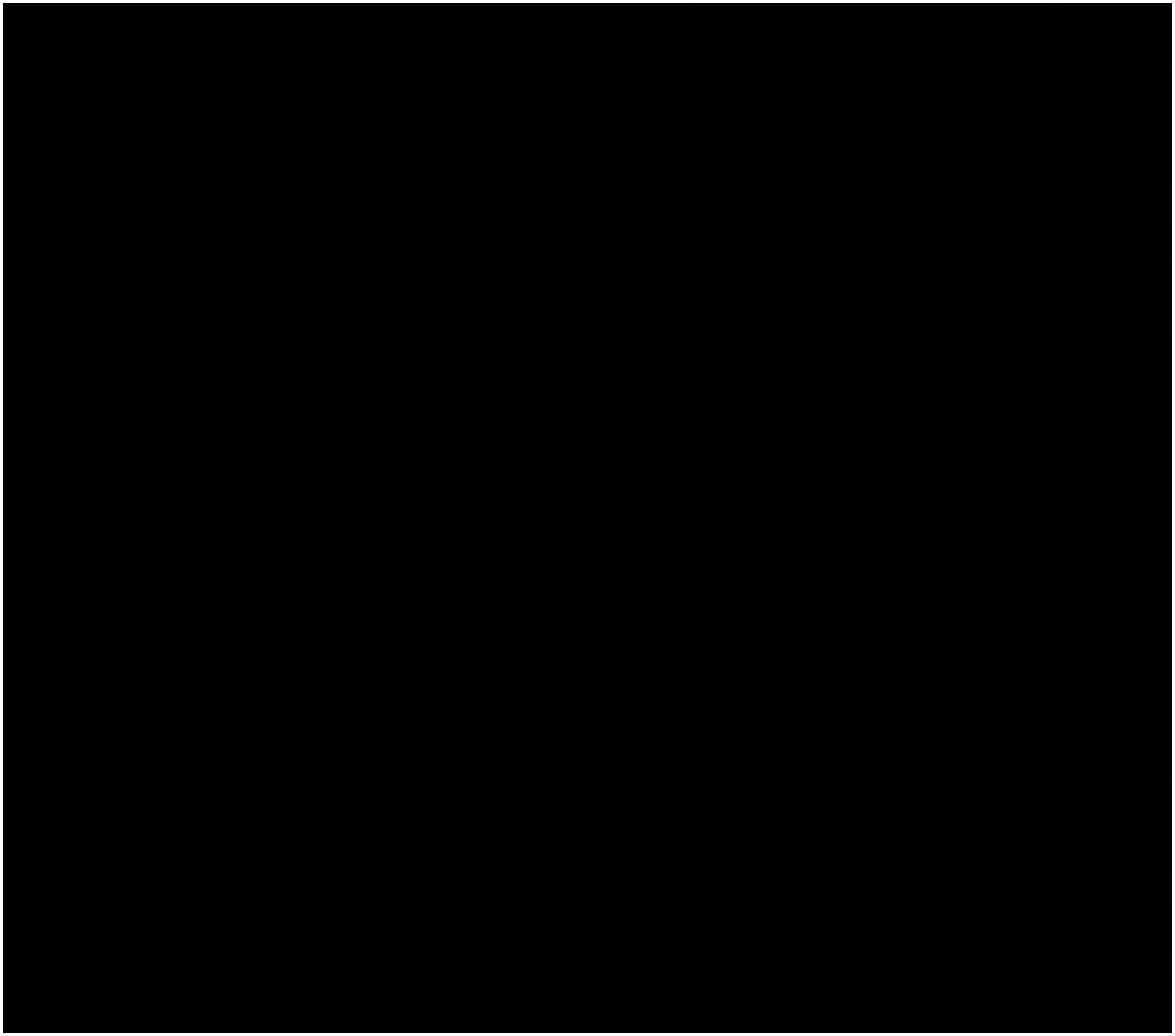

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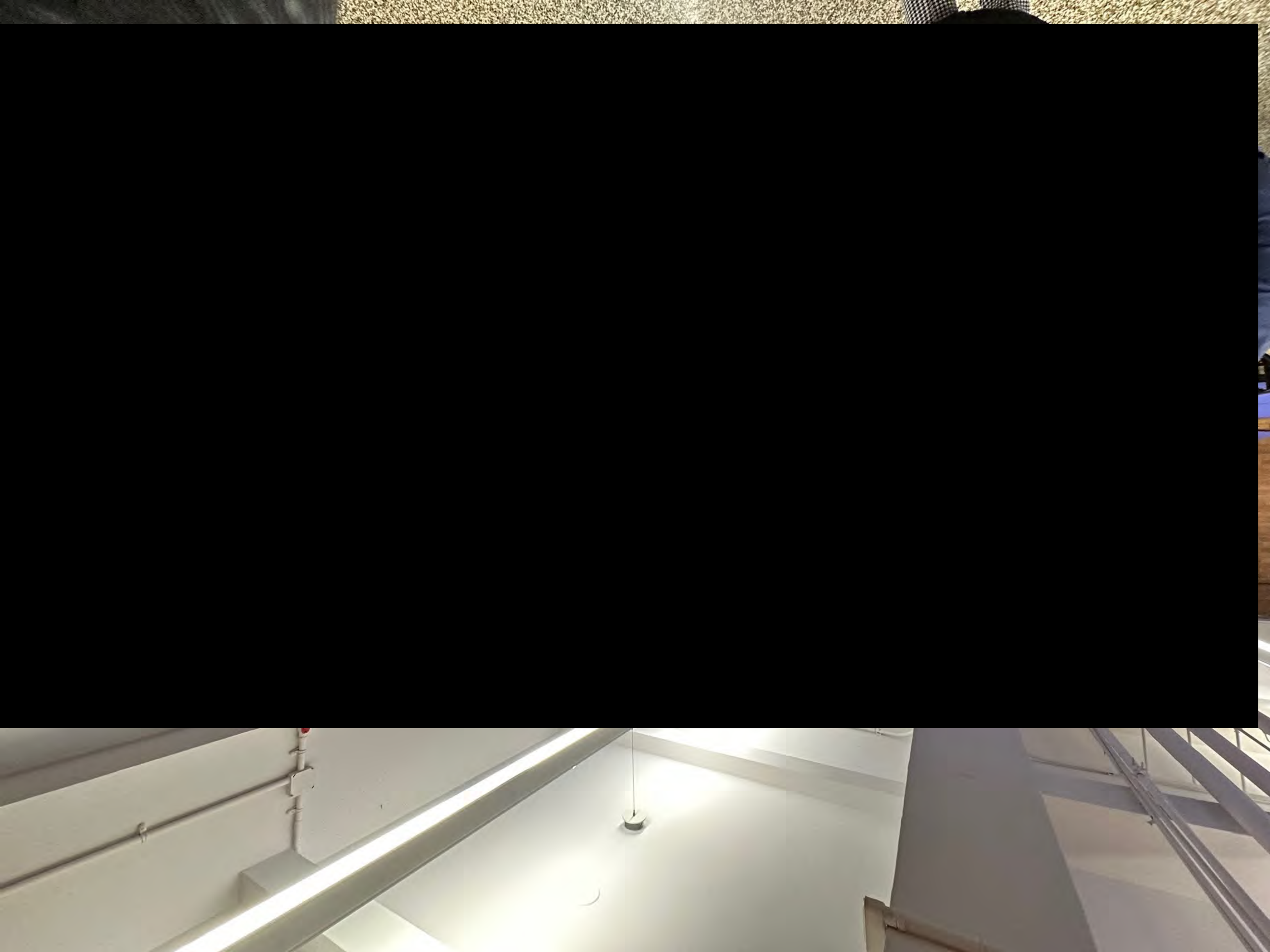
Response 04(d) – Support Evidence B1 - B2

Cafeteria
MUHAMMAD ALI



R-05ac - Enrollment

a. Enrollment Plan

The Enrollment policy of the proposed schools is substantially similar to that of all SA NYC schools. The language below is updated and should modify the SA NYC terms of operation.

During its initial charter term, each proposed school will open serving Kindergarten and 1st grade. Opening with Kindergarten and 1st grade helps to facilitate a smooth opening and to build a strong school culture. As students matriculate to the next grade, each school expands to serve one more grade. Success Academy Charter Schools ("Success Academy") will grow to accommodate these additional students as the size of the student body served expands, though only limited additional network staffing will be necessary since the current model is designed to accommodate an influx of students without significant additional expansion.

Success Academy plans to admit new students in Kindergarten and 1st, 2nd,3rd and 4th grades each year to reach targeted enrollment at scale The student attrition rate is estimated based on several factors, including student attrition data from existing Success Academy schools and student attrition data from other schools. As stated in RFP Response 05(d) Admissions Policy, each school may admit new students into kindergarten through sixth grade each year through its lottery process, depending on space availability and other factors.

Success Academy's growth plan ensures that the schools will be built carefully so that they have a strong school culture, with appropriate staffing, network and fiscal support. Within five years, the students in these schools may enroll in Success Academy middle schools, ready for the next stage in their education.

Success Academy intends to continue to scale the proposed schools to serve Kindergarten through 8th grade in the second charter term of the proposed schools, continuing to serve one additional grade each year. Rather than maintaining all students in the proposed schools, Success Academy may open consolidated middle schools that will serve 5th – 8th graders from multiple schools within the education corporation.

The rationale for this pattern of growth has multiple elements. Success Academy believes there is great need for both elementary and middle schools in the Community School Districts of the proposed schools. Based on past experience, Success Academy believes its enrollment plan reflects the maximum number of seats the school facilities can support. It also reflects the number of students Success Academy is confident it has the capacity to serve so as to maintain high standards while offering a significant number of seats to the community.

Success Academy may maintain a later eligible minimum age for Kindergarten than district schools and that minimum age will be communicated to applicants. Age requirements will be standard across all Success Academy schools, including the proposed schools. Additionally, Success Academy schools do not currently instruct, but reserve the ability in the future to instruct, Developmental Kindergarten. If any schools offer Developmental Kindergarten in the future, students will have to attain the age of 4 years by August 1 to be eligible for enrollment. Students may occasionally be promoted early or retained in a grade, as determined by teachers, instructional leaders, and special education staff; this may occasionally result in the enrollment in a particular grade of a student older or younger than the ages shown above. The proposed schools do not intend to exceed a total enrollment of 250 students per school in their

first two years of operation and therefore do not plan to request a waiver of the collective bargaining requirement.

b. Target Population Enrollment

Success Academy uses robust outreach efforts to educate families about the option of applying to Success Academy schools. The outreach goal for each of our proposed schools is that every family within the CSD knows about Success Academy and its world-class educational program, so that the family can choose to apply. This level of outreach is critical to reaching typically underserved families within the community, including those targeted by the enrollment and retention targets.

The proposed schools will undertake numerous outreach activities to recruit applicants and create a diverse student body. The schools will reach out to parents of children who may be categorized as students with disabilities, ELLs, and/or FRPL-eligible students through the use of a variety of methods, including, but not limited to:

- Mailings and bilingual distributions to residents of the school's CSD, including residents in low-income communities;
- Bilingual flyers dropped in public housing complexes, supermarkets, preschools, and community centers;
- Advertisements and marketing materials (including bilingual advertisements and materials) posted in local newspapers, supermarkets, preschools, community centers, and public housing apartment complexes;
- Tours of existing Success Academy schools; and/or
- Information sessions hosted at public and private venues frequented by families of young children, including daycare and nursery schools

These robust recruitment strategies ensure strong outreach to families residing within the proposed schools' CSDs of location, including families with students with special education needs and ELLs, and low-income families.

The proposed schools' enrollment and retention targets, as determined through the enrollment and retention calculator found on SUNY's website[1] are:

CSD	Enrollment Target (%)	Retention Target (%)
CSD 10	SWD: 19.3 ELL: 24.6 FRPL: 90.9	SWD: 94.4 ELL: 94.7 FRPL: 94.0
CSD 11	SWD: 16.4 ELL: 9.9 FRPL: 86.7	SWD: 93.9 ELL: 93.3 FRPL: 94.2
CSD 24	SWD: 14.5	SWD: 96.6

[1] See, https://www.newyorkcharters.org/resource-center/school-leaders/accountability/enrollment-retention-targets/ert/.

	ELL: 29.0 FRPL: 84.4	ELL: 96.5 FRPL: 96.4
CSD 25	SWD: 13.6 ELL: 21.1 FRPL: 72.3	SWD: 96.4 ELL: 96.0 FRPL: 96.5
CSD 28	SWD: 14.8 ELL: 13.6 FRPL: 75.0	SWD: 94.4 ELL: 94.9 FRPL: 94.5
CSD 31	SWD: 23.1 ELL: 7.8 FRPL: 60.2	SWD: 97.3 ELL: 97.3 FRPL: 96.8

Students with Disabilities ("SWD")

Success Academy has a special commitment to serving children with disabilities, as it has from the opening of its first school. Success Academy believes that there is a tremendous need for excellent education for children with special needs. Success Academy seeks to attract all students, including special education students, by directing advertising and other recruitment efforts at a broad range of neighborhoods, preschools, and community programs that serve both special education and non-special education students.

Additionally, as described in RFP Response 08 – Specific Populations, the proposed schools have detailed plans for serving students with special education needs once they are enrolled. Every Success Academy opens with qualified special education staff to serve this population. Success Academy is confident that it can serve children with disabilities at a high level. For example, on the 2023 state exams, Success Academy scholars with disabilities outperformed NYC district students with disabilities by 55 percentage points in math and 34 percentage points in English Language Arts.

With its outreach and programming, Success Academy will make good faith efforts to enable the proposed schools to meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities.

English Language Learners ("ELLs")

Success Academy will also take specific actions to attract and retain ELLs, including the robust bilingual outreach described above. For example, Success Academy distributes bilingual student recruitment flyers and other student recruitment materials, and posts bilingual advertisements and marketing materials. For the 2023-2024 school year, Success Academy's application was available online in Chinese, French, Haitian Creole, Russian and Spanish. In addition, each school will target its recruitment efforts to attract ELLs through targeted recruitment efforts and by providing a weighted lottery preference for ELLs, in order to meet the school's goal of reaching and serving the ELL population in its community.

As described elsewhere in the Terms of Operation, Success Academy has a robust program for educating ELLs at an exceptionally high level. Success Academy has achieved extraordinary results for ELLs through its highly successful English language immersion model. The schools

provide all necessary staff and specialized curricular materials to enable ELL students to achieve the schools' ambitious student performance goals. Teachers receive extensive professional development training in literacy and math that supports the identification of possible ELLs and strategies to support them within the curriculum. This model enables ELLs to rapidly achieve proficiency in the English language.

At Success Academy, most ELL students become proficient in English much faster than at district schools. On the 2023 state exams, Success Academy ELLs outperformed NYC district school ELLs by 65 percentage points in math and by 47 percentage points in English Language Arts (86% vs. 21% in math, 58% vs. 11% in ELA).

With its extensive bilingual outreach to ELL parents and its strong ELL program, Success Academy will make good faith efforts to enable the proposed schools to meet or exceed the enrollment and retention targets established by the SUNY Trustees for ELLs.

Free and Reduced Price Lunch ("FRPL")

Outreach to families of FRPL-eligible children includes delivering flyers and applications to public housing apartment complexes, conducting information sessions in community centers, and engaging in other strategies listed above. For the 2023-2024 school year, Success Academy schools had a network-wide average of approximately 72% of enrolled students that qualified for FRPL.

The proposed schools will participate in the federal School Breakfast Program and the National School Lunch Program, which offers free or reduced meals to all students who meet eligibility requirements. Additionally, as at all of its schools, Success Academy intends to offer enrolled students a snack to all students free of charge. The proposed schools' leadership and staff will work hard to help ensure that challenges in the home do not impact student learning or prevent students from receiving a top-notch education. All of these efforts will go a long way toward ensuring that students who are FRPL-eligible will have an opportunity to fully access the educational programs offered at the proposed schools. With its outreach and programming, Success Academy will make good faith efforts to enable the proposed schools to meet or exceed the enrollment and retention targets established by the SUNY Trustees for students qualifying for the FRPL program.

Please refer to RFP Response 08 – Specific Populations and Appendix A – Success Academy Business Plan for additional information about Success Academy's proven ability to attract, serve, and retain at-risk students.

c. Student Enrollment Table

CHARTER ENROLLMENT BY GRADE - PROPOSED NEW SCHOOLS						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	90	75	90	113	140
1st Grade	Elementary School	100	81	110	113	140
2nd Grade	Elementary School		84	90	113	140
3rd Grade	Elementary School			90	90	101
4th Grade	Elementary School				81	81

5th Grade	*Middle School*					73
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		190	240	380	510	675

CHARTER ENROLLMENT BY GRADE - SA-NYC						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	3,047	3,040	3,439	3,607	3,883
1st Grade	Elementary School	3,129	3,158	3,606	3,617	3,894
2nd Grade	Elementary School	2,448	3,245	3,689	3,827	4,103
3rd Grade	Elementary School	2,309	2,388	3,547	3,666	3,881
4th Grade	Elementary School	2,330	2,268	2,573	3,473	3,800
5th Grade	*Middle School*	2,322	2,203	2,178	2,459	3,079
6th Grade	Middle School	2,062	2,165	2,004	1,987	2,294
7th Grade	Middle School	1,476	1,853	1,919	1,775	1,760
8th Grade	Middle School	1,247	1,298	1,630	1,690	1,614
9th Grade	High School	559	668	697	876	958
10th Grade	High School	431	541	648	675	900
11th Grade	High School	427	418	525	628	655
12th Grade	High School	250	414	406	509	609
Ungraded						
TOTAL		22,037	23,662	26,860	28,789	31,432

R-05d - Admissions Policy

Admissions Policy

Formal recruitment of new potential students will begin in or around October to January of each year, at which point interested families may begin submitting applications. Each school will advertise information sessions where families can learn about such school's programs and expectations. The application will be available at the information sessions, at all Success Academy Charter Schools ("Success Academies"), and online. It will be a simple form requesting basic biographical and contact information and will conform to the New York State Education Department's New York State Charter School Uniform Application Form. The form will be available in the language or languages predominantly spoken in the community in which each school is located, as determined by each school. There will be no fees associated with submitting the application, and staff members will be available to assist applicants who need help filling it out.

The targeted student populations are low-income and/or mixed-income students residing within the Community School District ("CSD") of location of each school, or students temporarily housed ("STH") after previously residing in the CSD, including English Language Learners ("ELLs") and students with special education needs. Each school intends to serve these student populations with a view to educating all students at a very high level, irrespective of socioeconomic, racial, ethnic, and/or other status and irrespective of whether students have special education needs.

Broad recruitment efforts will be designed to reach all parents in the community. Each school will make an effort to attract special education students as well as students without special education needs by directing advertising and other recruitment efforts at a broad range of neighborhoods, pre-school programs, and community centers that serve both special education and non-special education students. In addition, each school will target its recruitment efforts to attract ELLs through targeted recruitment efforts and by providing a weighted lottery preference for ELLs, in order to meet the school's goal of reaching and serving the ELL population in its community. In these recruitment efforts, each school shall not discriminate against any student based on race, ethnicity, national origin, gender, disability, sexual orientation, or on any other basis that would be unlawful for a public school.

Numerous recruitment activities will be undertaken by each school. Some of the activities that will promote the school and recruit applicants will include:

- Mailings and distributions to residents of the CSD of location of the charter school ("in-district residents"), including residents in low-income and mixed-income in-district communities;
- Advertisements, flyers, and/or marketing materials posted in local newspapers, supermarkets, community centers, and/or apartment complexes;
- Targeted distribution of foreign-language materials, including mailings, advertisements, and/or flyers to foreign-language-speaking individuals and communities within the CSD, as determined by each school;
- Tours of existing Success Academy schools; and/or
- Information sessions hosted at public and private venues frequented by families of young children, including daycare and nursery schools.

All applications must be received by a deadline that will be no earlier than April 1 and will likely be prior to April 15. If the number of applicants exceeds such school's capacity, a random

selection lottery process will be conducted on, before, or around April 15. After the lottery is conducted, the school continues to accept applications for the waitlist. Returning students have admissions priority. Lottery preferences will be provided for:

- Siblings of current or accepted students,
- Children of Success Academies and SA-NYC employees (not to exceed 15% of school enrollment),
- Applicants who reside in-district, and
- Applicants who are eligible for in-district enrollment based on McKinney-Vento protections. STH who wish to attend a New York City charter school may select as their school of attendance either: (1) a charter school in the community school district in which they were last permanently housed, OR (2) a charter school in the community school district in which their temporary housing is located. For additional information: http://www.nysteachs.org/media/INF_SED_NYCCharterLottery.pdf.

Any remaining seats will be randomly distributed to the remainder of eligible applicants statewide who reside outside the CSD where the school is located ("out-of-district").

Success Academies will also provide a weighted preference to ELL applicants by providing students who qualify with two randomly assigned numbers, the lower (*i.e.,* more advantageous) of which will apply to the applicant for purposes of the lottery.

If it comes to Success Academies' attention that an applicant is seeking a preference for which he or she may not be eligible, Success Academies may request additional documentation in order to determine eligibility.

The lottery will be open to the public and noticed in accordance with the New York Open Meetings Law. There will be an impartial person conducting the selection of lottery applicants or acting as an observer at the lottery of the selection of lottery applicants.

Success Academies will use a digital lottery program. Each school operated by SA-NYC will have a separate lottery. For each school, the lottery program will first prioritize acceptance of siblings of current students. The program will then prioritize acceptance of children of Success Academies and SA-NYC employees (not to exceed 15% of school enrollment). Next, the program will assign seats to, first, in-district applicants claiming a residency preference as per provisions above on a random basis and, second, out-of-district applicants on a random basis. Any remaining applicants will be placed on a wait list in the order of their randomly assigned number (prioritizing, first, in-district applicants and, second, out-of-district applicants). Note that the program will also prioritize siblings of accepted students. At each stage, an ELL applicant will be treated as if the lower randomly assigned number out of the two that he or she received was the only randomly assigned number that ELL applicant received. The sibling, employee, and CSD priorities apply to late applicants as well.

The parent(s)/guardian(s) of each on-time applicant will be notified via electronic means of the lottery results. Late applicants will be notified by electronic mail and/or telephone if accepted off a waitlist. Because many applicants apply to more than one school in Success Academies' network of schools, applicants may rank their schools in their order of preference, both when they apply and after they receive their lottery results. In the event that an applicant is accepted to multiple schools, it will be assumed that the applicant prefers to attend the school ranked highest on the application. The applicant's seat(s) at other schools, if any, will be offered to the next eligible individual(s) on the waitlist. Not incorporating the foregoing into our lottery

process could result in a small pool of applicants taking up all of the available seats across our schools. However, the lottery results notice sent to applicants will list all schools they were accepted to, and applicants will be informed that they have the opportunity to select any school choice option they were accepted to that best meets their individual needs.

Reasonable and multiple attempts will be made to contact the families of accepted applicants to confirm whether an applicant is interested in attending the school. If these reasonable and multiple attempts are unsuccessful, the school may remove the applicant from the accepted list and make the space available to the next eligible applicant on the wait list.

Following the lottery, the wait list will remain active until the last day of school of the full academic year after the lottery took place, at which point, the wait list will expire.

Families of accepted applicants will have multiple opportunities to register at various meetings starting in or around May following the lottery. Families intending to register their children must present required New York state documentation in order to register their children at the school, allowing for any exceptions for homeless or undocumented youth, as set forth in the McKinney-Vento Homeless Assistance Act of 1987, as amended. All families of accepted applicants must complete all of the school's enrollment forms, including, but not limited to, any required physical examination and/or immunization forms, by the date required on the forms or accompanying explanatory paperwork, to secure enrollment. Reasonable and multiple efforts will be made by the school to ensure that all enrollment forms are completed in a timely fashion. The failure by the accepted applicant's family to complete all enrollment forms in a timely fashion and/or complete the enrollment process may result in the student's loss of his or her space at the school, and that space will be made available to the next eligible applicant on the waitlist. Exceptions will be made to STH as required under McKinney-Vento, who may not be required to submit paperwork as per typically required for enrollment. Changes to McKinney-Vento went into effect October 1, 2016, and include: expanded transportation protections until the end of the school year for temporarily housed students who move into permanent housing, the inclusion of preschool in the definition of "school of origin" (children can stay in their school of origin and receive transportation to that school), and changes to the dispute resolution process which include the provision of all McKinney-Vento related services (for example, continued enrollment and transportation).

Each school may admit new students into kindergarten through sixth grade each year through its lottery process, depending on space availability and other factors. New students may be given a placement test, enrolled in summer school programs, or subject to other post-admission evaluations, in order to be placed in the grade at the appropriate academic level, as determined by each school.

Students attending any school operated by SA-NYC may be transferred to another school operated by SA-NYC for the purpose of special education programming and on a case-by-case basis, unless entitled to school stability protection by federal and State law, when SA-NYC deems a transfer appropriate under the circumstances. For example, if a school operated by SA-NYC offers a 12:1:1 setting, and a scholar has a 12:1:1 class size need on his/her Individualized Educational Program ("IEP"), the school, in coordination with the IEP team and depending on space availability and appropriateness of the setting, may transfer that scholar to another SA-NYC school that offers an appropriate 12:1:1 class setting. Prior to any such transfer of scholars based on special education considerations, the school sending the scholar to the new SA-NYC school will notify the relevant Committee on Special Education in writing. Another example where a school may, at its discretion, deem that a transfer is

appropriate is if a scholar moves to a location that is closer to another SA-NYC school and the transfer will prevent a hardship for the scholar. STH are entitled to maintain attendance and enrollment in their original school building and entitled to transportation as per Federal and State law. In all cases, transfers are not guaranteed, and are subject to space availability and other constraints, as determined by the sending and receiving schools. A potential transfer will be considered by the principals of both the sending and receiving schools. The principals will consider each transfer on a case-by-case basis and, in addition to the above considerations, will consider the best interests of the student and the receiving school's ability to address the student's specific needs. The principals will consult with Success Academy as necessary to consider the potential transfer. Transfers will occur when the principals of the sending and receiving schools agree to the transfer, and transfer determinations are at the sole, unreviewable discretion of the principals.

Charter schools are public schools of choice, both for application and withdrawal. There may arise circumstances in which a parent or guardian may wish to transfer his or her child to a different school. Such parent or guardian may withdraw his or her child at any time. School personnel will offer to meet with the family, discuss the reasons for the desired withdrawal from the school, and/or seek resolutions to any problems needing to be addressed. If the parent or guardian still wishes to withdraw the child, school staff will ensure a timely transfer of any necessary school records to the student's new school.

Each year, school personnel will meet with the families of all parents and guardians of currently enrolled students to discuss enrollment plans for the following school year. Parents or guardians must then submit to the school a letter of intent confirming their desire to enroll their child(ren) in the school for the following year.

R-06af - Curriculum and Instruction

The language below is updated and should modify the SA NYC terms of operation.

a. Curriculum Selection Process

The educational focus and philosophy of all schools operated by Success Academy Charter Schools are centered on the belief that all children can learn. All students can achieve at the highest levels – not just children who come to school from privileged backgrounds but everyone, regardless of initial school readiness. SA-NYC believes that all students deserve an education that will challenge, inspire, and prepare them for a better future. SA-NYC also believes that Success Academy schools can make the difference, not only to the children who will be served, but also to families and the surrounding community.

Success Academy has had the advantage of being able to examine the more than 50 charter schools that have operated in New York City since 1998 and hundreds of traditional public schools, parochial schools, and independent schools. It has studied the best practices of many of these schools, including other charter and great traditional public schools, in order to select the elements that are most effective in educating students and preparing students to succeed in school, college, and life. It has also studied the practices of schools that have failed and since ceased operations. Through a comparison of both successful and unsuccessful schools, Success Academy has been able to carefully select those elements that are most effective in helping schools ensure impressive student achievement results.

As new grades and classes are added to each Success Academy school, it became necessary to create new curricula materials or to modify existing programs. The Chief Learning Officer led efforts to research best practices of international educational systems in order to enhance and develop Success Academy's curriculum. For example, Success Academy personnel examined several math programs to determine the most rigorous and effective curriculum, met with representatives of each publisher, pored over curriculum materials and observed model lessons. After three months of intensive research they recommended the implementation of Context for Learning Mathematics with supplements for a comprehensive, rigorous, and NY State Common Core Learning Standards aligned program. This process and level of intense research and comparison is how all components of the curriculum are selected to ensure the Success Academy curriculum is rigorous, effective, and aligned with all NY State Common Core Learning Standards and NY State Core Curriculum.

The existing schools managed by Success Academy have shown very impressive student achievement results in all areas. Success Academy schools serve a population that is approximately three-quarters (or more) eligible for the federal Free and Reduced Price Lunch program. The Success Academy school design has resulted in our schools historically ranking in the top 1% to 3% in math and reading compared to all 3,500 NY State elementary and middle schools.[1] For 2023 New York state test score data, Success Academy ranked #1 in the state in Math test scores and the charter network ranked #3 in English Language Arts among districts with test participation rates of 95% or more.[2]

[1] See https://www.successacademies.org/results/.
[2] See https://www.successacademies.org/press_releases/success-academy-charter-schools-rank-1-in-math-according-to-2023-nys-test-score-results/.

Success Academy's school design provides a top-notch education to all students, irrespective of socioeconomic, racial, ethnic, and/or other status. SA-NYC deeply believes that economically and racially integrated school settings provide important benefits to both students and the community at large, and that every child should have access to a high-quality public school option. Internal assessments have demonstrated a trend that shows the Success Academy program is likely to continue to produce similarly stellar results. The curriculum outlined below has enabled the Success Academy schools to be successful.

The Success Academy curriculum that has been developed and refined for the existing Success Academy schools will be used at each school operated by SA-NYC. The Success Academy Education Institute along with select external experts will train teachers and school leaders on the curriculum during the extensive professional development that occurs throughout the school year including intensive summer training, weekly professional development training sessions, and dedicated professional development days.

Curriculum

THINK Literacy
THINK Literacy is a framework that teaches students to become avid readers, elegant writers and critical thinkers. At the heart of THINK Literacy is Success Academy's deep belief that students become voracious readers and writers by reading and writing voluminously, and develop the ability to express their ideas clearly and articulately through many daily opportunities to think and talk about great books, their own experiences, and the world around them. The THINK framework provides a balance between modeled teacher reading and writing, teacher reading and writing with students, and independent reading and writing by students. Each and every day our students see excellent teacher models of reading and writing, read and write with teacher guidance and coaching, and put the pieces together during extended blocks of independent reading and writing.

THINK Literacy stands firmly on the premise that all students can learn to read and write. The balance between reading and writing allows students to receive the instruction needed in order to reach grade level status, while allowing students to work at a level that is not frustrating for them. Teachers use an integrated approach to teaching literacy that creates many opportunities for reading and writing on a daily basis. The THINK Literacy program includes, but is not limited to, the following activities and goals:

Reading

- **Shared Text** gives students the opportunity to interpret brief texts in a highly engaging way. It helps them develop and hone their critical thinking skills with the support of their teacher. First, students determine the meaning of the text and learn to find evidence to support their ideas. Then, students closely examine the author's use of language, punctuation and various literary devices to understand how the author conveyed the central idea. Students then write to show their understanding of the text they've been reading. Studying excellent writing is one of the ways Success Academy schools help students become great writers themselves.

- **Guided Reading** is a powerful tool to help deepen students' understanding of books and then help them rapidly improve the level at which they read and understand books. Small groups of students work with their teacher to read and understand a book that is slightly above where they are reading independently. The teacher introduces the book and provides individualized coaching during Guided Reading so that students are able to

read increasingly more difficult books.

- **Read Alouds and Book Discussions** are opportunities for students to fall in love with great books and to think critically about them. The teacher reads to the class and will verbalize what he or she is thinking as he or she reads in order to help students see and understand how an excellent reader thinks through the text he or she is reading. During strategic points throughout the book, the teacher will ask students to discuss a part of the book (either through “Think Alouds” or “Turn and Talks”) to further their understanding of the meaning of the book. The last of these leads into a whole class discussion during which students discuss and debate the book.

- **Independent Reading** provides time for students to read books of their choice each day, building engagement, independence, and healthy reading habits. During Independent Reading teachers coach and talk with individual students about their reading and help students "book shop" from the classroom library to ensure they always have fresh, engaging, and appropriately challenging books to read.

- **Word Study** covers phonics, vocabulary, spelling and grammar instruction in order to ground students in the fundamentals and conventions of written and oral language. This sets students up to be accurate and proficient readers and writers.

Writing

- The **Writing Workshop** teaches students to write in a variety of genres such as stories, poems, essays or articles. They learn to write pieces around main ideas, using structure, details and mechanics to make their point. During Writing Workshop the teacher introduces and models one aspect of excellent writing. Students then have the opportunity to write independently and practice this skill. The teacher also works with a small group of students during this time to provide individualized attention to lift the level of their writing.

- During **Shared Writing** the teacher and students compose a piece of writing together, with the teacher acting as the coach and scribe. Through writing together, students internalize what it feels like to craft great writing. Shared Writing is a way to show students what they are aiming for in their own independent writing.

- While Shared Writing focuses on ideas, structure and detail, **Interactive Writing** provides students with the chance to practice the physical mechanics of writing. During Interactive Writing, the teacher and students write a piece, or part of a piece, together, sharing the pen. Students have individual whiteboards to practice writing specific words and phrases.

In kindergarten and first grade, students also receive extensive phonics instruction. This early literacy curriculum is modeled on an enhanced version of Success For All (SFA), which has a proven track record in urban schools and has been implemented in 1,300 schools around the United States.

Success Academy schools supplement THINK Literacy with Success For All (“SFA”), a research-based and research-proven program that provides children with experiences that prepare them for success in the primary grades. Specifically, in Kindergarten, Success Academy schools use components of KinderCorner, an all day curriculum that fosters the development of children’s language, literacy, and interpersonal skills.

SFA's Stepping Stones exposes children to phonics through letter-sound connections, blending, and segmenting. The KinderRoots Shared Stories provide a meaningful context to practice beginning reading skills. This literacy strand includes 19 colorful stories with decodable text. Classroom DVDs linked to the reading program create memorable images of vocabulary, sound/letter correspondences, sound blending, and reading. Throughout the enriched Kindergarten program, there is a focus on developing strong oral language skills, a love of reading, phonemic awareness, phonics, listening comprehension, and writing, which creates a solid foundation for reading and learning.

Starting in 1st grade, the school will use SFA's Reading Roots, a comprehensive program that targets the needs of beginning readers. Reading Roots is a research-based beginning reading program that has proven its effectiveness through randomized experimental research. It provides a strong base for successful reading by providing systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process.

In accordance with the THINK Literacy model, students are grouped by reading ability level beginning in the 1st grade. Retesting and regrouping occurs regularly, allowing teachers the opportunity to work intensively with a group of 8-15 students who are all performing at approximately the same level, thus allowing the teacher to achieve dramatic gains with these students. Cooperative learning embedded throughout the program focuses on individual accountability, equal opportunity for success, and team recognition. Providing the opportunity to work with peers to meet specific learning goals enables students to master basic reading, writing, and mathematical skills as they continue to grow as thoughtful learners.

Success Academy Math
The math curriculum at Success Academy schools provides students with the opportunity to develop theoretical, conceptual, and practical mathematical understandings.

Context for Learning Mathematics is a Kindergarten – 5th grade mathematics curriculum aligned to NY State Common Core Learning Standards that is designed to support children as they make sense of mathematical ideas. Context for Learning Mathematics is used at Success Academy schools because it is based on extensive classroom-based field-testing on how children most effectively learn mathematics.

Context for Learning Mathematics develops conceptual understanding by engaging scholars in rich context-based math investigations while also dedicating time for procedural and computational fluency. The Context for Learning tasks are designed to encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively. Students are consistently writing, drawing, and talking about math in order to deepen their understanding. Mathematics content includes the number system; addition, subtraction, multiplication, and division; collecting, sorting, and representing data; probability and statistics; measurement; changes over time; 2-D and 3-D geometry; fractions; computation and estimation strategies; and tables and graphs.

Success Academy schools supplement Context for Learning Mathematics with Cognitively Guided Instruction ("CGI"), a mathematical approach that requires students to use their own mathematical understandings to problem-solve. CGI requires each student to solve problems

using their own mathematical strategies; these strategies are then shared with the entire class in order to advance all students' mathematical understandings.

Success Academy Science
The Success Academy science program is like none other in the country. Success Academy students take science five days a week beginning in Kindergarten. By the end of Kindergarten, Success Academy students conduct many experiments each year, from building Rube Goldberg machines to studying force and motion, to examining the effect of temperature on cricket habitats. Success Academy students love to ask questions and the schools capitalize on their natural curiosity with a hands-on approach. Success Academy students conduct experiments and are encouraged to observe and ask questions about the world around them.

Success Academy students conduct investigations and discuss observations, data, and results in the same way true scientists do. We incorporate the three main disciplines of science — life, physical, earth and space — into each year's curriculum, as well as engineering. Science units are grounded in anchoring phenomena that are complex or puzzling. Students participate in different types of activities that advance their ability to reconstruct what they know about scientific ideas based on evidence from lessons or texts and observations and ideas raised in classroom discussions. Science lessons launch with a challenge or question presented by the teacher: students may be asked to determine how to make a lightbulb light up or compare the speed at which different objects fall to the floor. After students work collaboratively on the challenge and record their observations, they participate in rich discussion about their discoveries, during which the teacher guides them to a deeper understanding of the scientific principles embedded in the lesson. Finally, students discuss or write their conclusions that grow in sophistication over the course of elementary school. Scientific concepts are revisited at increasing levels of depth, complexity, and rigor as students progress through elementary and middle school. By high school, students are prepared to excel in Advanced Placement exams across scientific disciplines.

For too long science has taken a back seat to reading and mathematics in our country's schools. There is still a long path ahead for increasing diversity in STEM jobs.[3] Such students are given high school diplomas without the skills necessary to secure high-paying jobs in science-related fields. Success Academy is determined to reverse this trend by providing students with a solid foundation so that they can excel in science classes in middle and high school. Success Academy has a commitment to graduate more students who plan to major in STEM fields.[4] The Success Academy curriculum ensures that all students receive discovery-based experimental science instruction five days a week beginning in Kindergarten.

Social Studies/Geography
It is critically important that students comprehend the world around them, their history, and the history of other cultures. The Success Academy social studies curriculum allows students to master key concepts and vocabulary, geography, and cause and effect relationships. It also allows students the opportunity to develop their non-fiction reading skills and take part in relevant field studies where they can learn first-hand about cultures and communities.

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[3] See https://www.pewresearch.org/science/2021/04/01/stem-jobs-see-uneven-progress-in-increasing-gender-racial-and-ethnic-diversity/.
[4] See https://www.successacademies.org/press_releases/success-academy-announces-bold-new-vision-of-great-schooling-at-scale-exponentially-increasing-equity-and-access/.

Specials and Enrichment at Success Academy
In addition to a rich and rigorous academic curriculum, Success Academy schools have a carefully designed and robust program that includes a selection of art, dance, music, chess, theater, sports, and discovery-oriented science five days a week. SA-NYC believes that this is a critical part of Success Academy's strategy to prevent the achievement gap. Children need to be highly engaged in school in order to become great writers and great students. This is why Success Academy students go on numerous "field studies" as well as using the THINK Literacy and Context for Learning Mathematics. This serves not only to remediate but also to prepare students to be strong in writing, reading, and critical thinking.

Field Studies
As discussed above, Field Studies provide students with a wide variety of experiences outside the classroom which can help close the opportunity gap; it puts them on more equal footing when they go to college with peers whose socioeconomic background affords them more world experiences. Field studies are an integral part of the school design and an extension of the curriculum and facilitate developing sophisticated thinkers, autonomy, and self-assuredness. For instance, all of our students participate in field studies in February for Black History Month.

Middle School and High School Curriculum

Success Academy has also developed a robust and multidisciplinary middle school and high school curriculum. Our intellectually driven and deeply engaging high school curriculum prioritizes student-led inquiry, applied problem-solving, and cross-disciplinary perspectives. Our curriculum is continually evolving and prepares students to graduate from four-year colleges or universities. Our hands-on STEM program helps students build a broad foundation of knowledge that supports them in accelerated STEM studies in middle school, college-level STEM in high school, and beyond. Once in high school, students have access to Advanced Placement courses as well as dual enrollment programs with Columbia and Hunter. A core component of our high school curriculum is that all students take Advanced Placement (AP) courses — college-level courses that culminate in an external exam — and select students can apply for dual-enrollment at Columbia University and New York University. To date, 100% of graduating seniors have gained admission to college, including at top schools.

Though the proposed new schools will serve grades K-5 within their initial five years of operation, the curriculum is designed to provide a successful transition and pathway to middle or high school for those students.

Curriculum Support

To support the development of Success Academy's educational program and school culture, Success Academy staffers participate in regular training, professional development sessions, conferences, observations, and site-visits. Ongoing professional development is customized for the entire network and individual schools based on feedback from network leaders, school leaders, and teachers. These regular training sessions focus on providing teachers with the knowledge, skills, and instructional materials they need to implement the curriculum at a high level.

The Success Academy team partners with school leaders to provide extensive guidance and resources to faculty. They create a system of challenging goals and specific unit and lesson objectives, planned backwards from accountability goals, particularly in core subject areas of

math, literacy, and writing. This is paired with strong, standards- and vertically-aligned assessments designed to gauge teaching effectiveness and ensure a constant stream of data on student master of skills and objectives.

The Education Institute and the Chief Learning Officer and team, provides curriculum maps, scope and sequences, calendars, templates, rubrics and all necessary materials to ensure that all teachers are well prepared. These materials are presented and utilized during faculty orientation, intensive summer training, and professional development sessions.

Success Academy has from day one systematically documented its curriculum to ease the implementation of the Success Academy school model in future charter schools. All materials, including year-long scope and sequences, unit overviews, lessons, video models, and general resources can be found on a network drive shared across Success Academy and the schools it operates.

Success Academy also partners with leaders to provide and extensive program of both network-wide and school-based professional development. This includes ongoing professional development and training prior to the launch of each unit and to track student progress against end-of-unit benchmarks and end-of-semester benchmarks. This generally occurs during the weekly professional development time. A more in-depth discussion of the professional development program can be found in RFP Response 09(a-d) – Instructional Leadership.

The Chief Learning Officer and other instructional coaches make regular on-site visits to engage in training activities, support the Lead Teacher/facilitator, and discuss with teacher teams how to use data and a basic problem-solving model to inform and improve instruction and properly group and accelerate students and create a plan of action for struggling students. This team also presents workshops on topics appropriate to each school's needs. Coaches will use professionally developed videos, model lessons, and interactive sessions to present topics such as strategies for teaching English Language Learners ("ELL"), proactive behavior management, teaching particular reading strategies, or parent involvement.

As mentioned in SA-NYC's terms of operation's policies and strategies for serving students with disabilities and ELL students, general education faculty will be given professional development in properly identifying students they suspect may need an individualized education program ("IEP") or who may be ELL, and other topics including blended programming, co-teaching models and consultant teaching models.

Curriculum Evaluation and Revision

Evaluating the overall effectiveness of the curriculum is based on student achievement measured against end of year goals. When students consistently meet or exceed planned goals, the curriculum and its implementation is judged to have been effective. If performance is anything less than excellent, the Success Academy team and leaders go back to the drawing board to further analyze student and faculty performance and determine the specific structural flaws that led to the deficiency. Each year leaders also solicit input from teachers and use this, paired with achievement data, to examine and refine teaching, professional development, standards, skills, and sequencing.

At the end of each school year, teachers and leaders review and provide input on the curriculum scope and sequence as well as specific units, lessons, and materials. Regular evaluation also takes place during the school year. Collaboration is central to how Success Academy schools

analyze data. Teachers and school leaders meet once a week to discuss how students performed on tests and assessments. Meetings generally center on the following questions:

- How did the school perform overall?
- How can instruction be individualized for students who did not perform well on this test?
- What skills were not mastered and need to be retaught?
- Which teachers were successful in teaching these skills and how did they teach these skills?
- Is instruction being driven in a way that challenges all students?
- How did the curriculum support student learning? How should it be revised to address areas or content identified as problematic?

Monitoring student progress is an ongoing activity in all classrooms. A variety of tools are used to monitor student progress, some formal and others more informal. Data is used to guide teachers as they make instructional decisions and inform school leaders as they plan for interventions for groups and individual children each day.

School leaders and the Chief Learning Officer and team use this data to adjust materials and lessons as needed. The frequent collaboration and input from teachers and leaders also influences professional development topics, which are constantly being reviewed and re-prioritized in order to meet teacher and student needs.

The success of the students, school, and therefore curriculum will be continuously under examination. Success Academy's design element of student performance data allows the school leadership to regularly examine, assess, and improve the effectiveness of the curriculum and the instruction. The regular reading and math assessments, as well as other nationally normed assessments will provide value-added data throughout the year to be used longitudinally over multiple years. The Fountas and Pinnell (F&P) assessment or similar assessment will be used regularly for formal assessment of reading progress. The school will also hold data reviews on a regular basis as well as student assessment meetings to assess student progress, effectiveness of curriculum materials and to make changes that ensure students reach NY State Common Core Learning Standards and school end of year goals. Additionally, the NY State and City mandated assessments will provide student performance data that will be used to determine if students are mastering and going beyond the state standards and, hence, whether or not the school is a success.

The Moonshot

On December 15, 2023, Success Academy announced its bold new vision of great schooling at scale, exponentially increasing equity and access.[5] Success Academy is creating new learning content and pedagogy to provide 13 years of integrated, continuous learning for K–12 students. The “Moonshot” initiative will begin in the 2024–25 school year and continue each new school year. The Moonshot seeks to revolutionize K–12 public education and create a new national model for excellence, equity, and access.

Success Academy’s Moonshot is a reverse-engineered learning experience that starts with the desired outcome — the knowledge and skills students need to excel in college and life — and

[5] See https://www.successacademies.org/press_releases/success-academy-announces-bold-new-vision-of-great-schooling-at-scale-exponentially-increasing-equity-and-access/.

works backward to build a singular, coherent curriculum across all subjects and all grades. Each year of a student's 13 years is utilized to its fullest and every lesson will be integrated and connected, from the first day of kindergarten to the last day of 12th grade. Its groundbreaking content provides a continuous 13-year trajectory of learning and intellectual preparedness that is unrivaled in public education today. Success Academy is raising the bar on expectations and increasing access for its 20,000 students, most of them low-income children of color.

b. Assessment System

The language below is updated and should modify the SA NYC terms of operation.

Success Academy's assessments inform instruction and guarantee continual improvement. Assessments administered at all Success Academy schools are created and/or chosen at Success Academy. Tests are vetted to see whether they:

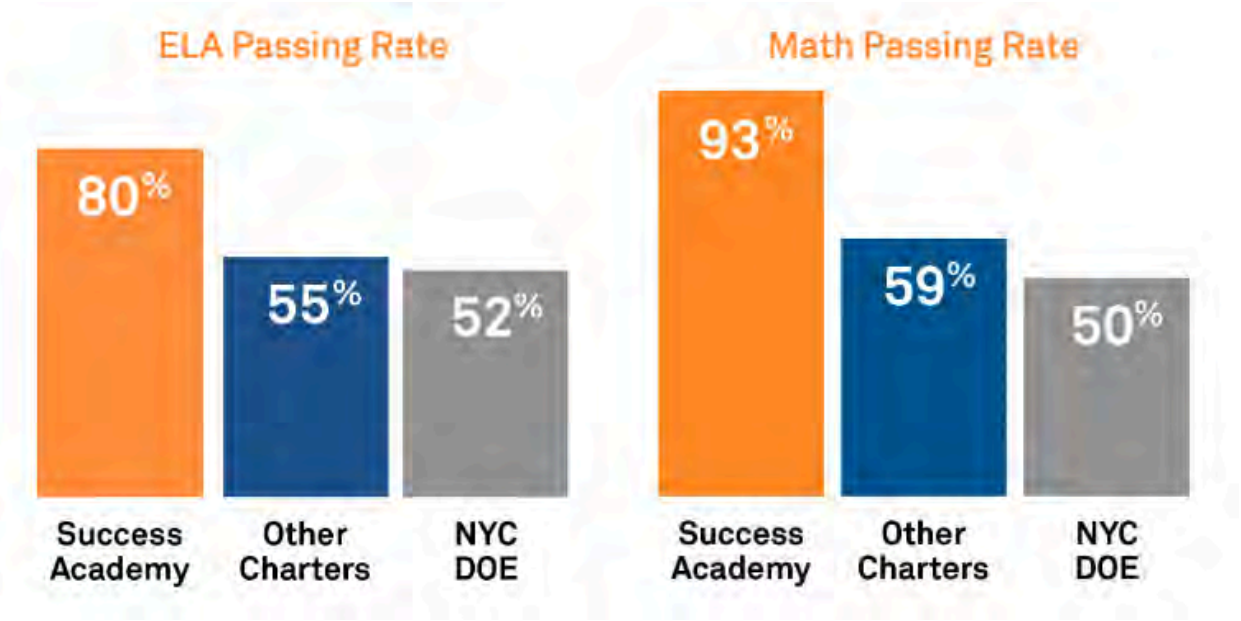
1) Align with standards set forth by the NY State Common Core Learning Standards and Success Academy's more rigorous benchmarks.
2) Help teachers and principals understand both the floors and ceilings in student understanding. In other words, tests should evaluate student understanding along a broad spectrum so the school can better understand how to support not just the lowest-performing students, but also the highest-performing ones.
3) Provide clear instructions and guidelines to facilitate efficient administration.
4) Include technology and/or mechanical components suited for use in a classroom/school environment (if such components are needed).

As highlighted above, all assessments and instruction materials are chosen/designed to match Success Academy's own high standards for student achievement. Success Academy schools adopt more rigorous benchmarks than ones set forth by New York State. By adopting these higher standards, Success Academy can ensure that all students are able to achieve proficiency or better on state assessments.

c. Instructional Methods

Success Academy schools use instructional methods that will promote student achievement at the schools operated by SA-NYC. The use of these instructional methods is best supported by the strong track record of student performance at the existing Success Academy schools. Our schools have historically ranked in the top 1% to 3% in math and reading compared to all 3,500 NY State elementary and middle schools.[6] In 2023, Success Academy students far outpaced their peers in other charter schools and the larger state and New York City district schools. In 2023, 93% of Success Academy Students passed the math New York State Exam, compared to 50% of NYC DOE students and 59% of students in other charter schools. For ELA, 80% of Success Academy students passed the New York State Exam, compared to 52% of NYC DOE students and 55% of students in other charter schools.[7] See below for a graphical representation of such results:

[6] See https://www.successacademies.org/results/.
[7] See https://www.successacademies.org/results/.



Moreover, our results translate into the equivalent of extra days of instruction for our students. In June 2023, Stanford University's Center for Research on Education Outcomes (CREDO), which represents the gold standard for statistical evaluation of the charter sector, released their important new national study. The results of the study found that our students' achievements represent 206 additional days of learning in math and 107 in reading.[8]

Methods employed at Success Academy schools include, but are not limited to, the following:

- Teaching reading and writing across the curriculum

  THINK Literacy fosters the integration of reading and writing across the curriculum, requiring students to read and write both formally and informally to express their understanding in a variety of disciplines, not just in English Language Arts classrooms.

- Use of Effective Assessment

  Regular and frequent use of assessment data from multiple measures is used in making instructional decisions so that preventative measures can be implemented immediately and assessed systematically.
  Students are not assessed solely through high-stakes standardized testing. Assessments of student progress are holistic and frequent and include multiple measures, ranging from reflection on, and critique of, student work, fluency checks, the quality of discussion, to standardized test performance.

- Flexible regrouping and acceleration of students for reading class according to instructional levels

  Students are informally assessed in reading, writing, and mathematics on a daily basis in order to ensure that all students are constantly growing academically and that they are being met with rigorous academic challenges.

[8] See Center for Research on Education Outcomes, Stanford University, "As a Matter of Fact: The National Charter School Study III," June 2023. credo.stanford.edu.

Students are formally assessed regularly and promoted to the next instructional reading level if they are ready, thus placing children according to their reading performance, not grade or age.

- Slavin's cooperative learning model (heterogeneous small group instruction that promotes interdependence and interaction)

  These are group goals with individual accountability, *i.e.*, students work in teams who are rewarded for their members' success. At the same time, each member of the team is individually accountable for learning the material at hand. No matter what the academic level of the student, each child is challenged to do his or her best, and the contributions of all team members are equally valued. Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative learning classroom, all students benefit from the constant coaching, encouragement, and feedback of their peers. Since more of the responsibility for learning rests on students and teams, teachers are able to spend more time working with individuals and small groups of learners, doing the kind of teaching that originally drew many teachers into the field of education.

- Success Academy provides teachers with a framework for classroom management utilizing Smart Classroom Management principles from Michael Linsin, including practices for setting exacting standards and implementing tight routines with minimal adult intervention.

d. Course or Subject Overview

In the first five years of operation, each of the schools operated by SA-NYC serve students in Kindergarten through 5th Grade. The chart below outlines the curricular programs for each course and the planned assessments. Please see RFP Response 06(a) above and RFP Response 07(a-c) – Calendar and Schedules for additional detail and course timing. Please see RFP Response 23(b) Supplemental Attachments for Success Academy's Assessment Glossary and sample lesson plans.

Elementary School Assessment Categories	
Minor Assessments: Small (1x)	**ELA** ● Gr 2-4 Vocabulary Quiz **Math** ● Gr 1 Counting Jar ● Gr 2-4 No Hesitation Math (NHM) Quiz **Science** ● N/A
Minor Assessments: Large (2x)	**ELA** ● Gr K Stepping Stones (Semester 2) ● Gr 1 Roots (Q1, Q3, Q4 Only) ● Gr 3-4 NYS ELA Practice Tests ● Gr 3-4 Q1 & Q2 ELA Exams*Elementary school assessment grades are determined by scholar performance on major assessments, large minor assessments, and small minor assessments.

	Math ● Gr 3-4 NYS Math Practice Tests ● Gr 1-4 Q1 & Q2 Math Exams* Science ● N/A
Major Assessments	ELA ● Gr K-4 Fountas & Pinnell (F&P) ● Gr K Stepping Stones (Semester 1) ● Gr 2-4 ELA IA ● Gr 1 Roots (Q2 Only) Math ● Gr K Performance IA ● Gr K Counting Jar ● Gr 1-4 Math IA Science ● Gr 2-4 Science IA

Course/ Grade	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**
ELA	Word Study using SFA, Stepping Stones & ROOTS programs THINK Literacy (Success Academy program) Assessments: see table above			Word Study using F&P Phonics Lessons Spelling using SpellWell program Vocabulary using Wordly Wise Assessments: see table above		
Math	Context for Learning, TERC Investigations No Hesitation Math – developed in-house Cognitive Guided Instruction (number stories) Assessments: see table above			Context for Learning, TERC Investigation No Hesitation Math – developed in-house Cognitive Guided Instruction (number stories) Assessments: see table above		Context for Learning, supplemented by Math in Context Assessments: see table above
Science	Success Academy curriculum – developed in-house Assessments: see table above					
Project-Based Learning (Field Studies)	Varies by grade level					
Typing		Type to Learn software (or similar program)				

Specials	Success Academy curriculum – developed in-house. Special courses include Chess, Karate, Music Art and/or Sports

e. Promotion and Graduation Policy

The school will use Fountas & Pinnell (F&P) and other benchmark assessments, to track and gauge student growth towards end of year goals. Year-end student promotion and retention decisions will be determined based primarily on student attainment of end-of-year goals and growth throughout the year. The prime concern in all promotion or retention decisions is the best interests of the child. This is a decision that is unique to every child since every child is different and has his or her own unique needs and abilities.

In order to aid in its individualized assessment, the school will build a review of student growth and academic progress into each regular RtI (Response to Intervention) cycle and assessment review. The principal shall make the final decision regarding student promotion or retention after careful consultation with each of the students' classroom teachers, other leaders, the student achievement coordinator, the provider of any special education services, and special education coordinators, as applicable. The primary factors that will inform the principal's decision are the academic level of the student, the student's overall progress, attendance, and the social-emotional maturity of the student.

The school will keep parents informed of student progress toward end of year goals and students' overall performance and readiness for promotion to the following grade throughout the year. Each retention decision is individualized and unique, so the timing and manner of communication for promotion may vary.

Because the school assesses student progress throughout the year and has interim benchmarks, the school may decide that it is in the best interest of a student to either have the student repeat an earlier grade or be promoted prior to the end of the year.

The decision to have a student repeat an earlier grade or be promoted prior to the end of the year will be based on the same criteria as end-of-year determinations, namely academic level of the student, the student's overall progress, attendance, and the social-emotional maturity of the student. Such determinations will always be made with the goal of helping individual students overcome academic challenges and ensuring the student's ultimate success. Success Academy believes that blanket approaches to educating children do not necessarily meet the needs of individual children. To that end, Success Academy schools do their best at every turn to meet the academic and emotional needs of individual children. In contrast to other schools, Success Academy schools frequently promote students prior to the end of the year, sometimes in one subject and sometimes in multiple subjects. Because children grow at different rates and at unpredictable times, the principal makes decisions about appropriate grade placements all year long, using input from teachers and parents as well as assessment data. Similarly, Success Academy does not have a blanket approach to having a student repeat an earlier grade. These decisions are made on a case-by-case basis, and after the principal and school staff spend significant amounts of time determining what is in the best interest of the student. Success Academy does not view having a student repeat an earlier grade or promoting a student prior to the end of the year as a punishment or reward. Rather, these decisions are based on the benefits to the student.

For a struggling student at risk of needing to repeat an earlier grade, the teacher, family, and school leadership team will work together to provide a greater level of support for the student. If additional support does not result in academic or other gains, the principal may decide that it is in the best interest of the student to repeat an earlier grade. The principal will make this decision after discussion with the teacher, family, and the school leadership team. The principal typically makes this decision at the beginning of the school year and will promptly notify the student's family; however, as noted above, each decision is based on the individual needs of the student and the timing of the decision will vary on a case-by-case basis.

f. Programmatic Audits

The schools shall undertake programmatic and fiscal audits on an annual basis in accordance with Education Law § 2851(2)(f). Information gathered for and provided in these documents will inform both classroom instruction and school-wide decision-making, including financial planning and personnel decisions.

Each school will submit an Annual Report to the SUNY Charter Schools Institute. This Annual Report will include the state-mandated School Report Card, which is required of every New York public school. The Annual Report in prior years has shown the comparative academic and fiscal performance of the school and has also listed: expenditures per child, unaudited financial statements, budgets and narratives, standardized test performance, student enrollment, students with limited English proficiency (LEP) data, and other relevant information. The Annual Report has also included a discussion of the progress made toward the school's achievement goals as found in the draft accountability plan detailed in RFP Response 06(g) – Accountability Plan.

R-06g - Accountability Plan

Success Academy Charter Schools' Accountability Plan
for the Accountability Period 2024 to 2029

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students will demonstrate proficiency in reading, writing, and comprehending the English language.

Absolute Measures

Elementary/Middle School

- 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.[1]

- Each year, the school's aggregate Performance Level Index (PLI)[2] 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.

Comparative Measures

Elementary/Middle School

- 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.

- 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.

Growth Measures

Elementary/Middle School

- Each year, under the state's Growth Model the school's mean unadjusted

[1] This measure assumes that the general format and structure of the State ELA exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.

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

growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

GOAL II: MATHEMATICS

Goal: Students will show competency in their understanding and application of mathematical computation and problem solving.

Absolute Measures

Elementary/Middle School

- 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.[3]

- Each year, the school's aggregate Performance Level Index (PLI)[4] on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Elementary/Middle School

- 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.

- 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.

Growth Measures

Elementary/Middle School

- 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.

GOAL III: SCIENCE

[3] This measure assumes that the general format and structure of the State math exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.

[4] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal: Students will understand and apply scientific principles at a proficient level.
Absolute Measures

Elementary/Middle School

- 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 science exam.[5]

Comparative Measures

Elementary/Middle School

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

GOAL IV: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school 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.

[5] This measure assumes that the general format and structure of the State science exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.

R-07ac - Calendar and Schedules

The language below is updated and should modify the SA NYC terms of operation.

a. School Calendar

As with other SA NYC elementary schools, each proposed school will have approximately 180 instructional days running from around August to June. The school year will contain approximately eight complete days of professional development during which no classes are held. In addition, students will be dismissed between 12:30 p.m. and 1:00 p.m. one day per week to allow for professional development. The year also includes approximately three to ten weeks of summer orientation and training for faculty and staff, depending on experience level. The school's academic calendar will likely be organized into two semesters, but schools will provide trimester progress reports to keep families informed about student progress. The 2023-24 calendar, anticipated to be similar to the calendar for the proposed schools, is included below. The calendars include approximately 180 days of school for all grades. SA NYC schools may hold mandatory Saturday instruction over the course of the school year. In the event that a school holds mandatory Saturday instruction, parents will be notified in advance. Summer school may be offered at SA NYC schools depending on a variety of factors.

See Success Academy Calendars for Elementary School and Middle School, below:

SA 2023-2024 Elementary School Academic Calendar

All dates are subject to change.
Half-day schedule effective on Wednesdays; subject to change to other days of the week to accommodate academic programming.

DATE:	EVENT:	GRADE:
AUGUST 2023		
Monday, August 14	First Day of School	K, 3, 4
Wednesday, August 16	First Day of School	1, 2
Monday, August 14 - Thursday, August 17	Half Days	K, 3, 4
Wednesday, August 16 - Thursday, August 17	Half Days	1, 2
SEPTEMBER 2023		
Monday, September 4	No School: Labor Day	K, 1, 2, 3, 4
Tuesday, September 5	No School: Faculty Development Day	K, 1, 2, 3, 4
OCTOBER 2023		
Monday, October 9 - Tuesday, October 10	No School: Faculty Development Day	K, 1, 2, 3, 4
NOVEMBER 2023		
Monday, November 20 - Friday, November 24	No School: Thanksgiving Break	K, 1, 2, 3, 4
Monday, November 27	No School: Faculty Development Day	K, 1, 2, 3, 4
DECEMBER 2023		
Monday, December 18 - Monday, January 1	No School: Winter Break	K, 1, 2, 3, 4
JANUARY 2024		
Tuesday, January 2	No School: Faculty Development Day	K, 1, 2, 3, 4
Monday, January 15	No School: Martin Luther King Jr. Day	K, 1, 2, 3, 4
Monday, January 29	No School: Faculty Development Day	K, 1, 2, 3, 4
FEBRUARY 2024		
Monday, February 19	No School: Presidents' Day	K, 1, 2, 3, 4
Tuesday, February 20	No School: Faculty Development Day	K, 1, 2, 3, 4
MARCH 2024		
Monday, March 4 - Friday, March 8	Spring Break	K, 1, 2, 3, 4
Monday, March 11	No School: Faculty Development Day	K, 1, 2, 3, 4
APRIL 2024		
Thursday, April 11	NYS ELA Exam Day 1	3, 4
Friday, April 12	NYS ELA Exam Day 2: Half Day	3, 4
MAY 2024		
Wednesday, May 8	NYS Math Exam Day 1	3, 4
Thursday May 9	NYS Math Exam Day 2: Half Day	3, 4
Friday, May 10	No School	K, 1, 2, 3, 4
Monday, May 13	No School: Faculty Development Day	K, 1, 2, 3, 4
Monday, May 27	No School: Memorial Day	K, 1, 2, 3, 4
JUNE 2024		
Wednesday, June 19	No School: Juneteenth	K, 1, 2, 3, 4
To Be Determined	K Success Stories	K
To Be Determined	Gr 4 Graduation	4
Friday, June 21	Last Day of Classes	K, 1, 2, 3, 4

Last updated 8.10.23

S|A 2023-2024 Middle School Academic Calendar

All dates are subject to change.
Half-day schedule effective on Wednesdays; subject to change to other days of the week to accommodate academic programming.

DATE:	EVENT:	GRADE:
AUGUST 2023		
Monday, August 14	First Day of School	5, 8
Wednesday, August 16	First Day of School	6, 7
Monday, August 14 - Thursday, August 17	Half Days	5, 8
Wednesday, August 16 - Thursday, August 17	Half Days	6, 7
SEPTEMBER 2023		
Monday, September 4	No School: Labor Day	5, 6, 7, 8
Tuesday, September 5	No School: Faculty Development Day	5, 6, 7, 8
OCTOBER 2023		
Monday, October 9 - Tuesday, October 10	No School: Faculty Development Day	5, 6, 7, 8
NOVEMBER 2023		
Monday, November 20 - Friday, November 24	No School: Thanksgiving Break	5, 6, 7, 8
Monday, November 27	No School: Faculty Development Day	5, 6, 7, 8
DECEMBER 2023		
Monday, December 18 - Monday, January 1	No School: Winter Break	5, 6, 7, 8
JANUARY 2024		
Tuesday, January 2	No School: Faculty Development Day	5, 6, 7, 8
Monday, January 15	No School: Martin Luther King Jr. Day	5, 6, 7, 8
Monday, January 29	No School: Faculty Development Day	5, 6, 7, 8
FEBRUARY 2024		
Monday, February 19	No School: Presidents' Day	5, 6, 7, 8
Tuesday, February 20	No School: Faculty Development Day	5, 6, 7, 8
MARCH 2024		
Monday, March 4 - Friday, March 8	Spring Break	5, 6, 7, 8
Monday, March 11	No School: Faculty Development Day	5, 6, 7, 8
APRIL 2024		
Thursday, April 11	NYS ELA Exam Day 1	5, 6, 7
Friday, April 12	NYS ELA Exam Day 2: Half Day	5, 6, 7
MAY 2024		
Friday, May 3	Gr 8 No School	8
Wednesday, May 8	NYS Math Exam Day 1	5, 6, 7
Thursday May 9	NYS Math Exam Day 2: Half Day	5, 6, 7
Friday, May 10	No School	5, 6, 7, 8
Monday, May 13	No School Faculty Development Day	5, 6, 7, 8
Friday, May 24	Gr 8 No School	8
Monday, May 27	No School: Memorial Day	5, 6, 7, 8
JUNE 2024		
Wednesday, June 19	No School: Juneteenth	5, 6, 7, 8
Friday, June 21	Last Day of Classes	5, 6, 7, 8
To Be Determined	Gr 8 Graduation	8

Last updated 8.10.23

b. Sample Student Schedule

Success Academy operates schools with extended days. A typical DOE school day is 6.5 hours (5 hours for academic subjects, in addition to time for lunch, recess, etc.). Using the Success Academy school model, and considering the school calendar and schedule described above, the proposed schools would have the equivalent of approximately 227 DOE school days, or about 23% more instructional time than in neighboring zoned schools.

The additional time (roughly 300 extra hours per school year) gives students the opportunity to engage in a rich and rigorous academic curriculum that includes a selection of art, dance, chess, sports, and discovery-oriented science five days per week. This curriculum is a critical part of Success Academy's strategy to provide a top-notch education and prevent achievement gaps. Children need to be highly engaged in school in order to become great writers, thinkers, and scholars. This is why Success Academy students go on numerous "field studies," and the schools use THINK Literacy and the TERC Investigations math curriculum, supplemented with Cognitively Guided Instruction. This approach serves not only to remediate but also to prepare children to be strong in writing, reading, and critical thinking.

Kindergarten - 4th Grade
The school day will begin each morning at 7:20 a.m. and will end at 3:45 p.m. four days per week, and at 12:30 p.m. one day per week. Each week will have approximately 700 minutes devoted to English language arts, approximately 400 minutes devoted to mathematics, approximately 250 minutes devoted to science, and approximately 100 minutes devoted to social studies. Please see the following sample schedules.

	Doors Open	Arrival	Dismissal
Monday, Tuesday, Thursday, and Friday			
Grades K–4	7:20 a.m.	7:45 a.m.	3:45 p.m.
Wednesday			
Grades K–4	7:20 a.m.	7:45 a.m.	12:30 p.m.

5th - 8th Grade
The school day will begin each morning at 7:45 a.m. and will end at 4:30 p.m. four days per week, and at 1:00 p.m. one day per week. Each week will have approximately 900 minutes devoted to English language arts, approximately 400 minutes devoted to mathematics, approximately 250 minutes devoted to science, and approximately 100 minutes devoted to social studies. Please see the following sample schedules.

	Doors Open	Arrival	Dismissal
Monday, Tuesday, Thursday, and Friday			
Grades 5–8	7:45 a.m.	7:45 a.m.–8:00 a.m.	4:30 p.m. (scholars in Z Period) 3:30 p.m. (scholars exempt from tutoring)
Wednesday			
Grades 5–8	7:45 a.m.	7:45 a.m.–8:00 a.m.	1:00 p.m.

While this may seem like a long day for young children, Success Academy schools have found that children are able to spend this much time at school learning if they are fully engaged. In Kindergarten, the first two weeks of school will have a shortened schedule so that children are eased into the longer school day. After these first two weeks, Success Academy schools have found that students easily adjust to the length of the school day.

c. Sample Teacher Schedule

The teacher schedules of the schools operated by SA-NYC are provided below.

Weekly Schedule
Success Academy schools have extended school days. All teachers and staff typically arrive between 7:00 a.m. and 7:30 a.m. to plan and set-up materials before students arrive.

Elementary School (Kindergarten - 4th Grade) Teachers
The instructional day will begin each morning at 7:20 a.m. and will end at 3:45 p.m. four days per week, and at 12:30 p.m. one day per week. Each lead teacher will have two or three planning periods, during Lunch or Recess, and during Science and Specials classes. From dismissal until 5:30 p.m., teachers generally review student work and plan. Approximately once

per week, teachers will have parent meetings after the instructional day or may tutor struggling students. On one afternoon a week, teachers will be taking part in professional development from dismissal between 12:30 p.m. until 5:30 p.m.

Middle School (5th Grade - 8th Grade) Teachers
The instructional day will begin each morning at 7:45 a.m. and will end at 4:30 p.m. four days per week, and at 1:00 p.m. one day per week. Each teacher will have two or three planning periods each day. From dismissal until 6:00 p.m., teachers generally review student work and plan. Approximately once per week, teachers may have parent meetings after the instructional day or may tutor struggling students. On one afternoon a week, teachers will be taking part in professional development from dismissal (between 12:30 p.m. and 2:00 p.m.) until 5:30 p.m.

R-08ad - Specific Populations

a. Struggling Students

The language below is updated and should modify the SA NYC terms of operation.

The schools operated by SA-NYC target areas with high demand for choice in public education. As discussed in RFP Responses 01(a-c) - Community Need and Proposed School Impact, 02(a) – Mission, and each school's terms of operation, if applicable, the Community School Districts ("CSDs") in which the schools operated by SA-NYC are located each offer compelling justifications for adding additional charter schools that provide a top-notch education to all students, including struggling students. Success Academy Charter Schools ("Success Academy") believes that the achievement gap between black and Hispanic students and their white counterparts and the low passing rates are unacceptable, and its track record shows that it will close this achievement gap and increase passing rates for students attending its schools.

Last year, Success Academy's economically disadvantaged students and black and Hispanic students taking the state ELA and math exams outperformed their statewide counterparts (as well as their statewide white counterparts). Success Academy's economically disadvantaged students had a passing rate of 78%in the state ELA exam and 91% in the state math exam, compared to 38%% and 39%% statewide, respectively; Success Academy's black students had a passing rate of 78%% in the state ELA exam and 91%% in the state math exam compared to 39.5%% and 37% statewide, respectively, and; Success Academy's Hispanic students had a passing rate of 79% in the state ELA exam and 92% in the state math exam, compared to 38% and 37% statewide, respectively. Success Academy's past experience in educating at-risk students is the best evidence to support the continued use of its approach.

For at-risk students attending its schools, the Success Academy curriculum is designed to serve their academic needs. Success Academy's core THINK Literacy curriculum is designed to meet students at their individual reading and writing level in a rigorous way. Another component of the instructional program, Success for All ("SFA") is currently in use in the Success Academy schools as well as other charter schools around the country with similar demographics to the populations that will be served by the schools operated by SA-NYC. The curricula is research-based and designed to provide rigorous instruction that meets the needs of at-risk students through targeted whole-class instruction and flexible small groups throughout the day.

Beginning in or around January of Kindergarten, students receive small group instruction by classifying students by mastery level, grouped across classes and grades by reading ability level. Regrouping gives each teacher the opportunity to work intensively with students one reading level at a time. Cooperative learning embedded throughout the program focuses on individual students' accountability, common goals, and recognition of group success. Frequent regrouping, however, acknowledges student growth and allows Success Academy to meet specific needs.

SA uses a rigorous, data-driven and analytic approach to facilitate an early identification process. Scholars who are identified as academic outliers are provided with Tier 2 instruction and targeted support by a classroom teacher. Tier 2 instruction accelerates learning for students who need more support. It often includes small group instruction, targeted intervention, and frequent progress monitoring. Schools hold regular weekly scholar support meetings, during which faculty and leaders meet to review student data, identify targeted interventions, and check in on the progress of scholars receiving interventions. Through this process, teachers develop

group and individual student intervention strategies to ensure that students are on track to achieve at or above grade level. This intervention process is closely monitored by each school's Special Education Associate ("Sprint Associate") to ensure consistent monitoring of support and student progress.

If a scholar continues to struggle academically after being provided targeted Tier 2 instruction, SA will then initiate the referral process with their Committee on Special Education (CSE) to determine if special education services are required. The scholar will undergo evaluation by an SA or DOE school psychologist, and, as needed, by additional evaluators such as occupational therapists and/or speech and language therapists, to accurately assess the child's individual needs. The same intervention process occurs if a scholar already has an IEP and might need a higher level of support.

The Success Academy literacy program uses an internal progress check on a regular basis for every child. Assessment data is used to design appropriate interventions, guide instruction, and move students into higher reading levels ensuring that no child is left behind. Professional development addresses in-class differentiation, using writing samples, guided reading support, and individual student differentiation plans.

Success Academy believes that, in addition to remedial instruction, a strong and positive school culture is needed to best serve these at-risk students. Excellent behavior is explicitly taught modeled, expected, and rewarded. There is a school-wide emphasis on college graduation for all students, and values and good character are a central part of daily instruction. Teachers and other school personnel act as positive role models for students. The school's core values spell the word "ACTION," and students are encouraged to show and are rewarded for demonstrating these values:

- Agency: Every member of our community takes ownership! We take responsibility for making sure that our schools and scholars are reaching the highest possible standards across the board.
- Curiosity: Our schools are fueled by wonder. Scholars, teachers, and staff always ask, "What if?"
- Try and Try: Our entire community understands that tackling tough challenges takes elbow grease, grit, and perseverance.
- Integrity: We are honest, open, and transparent.
- Others: We never forget to look out for each other. From helping someone on a project to smiling in the hallways, we build a community of mutual respect and support.
- No Shortcuts: Excellent learning takes time and effort.

Through this combination of remedial instruction and character education, Success Academy schools have an effective program for identifying, assessing, and working with students at risk of academic failure. This program ensures that these students receive the supports they need in order to succeed.

b. Students with Disabilities

The services for students with disabilities of schools operated by SA-NYC are discussed below.

Success Academy schools educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's IEP

prepared by the CSE and all applicable federal laws, including the Individuals with Disabilities Education Act ("IDEA"). The schools operated by SA-NYC will not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability.

Success Academy schools encourage the application of special education students and have a strong commitment to ensuring that *all* children learn at exceptionally high levels. To ensure that they do, all schools have special education teams in place from the time of opening.
Special education programs and services will be provided in accordance with applicable laws and regulations and in accordance with the student's IEP. The school will retain appropriately qualified special education staff members who may include, but are not limited to, a special education teacher, a speech pathologist, an occupational therapist, and/or a mental health provider. Success Academy employs personnel who are experienced in dealing with special education administrative responsibilities. These personnel will be able to guide and assist the school. In addition, these personnel will work closely with the CSE to ensure appropriate and supportive special education services are in place for students with IEPs.

In accordance with students' IEPs, special education staff will ensure that classroom teachers at the school are knowledgeable about the needs of students with disabilities, are informed of their responsibilities for particular students, receive the support they may require to implement a student's program, and implement any necessary modifications or accommodations in their classes. The school staff, including the special education personnel, will meet to collaborate on special education student progress. The special education personnel will coordinate their services with the relevant general education teachers through meetings, and data review professional development sessions and through informal communication. In addition, relevant school staff, including special education staff, will have professional development throughout the school year addressing the implementation of SA's identification process and behavioral intervention plans ("BIPs"), how to collaborate to ensure student success, and specific special education supports for students with IEPs. In fact, this professional development begins during the summer orientation during which school staff will familiarize itself with the IEPs and BIPs of incoming and returning students.

Success Academy students with IEPs will receive the services provided for in their IEPs, which may include, but are not limited to:

- Speech language pathology,
- Psychological services,
- Occupational or physical therapy,
- Special education teacher support services,
- Early rehabilitation counseling,
- Diagnostic and/or evaluative services,
- Student counseling, and
- Academic programs such as Collaborative Team Teaching.

The above list consists of the specific services the school anticipates its students will need based on the needs of the special education populations at the existing Success Academy schools. If a student with an IEP is unable to receive the services on his/her IEP to the extent necessary, the school district of the student's residence or other appropriate school district may be requested to provide services. If necessary and feasible, the school may also contract with appropriately certified or licensed individuals to provide the required services.

If the school's special education professionals determine that a child's IEP may no longer be appropriate to the child's needs and may not maximize the child's ability to receive a free and appropriate public education in the least restrictive environment, they may recommend that the CSE conduct a re-evaluation of the IEP.

As described in RFP Response 05 - Enrollment, Success Academy schools encourage students with disabilities to submit applications and recruit students through a variety of methods, including, but not limited to:

- Mailings to all residents of the school district of location,
- Flyers and advertisements posted in local newspapers, supermarkets, community centers, and apartment complexes, and/or
- Informational sessions conducted throughout the neighborhood.

These general recruitment strategies combined with the school's admissions policy and strong special education program will help ensure that each school has a comparable enrollment of students with disabilities relative to other schools located in the same district.

Success Academy is confident that it can adequately serve the needs of its special education students. In the 2022-2023 academic year, approximately 18% of Success Academy schools' students have IEPs and receive special education services. To compare the academic prospects of this group against those of the overall student body, Success Academy can look to performance on the Fountas & Pinnell (F&P) reading test. Test results show that, while special education students performed lower than the rest of the student body, special education students frequently grew academically at a faster rate. In addition to regular assessments, all students are assessed in the Fall and in the Spring of each school year, allowing each school to have a clear baseline score and clearly measure achievement growth over the course of the year.

Success Academy will continue to use assessments outlined in Attachment 06(b) – Assessment System to track and gauge special education student growth and to evaluate the efficacy of the special education program.

c. English Language Learners

Success Academy Charter Schools ("Success Academy") has a deep commitment to serving English Language Learners ("ELLs") in its schools at the highest levels. Success Academy has achieved these extraordinary comparative results through its highly successful English language immersion model for its students with limited English proficiency. The school complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, "No Child Left Behind," and federal case law.

Success Academy's aim is for students at its schools with limited proficiency in English to achieve proficiency in the English language as quickly as possible through the use of the schools' services and teaching methods. Each school ensures that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. Parental outreach and recruitment activities will also be conducted in multiple languages so as to effectively reach all members of the school's community.

The school will use the State Education Department's process for identifying students who are English language learners as follows:

- Home Language Questionnaires will be used to screen all new enrollees for potential limited English proficiency.
- If the home language is other than English or the student's native language is other than English, appropriate school staff will conduct an informal interview in the student's native language, whenever possible, and in English.
- If the student speaks a language other than English and the student speaks little or no English, the school will administer the Language Assessment Battery – Revised ("LAB-R"). A score below the designated cut score for the child shall determine eligibility for services. The LAB-R shall be administered only once to each incoming student.

The school's teachers will be responsible for observing each student throughout the year with an eye toward detecting limited English proficiency. Teachers will receive professional development training in literacy and math that supports the identification of possible English language learners and strategies to support them within the curriculum. Such activities will focus on the language, instructional methodologies including ESL ("English as a Second Language") methods for teaching different subject areas, and support services appropriate for learners of a second language. ELL strategies will be incorporated into the school's intervention identification process. The student achievement coordinator will manage the identification of possible ELL students and the provision of intervention supports as needed.

All ELL students will be expected to become proficient in the English language at a rapid pace. To accomplish this, the school will implement an English immersion program that will help ELL students improve their abilities and master the language. All instruction will be in English. However, the level of English used – both written and oral – will have appropriate scaffolds for each ELL student. Success Academy places great emphasis on differentiated instruction in order to accommodate students at all levels and to help each student meet the school's rigorous academic standards. Throughout the school day, teachers differentiate instruction based on the individual abilities, needs, and levels of their particular students. As such, all teachers work with ELL students as part of Success Academy's ELL program. Teachers are provided with materials and professional development to effectively meet the unique needs of ELL students. Within the school's extended day schedule, there is ample time to provide additional intensive English language instruction. During this time, ELL students, as required by their individual needs, may receive both individualized and small-group instruction with teachers who have received training in ELL strategies. Moreover, the core curriculum and school design of Success Academy schools are designed to support all students, including ELL students. For example, THINK Literacy interactive read aloud with whole class conversation supports oral language development, vocabulary, and speaking skills—a curriculum inherently differentiated so as to be able to target and meet the needs of ELL students. Small-group Guided Reading (grouped by reading level) is also a powerful literacy component in helping ELL scholars achieve English proficiency.

In a 2011 article, researchers from Johns Hopkins University and University of North Carolina-Chapel Hill embarked on a comprehensive review of previous studies to determine which strategies and practices produced the best outcomes for ELL students.[1] Their conclusion,

[1] Margarita Calderon, Robert Slavin, and Marta Sanchez, "Effective Instruction for English Learners", *Immigrant Children*, Vol. 21 No. 1: 103-127, *available at*

supported by empirical evidence and echoed by other researchers, was that educational structures and strategies similar to those in place at Success Academy were most closely tied to positive outcomes for ELL students. Specifically, these structures and strategies include: the regular assessment and monitoring of students' progress; the provision of intervention services when students are struggling; professional development for teachers and administrators; focusing on developing students' vocabularies; providing cooperative learning opportunities; providing one-to-one tutoring for struggling students, and the cultivation of a healthy school-family relationship. The structures and systems in place at Success Academy contain all of these elements and have resulted in extraordinary educational outcomes for its ELL students, as detailed below.

Success Academy serves ELL students at a very high level. More than 16% of NYC ELL students are classified as long-term ELLs, meaning they have not attained English language proficiency after 7 or more years of instruction.9 NYC students with disabilities far underperform their nondisabled peers on state tests - in 2023, less than one quarter of disabled students demonstrated proficiency in math and English, compared to about half of the overall NYC student population.

SA is committed to serving ELLs, which currently comprise 6% of the student body. Over 86% of SA ELLs met math standards, and nearly 58% passed the English exam, compared with only 21% and 11% of ELL students with disabilities citywide. At SA, most ELL students become proficient in English within two or three years. In NYC schools, over 23% of ELLs remain classified for 4 to 6 years and about 16% are ELLs for seven or more years. On the 2023 state exams, SA's ELL students were over four times more likely to pass the math exam and nearly five times more likely to pass the ELA exam than ELLs across the city.

The school will provide all necessary staff and specialized curricular materials to enable ELL students to achieve the school's ambitious student performance goals. Curricular materials and facilities for the implementation of the instructional program for ELL students shall not be inferior to those materials and facilities available to English proficient students and will be of at least equal quality and quantity as available to the general population. The school will be prepared to address the needs of students who are struggling with the English immersion program by providing, if it is determined to be the best course of action, pull-out instruction targeted to the student's needs. The school will ensure collaboration between general education teachers and any staff providing ELL supports or instruction through staff meetings, professional development, and the intervention identification process.

An ELL student's proficiency in the English language will be measured at least annually to determine whether continued special services are warranted. The school will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. The school will also use the NYSESLAT to assess ELL students. The scores on the NYSESLAT indicate the proficiency level – beginning, intermediate, advanced, or proficient – the student has achieved each year and whether the student's level of English is high enough to exit the program. The proficiency levels attained on the NYSESLAT will be used to determine whether a student should be graduated from or continue in the ELL program.

If an ELL student fails to show appropriate progress in these academic areas, modifications to the program may be made. Any student classified and receiving education services as an ELL

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http://futureofchildren.org/futureofchildren/publications/docs/21_01_05.pdf (*last visited* April 19, 2012).

student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No student will be exited from the ELL program unless he/she can read, write, and comprehend English well enough to participate meaningfully in the school's programs.

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and are making progress academically), an annual evaluation will occur. In order to determine if any programmatic modifications are necessary, the school will evaluate the progress of its ELL students on standardized assessments and non-standardized assessments against that of the non-ELL students. The school will also as appropriate track students longitudinally throughout their enrollment in the school to determine if there is a significant variation in the academic achievement of students who were once classified as ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. The school will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur. The school will continue to use F&P, NYSESLAT and other benchmark assessments outlined in Attachment 06(b) – Assessment System to track and gauge ELL student growth and to evaluate the efficacy of the ELL program.

d. Gifted and Advanced Students

The services for gifted and advanced students of each school operated by SA-NYC are discussed below.

At Success Academy, the core curriculum is designed to address the needs of all students, including academically advanced students. Each school operated by SA-NYC will hold regular early intervention meetings, aligned with the assessment cycles, in which faculty and leaders meet to analyze school-wide, grade, class, and individual student data, and then create targeted intervention groups designed to most effectively address student needs. As part of this planning, the school staff will identify above-grade-level students based on formal and informal testing. Above-grade-level students' needs will be met through targeted groups at their level, including leveled guided reading groups, math and writing practice groups.

Beginning in or around January of Kindergarten, students receive small group instruction by classifying students by mastery level, grouped across classes and grades by reading ability level. Regrouping gives each teacher the opportunity to work intensively with students one reading level at a time. Cooperative learning embedded throughout the program focuses on individual students' accountability, common goals, and recognition of group success. Frequent regrouping, however, acknowledges student growth and allows Success Academy to meet specific needs. Thus, the school provides advanced students opportunities to participate in a different grade for particular subjects such as math or reading in which they are significantly advanced.

Each school will use F&P and other benchmark assessments to track and gauge advanced student growth and to evaluate the efficacy of the advanced student program.

R-09ad - Instructional Leadership

a. Instructional Leadership Roles

The Instructional leadership of the proposed schools is substantially similar to that of all SA NYC schools. The language below is updated and should modify the SA NYC terms of operation.

As the person ultimately responsible for the success of the school and its students, the school principal must be strong, effective, and passionate. The principal is the instructional leader of the school and is responsible for student achievement, teacher effectiveness, and instructional rigor. While supported by Success Academy Charter Schools ("Success Academy"), the principal is empowered with the authority to make important decisions for his or her school, including, but not limited to, hiring and firing staff and selecting curricular materials. As such, the principal is also ultimately held accountable for the student achievement and overall school performance.

By the second and/or third year of instruction, the instructional leadership team includes a leadership resident and a dean of students in addition to the principal. By the fifth year of instruction, the school may have two leadership residents.

Successful attributes of all members of the leadership team, include, but are not limited to:

- Extraordinary Attention to Detail: Thinks critically about the details of a task at hand.
- Flexibility: Ability to adjust expected tasks and schedule to the updated priorities.
- Dedication to Mission: A genuine interest in finding ways to improve public education and support the schools.
- Collaboration: Working with teammates and responsive to feedback.
- Beyond Z Attitude: Willingness to go above and beyond the requirements of the job to be innovative and support the organization**.**

The principal and leadership resident are responsible for collaborating with the Chief Learning Officer and Education Institute team on major curriculum decisions. The school instructional leaders provide professional development, including both formal presentations and informal observations, to their staff constantly. This feedback ensures that all teachers have the tools they need to guide a rigorous, engaging, achievement driven classroom.

The dean of students focuses on school culture (rather than instruction) and in doing so will raise academic standards and student achievement. The dean of students will do so by helping both students and their families to memorize, internalize and practice the school's core values, and by training faculty on classroom management. The dean of students will also play an active role in monitoring students' behavior both inside and outside of the classroom. He or she will support the faculty by taking initiative to address behavior problems as they arise, ensuring that students miss as little time in the classroom as possible. He or she will also handle suspensions and detentions, coordinate Saturday Academy, and manage parent interactions.

Additional information regarding the instructional leadership team, including qualifications and responsibilities and how the team monitors the effectiveness of the academic program, can be found in the Responses below and Response 12-Personnel.

b. Teacher Support and Supervision

The ongoing teacher supervision and support of each of the schools operated by SA-NYC are described below.

Schools operated by Success Academy encourage real-time, frequent coaching and support. School leaders, including the principal and leadership residents, will supervise their staff on a daily basis through regular classroom observations, team meetings and one-on-one meetings. Teachers will be observed and provided instructional feedback at least twice per month. In addition to observations and weekly professional development afternoons, leaders will support the teachers in weekly meetings, frequent email communications, and an open door policy. All teachers are encouraged to email or call their supervisors with questions and concerns at any time.

c. Professional Development

The professional development program of each of the schools operated by SA-NYC is described below.

Success Academy views its teachers as Olympic athletes who must constantly train and improve their skills. Professional development is a regular part of Success Academy teachers and leaders professional responsibilities; professional development hones skills, provides content area knowledge, and improves pedagogical techniques so that the school staff is prepared to “win the race” that is educating children.

Success Academy believes that excellence is about the adults. The main obstacle to implementing literacy and math at a high level is the adults, not the children. Excellence is about leaders first and foremost, next teachers, and finally students. The grownups have the responsibility and the authority to achieve excellence. It is this belief in the power of adults that drives Success Academy to provide continual, quality professional development for all members of the school team. Moreover, to ensure that kids meet the school’s incredibly high expectations, Success Academy must make improvements to teaching, coaching, and leading in real time.

The Success Academy Education Institute along with select external experts will train teachers and school leaders on the curriculum during the extensive professional development that occurs throughout the school year including intensive summer training, weekly professional development training sessions, and dedicated professional development days.

Professional development includes significant and continuous training on differentiated instruction, which, as described in Response 08(a-d) – Specific Populations, plays a vital role in the instruction given to English language learners (“ELLs”). Success Academy places great emphasis on differentiated instruction in order to accommodate students at all levels and to help each student meet the school’s rigorous academic standards. Teachers will receive professional development training in literacy and math that supports the identification of possible ELLs and strategies to support them within the curriculum. Moreover, throughout the year, teachers are provided with materials and professional development to effectively meet the unique needs of ELL students. As a result of this training in differentiated instruction, including how such instruction applies to ELL students, ELLs may receive both individualized and small-group instruction with teachers who have received training in ELL strategies.

Faculty Orientation
Before the first day of school, all staff members go through an extensive orientation with specialized training sessions targeted to the needs of the Success Academy teacher.

To ensure all teachers are set up to succeed, Success Academy provides training for all new teachers. During this period, teachers undergo training focused on:

- Classroom management,
- Professionalism,
- School Culture and Values, and
- Foundations of the Success Academy Instructional Model.

This new teacher training is followed by a multi-week orientation during which teachers delve deeper into Success Academy academics, policies and culture. Teachers undergo training in specialized tracks tailored to their needs, which include, but are not limited to:

- Instructional Components of the Success Academy's THINK Literacy, Success for All, and Math Programs,
- Parent Communication and Involvement,
- Building School Culture,
- Technology, and
- Success Academy Policies and Procedures.

Weekly Professional Development and Full Professional Development Days
During the school year, teachers and school leaders have professional development activities one afternoon a week starting at either 12:30 p.m. or 2:00 p.m. until 5:30 p.m. Additionally, there are eight professional development days each year, which allow teachers to spend full days in school, engaged in professional development activities and workshops.

Success Academy professional development session topics and trainings are determined by school leaders, the Chief Learning Officer, and the Education Institute team Each session is designed to address student achievement and teacher pedagogical needs. Sessions are led by school leaders who receive targeted training of their own from the Learning team at summer training, Leadership Summit, and throughout the year during regular Leader Study Groups led by the Learning team.

While lead teachers and assistant teachers meet for training focused on curriculum components, specialty teachers and science teachers attend team meetings and trainings led by appointed team leaders and plan for upcoming lessons and school events.

To ensure that the needs of novice, returning and veteran teachers are met, professional development sessions are often differentiated into tracks for teachers based on their levels of proficiency. Teachers are either assigned to sessions based on school leader discretion or elected to participate in sessions tailored to their particular needs.

Leader Observations and Planning Meetings
Teachers are observed regularly by their school leaders and receive constructive feedback aimed at helping them push their practice. Less experienced teachers are often observed more frequently and given more opportunities to seek out support from their leaders to ensure they are empowered to drive student achievement. There are never any limits imposed on the abilities of school leadership to observe the classes in their school.

Teachers attend weekly planning meetings with their grade teams and leaders to analyze student data and plan instruction using this analysis.

Instructional Coaches, Conferences, and School Visits
In addition to professional development led by the Learning team and school leaders, Success Academy teachers receive professional development from external individuals and organizations on a regular basis. Teachers and leaders work with a team of skilled instructional consultants and coaches focused on specific topics. Instructional consultants spend several consecutive days with Success Academy leaders and teachers coaching, observing, modeling and leading planning meetings and training sessions.

Leaders and teachers also have the opportunity to attend external conferences intended to meet their individual pedagogical needs and target their areas of expertise. Teachers and leaders attend conferences organized by a variety of external organizations.

Success Academy teachers also take advantage of the opportunity to learn best practices from other teachers, both within and outside the Success Academy network. Inter-visitations between schools within the Success Academy network are arranged annually, and teachers also visit great non-Success Academy schools to observe high-caliber instruction and bring new pedagogical ideas and strategies back to their classrooms.

Assessment of Professional Development Effectiveness and Teacher Needs
School leaders, the Chief Learning Officer and the Education Institute team are consistently assessing the effectiveness of professional development and adjusting future plans accordingly. Professional development effectiveness is assessed and analyzed in various ways, including, but not limited to:

- Surveys administered to teachers after weekday professional development sessions and analyzed by the Learning team,
- Literacy Observations by the Chief Learning Officerto assess teacher proficiency with each THINK Literacy Component,
- Classroom management observations by the Director of Instruction to assess teacher proficiency with each classroom management tactic,
- Math observations done by a math consultant to assess effectiveness in math implementation,
- The Learning team consistently use evaluations of professional development effectiveness and student achievement to inform their planning and caucus with school leaders about teacher needs weekly at network-wide school leader meetings, and
- Informal and formal conversations with grade team leaders.

d. Teacher Evaluation and Accountability

The teacher evaluation and accountability system of each of the schools operated by SA-NYC is described below.

Teacher Performance Management
Teachers are evaluated on a continuous basis at Success Academy schools. School leaders are expected to observe and give feedback to teachers on a regular basis – ensuring that all teachers receive the support that they need.

Teachers are evaluated against the Teacher Rubric (see below), as well as progress towards academic and school cultural goals. In the middle of the year, teachers complete a

self-evaluation to inform their principal for a mid-year assessment and candid conversation about their progress and development. The process is repeated at the end of the year.

Teachers are held accountable for student achievement through ratings on mid-year and year-end performance assessments. These assessments feed into rehire decisions, promotion decisions, and increases in compensation.

Leader Monitors Effectiveness
Evaluating the overall effectiveness of the curriculum is based on student achievement measured against end of-year-goals. When students consistently meet or exceed planned goals, the curriculum and its implementation is judged to have been effective. If performance is anything less than excellent, the Success Academy team and leaders go back to the drawing board to further analyze student and faculty performance and determine the specific structural flaws that led to the deficiency. Each year leaders also solicit input from teachers and use this, paired with achievement data, to examine and refine teaching, professional development, standards, skills, and sequencing.

At the end of each school year, teachers and leaders review and provide input on the curriculum scope and sequence as well as specific units, lessons, and materials. Regular evaluation also takes place during the school year. Collaboration is central to how Success Academy schools analyze data. Teachers and school leaders meet once a week to discuss how students performed on tests and assessments. Meetings generally center on the following questions:

- How did the school (or class) perform overall?
- How can instruction be individualized for students who did not perform well on this test?
- What skills were not mastered and need to be retaught?
- Which teachers were successful in teaching these skills and how did they teach these skills?
- Is instruction being driven in a way that challenges all students?
- How did the curriculum support student learning? How should it be revised to address areas or content identified as problematic?

Monitoring student progress will be an ongoing activity in all classrooms. A variety of tools will be used to monitor student progress, some formal and others more informal. Informal measures will include daily classroom observations by teachers, and classroom observations by school leaders. Data will be used to guide teachers as they make instructional decisions and school leaders as they plan for interventions for groups and individual children each day.

School leaders and Success Academy's Chief Learning Officer and the Learning team use this data to adjust materials and lessons as needed. The frequent collaboration and input from teachers and leaders also influences the professional development topics, which are constantly being revised in order to meet teacher and student needs.

The success of each school will be continuously under examination. Success Academy's design element of student performance data allows the school leadership to regularly examine, assess, and improve the effectiveness of the curriculum and the instruction. The regular reading and math assessments, as well as other nationally normed assessments will provide value-added data throughout the year and longitudinally over multiple years. The Fountas and Pinnell (F&P) assessment or similar assessment will be used for formal assessment of reading progress. The school will hold regular data reviews as well as student assessment meetings to assess student progress, effectiveness of curriculum materials and to make changes that ensure students reach New York State Standards, Core Curriculum State Standards and school end of year goals.

Additionally, the New York State and City mandated assessments will provide student performance data that will be used to determine if students are mastering and going beyond the state standards and, hence, whether or not the school is a success.

Success Academy enforces specific protocols for how schools collect, distribute, and analyze data. These protocols work to help teachers and school leaders freely access information in real-time. In a fast-paced and constantly changing school environment, having data at one's fingertips empowers the staff to better decide how to expend time and resources so as to maximize student achievement. In order to maximize classroom time, Success Academy also constantly seeks out more efficient ways to raise student test scores by carefully examining high-stakes tests like the New York State English Language Arts Test. Dissecting these tests helps the Learning team determine how best to quickly teach students how to ace these tests, giving the teachers more time to focus on teaching those skills and transcending the binary math-reading school day.

The process by which Success Academy schools collect data plays an important role in how this school will handle data. Success Academy will equip each school with a centralized database and each teacher with his or her own laptop. A data director at Success Academy will work with school leaders and design templates on the database through which teachers will individually enter student scores. Teachers will be expected to enter student test scores by the end of the school day. All data will feed to the central database so that a data manager at the school level can monitor. Once all information has been uploaded, the manager can then transmit it to the Success Academy director who will oversee the process. This system gives certain advantages:

- It gives teachers closer familiarity with their students' performance since they are responsible for entering scores electronically.
- Decisions about instructional modifications can be made quickly so as to improve teaching and learning.
- It allows administrators to easily monitor and troubleshoot.
- It gives Success Academy both an overall snapshot of school performance and the ability to hone in on specific problem areas.

This data distribution process will allow teachers and school leadership to make informed decisions quickly and collaboratively. The database, as currently utilized at the existing Success Academy schools, can produce automatic printouts of student reports, class reports, and student growth indicators over time. As data is collected, the instructional team gains statistical information on all students, teachers, and schools. In addition, for each test, the data collection lists skills and subskills tested on each question, which gives teachers and school leaders a line-by-line breakdown of student performance. Teachers administer regular math and reading assessments. These tests are identical for all classes grade-wide, allowing teachers to share ideas and compare results. The frequency of these tests gives volumes of data and an ongoing overview of how students are doing. In addition, all student data is accessible to all administrators and teachers. This free circulation of data reinforces the collaborative culture.

Not only does tracking internal assessments allow the school to gauge student growth, tracking data to itemize external high-stakes assessments gives a clearer sense of how the school stacks up against other schools. For this reason, school leaders look carefully at high-stakes tests. During baseline assessments, teachers learn in which areas their students already excel and in what areas they require targeted support. The curriculum is then reinforced and modified to fill these gaps. By obtaining detailed and nuanced information about the assessments, teachers can more effectively use their time and free up precious school hours for lessons their students find more engaging and rewarding. When students do not reach academic goals,

teachers pre-teach, re-teach, teach in small groups, and can recommend students for individual tutoring.

Teacher Rubric

Quality of Excellent Teaching	Description
ETHOS	You embody ETHOS by displaying high levels of excellence, teamwork, humor, ownership, and a profound commitment to our scholars – understanding that while everything we do is about the adults, it is FOR the scholars. You understand that team beats individual every time, and you are a crucial member of a grade-team, school team, and network team. You embody our dual mission, and you make a substantial contribution to world-class education and to reforming public education.
Active Learning	You demand the highest level of scholar investment and absolute best effort, insisting upon excellence every minute of every hour of every day. You invest scholars in exceedingly high intellectual and behavioral expectations and create a classroom culture in which scholars excel at listening, speaking, and thinking. You internalize these expectations and take a high degree of ownership over your scholars' learning. Scholar work reflects this incredible investment.
Intellectual Preparation	You understand that there is no scholar mastery without first achieving adult mastery of the content. You understand the purpose of each lesson and invest in planning, studying, and internalizing the big ideas within the material. In addition, you are obsessed with studying scholar work and data and have strong systems for doing so. You use scholar work and data to inform planning and to push scholar thinking, and also to diagnose your own practice. You know that without struggle, children do not learn, and thus you pitch lessons high, constantly challenging scholars and testing the intellectual ceiling.
Culture of Daily Mastery	You know, at the end of every day, exactly what scholars have mastered and what they need. You have strong, consistent systems through which you effectively diagnose scholars' strengths and weaknesses, use your diagnosis to strategically set goals, and provide scholars with incisive, prioritized feedback that is given daily. You invest scholars and parents in mastery, and use the data that you collect each day to plan for more effective learning the next day.
Delivery of Instruction	You are highly dynamic, motivational, and convey your passion for the content. You are exceedingly clear and concise in your communication, such that scholar voice, NOT your voice, is dominant within the classroom. When you speak, you talk to kids the way you talk to adults. You

	strategically get scholars to do the heavy lifting of thinking, pressing for mastery at all times. As a result, the class is permeated with the overwhelming sense that scholars are working and thinking their hardest to master the objective.
Culture and Learning Environment	You create a learning environment that is exceedingly positive and in which you build incredibly strong relationships with both scholars and parents. In your classroom, defiant behavior is rare, and root causes of defiance are swiftly and effectively addressed. You value both classroom and school aesthetics; neatness, organization, upkeep, and even beauty remain values throughout the year. You own school culture data for your classroom and are a consummate professional in your interactions with scholars, parents, and faculty.

Quality		What excellence looks like	Reflection
Ethos	**E.1 Excellence**	You possess the excellence reflex. You have a strong instinct for continuous improvement and understand our dual mission. You make a substantial contribution to making your school an example of world-class education and to reforming public education.	
	E.2 Team	You understand that you are not an island, and that team beats individual every time. You are part of a grade-team, a school team, and a network team. You embody selflessness and put the needs of the whole school and schooling above individual needs.	
	E.3 Humor	You approach each day with joy and a sense of humor. You	

		understand that while we have seriousness of purpose, we do not take ourselves so seriously that we forget to laugh – after all, kids are hilarious and the work of schooling is a constant adventure. You enjoy the day and the week; it is your responsibility to do so.	
	E.4 Ownership	You understand that professionals are learners who actively own their development and who seek out feedback, rather than waiting for others to give it. You own your results and the quality of student work, seeing yourself in the work of your scholars and proactively taking action to drive toward mastery.	
	E.5 Scholars	You get that everything you do is about the adults, but it is for the scholars. You make decisions based around what is best for scholars and build exceptional relationships with students and their families. You are a consummate professional and learner in service of kids.	
	E.6 Commitment to School Design	You are deeply committed to understanding and executing against the school design in order	

		to achieve world-class schooling and advocate for our dual mission. You constantly ask questions to understand and internalize the design, and ensure that you know the *why* behind our mission and our model.	

Quality		What excellence looks like	Reflection
Active Learning	**AL.1 Sets Expectations**	You always set both intellectual and behavioral expectations, and give precise and concise directives that scholars follow the first time. Scholars have internalized expectations such that they are invested, engaged, and produce quality work at all times.	
	AL.2 Efficient and Tight Routines and Transitions	You plan and execute efficient and smooth routines, such that scholars are able to successfully carry them out with minimal to no prompting from you. Scholars know their responsibilities and demonstrate ownership over leading and executing routines. Minimal to no narration is necessary because scholars have so completely	

		internalized the routines.	
	AL.3 Noticing and Addressing	You methodically and continuously scan, ensuring that all scholars are actively engaged in learning. Noticing has become a high art form, and includes spotting not only behavior but also intellectual effort and engagement. All scholars who disengage are rapidly and seamlessly drawn back in	
	AL.4 Precision and Audibility in Speaking	You have created an environment in which scholars excel at precise and thoughtful speaking. They consistently speak audibly and grammatically, use complete sentences, and refrain from “likes” and “ums.” Scholars have so completely internalized the expectations for speaking that they demand these expectations of one another, consistently holding one another accountable for meeting them. You rarely intervene because scholars have such complete ownership over these expectations.	

	AL.5 Accountability for Listening	You demand the highest level of active listening, every hour of every day, such that scholars are actively engaged and listening at all times. Scholars demonstrate precise and thoughtful listening by being able to restate, evaluate, and respond to the questions and ideas of others. Scholars consistently hold one another accountable, such that it would be unthinkable to participate in class without actively paying attention to the lesson	
	AL.6 Scholar Investment and Best Effort	You demand the highest level of scholar investment and absolute best effort, all the time. You demand not only behavioral effort, but also invest in intellectual effort. Scholars are deeply motivated to do their best work and best thinking at all times, and scholar work reflects this incredible investment in learning.	

Quality	**What excellence looks like**	**Reflection**

Intellectual Preparation	**IP.1** **Adult Mastery**	You understand that there is no kid mastery without adult mastery of content. Mastery requires adults to study and to invest in their own understanding of both the content and how to teach it. You would find it unthinkable to enter the classroom without a thorough and sophisticated understanding of the material, and you ensure that you have total clarity before teaching a lesson.	
	IP.2 **Studies Scholar Work/Data**	You understand that, other than adult mastery, the most important part of planning is studying scholar work and data. You excel at understanding the quality of student work, and leverage study of the work to gain insight not only into scholar outcomes, but also into adult practice. You use your insights from studying the work and data to make decisions about how to change your teaching for the benefit of your scholars.	
	IP.3 **Lesson Purpose**	You understand the purpose of the lesson and know that you must transfer this understanding to scholars to be successful. As a result, all scholars are excited about what they are learning and can authentically explain the *what* and *why.*	

	IP.4 Struggle	You know that without struggle, children do not learn. You pitch lessons high, viewing it as a crime to underestimate children's intellect. You constantly challenge scholars and test the intellectual ceiling.	
	IP.5 Anticipation	You anticipate scholars' misconceptions and confusions, as well as adult pre-mortems, and develop multiple strategies to overcome them. You have a plan to deepen scholars' understanding when they knock it out of the park fast.	
	IP.6 Questioning	You understand that the quality of your questions is absolutely critical. Your questions engage scholars in deep critical thinking and are responsive to scholars' misconceptions and levels of understanding. Your questions help scholars strengthen their understanding, while also pushing their thinking further.	

Quality		**What excellence looks like**	**Reflection**
Culture of Daily Mastery	**CDM.1 Vision of Mastery**	You understand the SA curriculum framework and year-end goals, as well as the Common Core. You have a clear understanding not only for the current grade level, but also for the grade level above and	

		below. You have an exceedingly clear vision of what scholars must master in the long and short-term, and use every interaction with scholars to drive toward it.	
	CDM.2 Diagnosis	You effectively and precisely diagnose scholar needs by looking at scholar work, talking with scholars, and collecting ongoing data. You are able to incisively differentiate between whether a scholar's barrier to success is due to a gap in content knowledge or conceptual understanding or if it is rooted in a lack of effort or precision. Based upon your diagnosis, you are able to articulate where and why your scholars are falling short or experiencing gaps. You use that information to prioritize the scholar's next steps.	
	CDM.3 Goal-Setting	You use your diagnosis of scholars' needs to set goals for your scholars, investing both scholars and parents in mastery of these goals. Additionally, you effectively and strategically set daily goals for yourself so that your students reach theirs.	

	CDM.4 Feedback	You have robust systems for giving scholars transferable oral and written feedback on their work. Feedback is simple and clear, precisely targeted to scholars' needs, and prioritizes what is most important. Scholars are invested in taking feedback such that you rarely need to give a scholar the same piece of feedback twice.	
	CDM.5 Checking for Understanding	You methodically check for understanding of content to get an accurate "pulse" and can immediately make effective adjustments to instruction to change the outcome of that day's lesson for the benefit of your scholars.	
	CDM.6 Systems for Daily Mastery	You have refined systems for informal assessment and constantly collect data on the spot and use that data to plan for more effective learning. At the end of each day, you know what scholars have mastered and where they need to go next. Your systems for informal assessment are so strong that you are rarely surprised by how scholars do on a formal assessment.	

Quality	**What excellence looks like**	**Reflection**

Delivery of Instruction	**DI.1 Engagement**	Your lesson delivery is highly dynamic, motivational, and conveys your passion for the content. Your engagement tactics keep scholars on the edge of their seat *and* enhance scholars' understanding of the content.	
	DI.2 Pacing	You progress throughout all parts of the day at an urgent, rapid pace so that scholars are never disengaged. You ensure your lessons are paced carefully so that you always have ample time for students to work independently, and always have time for the wrap-up or discourse.	
	DI.3 Clarity	You always present material clearly and explicitly, with well-chosen, vivid examples. Your high level of adult mastery allows you to be exceedingly precise and concise.	
	DI.4 Talk Ratio	You minimize your own talk so that scholar voice is valorized within your classroom. You keep your mini-lessons brief because you know that scholars develop their ideas through talking, and you provide ample time for scholars to work and to share during the discourse. Furthermore, you talk to kids the way you talk to adults, respecting their intelligence and agency. You never dumb down the content or the way	

		you speak; indeed, you elevate both so that scholars are stretched.	
	DI.5 Thinking Work	You strategically get scholars to do the heavy lifting of thinking. Your questions are not leading and inspire rich debate and discussion. Scholars demonstrate a high level of ownership for doing the thinking work.	
	DI.6 Intellectual Press	You use every moment to press scholars for mastery. The class is permeated with the overwhelming sense that scholars are working and thinking their hardest to meet the lesson objective.	

Quality		**What excellence looks like**	**Reflection**
Culture and Learning Environment	**CLE.1 Aesthetics**	You value both classroom and school aesthetics and maintenance of all school property. Neatness, organization, upkeep, and even beauty remain values throughout the year. Everything from scholar desks to seat backs to the classroom library are impeccably organized and set up to ensure that the school is a beautiful house of learning.	

	CLE.2 Quality of Relationships	You successfully build powerful relationships with scholars, such that scholars love school and are deeply invested in the success of their classmates. The classroom tone is exceedingly positive, and the classroom is an open, welcoming environment for scholars to take on challenges.	
	CLE.3 Professionalism	You are a consummate professional. You never miss deadlines, dress professionally at all times, and are deeply invested in succeeding at our dual mission. You treat your colleagues, students, and their families with the utmost care and consideration.	
	CLE.4 Managing Defiant Scholars	You establish a classroom culture in which defiant behavior is rare. When a scholar is defiant, behavior is brought under control quickly and confidently. Root causes are swiftly and effectively addressed, and clear behavior management plans exist for scholars who need additional support.	
	CLE.5 Parent Investment	You invest your scholars' parents in exceeding school culture goals and academic benchmarks. You have excellent systems to quickly address culture infractions and to follow through with positive phone calls. Your rapport with parents is	

		incredibly positive, and parents feel comfortable reaching out to you. You fully own all school culture data for your class.	
	CLE.6 Power of Two	Both teachers have a crystal clear understanding of their jobs, roles, and responsibilities, and possess an exceedingly high level of ownership over scholar outcomes and classroom culture. Both teachers understand the purpose of each lesson and enter each day with full adult mastery of the content being taught, and work together to effectively and strategically support scholars.	

R-10a - Culture and Discipline

The language below is updated and should modify the SA NYC terms of operation.

a. School Culture

Success Academy believes a strong school culture is essential for academic success. Without a safe, orderly, and respectful environment, children cannot learn. As such, all Success Academy schools have, and each of the schools operated by SA-NYC will have, very high expectations for student behavior and a strict discipline policy to make sure students act appropriately at all times and are always within a safe, structured environment. Success Academy schools take a preventive and proactive approach to discipline to ensure that students behave properly in the first place and that there are no obstacles to learning. The goal is for students to become self-disciplined and self-directed individuals who respect others, the community around them, and themselves.

At the schools operated by SA-NYC, all students, teachers, and parents will be made aware of these high expectations and the schools, in turn, expect parents, students, and teachers to strictly adhere to the policies. During the summer faculty training session, teachers are provided with extensive professional training on effective discipline, good behaviors, and productive routines. During student orientation, students are taught effective discipline and good behaviors through clear, consistent, and well-established classroom routines. Teachers and staff continuously model appropriate behaviors for students and use preventive and positive strategies and expressions of the school's *ACTION* values:

- Agency: Every member of our community takes ownership! We take responsibility for making sure that our schools and scholars are reaching the highest possible standards across the board.
- Curiosity: Our schools are fueled by wonder. Scholars, teachers, and staff always ask, "What if?"
- Try and Try: Our entire community understands that tackling tough challenges takes elbow grease, grit, and perseverance.
- Integrity: We are honest, open, and transparent.
- Others: We never forget to look out for each other. From helping someone on a project to smiling in the hallways, we build a community of mutual respect and support.
- No Shortcuts: Excellent learning takes time and effort.

R-10b - Discipline Policy

The discipline policy (for general education students) of the proposed schools is substantially similar to that of all SA NYC schools. The language below is updated and should modify the SA NYC terms of operation.

In order to establish and maintain the culture discussed in RFP Response 10(a) – School Culture, teachers are provided with extensive professional training on effective discipline, good behaviors, and productive routines. Additionally, the below Code of Conduct contains possible infractions and potential consequences.

Please keep in mind that this list of punishable offenses and punishments is not exhaustive. School leaders can supplement the Code of Conduct with additional rules as appropriate; violations of the Code of Conduct and consequences are subject to the discretion of School leaders and may be adjusted accordingly. A student who has committed any of the infractions listed below shall be at least subject to the disciplinary actions listed in this document, unless the Principal determines that an exception should be made based upon the individual circumstances of the incident and the student's disciplinary record. As outlined in this document, consequences may include, but are not limited to, community service, letters of reprimand, detention, suspension, and/or expulsion. In certain instances (particularly where safety is at issue), a school may impose an immediate short-term suspension followed by a long-term suspension and/or expulsion proceedings. Any breaches of state or federal law may be handled in cooperation with the New York City Police Department or other authorities.

To ensure safety and success, the Code of Conduct is enforced at all times. Students must adhere to the Code of Conduct, which includes uniform and attendance policies, when at school, on school grounds, participating in a school-sponsored activity, walking to or from school or a school-sponsored event, and walking to or from, waiting for, or riding on transportation, public or otherwise, to and from school or a school-sponsored activity or event. Scholars may be disciplined for conduct occurring outside of the school where such conduct would, or does in fact, impair the health, safety, or rights of other scholars, or create a risk of substantial disruption within the school environment.

In cases of disciplinary consequences, minimum due process required under federal law will be afforded to all students. Students will be told of the charges against them and asked for their side of the story. The Principal or other school official shall consider this explanation prior to taking the disciplinary action. Parents should be notified before or within a reasonable amount of time after the imposition of such discipline.

If a student violates the Code of Conduct, action will be taken. When a student does not adhere to the Code of Conduct or does not meet the school's standards for acceptable behavior despite positive, preventative strategies, the school will respond and intervene with specific consequences so that it can maintain a safe and productive learning environment for all students.

Code of Conduct

Level 1 Infractions	Possible Responses, Interventions, and Consequences
• Engaging in minor disruptive or disrespectful behavior (including inappropriate noise level at anytime) • Failing to follow directions • Arriving late to school or class, or violating the school's attendance policy • Violating the dress code • Littering on school grounds or causing minor damage to school property • Going to an area within the school building (e.g., other classrooms, the Main Office, stairwells) without permission or at undesignated times • An inappropriate noise level in the lunchroom or gym, or during arrival or dismissal • Being unprepared for class (which includes but is not limited to failing to complete homework) • Wearing clothing or other items that are unsafe or disruptive to the educational process • Failing to obtain required signatures on assignments or documents as requested	• Verbal or nonverbal warnings by school staff • Reminders about appropriate behavior and the task at hand • Loss of privileges • Other in-school disciplinary actions • Detention • Letter of Reprimand • Other consequences or interventions deemed appropriate by the school

Level 2 Infractions	Possible Responses, Interventions, and Consequences
• Committing repeat Level 1 Infractions • Using school equipment (e.g., computers, tablets, phones) without permission, improperly, or in an unsafe manner • Unauthorized possession or use of a cell phone • Verbally or physically disrespecting a fellow scholar whether in person or through the use of the Internet, social media, or other technology, by teasing, name-calling, being rude, mocking, taunting, or engaging in a similar behavior	• A conversation with the principal or a school administrator • Meeting with Success Academy staff, the scholar, and a parent or guardian • A verbal or written apology to the community • Nonparticipation in a school activity (which may include but is not limited to communal lunch, enrichment or extracurricular activities, sports, school events, or trips) • Detention • Letter of Reprimand • Suspension

• Verbally or physically disrespecting faculty, staff, other Success Academy community members, or other adults, whether in person or through the use of the Internet, social media, or other technology, by being disrespectful or rude, disobeying instructions, refusing to accept a consequence, or engaging in a similar behavior • Consistently arriving late to school or class, or violating the school's attendance policy • Disrupting class or the educational process in any way at any time (which includes but is not limited to making excessive noise in class, failing to participate, refusing to work with partners, etc.) • Leaving class, a school-related activity, or the school premises without the school's authorization • Posting, viewing, or distributing inappropriate or offensive materials	• Other consequences or interventions deemed appropriate by the school

Level 3 Infractions	Possible Responses, Interventions, and Consequences
• Committing repeat Level 2 Infractions • Seriously disrespecting a fellow scholar, faculty, staff, or other Success Academy community member whether in person, in writing, or through the Internet, social media, or other technology, by using profanity, making racial slurs, engaging in sexual harassment, or using any foul or discriminatory language or gestures • Exhibiting blatant and repeated disrespect for school policies, community, or culture • Violating the Scholar Technology, Internet Safety, and Social Media Acceptable Use Policy • Forgery • Loitering on private properties • Lying or providing false or misleading information to school personnel • Engaging in academic dishonesty (which includes but is not limited to	• A conversation with the principal or a school administrator • Meeting with Success Academy staff, the scholar, and a parent or guardian • A verbal or written apology to the community • Nonparticipation in a school activity (which may include but is not limited to communal lunch, enrichment or extracurricular activities, sports, school events, or trips) • Detention • Letter of Reprimand • Suspension • Expulsion • Other consequences or interventions deemed appropriate by the school

cheating, plagiarizing, copying another's work, or colluding or engaging in fraudulent collaboration) • Tampering with school records, documents, or materials • Falsely activating a fire alarm or other disaster alarm • Making threats of any kind whether in person or through the use of the Internet, social media, or any other technology • Vandalizing or misusing school property or property belonging to any member of the Success Academy community (which includes but is not limited to writing on desks, writing on school books, damaging property) • Stealing or knowingly possessing property belonging to another person without proper authorization • Throwing, slamming, or pushing classroom materials, doors, furniture, or other objects • Engaging in physically aggressive behavior (which includes but is not limited to play fighting or horseplay) • Repeatedly failing to attend class, school, or any school activity or event, or repeatedly violating the school's attendance policy, including missing mandatory academic intervention	

Level 4 Infractions	Possible Responses, Interventions, and Consequences
• Committing repeat Level 3 Infractions • Committing an infraction after repeated suspensions or other disciplinary actions • Engaging in gang-related behavior (which includes but is not limited to wearing gang apparel, making gestures, or signs) • Destroying or attempting to destroy school property or property belonging to any member of the Success Academy community • Engaging or attempting to engage in inappropriate, unsafe, or unwanted	• Meeting with Success Academy staff, the scholar, and a parent or guardian • Nonparticipation in a school activity (which may include but is not limited to communal lunch, enrichment or extracurricular activities, sports, school events, or trips) • Suspension • Expulsion • Other consequences or interventions deemed appropriate by the school

physical contact, including but not limited to sexual harassment, sexual misconduct, and physical or sexual assault ● Engaging or attempting to engage in stalking, intimidation, bullying, discrimination, harassment, coercion, or extortion of any member of the Success Academy community ● Using social media, technology, or any web-based tool to impersonate, create false profiles or personalities, access systems without authorization (hack), or engage in similar deceitful behaviors on any platform or school-issued or personal device ● Threatening violence or harm (including by claiming to possess a weapon) ● Engaging in behavior that creates a substantial risk of injury or results in the injury or assault of any member of the Success Academy community ● Gambling in school or on Success Academy technology ● Illegally possessing, selling, sharing, or using alcohol, tobacco products (including cigarettes, e-cigarettes, and vaping), or illegal or controlled substances ● Participating in an incident of group violence ● Possessing anything that could be considered a weapon ● Engaging in any criminal or illegal activity	

Based on the severity and frequency of the conduct, a scholar who violates the Code of Conduct may be suspended from school for one or more days. A short-term suspension refers to the removal of a scholar from the school for disciplinary reasons for a period of five days or fewer. A long-term suspension refers to the removal of a scholar for disciplinary reasons for a period of more than five days.

If a student is suspended, parents or guardians will receive a letter within 24 hours of the school's determination of the length of the suspension. Parents or guardians may make arrangements with the school for alternate instruction for students during their suspension. Parents are required to meet with the school's leadership on the first day a suspended scholar returns to school. These meetings are the most important part of any suspension; these restorative conversations involve resetting.

Success Academy will apply due process protections to all scholars, as outlined in its long-term removal procedures.

Scholars who reach 10 suspension incidents within a school year may be subject to expulsion. Further, any scholar who commits a serious violation of the Code of Conduct may be expelled regardless of the number of suspension incidents. Examples that may warrant an expulsion include but are not limited to physical or sexual assault, bullying, engaging in criminal or illegal activity, illegally using, possessing, or selling weapons, alcohol, or drugs, major integrity violations, threatening or attempting any behavior that could warrant an expulsions, or Level 3 and Level 4 infractions.

The Principal, or a member of Success Academy's school leadership team or a School Manager designated by the Principal (the "Presiding Member"), will call and preside over a formal, long-term suspension or expulsion hearing. At the hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence and witnesses. A decision by the Presiding Member will stand as the final decision regarding the student's long-term suspension or expulsion status. A student may also be subject to any of the disciplinary measures outlined elsewhere in this document, including a referral to the appropriate law enforcement authorities. The Presiding Member may decide that the infraction warrants expulsion. If this is the case, the Presiding Member shall forward the decision to the Board of Trustees. The Board of Trustees will be informed of any/all expulsions prior to or immediately after the expulsion decision. The student's family has the right to appeal within 10 business days (not calendar or school days) of the date of suspension/expulsion in accordance with the charter school's complaint process.

As noted above, the school may (particularly where safety is at issue) immediately remove a student from class/school and impose a short-term suspension while considering the appropriateness of a long-term suspension and/or expulsion. In the event that a short-term suspension is followed by a long-term suspension, the number of days the student has been removed from school as a result of the short-term suspension shall be counted towards the number of days imposed by a long-term suspension.

Federal and state law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the federal Gun-Free Schools Act, 20 U.S.C. § 7151. "Weapon", as used in this law, means a "firearm," as defined by 18 U.S.C. § 921, and includes firearms and explosives. The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act.

Students who are suspended will be provided with alternative instruction as per Education Law § 3214, and notice thereof will be provided in suspension letters. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide alternative instruction to a suspended student at the school, the student's home, or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The

quality of the instruction will be designed to allow the student to keep pace with schoolwork, receive all assignments, tests, quizzes, etc., and generally advance with the curriculum.

R-10c - Special Education Policy

The language below is updated and should modify the SA NYC terms of operation. The special education discipline policy of the proposed schools is substantially similar to that of all SA NYC schools.

Each school will work closely with the appropriate Committee on Special Education to establish clear guidelines for communication and decision-making on disciplinary matters involving scholars with Individualized Education Programs ("IEPs").

When a student's IEP includes a Behavior Intervention Plan ("BIP"), the BIP sets forth the school's approach to managing the student's behavior. The BIP identifies the student's behavior issues and outlines individualized behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur, and that the school implements for the student. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed, the school may propose changes to the BIP and submit the proposed revised BIP to the CSE. If the student inflicts serious bodily injury upon another person, carries or possesses a weapon, or knowingly possesses or uses illegal drugs all within the meaning of 34 CFR §300.530(g), the school may remove the student to an interim alternative educational setting as described below.

If a student identified as having a disability (or a student that the school is deemed to know may have a disability for disciplinary purposes) is suspended during the course of the school year for a single period of more than 10 consecutive school days, or for a pattern of substantially similar behaviors amounting to more than 10 school days, this may be considered a change in placement, and such student will immediately be referred to the Committee on Special Education (the "CSE") for the community school district where the charter school is located for a Manifestation Determination Review ("MDR"). The MDR meeting may include the parent and relevant members of the IEP team, as determined by the parent and the CSE.

In considering the placement of students referred because of disciplinary problems, the CSE is expected to follow its ordinary policies with respect to parental notification and involvement. The school shall inform the CSE when the suspension or removal of a student with a disability constitutes a disciplinary change of placement, so that the CSE can convene an MDR meeting within 10 school days of the date of the disciplinary decision. The CSE will be notified of the incident so that it can meet its required obligations to:

- Provide the student's parent with a copy of their procedural due process rights.
- Convene a CSE meeting within 10 school days of the date of the disciplinary decision to make a manifestation determination, and to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan as necessary.
- Determine educational services or an interim alternative educational setting that would ensure the provision of the requirements of a free and appropriate public education ("FAPE") as necessary.

All students with disabilities who are suspended will be provided with alternative instruction as per Education Law § 3214. Those students removed for a period of 10 school days or less will be disciplined in accordance with the general education discipline policy.

During a subsequent removal that, combined with previous removals, equals more than 10 school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the CSE, shall make the service determination.

The school may place students in interim alternative educational settings as appropriate under 34 CFR §300.530(g). During any removal for drug or weapon offenses, or for infliction of serious bodily injury, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. Weapon means a "dangerous weapon" as defined in 18 USC § 930(g)(2), which means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury and does not include a pocket knife with a blade of less than 2 1/2 inches in length. Serious bodily injury, as defined in 18 USC § 1365(h)(3), means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, and protracted loss or impairment of the function of a bodily member, organ, or mental faculty. These service determinations will be made by the CSE in consultation with the school. In the first instance, if the CSE is not available or does not respond to a request for an interim alternative educational setting, the school may select the setting.

During any subsequent removal that constitutes a change in placement, but where the behavior is not a manifestation of the disability, related services, as applicable, must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE will make the service determination.
If discipline that would constitute a change in placement is contemplated for any student with an IEP, or for any student the school is deemed to know is a student with a disability under 34 CFR § 300.534, the following steps shall be taken:

- The school will notify the CSE;
- No later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and
- Immediately, if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE and other qualified personnel shall meet and review the relationship between the child's disability and behavior subject to the disciplinary action.
- If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative education setting or the manifestation determination resulting from a disciplinary action relating to weapons, drugs, or serious bodily injury, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the CSE agree otherwise.

R-10d - Dress Code Policy

The language below is updated and should modify the SA NYC terms of operation.

Students at each school operated by SA-NYC will wear uniforms for the following reasons:

- Uniforms help maintain a school culture of unity and academic excellence.
- Uniforms allow parents to save money by not having to buy an entire wardrobe of school clothing.
- Uniforms help eliminate indicators of differences in socio-economic status among students.
- Uniforms minimize learning distractions in the school.

Students will be required to wear their uniforms when on campus and on most school-sponsored field trips. The school uniform policy will be made clear to parents at information sessions both before and after the application deadline. Students not in full compliance with the uniform policy will be handled in accordance with the school's discipline policy. Such discipline may include verbal admonishment, parent/teacher conferences, and parent conferences with school leadership. Students will not be excluded from class due to uniform infractions.

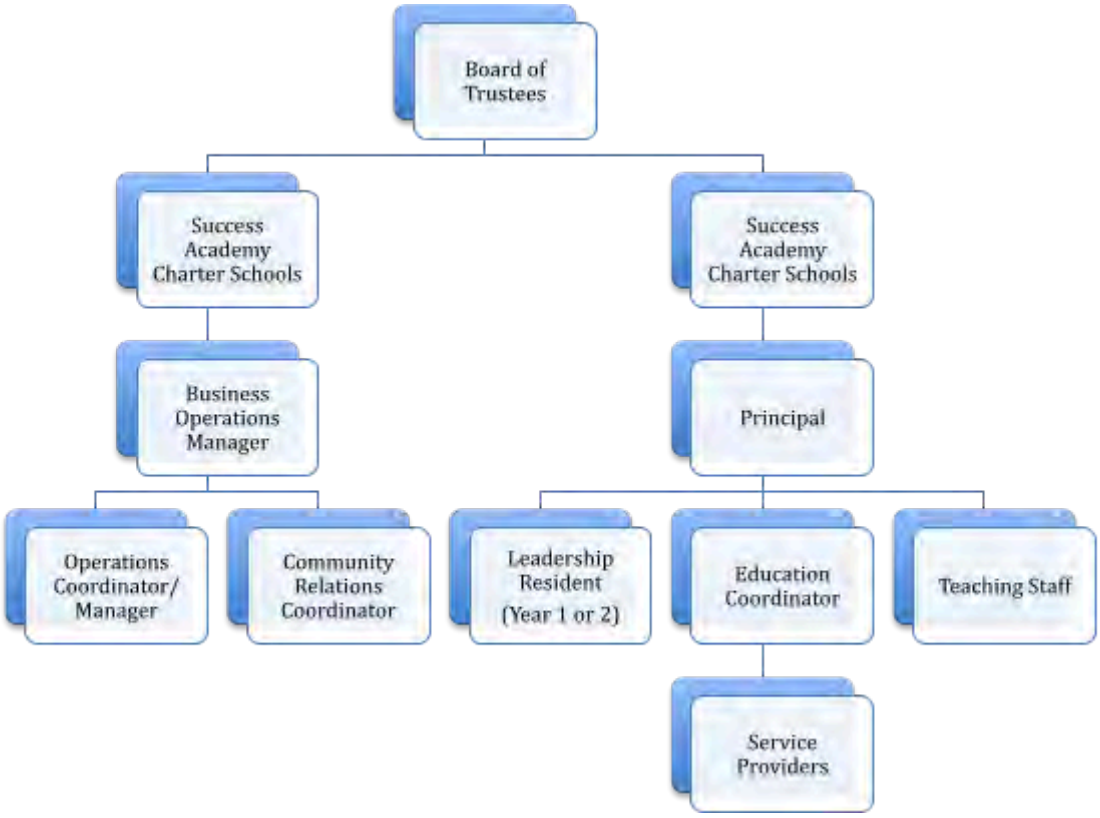
We have established reasonable uniform guidelines for elementary, middle, and high schools. All scholars must adhere to the established uniform guidelines for their grade, but may wear the uniform that best conforms with their gender identity. Additionally, students may have a uniform for certain physical education activities, which consists of navy shorts or sweatpants and an orange t-shirt with the school logo. The schools will make exceptions to the uniform policy for minor items such as head covers that are worn in conjunction with the exercise of a religious practice.

While the school will identify an inexpensive uniform provider, it understands that some families may not be able to afford the uniform. No student will be denied access to school because of an inability to purchase the school uniform. Rather, the school will offer financial assistance to families who cannot afford the uniform.

R-11ab - School Management and Leadership

The language below is updated and should modify the SA NYC terms of operation.

a. Organizational Chart



In its first year, each proposed elementary school will have a Principal, a Business Operations Manager, an Education Coordinator (more experienced Education Coordinators may be known as Education Managers), a teaching staff, and an operations staff. While each SA NYC school will have the same basic organizational structure, there may be changes to the above chart based on a variety of factors, including school size and specific school needs.

Each proposed school will be governed by the SA NYC Board of Trustees. The Principal is selected by Success Academy and submitted to the Board of Trustees for final approval. The Principal is an at-will employee.

The Principal is the school leader responsible for implementing Success Academy's mission and policies. Each Principal reports to Success Academy, which has contracted with the Board of Trustees to manage the schools and to coach and supervise the Principal. The Principal typically reports directly to one of Success Academy's Managing Directors of Schools, who in turn reports to the Executive Vice President of Schooling and/or the Chief Executive Officer. Success Academy provides opportunities for the Principal to visit and learn from high-performing schools both inside and outside its network of schools. It provides the Principal with professional development opportunities designed to enhance his or her leadership, management, and pedagogical skills. Success Academy also regularly examines the school's

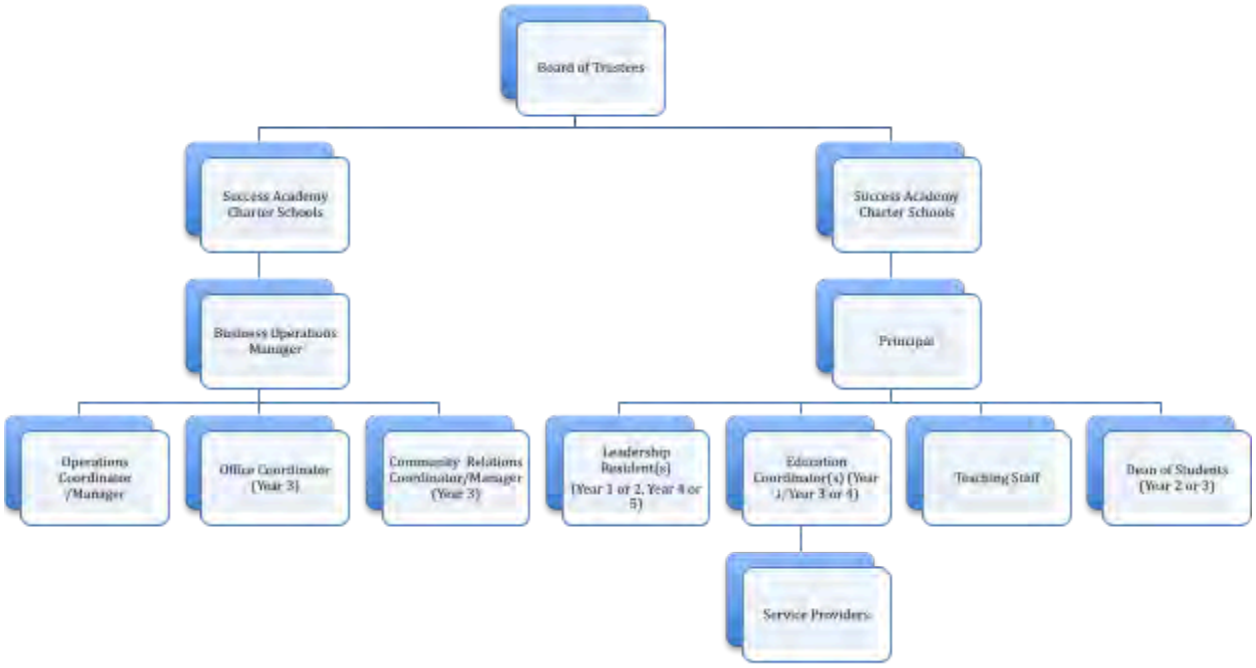
performance data and holds the Principal directly accountable for the success of the school. Success Academy expects all of its schools and employees to be in a state of constant improvement working towards competitive greatness, and its interactions with, and accountability standards for, the school Principal reflect that expectation. Success Academy uses extensive interactions with the school and examinations of school performance data to make informed and accurate reports to the Board of Trustees regarding the Principal's performance at the school.

The Principal supervises an instructional staff that typically includes a Leadership Resident (beginning in Year 1 or 2), an Education Coordinator, and teaching staff. The Leadership Resident assists in the supervision of the teaching staff, but the Principal is the final authority. All instructional staff report to the Principal. Additionally, there is an operations team at the school that, in its first year, typically consists of a Business Operations Manager, Operations Coordinator, and Community Relations Coordinator. These individuals are responsible for non-instructional operations and administration at the school. The Operations Coordinator and Community Relations Coordinator report to the Business Operations Manager, who is managed by Success Academy. The Principal and Business Operations Manager evaluate the performance and make staffing decisions for the school instructional staff and school operations staff, respectively.

Success Academy works actively and closely with the Principal to ensure that the Success Academy curriculum is implemented effectively and that the teaching staff is given effective professional development, coaching, and feedback. Success Academy has an extremely hands-on approach and does not manage its schools from a distance. Members of the Success Academy staff are a regular presence at the school – coaching, observing, and providing feedback. The Chief Executive Officer, Executive Vice President of Schooling, Managing Directors of Schools, Senior Managing Director of Instructional Management, and the Instructional Management team spend a significant portion of their time in the schools and participate in correspondence going to and from school leaders and teachers related to instruction. This allows the team to identify best practices that should be implemented at multiple schools as well as address potential problems before they become serious. Similarly, the Executive Vice President of Operations, Success Academy operations team, and school operations team check in frequently with one another to ensure that innovative ideas related to school operations are implemented and replicated, and that potential problems are caught immediately.

b. School Leadership and Management Structure

School Organizational Chart



Though the applicant does not predict that the organizational structure of the schools will differ greatly in the next five years, some positions may be added, removed, or changed to support additional growth. For instance, beginning in Year 3 and/or 4, the school operations team may add an Office Coordinator and the school instructional team may add a second Education Coordinator/Manager. The Principal will supervise a Dean of Students (beginning in Year 2 or 3), who is responsible for student discipline and school culture. As noted above, such staffing decisions are based on a variety of factors, including school size, increased efficiencies, and specific school needs.

R-12ac - Personnel

a. Staffing Chart and Rationale

The Personnel Policy of the proposed schools is substantially similar to that of all SA NYC schools. The language below is updated and should modify the SA NYC terms of operation.

The table below reflects the estimated number of personnel for each proposed school. By year 5, each school will offer Kindergarten through 5th grade and, as a result, additional school leaders are listed below to account for consolidated middle school programming. Salary for school personnel is competitive based on a comparison to the school district of location.[1] Success Academy also made an unprecedented investment in teachers' base salaries and incentives, increasing total compensation by more than 20% beginning in 2024–25, with significant increases over the next three years.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2024-25	2025-26	2026-27	2027-28	2028-29
Grades Served:	K-1	K-2	K-3	K-4	K-5
Enrollment:	190	240	380	510	675
ADMINISTRATIVE PERSONNEL FTE	**FTE**				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	0.0	1.0	2.0	2.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	4.0	4.0	5.0	5.0	6.0
Administrative Staff	0.0	0.0	0.0	0.0	0.0
TOTAL ADMINISTRATIVE STAFF	5.0	7.0	8.0	8.0	10.0
INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	14.0	22.0	28.0	28.0	33.0
Teachers - SPRINT	2.0	2.0	3.0	3.0	4.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	3.0	3.0	5.0	5.0	5.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	2.0	2.0	3.0	3.0	3.0
Other	1.0	1.0	2.0	2.0	2.0
TOTAL INSTRUCTIONAL	22.0	30.0	41.0	41.0	47.0
NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0

[1] *See the New York City Public Schools schedule of salaries and related guidance https://teachnyc.net/about-our-schools/salary-and-benefits.*

Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	27.0	36.0	49.0	49.0	57.0

The table below reflects the estimated number of personnel for SA NYC. School personnel may be shared between the schools feeding into the middle and high schools (*e.g.*, a lead teacher at the middle school may teach students from multiple sending elementary schools). The table below reflects the estimated number of personnel supporting the student cohorts of all SA NYC schools.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2024-25	2025-26	2026-27	2027-28	2028-29
Grades served:	K-12	K-12	K-12	K-12	K-12
Enrollment:	22,037	23,662	26,860	28,789	31,432
ADMINISTRATIVE PERSONNEL FTE					
Executive Management	0.0	0.0	0.0	0.0	0
Instructional Management	59.0	61.0	63.0	63.0	63.0
Deans, Directors & Coordinators	98.0	129.0	174.0	176.0	185
CFO / Director of Finance	0.0	0.0	0.0	0.0	0
Operation / Business Manager	320.0	330.0	360.0	374.0	385
Administrative Staff	0.0	0.0	0.0	0.0	0
TOTAL ADMINISTRATIVE STAFF	477.0	520.0	597.0	613.0	633
INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	1467.0	1612.0	1864.0	1901.0	2053
Teachers - SPRINT	237.0	253	294.0	300.0	326
Substitute Teachers	0.0	0.0	0.0	0.0	0
Teaching Assistants	0.0	0.0	0.0	0.0	0
Specialty Teachers	364.0	390.0	396.0	394.0	417
Aides	0.0	0.0	0.0	0.0	0
Therapists & Counselors	226.0	238.0	259.0	253.0	267
Other	125.0	130.0	141.0	143.0	155
TOTAL INSTRUCTIONAL	2419.0	2623.0	2954.0	2991.0	3218
NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0
Librarian	0.0	0.0	0.0	0.0	0
Custodian	0.0	0.0	0.0	0.0	0
Security	0.0	0.0	0.0	0.0	0
Other	0.0	0.0	0.0	0.0	0

TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0
TOTAL PERSONNEL SERVICE FTE	2,896.0	3,143.0	3,551.0	3,604.0	3,851

b. Qualifications and Responsibilities

The Success Academy model employs one lead teacher in each classroom. A lead teacher typically has at least three years of classroom experience, New York State teaching certification, and a Master's degree. Each grade level also has associate teachers who have less classroom experience. Associate teachers are shared between grade level teachers and "push in" for small group instruction and individual tutoring. Success Academy schools also employ specialty teachers such as science teachers, special education teachers, art teachers, chess teachers, music teachers, dance teachers, and athletic coaches.

Before being hired at a Success Academy school, teaching applicants participate in a rigorous application process that includes: submission of resume and writing sample, phone interview, personal interview, demo lesson, feedback from school leadership, and reference checks. The school principal then has final decision-making authority in hiring teachers.

In or around its second year of instruction, the school may also have additional assistant leadership personnel. This person assists the principal while being trained and mentored by the Learning team at Success Academy to potentially take over a principal position in a future Success Academy school.

Lead teachers will have responsibility for a class of students. Their responsibilities shall include, but not be limited to:

- Maintaining and enriching their expertise in the subject area(s) they teach,
- Developing lesson plans that ensure the attainment of state learning standards and are aligned with the school's curriculum,
- Coordinating lesson plans with other teachers to reinforce student knowledge on an interdisciplinary basis,
- Providing direct and indirect instruction,
- Creating long-term and short-term plans to address individual student needs,
- Preparing students excellently for all required assessments,
- Evaluating student progress,
- Using data effectively to improve instruction and student learning,
- Providing an inviting, exciting, innovative learning environment,
- Engaging in effective and appropriate classroom management,
- Serving as advisors to students,
- Ensuring students with special education, English language learner ("ELL"), or gifted needs are serviced at an extremely high level, and
- Performing other duties, as deemed appropriate, by the principal.

Associate teachers will provide assistance to lead teachers and individualized tutoring to meet students' needs. Associate teachers' responsibilities shall include, but not be limited to:

- Maintaining and enriching their expertise in the subject area(s) they teach,
- Assisting a lead teacher,

- Providing tutoring in both one-on-one and small group settings to meet individual student needs,
- Administering assessments to evaluate student progress,
- Checking student homework assignments,
- Monitoring student behavior in the cafeteria, play yard, and hallways,
- Performing general administrative duties for lead teachers,
- Serving as advisors to students, and
- Performing other duties, as deemed appropriate, by the principal.

Specialty teachers will teach classes in science, the arts, chess, or physical education. Specialty teachers may also include special education teachers. Their responsibilities shall include, but not be limited to:

- Maintaining and enriching their expertise in the subject area(s) they teach,
- Developing lesson plans that ensure the attainment of state learning standards and are aligned with the school's curriculum,
- Coordinating lesson plans with other teachers to reinforce student knowledge on an interdisciplinary basis,
- Providing direct and indirect instruction,
- Creating long-term and short-term plans to address individual student needs,
- Preparing students excellently for all required assessments,
- Evaluating student progress,
- Using data effectively to improve student instruction,
- Providing an inviting, exciting, innovative learning environment,
- Engaging in effective and appropriate classroom management,
- Serving as advisors to students,
- Serving a student's Individualized Education Program (if applicable), and
- Performing other duties, as deemed appropriate, by the principal.

The responsibilities of the principal may include, but not be limited to:

- Providing leadership and direction to all school staff members,
- Ensuring the highest levels of teaching and learning occur consistently throughout the school,
- Hiring, evaluating, and terminating staff members,
- Administering scheduling, enrollment, and curriculum,
- Ensuring the proper use of student data to drive and improve instruction,
- Facilitating parent involvement,
- Making formal reports to the Board of Trustees, Success Academy, and the charter entity,
- Implementing the school policies and procedures as directed by the Board of Trustees,
- Managing the delivery of services to students requiring special education and ELL services,
- Managing the tutoring program for students who are academically behind their peers as well as the accelerated learning tutoring program for gifted students,
- Monitoring and improving the quality of all components of the Success Academy curriculum including literacy, mathematics, discovery science, social studies, arts, chess, and physical education,
- Providing a safe learning environment,
- Setting academic and fiscal priorities,

- Assisting Success Academy in the training and mentoring of school leadership residents, and
- Providing guidance and support to teachers to improve instruction.

The responsibilities of the assistant school leader may include, but not be limited to:

- Developing lesson plans and providing quality instruction to assigned classes in their area of expertise; this teaching will comprise approximately 50% of their time,
- Mastering the Success Academy curriculum,
- Mastering the proper usage of student data to drive and improve instruction,
- Mastering the successful teacher observation and feedback process,
- Mastering the Success Academy culture, and
- Participating in mentoring activities with Success Academy staff and Success Academy school principals.

The responsibilities of the dean of students may include, but not be limited to:

- Raising academic standards and student achievement,
- Reinforcing the school's culture and core values,
- Monitoring students' behavior inside and outside of the classroom,
- Supporting the faculty by addressing behavior problems,
- Managing the school's discipline program, including suspensions and detentions,
- Coordinating Saturday Academy,
- Managing parent interactions, and
- Planning and executing student assemblies and family events.

The business operations manager is responsible for overseeing all non-instructional operations and communications of a Success Academy. The business operations manager will collaborate closely with school leadership and manage the administrative team within his or her school. The responsibilities of the business operations manager will include, but not be limited to:

- Managing a team of administrative personnel,
- Planning logistics for school-wide events, including family academic nights, field trips, hearing and vision tests, school picture days, and flu shots,
- Establishing arrival, breakfast, lunch, recess, dismissal, and class transition procedures,
- Monitoring procurement and manage school budget,
- Determining scheduling for administrative staff,
- Overseeing parent communication, supplies procurement, and building maintenance,
- Managing student data collection and information updates,
- Developing a system for scheduling during the school day around available facilities and co-tenants,
- Negotiating shared space with co-tenants, and
- Maintaining school health and safety protocols, including school safety plan and fire drill routes.

The responsibilities of the operations coordinator/manager shall include, but not be limited to:

- Anticipating and prevent maintenance and cleanliness issues,
- Coordinating school procurement and get needed supplies to staff in a timely fashion,
- Ensuring school safety agent is on premises and performing job adequately when needed,

- Ensuring fire drills happen when necessary and appropriate,
- Ensuring compliance with necessary laws and regulations related to school food,
- Ensuring students and staff have access to appropriate food in a timely fashion in a clean cafeteria,
- Managing basic technology needs at school level,
- Ensuring the school operates in compliance with all federal, state, and local laws as well as its charter, and
- Creating and maintaining a school emergency response plan.

The responsibilities of the community relations coordinator/manager shall include, but not be limited to:

- Being the first point of contact for all visitors to the school,
- Preparing weekly fliers announcing upcoming events for student families,
- Answering the telephone in the main office and taking messages or forwarding calls as appropriate,
- Creating graphs from data of student attendance,
- Maintaining a system for incoming and outgoing mail and facsimiles,
- Ensuring the office is clean, organized, and stocked with necessary supplies,
- Tracking student attendance,
- Maintaining student files,
- Attending to minor student health needs, and
- Planning and coordinating student field studies.

Qualifications of all teachers of the school will include:

- Relentless commitment to academic excellence,
- Dedication to Success Academy's mission, culture, and values,
- Relevant teaching experience, preferably in an urban setting,
- Demonstrated ability to engage students and deliver effective instruction,
- Commitment to data-driven instruction,
- High level of organization and resourcefulness,
- Prior success,
- Excellent oral and written communication skills,
- College degree, advanced degrees, certifications, and/or
- Recommendations from previous employers.

Qualifications of a successful school principal, assistant principal, and/or dean include:

- Demonstrated commitment to student academic excellence,
- High standards for themselves, their staff, and their students,
- A strong fit and dedication to Success Academy's mission, goals, culture, and values,
- Great understanding of curriculum, lesson planning, and effective lesson delivery,
- Comfort with integrating technology into instruction,
- Ability to coach and move teacher practice,
- Teaching and leadership experience, especially in an urban setting,
- Commitment to data-driven instruction,
- Experience hiring and managing employees,
- High level of organization and resourcefulness,
- Strong ability to multitask, handle numerous tasks, and set priorities effectively,
- Exemplary oral and written communication skills and sophisticated analytical analysis,

- Strong interpersonal skills and the ability to thrive in a collaborative environment,
- College degree, advanced degrees, and certifications, and/or
- Recommendations from prior employers, colleagues, and employees.

c. Staff Recruitment and Retention

School leaders for the proposed schools have not yet been chosen, and the Talent team at Success Academy will manage the search. The Talent team typically conducts a search as follows. The Talent team reviews hundreds of resumes sourced through various methods, including major and niche job board websites, educational career fairs, and third-party recruitment firms. All resumes are reviewed by at least two recruiters, and the best of the candidates are contacted for an initial phone screening. Those candidates who move forward are invited to meet with members of the Talent team for an interview, and members of the grade-level teams, other school-level staff members, school leaders, and Instructional Management or Schooling staff.
Success Academy will also continuously develop internal leadership candidates and promote from within. Each year, Success Academy has staff who are being trained to become principals. If the candidate, Success Academy, and the proposed school choose to move forward, all references are checked, and principal candidates are submitted to the Board of Trustees for final approval.
Qualifications of a successful school Principal include, but are not limited to:

- Demonstrated commitment to academic excellence;
- High standards for themselves, their staff, and their scholars;
- A strong fit and dedication to the Success Academy's mission, goals, culture, and values;
- Teaching and leadership experience, especially in an urban setting;
- Commitment to data-driven instruction;
- Experience hiring and managing employees;
- High level of organization and resourcefulness;
- Strong ability to multi-task and set priorities effectively;
- Exemplary oral, written and analytic skills;
- Strong interpersonal skills and the ability to thrive in a collaborative environment;
- College degree, advanced degrees, and certifications; and/or
- Recommendations from prior employers, colleagues, and employees.

Success Academy's recruitment strategy focuses on two key areas:

- Having a team of well-trained recruiters who can identify and hire the talent that will be most successful in our organization; and
- Executing a plan that is the most efficient and effective way to interview and assess candidates.

The following describes the application of this plan to Success Academy teachers. It is aligned with the proposed growth plan in that Success Academy and its schools are well situated to attract top talent from across the country, and also to promote leaders from within.

Success Academy is committed to bringing the best and brightest teachers from across the country to its schools. Success Academy's Talent team is responsible for recruiting and retaining the most effective teachers, administrators, and other school personnel to work at Success Academy and in Success Academy schools. While the school Principal has final authority to hire

and fire school staff, the Talent team conducts national searches for top candidates, executes comprehensive screening and hiring practices, and on-boards all new teachers. Candidates are sourced nationwide through job postings, outreach initiatives, partnerships with educational organizations, career fairs, on-site events, and an incentive-driven referral program.

The application/interview process typically includes:

- Application submission with resume and cover letter;
- Initial screen of selected resumes by assigned recruiter;
- Additional screening of selected resumes by peer recruiter;
- Phone interview;
- In-person interview;
- Demo lesson and/or trial day;
- Interview with school leadership;
- Reference and background check; and
- Job offer.

During the course of the application/interview process, the recruitment team is looking for the following qualifications:

- Relentless commitment to academic excellence;
- Dedication to the Success Academy's mission, culture, and values;
- Great understanding of curriculum, lesson planning, and effective lesson delivery;
- Comfort with integrating technology into instruction;
- Ability to coach and move teacher practice;
- Relevant teaching experience, preferably in an urban setting;
- Demonstrated ability to engage scholars and deliver effective instruction;
- Commitment to data-driven instruction;
- High level of organization and resourcefulness;
- Prior success;
- Excellent oral and written communication skills;
- College degree, advanced degrees, certifications; and/or
- Recommendations from previous employers.

Success Academy schools offer competitive compensation packages, including salary ranges based on market data and a generous benefits program. The benefits program includes health insurance, dental insurance, vision insurance, flexible spending accounts for health, dependent care, and transit, life insurance, long-term disability, and a 403(b) retirement plan. Success Academy's strategy is to find and retain the best people, which requires competitive compensation. In addition to competitive compensation, Success Academy retains top talent by continuing to develop its staff. Professional development, provided to teachers through T School, is an essential ingredient of Success Academy's school design. T School is a key professional responsibility of Success Academy teachers as it develops skills, provides content area knowledge, and improves pedagogical techniques. Each year, teachers receive approximately 400 hours of quality professional development.

Success Academy is committed to ensuring hiring processes for teachers and staff are open and fair with outreach to a broad and robust pool of candidates, including underserved and underrepresented communities. In 2019, 47% of SA teachers were of color; in 2023, that percentage has grown to 54.5% (compared with 20% nationally). During the 2022-23 school year, 64% of newly promoted principals were people of color ("POC"), more than double the

30% of the previous year. Across all school leadership promotions, 58% were POC, an increase of 21 percentage points over the prior year.

Network diversity has also grown from 32% POC in 2019 to 41% in 2023. Success Academy believes that when talented teachers of color advance and move up through the ranks of leadership, principals and other members of school leadership teams become stronger and more diverse. At the Network office, there is also greater representation among leadership, from 21% POC in 2022 to 28% in 2023. Success Academy's goal is to maintain high levels of diverse talent and leadership, with people of color making up at least 50% of our total workforce.

Please refer to RFP Response 09 – Instructional leadership, RFP Response 11 – School Management and Leadership, and BPA S06a – Organizational Charts for additional information relevant to personnel.

SUCCESS ACADEMY CHARTER SCHOOLS - NYC SCHOOL-BASED EMPLOYEE HANDBOOK

SY 2023-2024

[redacted]

SECTION 1: INTRODUCTION

Success Academy Charter Schools ("SA") is redefining what's possible in public education. Our dual mission is to build exceptional, world-class public schools that empower scholars from all backgrounds to succeed in college and life; and to serve as a catalyst and model for education reform across the nation. In order to achieve this dual mission, we require that each employee act as an ambassador and in the best interests of SA scholars. To that end, the purpose of this Employee Handbook (the "Handbook") is to provide you with information and guidance about your responsibilities and to clearly outline the core expectations we have for you as an SA school-based employee. Please take the time to read it.

We do not expect this Handbook to answer all questions. Managers and Human Capital also serve as an important source of information.

This Handbook supersedes all prior versions and applies to all employees of the schools operated by the Network ("Success Academy Charter Schools - NYC" or the "Schools"). Neither this Handbook nor any other verbal or written communication by a management representative or other employee is, or should be considered to be, an agreement, contract of employment, express or implied, or a promise of treatment in any particular manner in any given situation, nor does it confer any contractual rights whatsoever. Employment with SA is "at-will," which permits SA or the employee to end the employment relationship at any time, for any reason, with or without cause or notice. This Handbook does not represent all of SA's policies and procedures. SA reserves the right to revise or revoke any provision of this Handbook at any time, with or without notice.

Many matters covered by this Handbook, such as benefit plan descriptions, are also described in separate SA documents. These separate SA plan documents always supersede any statement made in this Handbook or by any member of management. To the extent the Handbook is inconsistent with the separate SA plan documents, the plan documents will control.

All employees are provided with an electronic copy of this Handbook, and you must electronically acknowledge that you have received and understand that you are expected to read and comply with the Handbook and all other SA policies. All employees are required to abide by the Employee Handbook, irrespective of whether SA receives the above confirmation, as a condition of employment.

You should consult with Human Capital by submitting a ticket should you have a question about these policies. The policies set forth in this Handbook apply only to employees of SA and do not apply to temporary employees or independent contractors, except where otherwise indicated.

Nothing in this Handbook is intended to limit any concerted activities by employees relating to their wages, hours, or working conditions, or any other conduct protected by Section 7 of the National Labor Relations Act.

COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

SA will achieve its dual mission if we respect and promote differences in background, perspectives, and expertise. True to our belief in continuous improvement, we commit to advancing racial equity not just by running exceptional public schools that give scholars from all backgrounds access to life-changing education, but also by prioritizing diversity, equity, and inclusion. We will achieve a

diverse and inclusive workplace by ensuring that our hiring, development, and promotion practices reflect this deep and abiding commitment.

SA strives to provide an inclusive work environment where employees are assessed based on their talents, abilities, and results, and not on their immutable characteristics. This commitment to inclusion applies to all employees, irrespective of their age; race; religion/creed; color; national origin or ancestry; alienage or citizenship status; sex; transgender status; gender dysphoria; gender identity and/or expression; disability; pregnancy (including childbirth and related medical conditions), veteran, military, or uniformed service member status; marital status; predisposing genetic characteristic; status as a victim of domestic violence; familial status; certain arrest or conviction records; or any other legally protected characteristic in accordance with applicable federal, state, and local laws and regulations.

Every SA employee must uphold, foster, and promote diversity, equity, and inclusion. We must all value and embrace it and be held accountable for outcomes. All employees are expected to help build and strengthen the innovative, flexible culture to which we are committed at SA so that diverse employees can learn from one another and strengthen the organization overall.

Creating a workplace that upholds diversity, equity and inclusion includes maintaining open lines of communication. If you want to know more about SA's work to promote greater diversity, equity and inclusion in and out of the classroom, please don't hesitate to continue this conversation with your manager, or to submit a ticket to Human Capital.

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SECTION 2: EMPLOYMENT

POLICY 2.01 PRIMARY GOALS AND RESPONSIBILITIES OF SCHOOL STAFF

Your primary responsibility should always be the health and safety of our scholars. In addition, you share responsibility for supporting the development of each scholar's potential (social-emotional, physical, and intellectual), as well as for upholding good work habits, a positive attitude, and the values of SA. We expect and encourage communication between teachers/staff and parents[1]. You must conduct yourself in a manner that enables parents to feel that they can communicate with, trust, and depend on SA to care for and educate their scholars.

It is important that all School staff reflect the highest level of professionalism in everything that they do and say. You must consistently model the values that we seek to foster in our scholars. Finally, as always, you are required to abide by all applicable federal, state, and local laws, rules, and regulations.

POLICY 2.02 EMPLOYMENT ELIGIBILITY

You are required to complete a criminal history background check to the satisfaction of SA, which may include obtaining fingerprinting clearance, which will be reviewed by Human Capital. Additionally, your offer of employment is contingent on verification (and reverification, as applicable) of your authorization to legally work in the United States, as well as verification/record of COVID-19 bivalent booster vaccination (if/when eligible) prior to and during your employment with SA.

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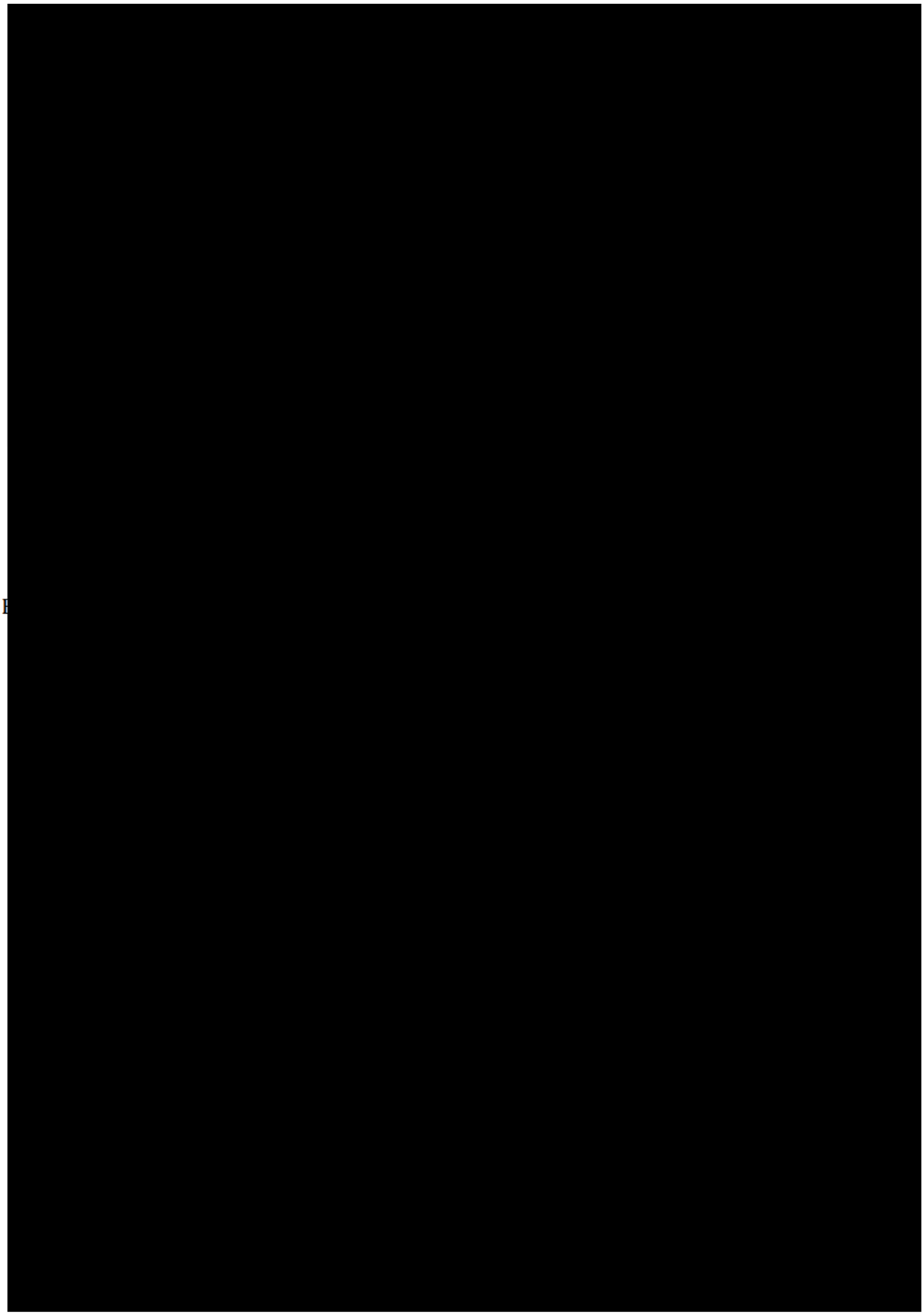
[1] For the purposes of this Employee Handbook, the term "parent(s)" includes a scholar's parent, legally-appointed guardian, foster parent, and/or any person in a parental or custodial relationship to the scholar.



POLICY 2.04 EMPLOYMENT APPLICATION INFORMATION AND REFERENCES

During the hiring process and throughout your employment, SA may verify certain information about your application, including details about your employment history (e.g., positions held, dates on resume), and/or educational qualifications. We rely upon the accuracy of information provided to us, both during the hiring process and once employment has begun. Any misrepresentation, falsification, or material omission in any of this information may result in disqualification from the hiring process or, if you have been hired, may result in termination and/or other disciplinary consequences.

POLICY 2.05 EQUAL OPPORTUNITY EMPLOYER

Equal employment opportunity and respect in the workplace are fundamental principles at SA. Our goal is to do all that we can reasonably do to provide genuine equal employment opportunity, in every sense of the term, to applicants and employees in all phases of our operation. SA prohibits and does not tolerate discriminatory, harassing, or retaliatory behavior (described further in Policy 3.02).

All aspects of your employment are based upon your personal capabilities and qualifications, without regard to age; race; religion/creed; color; national origin or ancestry; alienage or citizenship status; sex; transgender status; gender dysphoria; gender identity and/or expression; disability unrelated to essential job functions; pregnancy (including childbirth and related medical conditions); veteran, military, or uniformed service member status; marital status; predisposing genetic characteristic; status as a victim of domestic violence; familial status; certain arrest or conviction records; or any other legally protected characteristic in accordance with applicable federal, state, and local laws and regulations, including any known relationship or association with a member or members of a protected category ("Status"). SA is dedicated to ensuring that all personnel decisions are in accordance with these principles of equal employment opportunity. Equal employment opportunity is not only a legal principle, it is a moral commitment as well. If you have any questions or concerns regarding S/\s commitment to diversity, equity, and inclusion, please discuss them with your manager or bysubmitting a ticket to Human Capital.

Policy 2.06 Employment-At-Will

We look forward to having a long, mutually beneficial relationship with each of our employees. Note, however, that employment with SA is "at-will." This means that both you and SA can end your employment at any time, with or without cause or reason, and with or without prior notice.

Policy 2.07 Employment Categories

You will be designated as either exempt or non-exempt from federal and state wage and hour laws. Exempt employees are excluded from the provisions of federal and state wage and hour laws relating to overtime. Human Capital will determine at the time of hire, transfer, or promotion whether you will be classified as exempt or non-exempt, based on your position.

In addition to the exempt/non-exempt categories described above, you will also belong to one of the three following categories: (i) *full-time employees*, who are compensated on a salary basis and are eligible for benefits, (ii) *part-time employees*, who work less than a full-time schedule and who may be compensated on a salary or hourly basis depending on the assignment, and who may or may not be eligible for benefits depending upon the length of employment and/or the number of hours worked per week, and (iii) *temporary employees*, who are hired for short-term periods and who are not eligible for SA employee benefits except as required by law or expressly set forth in the particular benefit plan documents.

The term "employee" does not include interns or any individual retained directly or through a third-party agency or other entity to perform services for SA (for either a definite or indefinite duration) as a temporary service worker, leased worker, independent contractor, or consultant, or in any similar capacity.

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POLICY 2.10 OUTSIDE EMPLOYMENT

At SA, we operate with a commitment to the highest standards of business conduct and ethics. We

expect you to act in the best interests of SA at all times. This means that:

- You must not compete directly or indirectly with SA during your employment with SA;
- You must not use SA's property, confidential and/or proprietary information, or your position for personal gain (described further in Policy 3.05 and 3.06)
- You must not take personal advantage of opportunities presented to, or discovered by, you as a result of your position at SA.

You must not engage in any outside employment (business or secondary employment) while employed at SA, unless you have obtained prior approval from Human Capital, as described below.

A failure to avoid, or properly deal with, an outside employment conflict can have serious consequences for both you and SA. Consequences may include reputational damage, questions about SA and your integrity, and potential litigation resulting in liability for you or SA. It could also lead to disciplinary action up to, and including, termination of employment.

Outside Employment Disclosure and Approvals

All outside employment must be disclosed in writing at the time of hire and throughout employment with SA by submitting a ticket to Human Capital. All disclosures will be reviewed by Human Capital.

Tutoring any SA scholar outside of your work obligations and/or obtaining payment from any SA family for tutoring or other services is strictly prohibited.

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POLICY 2.14 ACCESS TO PERSONNEL FILES

SA maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, resume, records of training or education, documentation of performance, salary history, and other employment records.

With reasonable advance notice, you may review your own personnel file in the presence of a Human Capital representative. Personnel files are the property of SA and access to the information they contain is restricted. Generally, only managers and management personnel who have a legitimate reason to review information in a file are allowed to do so. It is the policy of SA to protect the confidentiality of employee personnel records. No alterations of these records are permitted nor can a document be added to or removed from the file at the time of an employee's review. You will be provided with copies of your personnel file only when required by applicable law.

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SECTION 3: EMPLOYEE CONDUCT

POLICY 3.01 STANDARDS OF CONDUCT BETWEEN EMPLOYEES AND SCHOLARS/FAMILY MEMBERS

SA is committed to fostering a healthy and positive educational environment for our scholars. In keeping with that goal, you must adhere to the following guidelines when interacting with scholars and their family members:

- **You must never engage in any inappropriate physical contact with a scholar,** such as kissing, caressing, brushing the body, inappropriate touching, sexual contact, slapping, pinching, punching, pushing, or physically assaulting. You may not use corporal punishment under any circumstances. Sexual or romantic relationships between staff and scholars will result in immediate termination and potential criminal charges. If you ever become aware of, or have concerns about, one of these relationships between a colleague and a scholar, you must bring these concerns to the attention of your manager immediately.

- You may not instruct a scholar to keep a "secret" from family members or any other SA employee or administrator, or otherwise forbid a scholar from sharing any conversations or information with these parties.

- You should not engage in conduct or create situations that could have the appearance of impropriety. For example, although you may have a legitimate educational reason to have a private meeting with a scholar, the door to the room or office should remain open, slightly ajar, and unlocked, and any windows should be uncovered. As a general rule, you should not have private interactions with scholars that, if observed by others, would appear to violate these guidelines — use common sense, and think about how you would view the situation if it occurred between the scholar and another SA employee.

- You may not keep information about a scholar secret from your manager or the leadership team.

- If it is necessary that you meet with a scholar one-on-one outside of the workplace, you must request approval from your Senior Leader or manager in advance. However, such meetings outside of the workplace should be avoided.

- Communications with a scholar's family member must be professional and related to the scholar or SA business. All communications received from a scholar's family member must be addressed within 24 hours and logged per relevant policies. If you are not able to provide a response within 24 hours, you should let the scholar's family member know that you are working to obtain the requested information.

- You must refrain from sexual and inappropriate behaviors directed toward, or in the presence of, a scholar's family member, such as remarks of a sexual nature; suggestive jokes; threats; use of obscene or foul language; innuendos or flirtation; advances, propositions, demands, or requests for inappropriate favors; or any other verbal or physical conduct of a sexual nature. A School-based employee may not engage in a romantic or sexual relationship with a family member of a scholar attending the same school.

- In order to avoid issues such as favoritism and competition, you may only accept gifts from parents, families, and scholars that are of the homemade variety (e.g., a card, a letter, scholar art, baked goods). Any gifts that do not fall in this category must be returned. The only exception to this policy is that you may accept a reasonably modest gift from a class or Parent Council, so long as contributions for the gift were strictly voluntary and individual contributors remain anonymous.

- Note that if you have conditional or emergency conditional fingerprinting clearance, your manager will provide additional supervision until you receive full clearance. Additionally, you may not be left alone with an individual scholar unless granted express permission to do so by your manager or their designee.

The procedures for reporting violations of this policy are set forth in Policy 3.02.

Policy 3.02 Respect in the Workplace

At SA, fostering a work environment and culture that values diversity and inclusion fuels our innovation and makes us stronger in our pursuit of excellence. We view diversity not just in terms of gender and race/ethnicity but also backgrounds, perspectives, and experiences, which includes how employees are treated in the workplace. Respecting each other in the workplace is a fundamental principle and core to how we operate at SA.

Discrimination & Harassment

SA is committed to maintaining an environment that treats all individuals with respect and dignity and is free from discrimination, harassment, or retaliation. Discrimination or harassment, whether verbal, written, physical, or visual, based upon any legally protected Status (as defined in Policy 2.05) will not be tolerated. Among the types of conduct prohibited by this policy are epithets or slurs, denigrating jokes, negative stereotyping, vulgar facial expressions or gestures, circulation of inappropriate images, or personal questions about anyone's sexual life.

This policy applies to all individuals involved in our operations, including employees of any position, applicants, interns, vendors, contractors, sub-contractors, consultants, and any other third party involved with SA. If such discrimination or harassment is committed in the workplace by someone not employed by SA, the reporting and complaint procedure in this policy should still be followed. The workplace includes: actual worksites, any setting in which work-related business is being conducted (whether during or after normal business hours), online and electronic interactions with SA employees and third parties involved in SA operations, SA-sponsored events, and SA-owned/-controlled property.

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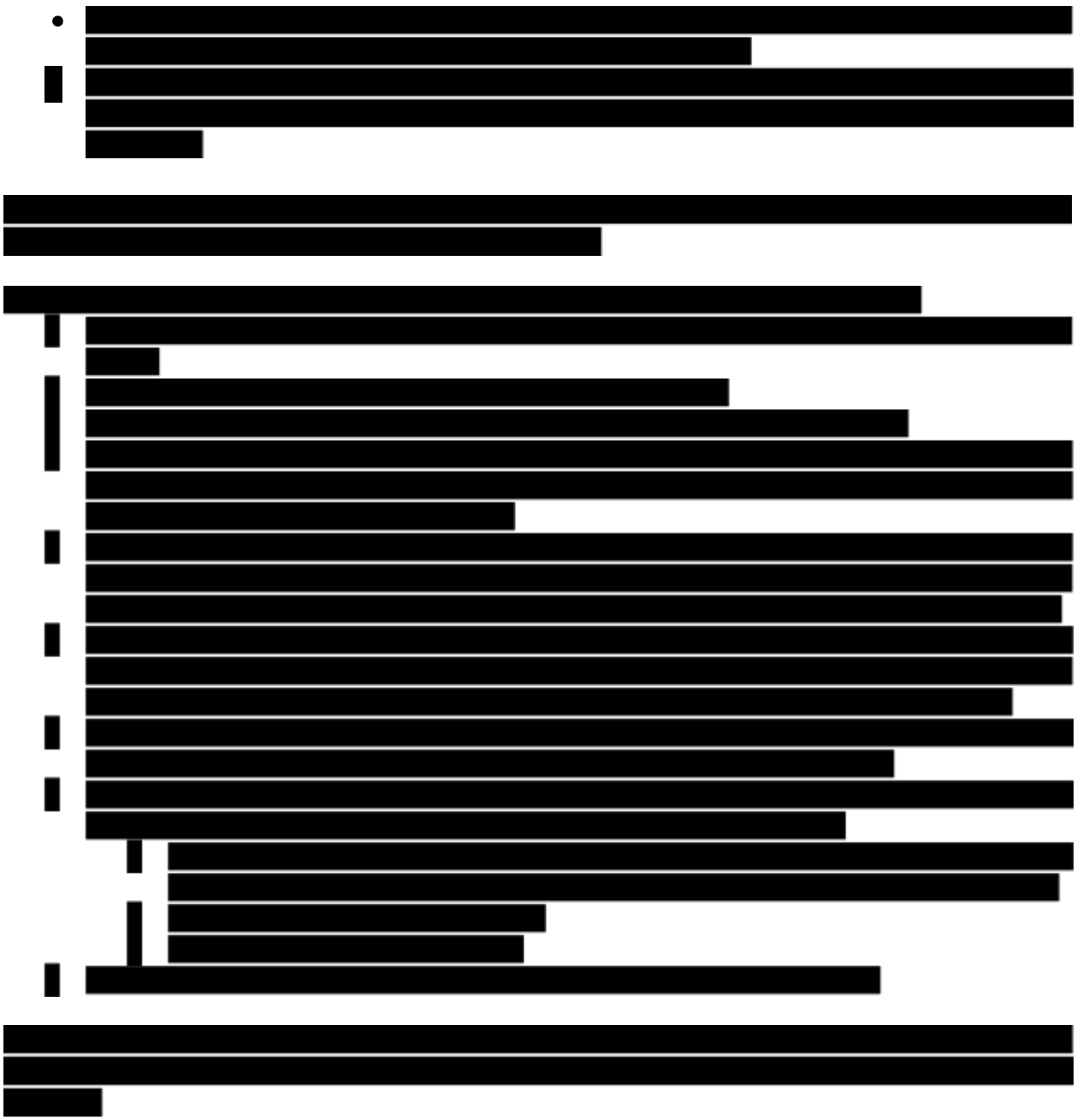

Reporting Procedure

SA expects you to report all incidents of alleged discrimination, harassment of all types, and retaliation, regardless of the identity, status, or position of the alleged offender. Whether the alleged offender is a manager, co-worker, or even a non-employee doing business with SA, a report should be made.

If you believe that you have witnessed (as a bystander), been subjected to, or have knowledge about conduct or behavior that may be contrary to our policies concerning respect in the workplace (or equal employment opportunity, as described in Policy 2.05), we urge you, but you are not required,

to immediately advise the offender that their behavior is unwelcome, and ask that it be discontinued.

You should also promptly report your concerns to any one of the following designated contacts: (i) your manager, (ii) any manager with whom you are comfortable, (iii) Human Capital via ticket, (iv) the Advisory team via email, or (v) submit a report in accordance with SA's Perceived Violation Policy (see Appendix B).

Managers are required to report such conduct or behavior immediately to Human Capital by submitting a ticket and/or to the Advisory team via email, regardless of how they learned of it. In addition to being subject to discipline for engaging in discrimination, harassment, or retaliation themselves, managers will be subject to discipline (up to and including termination) for failing to report suspected discrimination, harassment, or retaliation or otherwise knowingly allowing such conduct to continue.

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State Human Rights Law (HRL)

The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to all employers in New York State with regard to sexual harassment, and protects employees, paid or unpaid interns and non-employees, regardless of immigration status. A complaint alleging violation of the HRL may be filed either with the Division of Human Rights (DHR) or in New York State Supreme Court.

Complaints with DHR may be filed any time within three (3) years of the sexual harassment or within one (1) year of any other harassment. If an individual did not file at DHR, they can sue directly in state court under the HRL within three (3) years of the alleged harassment. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to SA does not extend the time to file with DHR or in court. The three years is counted from the date of the most recent incident of harassment.

An attorney is not needed to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate complaints and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If sexual harassment is found after a hearing, DHR has the power to award relief, which varies but may include requiring the employer to take action to stop the harassment, or redress the damage caused, including paying of monetary damages, attorney's fees and civil fines.
DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458; (718) 741-8400; www.dhr.ny.gov.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized and mailed to DHR. The website also contains contact information for DHR's regional offices across New York State.

Civil Rights Act of 1964

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An individual alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Local Protections

Many localities enforce laws protecting individuals from harassment and discrimination. An individual should contact the county, city, or town in which they live to find out if such a law exists. For example, those who work in New York City may file complaints of sexual harassment with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 22 Reade Street, 3rd Floor, New York, New York 10007; call 311 or (212) 306-7450; or visit www.nyc.gov/html/cchr/html/home/home.shtml.

Contact the Local Police Department

Instances of inappropriate conduct (i.e. unwanted physical touch) may constitute a crime. Contact the local police department.

New York State Division of Human Rights Hotline

The New York State Division on Human Rights' toll-free confidential hotline for individuals who believe they are experiencing workplace sexual harassment is 1-800-HARASS-3. Please note that failure to use SA's internal complaint procedure may limit your ability to file or maintain a claim with an administrative agency or in a lawsuit.

Retaliation

SA prohibits retaliation against any individual who in good faith reports discrimination or harassment or participates in an investigation of such reports. If you believe that you have been the victim of prohibited retaliation, or have witnessed retaliation, you must immediately notify your manager, any manager with whom you are comfortable, Human Capital by submitting a ticket, or the Advisory team via email, so that the situation can be promptly investigated and remedied.

Policy 3.03 Drug, Smoke, and Alcohol Free Workplace

SA is committed to providing a safe and healthy work environment and seeks to promote the health and welfare of its employees. For this reason, SA has a zero-tolerance policy on the use, possession, transfer, solicitation for, distribution, or sale of narcotics or other illegal drugs, marijuana, alcohol, prescription medication without a prescription, the smoking/vaping or ingestion of tobacco, or possession of drug paraphernalia on SA premises or while engaged in SA activities. It is a violation of policy for any employee to:

- Consume or possess alcohol on SA property;[2]
- Consume, possess, or engage in the use of drugs[3] or alcohol[2] on the job and/or on SA property;
- Report to work or at any time during work hours be under the influence of illegal drugs, marijuana or alcohol;
- Smoke or ingest any type of tobacco, including cigarettes, pipes, chewing tobacco, vaping or e-cigarettes.

SA expects you to behave and conduct yourself with the utmost responsibility both on and off premises at events that are sponsored by SA and at external or offsite functions where you are representing SA.

It is your responsibility to determine from your physician whether a prescribed drug or over-the-counter medication may impair your judgment, job performance, personal safety, or the

[2] Under special circumstances and with appropriate manager approval, SA may allow the consumption of alcohol on SA property for SA sponsored events/celebrations. When exceptions are made, employees are expected to act and behave responsibly.

[3] Illegal drugs are controlled substances that are not being used or possessed under the supervision of a doctor or other licensed health care professional and/or are prohibited by state or federal law. The legal use of prescribed drugs is permitted only if it does not impair your ability to safely perform the essential functions of your job and does not pose a direct threat to others.

safety of any other persons. You may be required to provide written documentation from your physician stating the limitations or duration of the impairment.

Nothing in this policy extends any right to report to work under the influence of marijuana or to possess marijuana on SA's property, work assignments away from the office, or otherwise during working time, or to use marijuana as a defense to a positive drug test to the extent an employee is subject to any drug testing requirement and/or to the extent permitted by and in accordance with applicable law.

If you violate this policy, you will be subject to disciplinary action, up to and including immediate termination.

Policy 3.04 Romantic or Sexual Relationships

SA respects individual privacy, but expects employees to refrain from off-the-job relationships that are damaging to SA or that create a real or potential conflict of interest. Individuals in managerial relationships or other influential roles are subject to the following guidelines:

- School Leadership (e.g., Senior Leaders, Assistant Principals, and Business Operations Managers ("BOMs")) may not date teachers or school-based staff in the same school.
- Employees who manage others may not date subordinates whom they manage directly or in their reporting line of command, and subordinates may not date managers who manage them directly or who are in their reporting line of command.
- Before an employee engages in a romantic relationship with another SA employee that is permitted by these guidelines, they must first submit a Human Capital ticket and notify their direct manager.

In the event that the relationship creates an actual conflict of interest or the appearance thereof, you must immediately notify your manager and submit a Human Capital ticket, and you must recuse yourself from all situations where the conflict is implicated. As a best practice, we strongly encourage you to notify your manager in writing whenever you begin a relationship with another SA employee. SA reserves the right to determine when an employee's activities represent a potential or real conflict with its interests and to take whatever action is necessary to resolve the situation, including terminating or transferring any employee.

In addition, even absent any conflict, the following limitations on workplace dating apply:

- Both parties must mutually and voluntarily consent to the relationship.
- The relationship must not affect your judgment or performance.
- The relationship must not negatively impact the work environment.

Policy 3.05 Confidential and Proprietary Information

During your employment at SA, you may learn, work with, have access to, and/or be entrusted with confidential and/or proprietary information about SA, current and former SA employees, scholars and scholar families, applicants, suppliers, and vendors. Confidential and proprietary information means any non-public information (whether oral, written, or contained on computer systems or other media) that SA has an obligation to protect however obtained. Such confidential and proprietary information includes, but is not limited to: (i) scholar records (including information about scholars' backgrounds), (ii) medical information of current and former employees, scholars,

and parents, (iii) personnel/employment data, (iv) curricula and instructional materials, (v) financial information and financial records, strategic or financial plans, (vi) computer programs, usernames, codes, processes, and passwords, (vii) research and development plans, proprietary technology, data, and research, (viii) correspondence between SA employees that occurs via email, text message, Slack, intranet, and any other medium including social media platforms.

You must exercise the highest degree of care in order to ensure that this information remains confidential and is not improperly or accidentally disclosed. This information may be divulged only to individuals within SA who have both a need and authorization to receive the information, and may never be used for your personal benefit.

Personnel/scholar records may only be accessed when necessary to complete one's work responsibilities, and are only to be shared with external parties if absolutely necessary and in the furtherance of a legitimate educational purpose.

Under no circumstance are you to share, email or download any SA documents to your personal accounts or send to or share with anyone outside of SA, without the advanced, express written permission of Success Academy's General Counsel.

You must remain conscious and aware of your surroundings when having SA-related conversations, whether on or off premises. If you are in doubt as to whether you are allowed to disclose certain information, err on the side of caution by not disclosing the information and discussing the situation with your manager or with Human Capital by submitting a ticket.

Your obligation to refrain from improperly using and disclosing confidential and proprietary information continues after your employment with SA.

Policy 3.06 Intellectual Property

All work conceived, performed, or developed during your employment with SA, including, but not limited to, course materials, professional development materials, lesson plans, projects, assignments, curricula, syllabi, agendas, book content, assessments, lectures, manuals, handbooks, scholar homework, articles, photos/videos/drawings, inventions, discoveries, and trademarks are "intellectual property." Such "intellectual property" is exclusively for the benefit of SA and is the sole property of SA, even after you leave SA. Under no circumstance are you to share, email or download any SA Intellectual property to your personal accounts or send to or share with anyone outside of SA.

Policy 3.07 Code of Ethics/Conflict of Interest Policy

SA has a Code of Ethics/Conflict of Interest policy, which can be found here: Conflict of Interest Policy & Code of Ethics. Upon hire and during onboarding, you will receive and must electronically confirm that you have received the Conflict of Interest policy and that you understand that you are expected to read and comply with it. Irrespective of whether SA receives the above electronic confirmation and whether you are a new or existing employee, you are required to abide by the Conflict of Interest policy as a condition of employment and continued employment.

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Poucv 3.09 RELATIONS WITH MEDIA, GovERNMENT, AND SPECIAL INTEREST GROUPS

There may be occasions when you are contacted by members of the media, government agencies, or special interest groups requesting information about SA. the industry, or other business- or education-related topics. If this situation occurs, you should not speak on behalf of SA; instead, you should ask for the person's name and affiliation, and have them make the request to the Public Affairs Team at press@successacademies.org (for media inquiries). In addition, you should inform your manager and the Public Affairs team that you received the query. For all other inquiries, inform your manager, the Public Affairs team, or the Advisory team about this interaction right away.

Poucv **3.10** SoucITATION AND DISTRIBUTION ON PREMISES

You are not permitted to solicit other employees during working time for any purpose. Distribution of literature during working time and/or inwork areas is prohibited at all times.

"Working time" means the period of time scheduled for the performance of job duties, not including meal times, break times, or other periods when employees are properly not engaged in performing their work tasks. "Working areas" are all areas where employees are required to perform their job duties, including, but not limited to, classrooms. SA may approve limited exceptions to this policy for charitable activities on its own premises (but never in a classroom). This policy does not apply to SA-sponsored activities that are directly related to employee benefits programs.

Persons not employed by SA are prohibited from distributing material or soliciting employees on SA property at any time.

Poucv 3.11 FIREARMS, WEAPONS, AND THREATS OF VIOLENCE

Possession of firearms and other weapons on SA premises, while conducting business on behalf of SA, and/or at SA-sponsored events is strictly prohibited. A "weapon" is any item that could be used for the purpose of inflicting bodily injury; it may include items that are legal to own, and includes all paraphernalia such as firearm ammunition. SA also enforces a strict zero-tolerance policy against all acts, threats, and/or intimations of violence, particularly when directed at our scholars, families, or staff. SA does not permit the acts, threats, or intimations of violence meant as "slang" or a "joke." If you witness a scholar or a staff member engage in any of the foregoing conduct, you must notify your manager, and the School Safety team at Safety-ML@successacademies.org immediately. You may also submit a Human Capital ticket

Poucv **3.12** RESTRAINING ORDERS

All individuals working on SA premises who apply for, obtain, or are the subject of a temporary or permanent protective or restraining order that lists SA premises as a protected area must provide copies of any petitions or declarations seeking such orders and copies of proof of service to Human Capital by submitting a ticket.

Further, even in the absence of a temporary or permanent protective or restraining order, you should notify your manager or Human Capital by submitting a ticket if a potentially dangerous or

threatening non-work-related situation exists that could result in or "spill over" in violence at the workplace, including domestic violence.

Policy 3.13 Reporting Procedures

You should report any suspicious behavior or potentially dangerous or threatening situations to your manager or to Human Capital by submitting a ticket. As an employee, you have an obligation to report conduct in the workplace that you reasonably believe to be suspicious or dangerous, regardless of the other individual's identity or position.

If you are experiencing violent thoughts and/or tendencies or you are the recipient of, or witness to, abusive behavior, whether work-related or not, you are encouraged to utilize Cigna's confidential Employee Assistance Program ("EAP"), available 24 hours a day, at 1.800.756.5792.

SA prohibits any form of retaliation against any employee for making a report or cooperating in an investigation under this policy.

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Policy 3.16 Visitors in the Workplace

To maintain safety and security, all visitors to an SA facility must be approved by the School Leader in advance and must check in with the facility's main office upon arrival. If you visit the Network office, you must check in with the building's security desk and then with the Network's front desk. These processes must be strictly adhered to because the presence of unannounced visitors may

negatively affect Network operations or classroom instruction, and may otherwise present safety concerns.

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POLICY 3.18 TECHNOLOGY

Staff Technology Policy. Refer to Appendix A.

SECTION 4: PAY, TIME, AND ATTENDANCE

POLICY 4.01 WORK DAYS AND WEEK

Generally, the work week for all staff is Monday through Friday. Hours will vary based on the needs and requirements of the position and location. Professional development that takes place during the work day is mandatory and not an opportunity to leave early. While you should consult the applicable school calendar for dates on which the schools are closed, school closures do not necessarily constitute days off for employees. Breaks are permitted in accordance with applicable law.

POLICY 4.02 ATTENDANCE AND PUNCTUALITY

As previously stated, we expect all of our employees to be impeccable professionals including showing up for work every day on time, attending required meetings, and fulfilling your work functions at SA-sponsored events and/or activities.

If you will be late for or absent from work, you must let your manager or Senior Leader know via email, text or by calling their cell phone as far in advance as possible, by 6:30 a.m. on the day of your lateness or absence. Leaving a message on the School's answering machine is insufficient, as your manager or Senior Leader is unlikely to get the message in time.

Personal issues requiring time away from work, such as doctor's appointments, should be scheduled during your non-working hours. If you must attend to personal business during the workday, you must receive prior approval from your Senior Leader or your manager, as applicable.

POLICY 4.03 WEATHER DAYS AND OTHER CLOSINGS

We ***rarely*** close due to weather, but if we do, you will receive an email from school leadership, your manager, or the Network, or a pre-recorded phone call notifying you of a school closure. As stated above, certain school employees may be required to work even when the school is closed, depending on assignment and reason for closure.

POLICY 4.04 PAY PERIODS AND GETTING PAID

SA requires all exempt employees to use direct deposit for their paychecks, and strongly encourages all non-exempt employees to do the same. For payroll purposes, the workweek starts on Monday and ends on Sunday. You will be paid twice per month, on the 15th and the last day of every month. If the 15th or last day of the month falls on a Saturday, Sunday, or holiday, you will be paid on the immediately preceding business day, assuming you are enrolled in SA's direct deposit program. If you are a non-exempt employee who has elected not to use direct deposit, and are therefore paid via paycheck, your paycheck will be mailed to you.

POLICY 4.05 PAY DEDUCTIONS AND GARNISHMENTS

The law requires that we make certain deductions from your pay. Among these are applicable federal, state, and local income taxes. Pay deductions may also be made by SA in response to a garnishment notice received from a court or other legal authority.

While the salary paid to exempt employees generally cannot be reduced due to variations in the quality or quantity of work, under certain circumstances, and in accordance with federal and state

wage-hour regulations, deductions may be made from an exempt employee's salary (in addition to tax withholding and other applicable payroll deductions). SA will comply with these requirements and will prohibit improper deductions from the salaries of exempt employees. You should check your earnings statements for accuracy; you are responsible for promptly reporting any mistakes. Any mistakes will be corrected as quickly as possible. If you have questions concerning why certain deductions were made from your paycheck or how they were calculated, please contact Payroll by

[redacted] submitting a Payroll ticket. [redacted]

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SECTION 5: EMPLOYEE BENEFITS AND SCHOOL BREAKS

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APPENDIX A TECHNOLOGY, CYBERSECURITY, AND SOCIAL MEDIA

STAFF TECHNOLOGY, INTERNET SAFETY, CYBERSECURITY ACCEPTABLE USE POLICY

Technology enhances our teaching and learning environment. This policy is designed to ensure that SA staff use technology in a manner that is professional and responsible, complies with federal and state laws, and establishes a safe school community. The policy addresses the use of technology resources provided by SA **AND** the use of Technology Resources in general, and covers **BOTH** on-campus and off-campus conduct.

This policy applies to all SA staff including employees, consultants, student teachers, interns, temporary workers, volunteers, and others who do work for SA.

As used in this policy, "Technology Resources" includes, but is not limited to, any of the following: computers, computer files, tablets, mobile devices, printers, copiers, scanners, voice mail, email, televisions, telephones, the school network, software applications, Internet applications, school accounts on collaborative websites and other electronic equipment.

Violations of this policy may result in the loss of technology privileges and/or disciplinary action (reprimand, suspension, termination, or other consequences).

General Expectations

- Under no circumstance are you to share, email or download any SA documents to your personal accounts or send to or share with anyone outside of SA, without the advanced, express written permission of Success Academy's General Counsel.
- Be a role model when using Technology Resources. Your use of SA's Technology Resources should comply with all policies relating to employee conduct, support SA's educational objectives, and be appropriate for a school setting.
- Always use SA communications platforms and channels (for example, your SA email address, ParentSquare, StudentSquare, SA-issued Phone service for work-related communications concerning SA, including for communications with scholars and families. Do not use your personal phone number or email accounts SA communications. Failure to do so will be considered a violation of the policy.
- You should have no expectation of privacy in any and all information stored on the Technology Resources and/or transmitted through the Technology Resources, including but not limited to your personal, web-based email accessed on or through the Technology Resources. (See also, the section below for additional details.)
- Any and all telephone conversations or transmissions, electronic mail or transmissions, or internet access or usage by an employee by any electronic device or system, including but not limited to the use of a computer, telephone, wire, radio or electromagnetic, photoelectric or photo-optical systems may be subject to monitoring at any and all times and by any lawful means.
- SA's monitoring of its Technology Resources will include, but is not limited to, accessing, recording, disclosing, inspecting, reviewing, retrieving and printing communications, logins and other uses of the Technology Resources, as well as keystroke capturing and/or other network sniffing technologies. Any and all activity, including that on a personal web-based email account which is accessed in violation of this policy, is subject to this access and monitoring provision. The reasons for which SA may obtain such access include, but are not limited to, maintaining the system; preventing or investigating allegations of system abuse

or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; insuring that SA's operations continue appropriately during an employee's absence or unavailability; disclosure of confidential business or proprietary information; and monitoring and ensuring workflow and productivity.

Community Safety, Well-Being and Privacy

- The use of inappropriate or offensive language; harassment; bullying, including "cyberbullying;" or discriminatory or harassing conduct will not be tolerated. All of SA's rules regarding discrimination, harassment, and retaliation apply to the use of Technology Resources.
- Don't view, send, or display inappropriate messages or pictures, including those that (i) are obscene, pornographic (especially child pornography), or harmful to minors, (ii) would jeopardize any individual's physical or emotional well-being, or (iii) would be generally disruptive to SA's educational purpose.
- Before posting or sharing a link to websites or content, read what you're linking to and make sure it's appropriate for a school setting.
- **NEVER** share your SA passwords or login information with others.
- Don't misrepresent yourself online.
- Don't post anything that threatens bodily, emotional, or reputational harm; this includes reputational harm to individuals as well as to SA.
- Don't "hack" or access unauthorized computers; otherwise break into any computer, database, or network; engage in "snooping" or "pretexting;" intentionally introduce any computer virus, worm, lock-out, or disabling device; or otherwise engage in purposeful conduct to adversely affect an electronic communications system.
- If you notice or suspect a security vulnerability or concern, please report it to the help desk.
- Don't download unauthorized software (including, but not limited to, encryption software, cryptocoin mining software, 'pirated' software or content or peer-to-peer file sharing software) onto or copy licensed software from SA's Technology Resources.
- **There is no expectation of privacy when it comes to use of SA's Technology Resources.** SA reserves the right to access, monitor, review, modify, or delete any and all documents or communications or website histories stored on its Technology Resources at any time, either within or outside the presence of the employee to ensure compliance with this and all other SA policies. Even if you are using SA's resources to access your own personal email or social media accounts, such communications may be stored on SA's Technology Resources, and they are not private. Anything on SA Technology Resources can be accessed, reviewed, copied, disclosed, and/or deleted for any reason.
- All communications, pictures, videos, and other information and materials transmitted by, received from, or stored on SA's Technology Resources are SA's records and SA's property. By placing information and materials on SA's Technology Resources, you give SA the right to edit, delete, copy, republish, and distribute such information and materials. Post employment with SA, all personal information, photos, emails, documents will be deleted and not provided to you.
- To the extent practical, SA maintains filtering software that may block certain content and/or websites on its Technology Resources. SA may disable filtering software for *bona fide* research purposes.

Social Media

Social media is a powerful platform for sharing the many wonderful achievements of our scholars and Schools and for helping to build deeper communities and create connections with those outside of SA. It also plays a powerful role in education reform. Over the past decade, the power of our collective voices has enabled us to provide an unparalleled public education to children across New York and to redefine what's possible in public education.

If you use social media tools such as Facebook, Twitter, Instagram, LinkedIn, or YouTube; if you have your own blog; or if you post comments on blogs, websites, or news sites, SA expects you to follow these guidelines in using social media effectively and responsibly:

- All photographed scholars must have a signed media release on file in the main office. If they do not, photos of these scholars may not be posted to personal or professional social media platforms.
- Do not post any other personally identifiable information with photos of scholars (their names, addresses, etc.).
- Do not "friend" or accept "friend" requests from our scholars or their family members on any personal social media sites.
- Be thoughtful and professional about what you post — nothing posted to social media is ever truly private. Do not send or post messages or pictures that are confidential or inappropriate, or that would harm another person.
- Always speak as an individual and not on behalf of your school or the Network.
- If you feel that someone is deliberately misrepresenting SA's work or choosing to misunderstand you, the best rule of thumb is to just ignore that person.
- If you see a social media post that seems inappropriate, false, or troubling, please raise it with your manager.

Additional Proper and Improper Conduct

- Brief and infrequent use of the Internet and e-mail for personal purposes during work hours is permitted so long as such use is appropriate for a work setting and does not interfere with your professional obligations or the interests of scholars.
- Be cautious when downloading or opening email attachments, particularly if you don't know the sender.
- Don't use SA Technology Resources for commercial gain or gambling.
- Respect the rights of copyright owners. Don't copy, photocopy, or download protected books, music, movies, pictures, and/or other intellectual property without express permission. Plagiarism rules apply; always give credit where it is due.
- Don't tamper with SA's security settings or programs. Only software authorized by SA may be installed on SA's technology resources. Don't copy, transfer, or misuse SA-licensed software.
- Use SA technology resources responsibly. Be mindful of others when using shared printers, photocopiers, and other Technology Resources. Conserve resources like paper and printer ink. SA phones, photocopiers, faxes, scanners, etc. are provided for business, not personal, use.

Personal Responsibility

- **You are financially responsible for the loss or damage of SA technology. You must return SA's Technology Resources immediately upon request or at the end of your**

employment to your School Operations team per the Technology Return Guidelines as outlined by your school.

- Safeguard your password. Do not share your password with others. Take care not to allow others to see your password as you enter it.
- Use good judgment. You are individually accountable for your conduct online. The information you produce, view, post, and share reflects on you, your colleagues, your employer, and the SA community.
- Ask a manager if you're not sure whether certain use or conduct is appropriate.
- Take reasonable care to ensure the physical security of SA technology resources in your care. Lock up your Technology Resources (e.g. laptops, tablet computers, cell phones) in a secure place when not in use! Do not leave technology resources in a car where they might be visible from outside the vehicle.
- Report violations of this policy, as well as any damage, theft, loss, or misuse of SA Technology Resources, to your manager as soon as they occur. We are all responsible for ensuring a safe and appropriate School environment.
- Authorization to access and utilize SA Technology Resources ends with your employment, regardless of whether your access has been terminated.

Mobile Phone

- All employees will be provided an SA-issued Phone number to be used for all SA work related activities.
- Your SA-issued Phone number will be automatically listed as your work phone number in your email signature.
- This phone number will be utilized through a separate phone app on your personal mobile device and is to be used for all work related activities (phone calls, text messaging, etc.).
- All employees are responsible for ensuring that their work phone number in Workday properly reflects their SA-issued Phone number.
- Like any other SA-issued electronic communications tools, the use of your SA-provided phone number may be discoverable during litigation (meaning a court can compel SA to produce text messages and phone records) and subject to requests under the Freedom of Information Law.
- Misuse of this technology may result in disciplinary action up to and including termination.

[redacted]

Email and Instant Messaging

- All written electronic communication (email, instant message, intranet, Slack and other platforms) should be considered official SA communications.
- All written electronic communication (email, instant message, intranet, Slack, and other platforms) are the property of SA and may be discoverable during litigation (meaning a court can compel SA to produce them) and subject to requests under the Freedom of Information Law.
- Employees should always use proper conduct when utilizing email, intranet, and instant messaging, with utmost professional conduct in mind.

Reporting Security Events

The Technology team has processes to manage security events and incidents (serious security events). It is the responsibility of each employee to report security events promptly. These events include but are not limited to:

- Reporting phishing emails to SASecurity@successacademies.org as indicated above.
- Report stolen tech (especially laptops) to the helpdesk.
- If you believe your password has been compromised (e.g. someone "shoulder surfed" and watched you type it in, you entered it into a site you believe to be suspect) notify the help desk immediately.
- Suspicious activity on your computer, including virus alerts not from SA-approved security software, should be reported promptly to the helpdesk.

Cybersecurity Compliance Training

- The term "cybersecurity" encompasses everything that pertains to protecting all of our data, (including but not limited to our sensitive and/or legally protected data such as our intellectual property; personal information of students, families, employees, and other individuals; financial information; business strategies; and internal communications) and industry information systems from oversight, carelessness, theft, and damage attempted by criminals and adversaries.
- To increase security and reduce risk of cybercrime, industry standards recommend that all levels of an organization receive mandatory comprehensive security awareness training and assessment.
- All employees must complete all mandatory online training within five business days of receiving the training link or as otherwise instructed. Employees are provided a reminder at least once during the training week.
- Completion data will be sent to ELT, School Managers, Senior Leaders, and Human Capital. Failure to complete will result in escalating disciplinary actions.
    - First time offenders will receive a written warning;
    - Second time offenders will be subject to further disciplinary action, up to and including termination.
- The Security team will provide annual compliance data prior to annual performance review conversations.
- Compliance exceptions are granted to those on any type of leave.

Appendix B Perceived Violations Policy/Whistleblower Protections

Success Academy Charter Schools and the Schools it manages ("SA") are committed to lawful and ethical behavior in all of their activities, and require that their directors, officers, and employees act in accordance with all applicable laws, regulations, ethical standards, and policies.

Duty to Report

Any SA director, officer, employee, temporary employee, intern, or consultant who has engaged in, or who reasonably suspects any other director, officer, employee, or consultant of engaging in any violation of the law, regulations, ethical rules, or any SA policy must report such activity as soon as possible. Such activities may include, but are not limited to, financial improprieties; fraud; or any other illegal, improper, and/or unethical conduct.

To the extent feasible, subjects on which SA has existing complaint mechanisms should be addressed under those mechanisms, such as raising matters of alleged discrimination or harassment to one's manager, the Advisory team and/or the Human Capital team, unless those channels are themselves implicated in the wrongdoing. This policy is not intended to provide a means of appeal from outcomes in those other mechanisms.

Reporting Procedures

Employees may submit a report, preferably in writing, to any of the following: their manager, the Advisory Team via email, the Human Capital team via ticket, OR the Chairperson of the Governance Committee of SA's Board of Directors (the "Board") at the addresses provided below. We strongly urge employees to make such reports within 24 hours of learning of the conduct that is the subject of the report.

Advisory Team:

School Advisory Team
Success Academy Charter Schools
95 Pine Street, 6th Floor
New York, NY 10005
E-mail: [redacted]

Human Capital Department:

Human Capital Business Partner Team Success
Academy Charter Schools
95 Pine Street, 6th Floor New
York, NY 10005
Contact: Human Capital Ticket

Governance Committee Chairperson:

Chairperson of the Governance Committee of the Board of Directors Success
Academy Charter Schools
95 Pine Street, 6th Floor New
York, NY 10005

E-mail: BoardGovernance@successacademies.org

Reports made to SA managers or Human Capital must be immediately referred to the General Counsel ("GC") and/or the Advisory Team. The GC will ensure that reports made or referred to the Advisory team are addressed in a timely and sensitive manner, and will report relevant information to the Governance Committee or the Board as the GC deems necessary and appropriate.

Reports made to the Governance Committee Chairperson that concern School-level conduct will be forwarded to the Chairperson of the Schools Board of Trustees, which shall delegate to the GC the duty to investigate the complaint and report to the Schools Board of Trustees as necessary and appropriate.

Anonymous reports may be submitted in writing to the Advisory team, Human Capital team, and/or the Governance Committee Chairperson at the addresses provided above. The obligation to report a violation of a law, regulation, or SA policy is not satisfied by the individual reporting their own violation anonymously. Despite any designation to the contrary, no employee may file an "unofficial" or "off-the-record" report.

Confidentiality will be maintained throughout the investigation to the extent reasonable and practicable under the circumstances, and consistent with appropriate investigative and corrective action.

No Retaliation

SA prohibits adverse employment action or other retaliation against any individual who makes good-faith complaints, reports, or inquiries under this policy or participates in a review or investigation under this policy. Intimidation, coercion, threats, or discrimination against any individual who reports suspected wrongdoing is prohibited and will be subject to appropriate disciplinary action, which may include termination.

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

R-13a - Partner Organizations

The proposed schools will not have significant relationships with partner organizations.

R-13b - Partner Commitment

This request is not applicable.

R-14ad - Governance

The language below is updated and should modify the SA NYC terms of operation.

a. Board Members

Qualifications for Board members include, but are not limited to, a strong background in education, law, finance, operations, or another relevant field and a commitment to educating children. Each Board member of SA-NYC meets these qualifications. To seek additional Board members, Success Academy actively partners with current members of the school Boards to solicit interested and qualified individuals. Success Academy also works with individuals who independently contact Success Academy with an interest to become Board members. Ultimately, the Board is autonomous and selects and nominates its own members.

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
1. Lorenzo Smith III	Chair	N/A	N/A	Yes	No
2. Suleman Lunat	Secretary	N/A	N/A	Yes	No
3. Scott Friedman	Treasurer, Vice Chair	N/A	N/A	Yes	No
4. Edwin Cespedes	N/A	N/A	N/A	Yes	No
5. Ramin Beheshti	N/A	N/A	N/A	Yes	No
6. Derrell Bradford	N/A	N/A	N/A	Yes	No
7. Samuel Cole	N/A	N/A	N/A	Yes	No
8. Neal Desai	Parent Representative	N/A	Parent	No	Yes
9. Ripan S. Kadakia	N/A	N/A	N/A	Yes	No
10. Aaron Kinnari	N/A	N/A	N/A	Yes	No
11. Kamilah Mitchell-Thomas	N/A	N/A	N/A	Yes	No
12. Robin Pzena	N/A	N/A	N/A	Yes	No
13. Lizette St. Hilaire	N/A	N/A	N/A	Yes	No
14. Regina Krumholz (prospective	N/A	N/A	N/A	Yes	No

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
Trustee)[1]					

b. Education Corporation Board Roles and Responsibilities

Each of the schools operated by SA-NYC will be governed by the Board of Trustees of SA-NYC. These Board members have the professional skills necessary for the successful operation of the schools operated by SA-NYC.

The Board of Trustees will have ultimate authority on school issues including, but not limited to, fiscal and academic decisions. The Board will follow all applicable laws governing frequency of meetings. During these meetings, the Board will review student performance data including assessment results, homework completion rates, and student attendance rates, as well as financial statements, including budget projections, balance sheets, and cash flow statements. The examination of these documents will allow the Board to make informed decisions regarding the academic and fiscal soundness of each school.

Success Academy will search for a principal candidate for each school operated by SA-NYC and submit him/her to the Board of Trustees for approval. If approved, the Board will then delegate authority for the day-to-day operations of the school to the principal and business operations manager and to Success Academy as outlined in RFP Response 12(a-c) – Personnel. The principal will oversee all instructional operations of the school and report directly to Success Academy and the Board. The Board believes that delegating this authority to the principal is the best way to hold him or her accountable for school performance. The business operations manager will oversee all non-instructional operations of the school and is largely managed by Success Academy.

The principal and/or his/her designee, will attend regularly scheduled Board meetings throughout the year to discuss school performance and the quality of teaching and learning at his or her school. Board members will also be given the student assessment data, student attendance and discipline data, budget data, and parent satisfaction data. This direct reporting by the principal to the Board and presentation of data and reports related to school performance will allow the Board to evaluate and hold accountable the principal for the school's performance. The Board may also be involved in creating and reviewing surveys of school performance and employee satisfaction to aid the Board in assessing the health of the school.

At minimum, at least one representative from Success Academy will be present at Board meetings in order to present information related to the activities it is contracted to carry out for the school. Examples of information that Success Academy will present to the Board include, but are not limited to, numbers of applicants who applied, interviewed, and were recommended for hire, student recruitment goals and figures, and school budget forecasting. The presentation

[1] The Success Academy Charter Schools - NYC Board voted to elect Regina Krumholz to the Board of Trustees on January 25, 2024. The Institute's New Trustee Reporting Requirements are in process and the Institute's approval letter is pending.

of information directly related to Success Academy's contracted services will allow the Board to hold Success Academy accountable and to evaluate its performance.

The Board will also have separate annual meetings with teachers, school leaders, and school operations staff. These meetings will provide an opportunity for the Board to hear directly from the school employees regarding the state of the school, and it will allow the school employees an opportunity to express to the Board their thoughts and concerns about the school.

The Board evaluates the management organization in a similar fashion to how it evaluates the progress of the school itself. At regular meetings, the Board reviews student achievement and culture data relative to Success Academy and other schools. The Board also discusses the performance of each school operated by SA-NYC with the school leader at regular meetings and with the school faculty at annual teacher meetings. It also reviews financial data at each meeting including the provision of services by the management organization compared to the cost of the services provided. The school leader and the Board also work with the management organization frequently to informally evaluate the day-to-day operations.

On an annual basis, prior to the annual renewal of its contract with Success Academy, the Board will conduct a formal review of Success Academy designed to evaluate and provide it with the Board's feedback. The Board will evaluate the quality of services provided by Success Academy in a variety of areas, including Education and Instruction-Related services, Management and Operation Services, Human Resources and Employment-Related services, and/or Budgeting and Financial Reporting services. Success Academy will be evaluated on its provision of these services using a survey.

The Board's review will also permit the Board to engage Success Academy in discussion concerning the Board's initial conclusions and to provide general feedback. This review will help Success Academy understand the areas in which the Board wants to see improvement and those areas in which the Board believes Success Academy is meeting its objectives. The Board will determine whether to renew or terminate its contract with Success Academy following this annual review.

The Board will require detailed reporting from school and Success Academy staff so that it can monitor each school. In addition to reviewing aspects of the academic and fiscal health of the school at each meeting, of which there will be a minimum of six per year, the Board will evaluate subjects including, but not limited to, budget analysis, school culture, recruitment and employee satisfaction, disciplinary actions, and issues related to special education, English language learners and/or at-risk students for each of the schools operated by SA-NYC. As noted above, the Board will also be provided with relevant information in real time. The Board will use comparative analysis for each of the schools operated by SA-NYC to make sure best practices and lessons learned are shared, and that each school is being managed effectively and efficiently.

c. Education Corporation Board Design

Each of the schools operated by SA-NYC will be governed by the Board of Trustees of SA-NYC. The Board will consist of at least five members. The Board members have been drawn from a pool of existing Board members with deep knowledge of the organization, the school staff, and the operation and management of the schools. New Board members will be provided with documents required by the authorizer and other relevant materials to orient them with the school management and operation. These documents will include, but not be limited

to, the: bylaws, budget summaries, school culture and assessment data, Financial Policies and Procedures Manual, and a formal Complaint Policy. The Board will be developed with updated versions of such documents, and Success Academy will provide information at Board meetings on specific issues related to Success Academy schools.

The Board will nominate members to the positions of Chairperson, Vice Chairperson, Treasurer, and Secretary. There may be one (or more) ex-officio, non-voting seat(s) on the Board reserved for the parent of a child matriculating at one of the schools operated by SA-NYC. All other members of the Board will be voting members.

The Board will meet, at minimum, six times per year. Additionally, the Board will gather as necessary at meetings with teachers, principals, business operations managers and other school staff, and Success Academy. The Board meetings will be publicized in accordance with Open Meeting Laws, and a Success Academy representative will be present or a Board member will be selected to record the minutes of each meeting in accordance with § 106 of the Open Meetings Law.

The Board will receive information, including, but not limited to, reports on: financial and budgetary matters, school testing and culture data, hiring data including employee applicant and attrition numbers, student data on attendance, application to lottery and attrition, and teacher/principal satisfaction and job performance. As discussed above, the Board will delegate authority for the day-to-day operations of the school to the principal and will have authority to delegate other responsibilities to the principal or others as the Board deems it necessary or appropriate.

As discussed above, the Board will receive detailed reporting from the school and Success Academy staff so that it can monitor each school. In addition to reviewing information about aspects of the academic and fiscal health of the school at each meeting, of which there will be a minimum of six per year, the Board will evaluate subjects including, but not limited to, budget analysis, school culture, recruitment and employee satisfaction, disciplinary actions, and issues related to special education, English language learners and/or at-risk students for each of the schools operated by SA-NYC. As noted above, the Board will also be provided with relevant information in real time. Importantly, the Board will be able to use qualitative and quantitative comparative analysis to evaluate and provide oversight for each of the schools operated by SA-NYC. While the Board will be required to review more data than a board that only oversees one school, comparative analysis will permit the Board to efficiently and effectively monitor each school's progress. Moreover, the Board will be uniquely situated to take advantage of best practices at the higher performing schools and effectively implement needed changes for the lower performing schools.

The Board will have ultimate authority on school issues including, but not limited to, fiscal and academic decisions.

The Board will hear and address formal complaints brought by parents in accordance with applicable law. The Success Academy procedure for complaints by parents or staff is laid out in RFP Response 14(g) – Complaint Policy and, along with the Charter School Institute's complaints procedures, will be available at each school.

The Board of SA-NYC firmly believes that the roles and responsibilities and structure described throughout this Response reflect its ability to effectively run the schools in the education corporation.

d. Stakeholder Participation

Stakeholders from the school community, including parents and school staff, are able to participate in school governance by attending the Board's regular meetings, which are noticed pursuant to Open Meetings Law. Additionally, the Board periodically reserves time within its meetings to meet separately with school staff, including teachers. There may be one (or more) ex-officio, non-voting seat(s) on the Board reserved for the parent of a child matriculating at one of the schools operated by SA-NYC. Between Board meetings, there are a variety of ways that stakeholders can contact Board members to express views related to school governance, including, but not limited to, through Network Board Relations staff or the Board's parent representative.

R-14e - Bylaws

SUCCESS ACADEMY CHARTER SCHOOLS – NYC
BYLAWS

ARTICLE I: NAME

The name of the Corporation is Success Academy Charter Schools – NYC (f/k/a Harlem Success Academy Charter School 3) (hereinafter the "Corporation").

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights that would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. **Powers.** The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the applicable provisions of the New York Education Law, as amended (the "Education Law"), the New York Not-for-Profit Corporation Law, as amended (the "Not-for-Profit Corporation Law"), the charter agreement between the Corporation and the Board of Trustees of the State University of New York (the "Charter Entity"), as the same may be amended from time to time (the "Charter Agreement"), the Corporation's Provisional Charter, as may be amended from time to time (together with the Charter Agreement, the "Charters"), and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees and Trustees Emeritus;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements that are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating charter schools and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest,

or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be no fewer than five (5) and shall not exceed twenty-five (25). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of these Bylaws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.
2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, subject to any eligibility requirements set forth in the Charters or the Not-for-Profit Corporation Law, as applicable.
3. Interested Persons. Not more than 49 percent of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise to the extent allowable by the New York General Municipal Law (the "General Municipal Law"); or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother -in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

3-a. Organizational Affiliation. Not more than 40 percent of the persons serving on the Board may be a trustee or employee of a single organization with the exception of another charter school education corporation.

3-b. *Ex-Officio* Members. There may be one or more *ex-officio* seats on the Board. One such seat may be a non-voting seat filled by a parent of a child matriculating in a charter school operated by the Corporation. Non-voting Trustees shall not count for purposes of quorum.

3-c. Trustees Emeritus. A retiring or former Trustee may be elected as a Trustee Emeritus. Trustees Emeritus shall receive notice of all meetings of the Board and may attend and participate in meetings, but shall not have the right to vote or to join committees. Trustees Emeritus shall serve for renewable terms of three (3) years. Trustees Emeritus shall not count towards the number of Trustees described in Article 6 for purposes of determining the number of Trustees on the full Board as such number relates to any vote needed to approve a Board action. Trustees Emeritus shall not be counted for purposes of quorum.

4. Term of Office.
    a. Trustees are elected to terms of three (3) years. A Trustee may serve for more

than one term if again elected by the Board.

b. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

c. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to any Charter or these Bylaws or any Board action.

d. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of any Charter or these Bylaws or other Board action.

e. Trustees shall be divided into one of three classes: Class A, Class B, or Class C, and an effort shall be made to keep the class sizes approximately equal. Trustees in Class A shall have their terms expire on June 30, 2015 (and every three years thereafter). Trustees in Class B shall have their terms expire on June 30, 2016 (and every three years thereafter). Trustees in Class C shall have their terms expire on June 30, 2017 (and every three years thereafter).

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee or Trustee Emeritus in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law. The Board may also remove a Trustee for failing to attend at least four (4) of the six (6) Board meetings scheduled during the school year. In addition, any Trustee who is absent from three (3) consecutive meetings, without excuse accepted as satisfactory by the Board, shall be deemed to have resigned.

E. Resignation by Trustee. A Trustee or Trustee Emeritus may resign by giving written notice to the Board Chairperson or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chairperson or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees and Trustees Emeritus shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: Success Academy Charter Schools – NYC, 141 East 111th Street, New York, NY 10029; or at such other place as the Board may select by resolution or amendment of these Bylaws. The Secretary shall note any change in office on the copy of these Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Regular Meetings shall be held each year on dates determined by the Board. At a minimum, Board meetings shall be held six (6) times per year.

D. Special Meetings. A Special Meeting shall be held at any time called by any Trustee upon written demand of not less than one-half (1/2) of the entire Board. A Special Meeting shall also be held at any time called by the Chairperson, or in his or her absence, by the Senior Trustee upon written demand of three (3) Trustees. Seniority shall be determined according to the order in which the Trustees are named in the Provisional Charter or subsequently elected.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Notices to Trustees and Trustees Emeritus of Board Meetings shall be given as follows:

1. Notice of the time and place of every Board Meeting shall be mailed not less than five (5) days nor more than ten (10) days before the meeting to the usual address of each Trustee, or as otherwise permitted by law.
2. Public notices of Board Meetings shall be made in accordance with Article 7 of the New York Public Officers Law, as amended (the "Public Officers Law").

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee or Trustee Emeritus who (1) signs a waiver of notice or written consent to holding the meeting, whether before or after the meeting, (2) approves the minutes of the meeting, or (3) attends the meeting without protest prior to the meeting or at its commencement of the lack of notice. The Secretary shall incorporate all such waivers, consents, and approvals into the minutes of the meeting.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is

present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Corporation at which a vote is taken. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. If Trustees are participating by means of video-conferencing, members of the public may attend at such site and will be notified of all such sites where they may attend, listen, or observe the meeting. Once a quorum is present, additional Trustees may participate in a Board Meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing shall not vote nor be counted towards the establishment of quorum.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose. For any committee except for a standing Finance and Audit Committee and an Executive Committee, the Chairperson of the Board shall appoint members to and designate the chairpersons of such committees, subject to approval by the Board. The Board may have a standing Finance and Audit Committee, to be chaired by the Treasurer of the Board. Additional members of the Finance Committee shall be appointed by the Chairperson of the Board, subject to approval by the Board. An Executive Committee's members shall be appointed by a majority vote of the entire Board. The entire Board may vote, at any time, to disband the Executive Committee. The Board may vote, at any time, to disband any other committee. Committees of the Board will consist of not fewer than three (3) Trustees, except that the Executive Committee shall have at least five (5) Trustees.

2. Authority of Board Committees. The Board may delegate to a Board Committee any of the authority of the Board, except with respect to:

a. The election of Trustees;

b. Filling vacancies on the Board or any committee which has the authority of the Board;

c. The fixing of Trustee compensation for serving on the Board or on any committee;

d. The amendment or repeal of Bylaws or the adoption of new Bylaws;

e. The appointment of other committees of the Board, or the members of the committees; and

f. The amendment or repeal of any resolution of the Board that by its terms shall not be so amendable or repealable.

3. Procedures of Committees. The Board may prescribe the manner in which Board Committee proceedings are to be conducted. In the absence of such prescription, each Committee may prescribe the manner of conducting its proceedings, except that the calling of regular and special meetings shall be governed by the provisions of these Bylaws and Article 7 of the Public Officers Law.

D. Standard of Care.

1. Performance of Duties. Each Trustee or Trustee Emeritus shall perform all duties of a Trustee or Trustee Emeritus, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee or Trustee Emeritus, a Trustee or Trustee Emeritus shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation, or such Officer's or employee's agents or designees, whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants, consultants, advisory groups, or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of any Charter or these Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified herein, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described herein and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. If relevant, the Board shall also consider the following factors:

(i) general economic conditions;
(ii) possible effect of inflation or deflation;
(iii) expected tax consequences, if any, of investment decisions or strategies;
(iv) the role that each investment or course of action plays within the overall investment portfolio of the specific assets;
(v) the expected total return from income and the appreciation of its investments;
(vi) other resources of the Corporation;
(vii) the specific asset(s) to make distributions and to preserve capital; and
(viii) an asset's special relationship or special value, if any, to the purposes of the Corporation.

The Board shall diversify its investments, unless determined that, due to special circumstances, the purposes of the assets are better served without diversification. Decisions not to diversify will be reviewed by the Board at least annually. The Board shall invest and manage financial assets subject to a specific donor restriction as to the investment or management of such assets in accordance with the donor restriction. The Board shall make and carry out decisions regarding gifts of property or financial assets within a reasonable time after acquisition, as necessary to meet the needs of the Corporation or applicable law. The Board shall make investment decisions as part of an overall investment strategy having risk and return objectives reasonably suited to Corporation. The Board shall make reasonable efforts to verify facts relevant to the management and investment of the assets and may incur costs that are appropriate and reasonable in relation to the assets, the purpose of the Corporation and the skills available to it. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board, and subject to applicable law, including the New York Prudent Management of Institutional Funds Act.

E. Rights of Inspection. Every Trustee or Trustee Emeritus has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the

obligation to maintain the confidentiality of the reviewed information, in addition to anit's y obligations imposed by any applicable federal, state, or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee and Trustee Emeritus has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes that take place at any Executive Sessions of the Board. Any Trustee or Trustee Emeritus violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a Chairperson, a Vice Chairperson, a Secretary and a Treasurer. The Corporation may also have such other officers as the Board deems advisable.

1. Chairperson. Subject to Board control, the Chairperson has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairperson shall preside at Board meetings.

2. Vice Chairperson. If the Chairperson is absent or disabled, the Vice Chairperson shall perform all of the Chairperson's duties and, when so acting, shall have all of the Chairperson's powers and be subject to the same restrictions. The Vice Chairperson shall have such other powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Charters and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by these Bylaws and the Public Officers Law; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies, and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chairperson and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee, if such committee has been formed; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual

Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairperson.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until his or her resignation, death, removal, or disqualification from service, or until his or her successor is elected.

C. Delegation. Subject to Article XI, paragraphs B and C and except as otherwise provided in these Bylaws or as prohibited by law, an Officer of the Corporation may delegate to the Corporation's employees and/or any agent or agents thereof the responsibilities of operating the business of the Corporation, provided that such delegation is exercised within the ultimate direction of the Board.

D. Removal and Resignation. The Board may remove any Officer, with cause, in the same manner as it may remove a Trustee in accordance with applicable law. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees and Trustees Emeritus shall not be personally liable for the Corporation's debts, liabilities, or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Corporation will, to the fullest extent now or hereafter permitted by law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee or Officer of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including reasonable attorneys' fees for counsel mutually agreed upon by the Corporation and the person that the Corporation is indemnifying.

The Corporation may, to the fullest extent now or hereafter permitted by law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was an employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including reasonable attorneys' fees for counsel mutually agreed upon by the Corporation and the person that the Corporation is indemnifying.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as permitted by the General Municipal Law and/or approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self -dealing transaction, and is subject to the Board's general standard of

care:

A transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may authorize any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairperson of the Board, the Head of each charter school operated by the Corporation, the Treasurer, or a duly authorized agent thereof. In addition, the Board may appoint additional employees or duly authorized agents of the Corporation as its designees to sign checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness, within the limits of specific financial policies and procedures to be approved by the Board of Trustees.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers, and key employees to disclose existing and potential conflicts of interest;
2. Certain disclosures and other actions or limitations relating to existing and potential conflicts of interest; and
3. Corrective and disciplinary actions with respect to violations of such policies.

F. Trustee Affiliation With A Not-For-Profit Educational Service Provider

1. If a Trustee is affiliated with a not-for-profit educational service provider that provides management services to the Corporation (hereinafter a "Provider") pursuant to a contract between the Corporation and the Provider, termination of the contract with the Provider shall constitute cause for removal of any such affiliated Trustee from the Board, and upon such

termination of the contract, such affiliated Trustee may be removed from the Board by a vote of the Board provided there is a quorum of at least a majority of the entire Board present at the meeting.

2. Any Trustee affiliated with a Provider shall not hold the offices of Board Chairperson or Treasurer of the Board.

3. When the Board has proper grounds to go into Executive Session pursuant to the New York Open Meetings Law for the purpose of discussing or voting upon an issue related to the Provider or the personnel of such Provider, the Board may, after the Trustee affiliated with the Provider has had an opportunity to fully address the Board, continue such Executive Session outside of the presence of such affiliated Board Member.

4. The number of Trustees on the Board shall not be less than seven (7) where two (2) trustees are affiliated with a Provider and not less than six (6) where one (1) Trustee is affiliated with a Provider.

G. **Interpretation of Charter and Law.** Whenever any provision of these Bylaws is in conflict with the provisions of any Charter, the provisions of such Charter shall control. Whenever any provision of these Bylaws is in conflict with provisions of applicable law, the provisions of applicable law shall govern and control, including Article 7 of the Public Officers Law.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend, or repeal these Bylaws, subject to approval by the Charter Entity when required.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary

R-14f - Code of Ethics and Conflict of Interest Policy

Success Academy Charter Schools – NYC Code of Ethics Policy

The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter, and its by-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Not more than 49 percent of the people serving on the school's Board of Trustees may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law, or father-in-law of any such person.

Every Trustee has the right to participate in the discussion and, in the case of voting Trustees, vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction": (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

The Board of Trustees and the officers and employees of the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school(s) is a party and in which one or more of the Trustees, officers, or employees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the school(s), if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

Any actual or potential conflict of interest occurs when a Trustee, officer, or employee is in a position to influence a decision that may result in a personal gain for the Trustee, officer, or employee or in a gain for a relative of a person with whom the Trustee, officer, or employee has a close personal relationship as a result of a business dealing with the school(s). In the case of an employee, any such conflict of interest must be immediately reported to the school principal or business operations manager. If the party with the potential conflict of interest is the principal or business operations manager, he or she shall report it to his or her supervisor, who will report it to the Chairman of the Board of Trustees. In the case of an officer or Trustee, the potential conflict of interest must be reported immediately to the Chairman of the Board. If the party with the potential conflict of interest is the Chairman, he or she shall report it to the Vice Chairman.

Any Trustee, officer, or employee having an interest in a contract, other transaction or program to be discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full, and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure to the Board of his or her interest must be made in writing prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to

have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school(s), or is a Principal, Trustee, or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school(s).

Trustees, officers, or employees representing any not-for-profit corporation proposing to do business with the school(s) shall disclose the nature and extent of such business.

No Trustee, officer or employee may receive (or enter into any agreement to receive, whether express or implied) compensation for any services that he or she provides that are related to any matter before the school(s) in which he or she have involvement or influence or the power to appoint members, officers or employees. Trustees, officers and employees are also prohibited from receiving (or entering into any agreement to receive, whether express or implied) compensation that is dependent or contingent on any decision or action of the school(s). However, this does not prohibit the fixing of fees based on the value of the services being provided by such Trustee, officer and employee.

No officer or employee shall have an interest in any contract with the school(s) when such officer or employee, individually or as a member of a board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract or payments under the contract; (b) audit bills or claims under the contract, or (c) appoint an officer or employee with the powers or duties set forth above. No chief fiscal officer, treasurer, or his or her deputy or employee, shall have an interest in a bank or trust company that is a depository, paying agent, or registration agent for investment of funds of the school(s). This paragraph does not prohibit compensation and necessary expenses for officers or employees in positions of public employment.

Any officer or employee (or spouse of an officer or employee) who has, acquires, or plans to acquire any interest in an actual or proposed contract or other agreement, including oral agreements, with the school(s), must disclose the nature and extent of the interest in writing to the employee’s manager and to the Board as soon as the officer or employee knows of the actual or prospective interest. Such written disclosure will be incorporated into the official record of Board proceedings.

No Trustee, officer, or employee of a for-profit corporation having a business relationship with the school(s) shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

- Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants, and attorneys.
- Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school(s).
- Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.

In no instance shall a Trustee, officer, or an employee of a for-profit educational management organization having a business relationship with the charter school(s) serve as a voting member of the Board of Trustees for the duration of such business relationship.

Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.

Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

Prior to the initial election of any Trustee, and annually thereafter, each Trustee shall complete, sign and submit to the Secretary of the Board a written statement identifying, to the best of the Trustee's knowledge: 1) any entity of which such Trustee is an officer, director, trustee, member, owner (either as a sole proprietor or a partner), or employee and with which the school(s) has a relationship and 2) any transaction in which the school(s) is a participant and in which the Trustee might have a conflicting interest. Each Trustee shall annually resubmit such written statement. The Secretary of the Board shall provide a copy of all completed statements to the Chairman of the Board.

Trustees, officers, employees, independent contractors, agents, and any other individual acting on behalf of Success Academy shall not directly or indirectly solicit, give or receive any gift or privilege n which it reasonably could be inferred or expected that the gift or privilege will influence him or her in the performance of official duties in favor of the giver, or that such gifts or privileges were intended as a reward for any official action on his or her part in favor of the giver.

In order to avoid violations of this policy, trustees, officers, employees, independent contractors, agents, and any other individual acting on behalf of Success Academy must disclose the giving or receipt of any direct and indirect payments or gifts in excess of $50.00 to a manager or Human Resources prior to entering into those arrangements.

School Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign. School Trustees and officers should avoid taking public political positions that could potentially compromise the school's tax-exempt status.

Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information, including, but not limited to:

- Student records,
- Financial information,
- Personnel records, and
- Payroll records.

Trustees, officers, and employees of the school will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:

- Making statements on behalf of Success Academy without authorization (media inquiries should be directed to the Success Academy Charter Schools Chief Executive Officer, the head of Public Affairs, and/or their designees),
- Theft or inappropriate removal or possession of property,
- Falsification of documents,
- Possession, distribution, sale, transfer, or use of alcohol of illegal drugs in the workplace or while on duty,
- Use of tobacco or tobacco products on school grounds,
- Insubordination or other disrespectful conduct,
- Violation of safety or health rules,
- Sexual or other unlawful or unwelcome harassment, and
- Excessive absenteeism or any absence without notice.

Whenever a Trustee, officer, or employee who participates in the discussion of, or gives official opinion to, the Board on legislation before any municipal, agency, state or federal government, such Trustee, officer or employee shall publicly disclose on the official minutes of the Board meeting the nature and extent of any direct or indirect interest he or she has in such legislation. The term “interest” means a pecuniary or material benefit accruing to the Trustee, the officer, or the employee.

A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial, or other private transaction that creates a conflict with his or her official duties, and, where applicable, the Trustee, officer or employee shall abstain from voting on any such transaction, as stated above.

A Trustee, officer or employee shall not engage in, solicit, negotiate for, or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

A former Trustee, officer or employee shall not, as the representative of his or her new employer, present him or herself before the Board, in relation to any order of business in which he or she personally participated during the period of his or her service or employment, where such presentation would result in improper influence upon the Board or result in the appearance of improper influence upon the Board.

All Trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment of association with the school(s).

Response 14g - Complaint Policy

Success Academy Charter Schools — NYC Board Complaint Policy

Any individual or group may bring complaints to the Board of Trustees (the "Board") of Success Academy Charter Schools – NYC ("SA-NYC"). Complaints to the Board must be in writing and submitted to the Board at the following addresses:

Board of Trustees, SA-NYC
c/o Success Academy Charter Schools 95
Pine Street, 6th Floor
New York, NY 10005

or

Board of Trustees, SA-NYC
c/o Success Academy Charter School – Harlem 3 141
East 111th Street, 3rd Floor
New York, NY 10029

Written complaints submitted to any school operated by SA-NYC will also be forwarded to the Board.

The Board (or Board member representative) will respond within a reasonable amount of time. Every effort will be made to respectfully address each matter to the satisfaction of the complainant. The Board or its representative may, as necessary, delegate to the principal or other responsible party to act upon the complaint and report back as necessary or appropriate. The Board will provide a determination in writing as appropriate.

In accordance with Education Law § 2855(4), if the complainant does not feel that the Board has adequately addressed the complaint, the complainant may present the complaint to the school's charter entity, the Board of Trustees of the State University of New York ("State University Trustees") through the Charter Schools Institute, which shall investigate and respond. The State University Trustees shall have the power and the duty to issue appropriate remedial orders to the Board under their jurisdiction to effectuate the provisions applicable under Education Law. If, after presentation of the complaint to the State University Trustees, the complainant does not feel that the State University Trustees have adequately addressed the complaint, the complainant may present that complaint to the Board of Regents, which shall investigate and respond, and issue appropriate remedial orders.

This policy will be available upon request in each school, and the school will furnish the latest version of the Charter Schools Institute's complaint procedures to the complainant upon request.

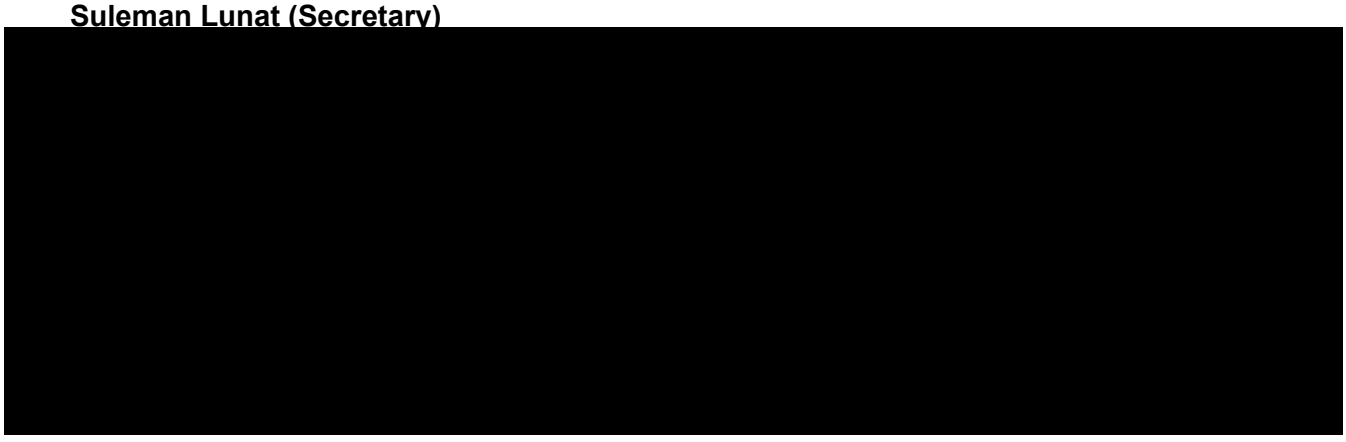
R-14h - Board Member Resumes

Success Academy Charter Schools – NYC Board Resumes/Bios

Lorenzo Smith III (Chair)

Scott Friedman (Vice Chair, Treasurer)

Suleman Lunat (Secretary)



Edwin Cespedes

[redacted]

Ramin Beheshti

[redacted]

Derrell Braford

[redacted]

Samuel Cole

[redacted]

[redacted]

Neal Desai (Parent Representative)

[redacted]

Ripan S. Kadakia

[redacted]

Aaron Kinnari

[redacted]

Regina Krumholz

[redacted]

[redacted]

Kamilah Mitchell-Thomas

[redacted]

Robin Pzena

[redacted]

Lizette St. Hilaire

[redacted]

[redacted]

R-14i - Board Member RFI Forms

This request is not applicable. Per the December 6, 2023 RFP, page 50: “Existing SUNY-authorized education corporations submitting an application to open a new school are not required to submit RFI forms for existing trustees.”

R-15 - District Relations

a. Relationship Strategies

The language below is updated and should modify the SA NYC terms of operation. As discussed in RFP Response 04(a-c) – Community Outreach, Support, and Demand, Success Academy outreach has led to numerous expressions of interest and/or support in the proposed schools. The support for the schools is expressed through applications from community members, petition signatures, and written comments.

No widespread concerns have been raised about the quality of Success Academy schools or the proposed instructional program. Please see RFP Response 04(d) – Evidence of Outreach for comments received to date, including questions or concerns about the planned locations of the schools. Indeed, Success Academy schools are widely hailed as among the most high-performing in New York State. One foreseen challenge with the local school district may be if the school district has concerns about the policy of co-locating multiple schools in a single building and/or the availability of space.

As noted throughout the proposal, Success Academy operates public schools, and the Charter Schools Act requires that New York City allocate free public space to public charter schools. Success Academy strongly believes in the importance of siting public charter schools in underutilized public school buildings as a way to offer more quality public school seats and educational options to the community. Co-locations are common in New York City, and most of them do not involve charter schools. Over 60% percent of all New York City public schools are co-located.[1] Of these co-located schools, the vast majority (approximately 90%) are district schools.[2]

As explained in more detail in RFP Response 16 – Facilities, Success Academy intends to seek public facility space in order to serve the students who will attend these proposed public charter schools. Success Academy will seek space in public school buildings from the New York City Department of Education (DOE). If the DOE does not offer appropriate public facility space, Success Academy will pursue the alternative options detailed in RFP Response 16 – Facilities. Success Academy is committed to establishing a cooperative and respectful relationship with any school or schools that it co-locates with, and it will endeavor to share best practices and build a strong school community.

Some traditional opponents of charter schools, such as the United Federation of Teachers, regularly and consistently oppose charter schools and charter school co-location. As evidenced by demonstrated demand and interest in existing Success Academy schools, as well as the vast charter school waitlists across the city, blanket opposition from these groups is not reflective of the views of the community. Instead, this consistent opposition reflects an attempt by institutional interest groups to maintain their control over the educational bureaucracy and the status quo, resisting any competition that could serve to highlight the failures of low-performing schools.

Despite the presence of this type of blanket charter school opposition, Success Academy reached out to stakeholders in the proposed districts for input and feedback, including reaching out to known opposition. See RFP Response 04(d) – Evidence of Outreach for the list of

[1] https://nyccharterschools.org/wp-content/uploads/2020/05/NYC-CS-Colocation-20-21.pdf.
[2] https://nyccharterschools.org/wp-content/uploads/2020/05/NYC-CS-Colocation-20-21.pdf.

stakeholder letters and outreach. Success Academy is eager to engage in constructive dialogue regarding the educational needs of these communities and how Success Academy can help to best serve those needs.

To the extent that any opposition to this proposal or the proposed schools should arise, where appropriate, Success Academy will incorporate any useful suggestions into the direction of the school where such suggestions are feasible and will maintain the highest standards for educating students.

For more information on Relationship Strategies, please refer to RFP Response 15(b) below.

b. School Partnerships

As described in RFP Response 01(a-c) - Community Need and Proposed School Impact, CSDs 10, 11, 24, 25, 28, and 31 are lacking in public school options that produce excellent student achievement outcomes across racial and socioeconomic demographics. Many of the zoned schools in these districts are low performing. The following zoned elementary schools in each CSD have the lowest performance based on their average proficiency of Math and ELA on the 2022-2023 New York State exams.[3]

CSD 10:

School Name	Math Proficiency	ELA Proficiency
PS 59 COMMUNITY SCHOOL-TECHNOLOGY	15.53%	18.52%
PS 32 BELMONT	18.32%	23.55%
BRONX STEM AND ARTS ACADEMY (THE)	20.93%	21.43%
ELEM SCHOOL FOR MATH, SCIENCE, TECH	21.54%	22.31%
PS 360	19.71%	25.95%

CSD 11:

School Name	Math Proficiency	ELA Proficiency
PS 21 PHILIP H SHERIDAN	16.86%	22.99%
PS 111 SETON FALLS	24.12%	21.88%
PS 16 WAKEFIELD	27.56%	21.74%
LINDEN TREE ELEMENTARY SCHOOL	26.28%	24.03%
PS 41 GUN HILL ROAD	28.40%	23.78%

CSD 24:

[3]See https://data.nysed.gov/.

School Name	Math Proficiency	ELA Proficiency
PS 143 LOUIS ARMSTRONG	23.91%	20.09%
PS 14 FAIRVIEW	23.05%	25.88%
PS 19 MARINO JEANTET	26.73%	30.96%
PS 16 NANCY DEBENEDITTIS SCHOOL	31.93%	26.62%
ELM TREE ELEMENTARY SCHOOL	33.76%	33.43%

CSD 25:

School Name	Math Proficiency	ELA Proficiency
PS 201 DISCOVERY SCHOOL	36.36%	44.72%
PS 29	44.04%	39.22%
PS 129 PATRICIA LARKIN	57.84%	52.84%
PS/MS 200 MAGNET SCHOOL-GLOBAL STUDI	52.98%	59.86%
PS 107 THOMAS A DOOLEY	57.04%	58.54%

CSD 28:

School Name	Math Proficiency	ELA Proficiency
PS 80 THURGOOD MARSHALL MAGNET	27.91%	35.16%
JERMAINE L GREEN STEM INSTITUTE	34.15%	33.33%
PS 182 SAMANTHA SMITH	30.40%	37.74%
PS 82 HAMMOND	31.46%	37.73%
JAMAICA CHILDREN'S SCHOOL	32.53%	39.29%

CSD 31:

School Name	Math Proficiency	ELA Proficiency
PS 20 PORT RICHMOND	8.06%	15.30%
PS 31 WILLIAM T DAVIS	22.14%	18.12%
PS 44 THOMAS C BROWN	18.26%	22.69%
PS 16 JOHN J DRISCOLL	19.58%	24.44%
PS 18 JOHN G WHITTIER	24.84%	20.00%

Intended Strategies for Establishing and Maintaining an Ongoing Relationship

Success Academy has employed, and intends to continue to employ, a robust outreach plan for communities in the proposed CSDs. Success Academy does significant outreach when entering a new community. This outreach includes conducting information sessions, visiting preschools and churches, canvassing the neighborhoods and passing out flyers, conducting tours of existing Success Academy schools, and other outreach. Success Academy also conducts information sessions with Spanish speakers present and distributes Spanish marketing materials. Success Academy will continue this proactive approach in establishing and growing relationships with the communities of 10, 11, 24, 25, 28 and 31.

Sharing of Best Practices

Please refer to RFP Response 01(a-c) – Community Need and Proposed School Impact for a discussion of the performance of schools in the relevant CSDs and how Success Academy seeks to share best practices with neighboring public, public charter, and non-public schools, including the practice of setting consistently high expectations. As noted in RFP Response 01(a-c) – Community Need and Proposed School Impact , zoned schools that are co-located with existing Success Academy schools have already begun adopting some of Success Academy's best practices. For example, one such school has had Success Academy students serve as reading mentors to co-located students. Success Academy also hosts an annual chess tournament with the co-located school's teachers and students. At Success Academy Cobble Hill, the elementary school students collaborate with the co-located high school students on the disciplines of art and film.[4] At SA Bronx Middle School, students worked together with the co-located school to remedy safety issues in the park that serves both schools; together the schools contacted a local elected official to get help to clean up the park and field so students could utilize the space.[5] In 2019, Success Academy Far Rockaway and its co-located district schools formally collaborated as part of the NYC DOE's District-Charter Partnership Program. The three schools met bi-weekly to plan social events such as staff mixers, community parades, and potlucks, to build community and worked together on shared goals such as boosting literacy and students' love of reading. The three schools also partnered with Senator James Sanders to host a technology job fair for the community.

Success Academy also periodically works with co-located schools on Resolution A (Reso-A) projects, which are school-specific capital improvement or enhancement projects funded by individual grants from New York City Council. Such projects provide positive impacts on co-located schools in the district. For example, in 2022, Success Academy Crown Heights completed a Reso-A project for a soccer field, ropes obstacle course, and half court basketball area. In 2021, Success Academy Harlem 4 completed a Reso-A project play yard. In 2021, Success Academy Bergen Beach completed a Reso-A project auditorium which included brand new seating, flooring, and fresh paint.

Success Academy is constantly exploring ways in which its practices can benefit educators more broadly and is open to input from the communities in which it operates, the Charter Schools Institute of the State University of New York, or the New York City Department of Education on additional strategies to share best practices. Success Academy also shares best practices to the community through the Education Institute and the Robertson Center. The

[4] https://brooklyn.news12.com/brooklyn-schools-collaborate-through-art-and-film-38144125.
[5] https://ny1.com/nyc/all-boroughs/news/2018/11/07/park-closed-to-schools-in-bronx.

Education Institute is a free, open source digital platform that gives teachers and principals in every state access to the curriculum, tools, and training that are the foundation of Success Academy's proven school design. The work of the Education Institute falls into three major and often interconnected areas: packaging and digitizing institutional knowledge; professional development of Success Academy educators and school staff; and sharing and public programming through the Robertson Center, the Education Institute's headquarters in midtown Manhattan. In the last school year, the Robertson Center website had over 4,000 unique visitors and the Education Institute website had over 12,000 visitors. The Robertson Center YouTube channel had over 4,000 views. There were 654 external attendees at Robertson Center programs, including events and external tours.

R-16ac - Facilities

The language below is updated and should modify the SA NYC terms of operation.

a. Facility Needs

The proposed schools plan to make the most effective use of the public school space provided by the New York City Department of Education ("DOE"). Since the specific buildings have not yet been identified by the DOE, the exact dimensions of the spaces are not yet known. Each proposed school will require adequate space for uses including, but not limited to, primary instruction, office/administrative space, special education and/or resource room(s), access to a cafeteria for breakfast and lunch service, a gymnasium for physical education, and an auditorium for family events and student performances. In the first year, each school anticipates approximately 12.5 classrooms of approximately 770 square feet located in one hallway or section of the building in addition to the use of shared common spaces. Eight full-sized classrooms are typically used for primary instruction; the remaining 4.5 rooms are typically used for administrative space, specialty classes, special education service provision, and other uses. By the fifth year, each school anticipates approximately 30 classrooms for primary instruction and approximately 10 rooms for administrative space, specialty classes, special education service provision, and other uses.

b. Facility Selection

Specific spaces for the proposed schools have not been secured as of the date of this proposal. SA NYC intends to request public facility space in order to serve the public school students who will attend these proposed public charter schools. SA NYC intends to request such public facility space in public school buildings within CSDs 10, 11, 24, 25, 28, and 31. The Underutilized Space Memorandum published by the New York City Department of Education ("DOE") on August 1, 2023 lists 285 significantly underutilized DOE public school buildings, 120 of which are located in CSDs 10, 11, 24, 25, 28, and 31 and 79 buildings underutilized by at least 150, but no more than 299, seats.[1] Based on this document and supplementary research, the proposed schools plan to secure space among the many thousands of currently available seats.

Before the proposed schools may co-locate in public school buildings, the DOE will need to carry out required processes under the law, including, but not limited to, Educational Impact Statements and Building Utilization Plans, pursuant to Education Law §§ 2590-h and 2853(3)(a-3)(2), and other provisions of the Charter Schools Act of 1998, as amended, and relevant DOE regulations. The DOE must hold hearings and then vote to co-locate the schools in public school buildings, pursuant to Education Law § 2590-h and other provisions of the Charter Schools Act of 1998, as amended. Success Academy will also work with the DOE to ensure that all standard renovations are approved on a timely basis.

If no requested public school buildings are available within one or more of the identified CSDs 10, 11, 24, 25, 28, and 31, SA NYC will do the following:

1. Seek an available public school building within the same CSD so long as the space is reasonable, appropriate, and comparable and in reasonable proximity to the public

[1] *Available at* https://www.schools.nyc.gov/docs/default-source/default-document-library/underutilized-space-memorandum.

school space requested by SA NYC.
2. Seek space in a privately owned or other publicly owned facility within the same CSD at the DOE's cost so long as the space is reasonable, appropriate, and comparable and in reasonable proximity to the public school space requested by SA NYC, or
3. Lease or purchase private space and seek facilities funding from the DOE pursuant to Education Law § 2853(3)(e).

c. Facility-Related Conflicts of Interest

Neither the proposed schools nor the applicant plan to own or lease a facility from a private entity. The proposed schools will be located in public school space provided by the DOE. In the event that, as described above, one or more of the proposed schools leases or purchases private space and seeks facilities funding from the DOE pursuant to Education Law, SA NYC would ensure that no conflict of interest exists, including that no SA NYC Trustee would have an ownership interest in such facility.

R-16d - Facilities Documents

This request is not applicable.

R-17 - Food Services

As noted in SA NYC's terms of operation, SA NYC schools frequently contract for food services through the New York City Department of Education, although each school may consider contracting with a third-party vendor. In the event that any proposed school contracts with a third-party vendor, SA NYC would ensure that all necessary licenses, permits and/or other requirements would be met.

R-18 - Health Services

The language below is updated and should modify the SA NYC terms of operation. As noted in SA NYC's terms of operation, SA NYC schools work with the nurse and/or School-Based Health Center at the co-located district school furnished by the New York City Department of Health and Mental Hygiene or another community program to provide health services similar to those provided in district schools.

Each proposed school will comply with all applicable health services requirements of the Commissioner's Regulations. To the extent possible, the school will ensure there is on-site health care services similar to those services available to children attending area public schools, including automated external defibrillator ("AED") equipment with ready and appropriate access for use during emergencies. At least one staff member will be trained in the operation and use of such equipment for use in the school and at any on-site school-sponsored event. The school will work with the nurse and/or School-Based Health Center at the co-located district school furnished by the New York City Department of Health and Mental Hygiene or another community program to provide health services similar to those provided in district schools. These health services will include:

- Maintenance of cumulative health records,
- Medication storage and provision,
- Emergency care of ill or injured students, and
- Compliance with and enforcement of mandatory immunization requirements.

The school will store all health records for enrolled students in a secure location to which only authorized personnel have access.

<u>Food Allergy Policy</u>

Our schools are nut-aware but not guaranteed to be nut-free.

R-19 - Transportation

The language below is updated and should modify the SA NYC terms of operation.

Since the schools will be in session on many days when the New York City public schools are not in session and during hours outside of the Department of Education ("DOE") normal hours of operation, it is impractical for students to use yellow bus service provided by the New York City School District to students attending nonpublic schools who would qualify under § 2853(4)(b) and § 3635 of the Education Law.

Families will be responsible for arranging and providing transportation for students to and from the school. The school will help ease this burden by working with the New York City Transit Authority to obtain free or reduced-fare student transportation passes as available.

In some instances, some Success Academy students may receive DOE busing due to special circumstances such as placement in temporary housing, foster care, or per the student's IEP. There may be cases where students are legally entitled to busing. In these cases, busing will likely be arranged by the student's family and caseworkers through the DOE's Office of Pupil Transportation ("OPT"). The proposed schools may also help to arrange busing for such students by working with the parent and OPT to help coordinate busing services. During days when DOE schools are closed, and Success Academy schools are open, Success Academy will work with students who receive busing and OPT to make busing available on those days or schedule alternative travel as needed.

R-20 - Insurance

The language below is updated and should modify the SA NYC terms of operation. The proposed schools will be part of the Education Corporation, Success Academy Charter Schools – NYC ("SA NYC"), and will be included in SA NYC's existing insurance policies that cover all schools operated by Success Academy.

Success Academy insurance coverage[1] includes, but is not limited to:

- **General Liability**: $1 million limit per occurrence; $3 million aggregate limit;
- **Educators Legal Liability**: $10+ million limit per occurrence and in the aggregate;
- **Excess Liability Coverage**, in excess of $1 million: Up to $60 million limit per occurrence and in the aggregate for: General Liability; Educators Legal Liability; Auto, including hired and non- owned; Workers Compensation and Employers Liability; and other coverage;
- **Excess Liability Coverage for Educator Legal Liability**, in excess of $60 million: Up to $100 million limit per occurrence and in the in the aggregate;
- **Auto Insurance** (coverage for Commercial and Non-Owned Vehicles used in school business, we have no school-owned or school-leased vehicles): $1 million combined single limit;
- **Property Coverage**, including buildings, personal property, EDP, contents, business income and extra expense: $125 million per occurrence and in the aggregate;
- **Workers' Compensation**: with statutory limits as mandated by New York State law;
- **Student Accident Medical Expense**: $25,000 per accident;
- **Student Catastrophic Accident Medical Expense**: $5 million limit per accident; and
- **Student Accidental Death & Accident**: $500,000 aggregate per accident.

[1] Success Academy may choose to adjust its coverage levels as appropriate based on changes in its operations or property or as recommended by its insurance providers.

R-21ad - Fiscal Soundness

a. Budget Narrative

The Fiscal Soundness policy of the proposed schools is substantially similar to that of all SA NYC schools. The language below is updated and should modify the SA NYC terms of operation.

Budget Narrative for the Proposed Schools

Due to ongoing uncertainty of economic conditions and enrollment pattern shift, assumptions throughout the budget are conservative, while leveraging the many years of experience we have operating and growing our network of schools. The budgets extend five years beyond the August 2024-25 school year, per the SUNY CSI template (Success Academy anticipates opening these schools as early as the 2026-27 school year). All costs and revenues are detailed in the RFP Response 21(e) – Budget Templates. All planned costs at the schools operated by Success Academy are established with the goal of achieving the highest level of student achievement, while being efficient in terms of overhead and unnecessary costs that would otherwise keep the school reliant on non-recurring revenue streams.[1] The Success Academy budget is aligned with the academic and operational needs of the schools because it invests in hiring, developing, and retaining the best teachers and leaders, as well as the most effective curriculum, books, technology, and student services.

The budget is built upon models assuming that each proposed school will reach the estimated enrollment and personnel numbers shown in RFP Response 05 – Enrollment and RFP Response 12 – Personnel. The models account for the staff necessary to instruct, lead, and undertake operations within each school.

First-Year Operational Budget and Cash Flows

Revenue
A large portion of start-up funding is available from public and non-public sources. Success Academy has a track record of raising, as necessary, start-up costs through philanthropy as well as Grants for Replication and Expansion of High-Quality Charter Schools from the federal Charter Schools Program ("CSP"). In order to use conservative assumptions, the budget for each proposed school shows an average of about $293,000 of CSP funding under either a direct federal award to the charter management organization ("CMO") (see RFP Response 21(f) – Letters of Commitment) or New York's CSP grant administered by NYSED.

The budget conservatively assumes that the per-pupil allocation of $18,340, the amount that New York City public charter schools were receiving as of July 1, 2024, will remain the same for the five years of the charter period and will be $18,627, $18,881, $18,541, $18,520, $18,798 respectively. The special education funding that the school will receive has been calculated using historical data from the school demographics of current Success Academy schools, as well as reasonable assumptions about the population of the new community school districts ("CSDs") where the proposed schools will be located. The budget conservatively assumes that 12% of the student body will receive special education services, and 11% of the student body will be eligible for special education funding through the NYC Department of Education ("DOE"). The budget uses a conservative assumption that historical patterns will remain constant.

[1] We don't include start-up costs in these budgets because they are *de minimis*.

Expenses
The expense line items are based on Success Academy's experience in opening and running 34 elementary schools (37 by August 2025) and are generously funded to allow for any increase in need. Expenses have been budgeted conservatively. The values are either based on historical figures from Success Academy's negotiated contracts or are based on specific rationales. All equipment expenses are calculated according to the number of staff, students, or classrooms requiring said equipment. The budget builds in an inflation rate of 4% for all non-personnel costs, and assumes 3% increases each year for base salaries.

Plan for Shortfalls—Cash Flows
Due to initial start-up capital expenditures for technology and classroom equipment, the schools will need additional cash over the course of the start-up period (defined broadly as inception to the end of the first school year). During the startup period, cash needs at the proposed schools that are not covered by CSP grants or by recurring revenue streams will be covered by funds from SA NYC. This entity, as demonstrated in RFP Response 21(e) – Budget Template, will maintain sufficient funds to open the proposed schools. Investing in six more elementary schools in the 2025-2026 school years is not just an investment in future SA NYC middle and high schools and SA NYC's mission – it is also an investment in the fiscal health of the entire entity.

While the budgets have been carefully planned with conservative estimates and confirmed funding sources when possible, they do acknowledge the possibility that one or more anticipated funding sources may not come through in the assumed amount. In the event of a budget shortfall, Success Academy will work with its network of private donors and supporters to raise the additional funds. Success Academy has a proven track record of success in raising private money to support its schools as necessary and has significant additional commitments for the future.

Transition to Recurring Revenue Streams
As noted above, the proposed schools will rely on start-up funding from sources such as CSP grants, but will transition quickly to full reliance on recurring revenue streams, namely, the DOE per-pupil funding described above. Within the first three years of operation, the proposed schools will add to, and not detract from, the overall fiscal health of SA NYC.

Policies to Promote Fiscal Soundness
Success Academy designed its Financial Policies and Procedures so that its independent auditor can conduct an audit that compiled with Globally Accepted Accounting Standards (GAAS), provide a report that ensures that its understanding of the internal controls is sufficient to confirm that the school remains fiscally sound, and that there are no conditions or events that raise doubt about the School's ability to continue as a going concern. These policies are periodically updated and approved by the Board of Trustees.

Five-Year Budget Assumptions

Revenues
The five-year plan is based on projections of both standard per-pupil NYC DOE funding and NYC DOE special education funding. It conservatively assumes that 12% of the student body will receive special education services, and 11% of the student body will be eligible for special education funding through the NYC Department of Education ("DOE"). The budget uses a conservative assumption that historical patterns will remain constant. The budget assumes

conservative funding for federal flow-through grants such as Title IA funding.

The enrollment and personnel numbers are consistent with RFP Response 05 – Enrollment and RFP Response 12 – Personnel.

Expenses
The five-year budget assumes that inflation will be 4% and base salaries will increase at a rate of 3%. Expenses shown in the five-year budget are calculated based on the growth model of the proposed six new schools and five planned openings that were already approved by SUNY by 2026-27. This projection includes student and staff growth, projected capital expenditures based on historical information, and increased efficiencies as SA NYC expands to operate more schools. Due to these increased efficiencies, the five-year budget projects that the total operating cost per student will decrease between FY25 and FY29.

Public / Non-Public Space
SA NYC and Success Academy operate public charter schools serving public school students who are entitled to free public space. Pursuant to Education Law § 2853, charter schools approved by the charter entity to operate in New York City shall be provided access to facilities upon request. As noted elsewhere in this proposal, including RFP Response 16 – Facilities, SA NYC will request space in public school buildings in CSDs 10, 11, 24, 25, 28, and 31.

If no requested public school buildings are available within one or more of the identified CSDs 10, 11, 24, 25, 28, and 31, SA NYC will do the following:

1. Seek an available public school building within the same CSD so long as the space is reasonable, appropriate, and comparable and in reasonable proximity to the public school space requested by SA NYC.
2. Seek space in a privately owned or other publicly owned facility within the same CSD at the DOE's cost so long as the space is reasonable, appropriate, and comparable and in reasonable proximity to the public school space requested by SA NYC, or
3. Lease or purchase private space and seek facilities funding from the DOE pursuant to Education Law § 2853(3)(e).

The budgets for the six proposed schools and the education corporation are for five years beginning in the August 2024-25 school year. Additionally, based on application instructions, the proposal contains budgets reflecting the receipt of up to 30% per pupil of facilities funding, which is the third contingency plan following the outcome required by law. Because of the requirements of education law, the proposal includes the following required budgets, reflecting the third contingency regarding facilities.

The budgets assume a hypothetical increase of facility occupancy expense and associated permitting expenses that increases in line with projected scholar and staff growth. This assumption presumes that by year five we will be adding an addition of a middle school grade at the schools. We also conservatively included an expected 4% inflation rate. The budgets assume that all existing Success Academy schools and scholars will continue to be served in public school space without cost. With the 30% per pupil of facilities funding, the proposed schools are cash flow positive.

The addition of the proposed schools is projected to have no negative impact on the five-year financial position of SA NYC. The SA NYC budgets illustrate the fiscal soundness of the SA NYC non-profit education corporation. The expenses associated with operations at the existing

schools are fully funded by recurring revenue streams. As reflected in the SA NYC budget, SA NYC schools will generate sufficient revenue and maintain a sufficient cash balance to open the proposed schools and to operate all SA NYC schools.

First-Year Operational Budget and Cash Flows

Revenues
In keeping with the above assumptions mentioned for each proposed school, SA NYC is relying on projections of both standard per-pupil NYC DOE funding (remaining flat across the five years) and NYC DOE special education funding (11% of the student population receiving funding for 20-100% of services).

Expenses
Expenses shown in the five-year budget are calculated based on the growth model of the proposed six new schools and five planned openings that were already approved by SUNY by 2026-27 and are generously funded to allow for any increase in need. Expenses have been budgeted conservatively. The values are either based on historical figures from Success Academy's negotiated contracts or are based on specific rationales and models illustrating the increased efficiencies with which the schools will operate over the first five years. All equipment expenses are calculated according to the number of staff, students, or classrooms requiring said equipment. The budgets build in an inflation rate of 4% for all non-personnel costs, and assume 3% increases each year for base salaries.

Five-Year Budget Assumptions

Revenues
The five-year budget assumes that SA NYC will operate Kindergarten through 12th grade with enrollment of approximately 22,037 students in FY24-25. The enrollment and personnel numbers are consistent with RFP Response 05 – Enrollment and RFP Response 12 – Personnel.

Revenues shown in the five-year budget are calculated based on the growth model of the proposed six new schools and five planned openings that were already approved by SUNY by 2026-27. As noted elsewhere, all future plans related to the opening of separate and/or consolidated middle and high schools are dependent on multiple factors, including space availability, and are therefore subject to change. Note that this budget does not assume the opening of any additional elementary schools within the next five years for which SA NYC has not yet applied. Please refer to Appendix A for information on SA NYC's five-year growth plan, which includes additional potential growth.

The five-year budget assumes receipt of CSP funds from both New York State and the federal government. Please refer to RFP Response 21(f) – Letters of Commitment for more information.

The five-year budget assumes that all revenue streams after FY25 will be recurring revenue streams.

Expenses
The five-year budget assumes that inflation will be 4% and base salaries will increase at a rate of 3%. Expenses shown in the five-year budget are calculated based on the growth model of the existing SA NYC schools, which includes student and staff growth, projected capital expenditures based on historical information, and increased efficiencies as SA NYC expands to

operate more schools. Due to these increased efficiencies, the five-year budget projects that the total operating cost per student will decrease over the next five years despite the costs of opening additional freestanding middle school and high school buildings.

Fundraising Targets and Strategies
As described above, SA NYC will not be reliant on fundraising for the start-up of the proposed schools. However, Success Academy, which has a proven track record of success in raising private money for its schools, will continue to raise money as needed in order to benefit the schools.

b. Financial Planning

The budgeting process as described below is the same for all Success Academy schools. The financial planning capacity and budget management is a service offered by the charter management organization ("CMO"), and thus all controls, procedures and information related to the budgeting process for each school is provided by the CMO to SA NYC. The policies and procedures around budgeting, in addition to the details below, are addressed in Success Academy's Financial Policies and Procedures manual (please refer to Attachment 21(a) – Financial Policies and Procedures).

Each proposed school within SA NYC will have its own budget, which is approved by the SA NYC Board. These budgets take into account factors such as student population size, the amount of renovation required by the building during start-up, and other site-specific financial elements.

An organization-wide operating budget is compiled before the start of every new fiscal year to identify the revenues and expenses needed to carry out each school's mission. Revenues and expenses are forecasted on a monthly basis to yield a greater level of detail and are then aggregated to result in the full-year budget.

Success Academy's Chief Financial Officer ("CFO") and select members of the Finance department hold an initial meeting with the leaders of each Success Academy department, and gives instruction on how to forecast expenses for the coming year for each school. By involving each leader, Success Academy is able to achieve a more granular budget and can break down each expense category into more specific costs. Each department's budget takes into consideration historical costs from the opening year of existing Success Academy schools, as well as any additional committed or planned expenses specific to the school.

Once each department has met with the Finance department regarding its budget, a preliminary budget, compiled by the CFO and the Finance department, is sent to the CMO department leaders to review. Upon their review of the organization-wide budget, department leaders provide department-specific input to the proposed budget, identifying any possible holes based on historical reports and strategic plans. In the process of reviewing their budgets, department leaders will review both historical data for their spending and will, when applicable, consult with school leadership (*i.e.*, Principal and Business Operations Manager) to ensure that all school-specific factors are being considered. The organization-wide budget is also reviewed for overall appropriateness, highlighting any expenses that seem inordinate or incongruous with the school's mission. Any issues are reported back to the Finance department, and the appropriate corrections are made.

This back and forth between the Finance department and individual department leaders is

incredibly detailed. Once the preliminary budget has been thoroughly vetted, the CFO presents the budget to the Chief Operating Officer ("COO") for review. After all subsequent revisions have been made and the COO and the CFO have approved the budgets, each budget is presented to the department directors as well as the respective school's Board of Trustees for approval. The budget is then put to a vote by the Board and is deemed final if approved. If it is not approved, the necessary adjustments are made, and the revised budget is resubmitted for Board approval.

The budget is monitored for accuracy on a monthly basis by comparing actual expenses to the pro-rated budgeted amounts, and each expense line item is scrutinized for large variances. This process not only provides the CMO management team and school leadership with frequent feedback on current year performance, but it also allows Success Academy to budget with greater accuracy in future years. If mid-year modifications to a budget are deemed necessary, the CFO will work with relevant directors, the school Business Operations Manager, and the school's Board of Trustees to prepare the modified budget, and receive Board approval for same.

Below is a sample timeline of events for creating and approving each school's budget:

January 15 – Informational meeting with Success Academy department directors to address basic budgeting tactics and "drivers" of the budget, including the number of students and staff, school site, etc.
February 28 – Preliminary budgets proposed to department directors; school Business Operations Managers are engaged for their feedback.
March 1 - April 29 – Budgets are reviewed by department directors for accuracy, and changes are proposed to the Finance department.
April 30 – Meeting with CFO and COO to determine overall budget accuracy.
June 1 – Budget completed and sent to the Board of Trustees for review.
June 26 – Budget presented to the Board of Trustees for approval.

c. Fiscal Audits

SA NYC will have a single, consolidated balance sheet that includes all schools operated by the non-profit education corporation. Each freestanding (*i.e.*, separate building) elementary school, middle school and high school operated by SA NYC will have its own annual operating and capital expenditure budget. The SA NYC Board of Trustees will approve the individual school budgets. If expenditures at a particular SA NYC school are projected to exceed the approved annual budget at any time during the school year, the Board of Trustees will be consulted regarding financial decisions during the remainder of the year. At the end of each fiscal year, an audited income statement will be prepared for each freestanding school. Such individual school audits will include separate corresponding depreciation and fixed asset schedules, and single federal A-133 audit (when applicable), for each entity. For the non-profit education corporation, a complete audit will be prepared, which will include a consolidated balance sheet, statement of cash flows, and statement of activities.

While all schools operated by SA NYC will share one balance sheet, any CSP grant funds awarded to a particular school will be designated for use solely by such school that receives such funds.

These financial disclosures will allow interested parties to understand precisely how individual charter schools are performing, while providing necessary insight into the overall fiscal soundness of SA NYC.

SA NYC engages BDO USA, an independent Certified Public Accounting firm, to perform the above-referenced annual audits of financial statements for the prior fiscal year.

These statements will be prepared in accordance with generally accepted auditing standards in the United States and Government Auditing Standards, issued by the Comptroller General of the United States. BDO also reports on each school's internal controls relating to financial reporting and compliance with relevant laws, regulations, contracts, and grants.

d. Dissolution Procedures

The dissolution procedures of SA NYC, including the specific procedures for closing one, but not all of the schools operated by SA NYC, comply with Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution. Any dissolution of an SA NYC school, including the distribution of relevant funds after the payment of all debts and obligations, would be consistent with amendments to Education Law Section 2851.

SA established and maintains a Dissolution Reserve Fund, as a separate account balance. If it is determined that SA-NYC will dissolve and all schools operated SA-NYC will close, SA-NYC will follow the most recent dissolution plan issued by the SUNY Charter Schools Institute. The Board of Trustees will delegate to the principal of each school operated by SA-NYC the responsibility to manage the day to day dissolution process and implement the closure plan approved by the Board under the advisement of the Treasurer of the Board, it being understood that the principals and Treasurer will not take any final action that would be required by law to be approved by the Board or make any final reports to the State University Trustees, unless such authority is specifically delegated.

SA-NYC will work closely with appropriate representatives of the CSD of each school and the DOE to develop and implement a dissolution plan that will govern the process of transferring students and student records. Initially, a list of students attending each school will be sent to the DOE. Each school will coordinate any planned or voluntary dissolution with the CSD to facilitate reintegration of its students and their records, and will provide the district with a minimum notice of 120 days for any voluntary dissolution.

Prior to dissolution, each school will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding the selection of educational programs for their children. Representatives of each school will also meet one-on-one with each enrolled student's family to ensure that all parents are aware of their options regarding the educational services for their child in New York City public schools, charter schools, and nonpublic schools.

The dissolution plan will provide that all property that each school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. All remaining assets of each school will be transferred to other charter schools within New York City.
In the event that one but not all of the charter schools operated by SA-NYC is closed, SA-NYC will manage the dissolution of such school in accordance with the most recent dissolution plan issued by the SUNY Charter Schools Institute and the steps outlined above. All remaining assets of the school will be transferred to the other charter schools within SA-NYC.

Each school's principal and business operations manager, along with the appropriate individuals from the CMO staff, including the Chief Legal Officer, will work with SUNY to determine the

appropriate timeline for dissolution, and will oversee the appropriate transfer of students, assets, etc. as needed, to other schools SA-NYC, where possible.

SA-NYC will establish an escrow account or reserve to pay for legal and audit expenses that would be associated with dissolution of SA-NYC and/or any of its schools.

Specifically, the Education Corporation will:

- Create a communication plan for students, families and staff. The communication plan shall take into account timing to ensure students are able to take advantage of other school choice options that may be available.

- Provide the Institute with the parent names and addresses of all students enrolled in the school, at the time, by grade to enable the Institute to communicate directly with families regarding the process as necessary.

- Transfer all student records, testing materials, etc. to the school district of location of the charter school and make available a copy of such records to each student's parent or legal guardian.

- Designate one or more trustees and/or employees to assist in the closure of the school, from an operational and financial perspective.

- Transfer the Education Corporation's fixed assets (if any, after the payment of all debts) in accordance with the law at the time of dissolution.

- Provide the procedures that the school would follow in the event of the closure and dissolution of the Education Corporation including for the transfer of students and student records, execution of a SUNY Closure Plan, and for the disposition of school assets.

- Establish an escrow account, in the case of a single-school education corporation, of not less than $75,000 to pay for legal, final audit and other wind up expenses associated with dissolution should it occur. The budget shall reflect this commitment and include funding of $25,000 increments in the school's first three years of instruction. (Note that a separate reserve fund does need to be established and be reflected separately in the financial statements and notes to the financial statements.)

- In the case of an education corporation operating multiple charter schools, the Education Corporation must follow the dissolution reserve fund provisions in its charter agreement and reserve the appropriate amount of funds accordingly.

- The Education Corporation understands that the above provisions largely apply to an education corporation operating one charter school, and that the above provisions must be modified in the case where the Education Corporation operates multiple charter schools and some, but not all, of those schools close.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230210

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292
491302	Averill Park Central School District	11,508	11,727

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School District	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
650101	Newark Central School District	12,719	13,312
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South Otselic	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
662300	Yonkers City School District	17,068	17,635
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Success Academy Charter Schools

Contact Name:
Contact Title:
Contact Email:
Contact Phone:

First Academic Year: 2024-25

Pre-Opening Period: July 1, 2023 - June 30, 2024

SUCCESS ACADEMY CHARTER SCHOOLS
2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	3,047	3,040	3,439	3,607	3,883	4-5
1st Grade	Elementary School	3,129	3,158	3,606	3,617	3,894	5-6
2nd Grade	Elementary School	2,448	3,245	3,689	3,827	4,103	6-7
3rd Grade	Elementary School	2,309	2,388	3,547	3,666	3,881	7-8
4th Grade	Elementary School	2,330	2,268	2,573	3,473	3,800	8-9
5th Grade	*Middle School*	2,322	2,203	2,178	2,459	3,079	9-10
6th Grade	Middle School	2,062	2,165	2,004	1,987	2,294	10-11
7th Grade	Middle School	1,476	1,853	1,919	1,775	1,760	11-12
8th Grade	Middle School	1,247	1,298	1,630	1,690	1,614	12-13
9th Grade	High School	559	668	697	876	958	13-14
10th Grade	High School	431	541	648	675	900	14-15
11th Grade	High School	427	418	525	628	655	15-16
12th Grade	High School	250	414	406	509	609	16-17
Ungraded							
TOTAL		22,037	23,662	26,860	28,789	31,432	

***NOTE**

Please copy the ENROLLMEI CHART (cells B5:H21) and paste into the Enrollme Section of the New School Proposa

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	95	95	107	113	121
1st Grade	Elementary School	98	99	113	113	122
2nd Grade	Elementary School	77	101	115	120	128
3rd Grade	Elementary School	72	75	111	115	121
4th Grade	Elementary School	73	71	80	109	119
5th Grade	Middle School	68	65	64	72	91
6th Grade	Middle School	61	64	59	58	67
7th Grade	Middle School	43	55	56	52	52
8th Grade	Middle School	37	38	48	50	47
9th Grade	High School	14	17	17	22	24
10th Grade	High School	11	14	16	17	23
11th Grade	High School	11	10	13	16	16
12th Grade	High School	6	10	10	13	15
Ungraded						
TOTAL		665	713	811	868	947

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	32	32	32	32	32
1st Grade	Elementary School	32	32	32	32	32
2nd Grade	Elementary School	32	32	32	32	32
3rd Grade	Elementary School	32	32	32	32	32
4th Grade	Elementary School	32	32	32	32	32
5th Grade	Middle School	34	34	34	34	34
6th Grade	Middle School	34	34	34	34	34
7th Grade	Middle School	34	34	34	34	34
8th Grade	Middle School	34	34	34	34	34
9th Grade	High School	40	40	40	40	40
10th Grade	High School	40	40	40	40	40
11th Grade	High School	40	40	40	40	40
12th Grade	High School	40	40	40	40	40
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	13,263	14,099	16,854	18,190	19,562
Total Middle School Enrollment	7,107	7,520	7,731	7,911	8,748
Total High School Enrollment	1,667	2,042	2,275	2,688	3,122
Total Ungraded Enrollment					
Total Enrollment	**22,037**	**23,662**	**26,860**	**28,789**	**31,432**
Change in Net Enrollment from Prior Year (Count)	22,037	1,625	3,199	1,929	2,643
Change in Net Enrollment from Prior Year (Percent)	100.0%	7.4%	13.5%	7.2%	9.2%
Anticipated rate of attrition (Percent)	5.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	22,037	23,662	26,860	28,789	31,432
Enrollment by Grade vs Enrollment by District (should = 0)	-	**(0)**	**0**	-	**0**

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING	New York City Department of Education	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000
ENROLLMENT (*Charter School*)		22,037	23,662	26,860	28,789	31,432
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		Assuming a 4% increase to the 23-24 DOE budget of $37.5B				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

***NOTE**

Enrollment by Grade
should equal
Enrollment by District

RED Numbers
indicate that corrections are necessary.

SUCCESS ACADEMY CHARTER SCHOOLS

STAFFING PLAN FTE

	Year 1	Year 2	Year 3	Year 4	Year 5
Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
Grades	K-12	K-12	K-12	K-12	K-12
Enrollment	22037	23662	26860	28789	31432

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE						**Description of Assumptions**
Executive Management	0.0	0.0	0.0	0.0	0	
Instructional Management	59.0	61.0	63.0	63.0	63.0	Principals
Deans, Directors & Coordinators	98.0	129.0	174.0	176.0	185	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	0.0	0.0	0.0	0.0	0	
Operation / Business Manager	320.0	330.0	360.0	374.0	385	BOMs, SOAs, OA's
Administrative Staff	0.0	0.0	0.0	0.0	0	
TOTAL ADMINISTRATIVE STAFF	477.0	520.0	597.0	613.0	633	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	1467.0	1612.0	1864.0	1901.0	2053	
Teachers - SPED	237.0	253	294.0	300.0	326	
Substitute Teachers	0.0	0.0	0.0	0.0	0	
Teaching Assistants	0.0	0.0	0.0	0.0	0	
Specialty Teachers	364.0	390.0	396.0	394.0	417	Scholar Talent
Aides	0.0	0.0	0.0	0.0	0	
Therapists & Counselors	226.0	238.0	259.0	253.0	267	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP
Other	125.0	130.0	141.0	143.0	155	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student
TOTAL INSTRUCTIONAL	2419.0	2623.0	2954.0	2991.0	3218	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0	
Librarian	0.0	0.0	0.0	0.0	0	
Custodian	0.0	0.0	0.0	0.0	0	
Security	0.0	0.0	0.0	0.0	0	
Other	0.0	0.0	0.0	0.0	0	
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0	
TOTAL PERSONNEL SERVICE FTE	2896.0	3143.0	3551.0	3604.0	3851	

STAFFING PLAN WAGES

	Year 1	Year 2	Year 3	Year 4	Year 5
Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
Grades	K-12	K-12	K-12	K-12	K-12
Enrollment	22037	23662	26860	28789	31432

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

		WAGES					**Description of Assumptions**
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	3.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 139,050	$ 8,203,950	$ 8,736,542	$ 9,293,634	$ 9,572,472	$ 9,859,644	
Deans, Directors & Coordinators	$ 92,700	$ 9,084,600	$ 12,300,363	$ 17,077,732	$ 17,775,464	$ 19,143,030	
CFO / Director of Finance	$ -	$ -		$ -	$ -	$ -	
Operation / Business Manager	$ 66,839	$ 21,388,480	$ 22,907,115	$ 25,208,879	$ 27,198,312	$ 28,749,492	
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL ADMINISTRATIVE STAFF		$ 38,677,030	$ 43,944,020	$ 51,580,245	$ 54,546,248	$ 57,752,166	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 58,700	$ 92,824,425	$ 107,439,800	$ 128,839,680	$ 136,558,335	$ 150,153,699	
Teachers - SPED	$ 58,700	$ 14,996,175	$ 16,862,450	$ 20,321,280	$ 21,550,500	$ 23,833,547	
Substitute Teachers	$ -	$ -		$ -	$ -	$ -	
Teaching Assistants	$ -	$ -		$ -	$ -	$ -	
Specialty Teachers	$ 65,020	$ 24,377,300	$ 25,488,928	$ 26,742,282	$ 27,402,382	$ 29,766,737	
Aides	$ -	$ -		$ -	$ -	$ -	
Therapists & Counselors	$ 68,976	$ 15,588,576	$ 16,556,546	$ 17,889,921	$ 18,000,288	$ 19,523,943	
Other	$ 69,977	$ 8,747,125	$ 9,210,422	$ 10,269,080	$ 10,939,104	$ 12,107,000	
TOTAL INSTRUCTIONAL		$ 156,533,601	$ 175,558,146	$ 204,062,243	$ 214,450,609	$ 235,384,926	

SUCCESS ACADEMY CHARTER SCHOOLS

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29	
	Grades	K-12	K-12	K-12	K-12	K-12	
	Enrollment	22037	23662	26860	28789	31432	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -	
TOTAL PERSONNEL SERVICE WAGES		$ 185,450,099	$ 204,137,014	$ 237,747,514	$ 250,167,077	$ 272,617,496	Includes staff attrition

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			SUCCESS ACADEMY CHARTER SCHOOLS					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be			PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					*NOTE: State assumptions that are being made in the section provided
Total Revenue			**452,265,103**	**491,375,192**	**548,936,801**	**589,236,095**	**652,836,290**	
Total Expenses			**408,659,354**	**443,155,079**	**511,791,091**	**544,755,310**	**598,835,473**	
Net Income (Before Cash Flow Adjustments)			**43,605,749**	**48,220,113**	**37,145,710**	**44,480,785**	**54,000,817**	
Budgeted Student Enrollment			**22,037**	**23,662**	**26,860**	**28,789**	**31,432**	
			Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**1.6%**	**1.4%**	**-1.8%**	**-0.1%**	**1.5%**	
Per Pupil Revenue		Basic Tuition (2023-						
PRIMARY School District:	New York City Department of Education	18,340	385,854,206	419,949,536	468,134,895	501,181,943	555,397,242	GenEd Revenue calculated using Student FTE
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	385,854,206	419,949,536	468,134,895	501,181,943	555,397,242	
Special Education Revenue			50,641,999	56,945,810	65,861,452	72,717,188	81,655,006	
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			436,496,205	476,895,346	533,996,347	573,899,131	637,052,248	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			2,005,308	2,005,308	2,005,308	2,005,308	2,005,308	
Title I			7,076,104	7,482,418	7,869,676	8,266,186	8,307,586	
Title Funding - Other			-	-	-	-	-	
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			4,787,486	3,992,120	4,065,470	4,065,470	4,471,148	
Other			900,000	-	-	-	-	ESSER
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			14,768,898	13,479,846	13,940,454	14,336,964	14,784,042	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	
TOTAL REVENUE			**452,265,103**	**491,375,192**	**548,936,801**	**589,236,095**	**652,836,290**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of						***NOTE:** For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of*
Executive Management		-	-	$ -	-	-	-	
Instructional Management		59.00	8,203,950	8,736,542	9,293,634	9,572,472	9,859,644	Principals
Deans, Directors & Coordinators		98.00	9,084,600	12,300,363	17,077,732	17,775,464	19,143,030	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance		-	$ -		$ -	$ -	$ -	
Operation / Business Manager		320.00	21,388,480	22,907,115	25,208,879	27,198,312	28,749,492	BOMs, SOAs, OA's
Administrative Staff		-	-	$ -	-	-	-	
TOTAL ADMINISTRATIVE STAFF		477.00	38,677,030	43,944,020	51,580,245	54,546,248	57,752,166	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular		1,467.00	92,824,425	107,439,800	128,839,680	136,558,335	150,153,699	
Teachers - SPED		237.00	14,996,175	16,862,450	20,321,280	21,550,500	23,833,547	
Substitute Teachers		-	$ -		$ -	$ -	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		SUCCESS ACADEMY CHARTER SCHOOLS PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*							***NOTE:** State assumptions that are being made in the section provided*
Total Revenue		**452,265,103**	**491,375,192**	**548,936,801**	**589,236,095**	**652,836,290**	
Total Expenses		**408,659,354**	**443,155,079**	**511,791,091**	**544,755,310**	**598,835,473**	
Net Income (Before Cash Flow Adjustments)		**43,605,749**	**48,220,113**	**37,145,710**	**44,480,785**	**54,000,817**	
Budgeted Student Enrollment		**22,037**	**23,662**	**26,860**	**28,789**	**31,432**	
		Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
Teaching Assistants	-	$ -		$ -	$ -	-	
Specialty Teachers	364.00	24,377,300	25,488,928	26,742,282	27,402,382	29,766,737	Scholar Talent
Aides	-	$ -		$ -	$ -	-	
Therapists & Counselors	226.00	15,588,576	16,556,546	17,889,921	18,000,288	19,523,943	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP
Other	125.00	8,747,125	9,210,422	10,269,080	10,939,104	12,107,000	Assessment specialists & associates, RLF, Registrar Specialists & associates,
TOTAL INSTRUCTIONAL	2,419.00	156,533,601	175,558,146	204,062,243	214,450,609	235,384,926	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	2,896.00	185,450,099	204,137,014	237,747,514	250,167,077	272,617,496	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		17,086,563	18,958,709	21,898,714	23,042,992	25,108,653	
Fringe / Employee Benefits		18,564,172	20,606,930	23,805,720	25,048,968	27,299,197	
Retirement / Pension		5,141,176	5,702,770	6,586,493	6,930,792	7,551,160	
TOTAL PAYROLL TAXES AND BENEFITS		40,791,911	45,268,409	52,290,927	55,022,752	59,959,010	Assuming 22% of salaries
TOTAL PERSONNEL SERVICE COSTS	2,896.00	226,242,010	249,405,423	290,038,441	305,189,829	332,576,506	including staff attrition
CONTRACTED SERVICES							
Accounting / Audit		158,130	164,018	169,918	178,548	199,156	
Legal		-	-	-	-	-	
Management Company Fee		85,208,560	92,744,512	103,044,256	109,426,410	121,796,264	Rate * Student FTE (.94% of enrollment) FY25 - $4,114; FY26 - $4170; FY27 - $4,080; FY28 - $4,042; FY29 - $4,123
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		261,846	275,766	356,238	389,276	427,036	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		9,926,462	9,676,092	9,742,640	9,770,550	10,694,754	
TOTAL CONTRACTED SERVICES		95,554,998	102,860,388	113,313,052	119,764,784	133,117,210	
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	
Classroom / Teaching Supplies & Materials		3,665,886	4,110,804	5,551,094	6,407,157	7,225,628	
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks		2,772,278	3,108,740	4,276,642	4,951,143	5,587,944	
Supplies & Materials other		2,236,972	2,508,472	3,513,240	4,079,025	4,607,057	
Equipment / Furniture		2,070,834	2,185,718	2,374,402	2,560,500	2,992,020	
Telephone		1,192,152	1,131,204	1,105,878	1,074,906	1,215,604	
Technology		20,514,250	18,810,802	19,582,650	18,541,706	20,442,118	
Student Testing & Assessment		1,572,248	1,763,072	2,565,226	2,995,959	3,388,862	
Field Trips		1,795,132	2,013,004	2,883,084	3,359,091	3,797,288	
Transportation (student)		1,399,076	1,568,876	1,995,308	2,279,538	2,558,423	
Student Services - other		4,625,182	5,186,536	6,919,236	7,970,217	8,983,727	
Office Expense		7,848,702	8,284,108	10,661,222	11,939,520	13,642,008	
Staff Development		5,363,774	5,667,928	6,518,918	7,100,366	8,090,710	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SUCCESS ACADEMY CHARTER SCHOOLS PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*						***NOTE:** State assumptions that are being made in the section provided*
Total Revenue	**452,265,103**	**491,375,192**	**548,936,801**	**589,236,095**	**652,836,290**	
Total Expenses	**408,659,354**	**443,155,079**	**511,791,091**	**544,755,310**	**598,835,473**	
Net Income (Before Cash Flow Adjustments)	**43,605,749**	**48,220,113**	**37,145,710**	**44,480,785**	**54,000,817**	
Budgeted Student Enrollment	**22,037**	**23,662**	**26,860**	**28,789**	**31,432**	
	Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
Staff Recruitment	3,504,516	3,711,804	4,714,186	5,236,006	5,882,304	
Student Recruitment / Marketing	5,825,878	6,170,450	7,363,158	8,097,448	9,130,728	
School Meals / Lunch	1,677,684	1,881,300	2,715,560	3,167,691	3,581,985	
Travel (Staff)	1,122,428	1,228,848	1,281,516	1,412,716	1,510,800	
Fundraising	-	-	-	-	-	
Other	4,710,758	6,389,872	8,567,466	12,314,120	13,482,885	
TOTAL SCHOOL OPERATIONS	71,897,750	75,721,538	92,588,786	103,487,109	116,120,091	
FACILITY OPERATION & MAINTENANCE						
Insurance	2,635,168	2,773,868	3,324,398	3,655,120	4,086,874	
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	153,168	161,664	175,638	189,414	214,500	
Repairs & Maintenance	1,653,216	1,744,920	1,895,520	2,044,050	2,314,422	
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	51,048	53,880	58,530	63,114	77,076	
TOTAL FACILITY OPERATION & MAINTENANCE	4,492,600	4,734,332	5,454,086	5,951,698	6,692,872	
DEPRECIATION & AMORTIZATION	10,471,996	10,433,398	10,396,726	10,361,890	10,328,794	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	**408,659,354**	**443,155,079**	**511,791,091**	**544,755,310**	**598,835,473**	
NET INCOME	**43,605,749**	**48,220,113**	**37,145,710**	**44,480,785**	**54,000,817**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: New York City Department of Education	22,037	23,662	26,860	28,789	31,432	
Other District 1:						
Other District 2:						
Other District 3:						
Other District 4:						
Other District 5:						
Other District 6:						
Other District 7:						
Other District 8:						
Other District 9:						
Other District 10:						
Other District 11:						
Other District 12:						
Other District 13:						
Other District 14:						
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**22,037**	**23,662**	**26,860**	**28,789**	**31,432**	
REVENUE PER PUPIL	**20,523**	**20,767**	**20,437**	**20,467**	**20,770**	
EXPENSES PER PUPIL	**18,544**	**18,729**	**19,054**	**18,922**	**19,052**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SUCCESS ACADEMY CHARTER SCHOOLS PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*						***NOTE:** State assumptions that are being made in the section provided*
Total Revenue	**452,265,103**	**491,375,192**	**548,936,801**	**589,236,095**	**652,836,290**	
Total Expenses	**408,659,354**	**443,155,079**	**511,791,091**	**544,755,310**	**598,835,473**	
Net Income (Before Cash Flow Adjustments)	**43,605,749**	**48,220,113**	**37,145,710**	**44,480,785**	**54,000,817**	
Budgeted Student Enrollment	**22,037**	**23,662**	**26,860**	**28,789**	**31,432**	
	Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**43,605,749**	**48,220,113**	**37,145,710**	**44,480,785**	**54,000,817**	
Beginning Cash Balance	-	43,605,749	91,825,861	128,971,571	173,452,356	
ENDING CASH BALANCE	**43,605,749**	**91,825,861**	**128,971,571**	**173,452,356**	**227,453,174**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
A	B	C	D	E	F	G	H
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	22,037	18,627	385,854,207	65,410,897	451,265,104	39,000,000,000	1.157%
Year 2 (2025-26)	23,662	18,881	419,949,534	70,425,656	490,375,190	39,000,000,000	1.257%
Year 3 (2026-27)	26,860	18,541	468,134,896	79,801,906	547,936,802	39,000,000,000	1.405%
Year 4 (2027-28)	28,789	18,520	501,181,943	87,054,152	588,236,095	39,000,000,000	1.508%
Year 5 (2028-29)	31,432	18,798	555,397,242	96,439,048	651,836,290	39,000,000,000	1.671%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Assuming a 4% increase to the 23-24 DOE budget of $37.5B
OTHER NOTES:	

***NOTE**

Please copy FISCAL IMPACT CHART (cell range B4:I14 and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2024-25)		-	-	-	-	-	#DIV/0!
Year 2 (2025-26)		-	-	-	-	-	#DIV/0!
Year 3 (2026-27)		-	-	-	-	-	#DIV/0!
Year 4 (2027-28)		-	-	-	-	-	#DIV/0!
Year 5 (2028-29)		-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

***NOTE**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26 and paste into the FISCAL IMPACT Section of the New School Proposal.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230210

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475
220301	Indian River Central School District	8,067	8,425

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School District	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South Otselic	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D. Young Central School District	13,199	13,599

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

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Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

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Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic

Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

SA Charter 1

Contact Name:
Contact Title:
Contact Email:
Contact Phone:

First Academic Year: 2024-25

Pre-Opening Period: July 1, 2023 - June 30, 2024

SA CHARTER 1

2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	90	75	90	113	140	4-5
1st Grade	Elementary School	100	81	110	113	140	5-6
2nd Grade	Elementary School		84	90	113	140	6-7
3rd Grade	Elementary School			90	90	101	7-8
4th Grade	Elementary School				81	81	8-9
5th Grade	*Middle School*					73	9-10
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		190	240	380	510	675	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	3	2	3	3	4
1st Grade	Elementary School	3	3	3	3	4
2nd Grade	Elementary School		3	3	3	4
3rd Grade	Elementary School			3	3	3
4th Grade	Elementary School				3	3
5th Grade	Middle School					3
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		6	8	12	15	21

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	30	38	30	38	35
1st Grade	Elementary School	33	27	37	38	35
2nd Grade	Elementary School	0	28	30	38	35
3rd Grade	Elementary School	0	0	30	30	34
4th Grade	Elementary School	0	0	0	27	27

5th Grade	Middle School	0	0	0	0	24
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	190	240	380	510	602
Total Middle School Enrollment	-	-	-	-	73
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment					
Total Enrollment	**190**	**240**	**380**	**510**	**675**
Change in Net Enrollment from Prior Year (Count)	190	50	140	130	165
Change in Net Enrollment from Prior Year (Percent)	100.0%	26.3%	58.3%	34.2%	32.4%
Anticipated rate of attrition (Percent)	5.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	190	240	380	510	675
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING	New York City Department of Education	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000
ENROLLMENT (*Charter School*)		190	240	380	510	675
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		Assuming a 4% increase on top of the 23-24 DOE budget of $37.5B				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						

***NOTE**

Enrollment by Grade
should equal
Enrollment by District

RED Numbers
indicate that corrections are necessary.

DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	

SA CHARTER 1

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190	240	380	510	675

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	0.0	0.0	0.0	0.0	0.0	
Instructional Management	1.0	1.0	1.0	1.0	1.0	Principals
Deans, Directors & Coordinators	0.0	1.0	2.0	2.0	3.0	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	4.0	4.0	5.0	5.0	6.0	BOMs, SOAs, OA's
Administrative Staff	0.0	0.0	0.0	0.0	0.0	
TOTAL ADMINISTRATIVE STAFF	5.0	6.0	8.0	8.0	10.0	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	14.0	22.0	28.0	28.0	33.0	
Teachers - SPED	2.0	2.0	3.0	3.0	4.0	
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	0.0	0.0	0.0	0.0	0.0	
Specialty Teachers	3.0	3.0	5.0	5.0	5.0	Scholar Talent
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	2.0	2.0	3.0	3.0	3.0	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP
Other	1.0	1.0	2.0	2.0	2.0	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student
TOTAL INSTRUCTIONAL	22.0	30.0	41.0	41.0	47.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	27.0	36.0	49.0	49.0	57.0	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190.00	240.00	380.00	510.00	675.00

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES						Description of Assumptions
	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	

SA CHARTER 1

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29	
	Grades	K-1	K-2	K-3	K-4	K-5	
	Enrollment	190	240	380	510	675	
Instructional Management	$ 139,050	$ 139,050	$ 143,222	$ 147,518	$ 151,944	$ 156,502	
Deans, Directors & Coordinators	$ 92,700	$ -	$ 92,700	$ 188,181	$ 193,826	$ 292,341	
CFO / Director of Finance		$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 66,839	$ 267,356	$ 275,377	$ 350,477	$ 360,991	$ 438,660	
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL ADMINISTRATIVE STAFF		$ 406,406	$ 511,298	$ 686,176	$ 706,761	$ 887,503	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 58,700	$ 885,850	$ 1,466,300	$ 1,935,360	$ 2,011,380	$ 2,465,377	
Teachers - SPED	$ 58,700	$ 126,550	$ 133,300	$ 207,360	$ 215,505	$ 298,834	
Substitute Teachers		$ -	$ -	$ -	$ -	$ -	
Teaching Assistants		$ -	$ -	$ -	$ -	$ -	
Specialty Teachers	$ 65,020	$ 200,912	$ 206,939	$ 355,247	$ 365,904	$ 380,540	
Aides		$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 68,976	$ 137,952	$ 142,091	$ 215,329	$ 221,789	$ 228,443	
Other	$ 69,977	$ 69,977	$ 72,076	$ 144,216	$ 148,542	$ 152,998	
TOTAL INSTRUCTIONAL		$ 1,421,241	$ 2,020,706	$ 2,857,511	$ 2,963,120	$ 3,526,192	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -	
TOTAL PERSONNEL SERVICE WAGES		$ 1,736,264	$ 2,354,764	$ 3,295,629	$ 3,412,990	$ 4,104,737	

SA CHARTER 1

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190	240	380	510	675

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STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190	240	380	510	675

SA CHARTER 1

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
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SA CHARTER 1

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
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SA CHARTER 1

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
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SA CHARTER 1

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	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
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SA CHARTER 1

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190	240	380	510	675

SA CHARTER 1

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190	240	380	510	675

SA CHARTER 1

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190	240	380	510	675

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			SA CHARTER 1 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*								***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue			**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses			**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)			**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment			**190**	**240**	**380**	**510**	**675**	
						34.21%		
			Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**1.6%**	**1.4%**	**-1.8%**	**-0.1%**	**1.50%**	
Per Pupil Revenue		Basic Tuition (2023-						
PRIMARY School District:	New York City Department of Education	18,340	3,326,782	4,259,554	6,622,845	8,878,488	11,927,204	GenEd Revenue calculated using Student FTE 94% of student enrollment
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	3,326,782	4,259,554	6,622,845	8,878,488	11,927,204	
Special Education Revenue			407,000	617,635	810,242	1,086,198	1,467,501	Assuming 12% of Gen Ed Revenue
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			3,733,782	4,877,189	7,433,087	9,964,686	13,394,705	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	-	-	-	-	
Title I			133,586	201,305	265,848	331,933	338,833	Conservative assumption that funding levels will remain constant. This may vary depending on specific location of propsed school
Title Funding - Other			-	-	-	-	-	
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			377,897	245,336	257,561	257,561	325,174	School start up grant; assuming increase in year 5 for addition of Middle School grade
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			511,483	446,641	523,409	589,494	664,007	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		SA CHARTER 1					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue		**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses		**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)		**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment		**190**	**240**	**380**	**510**	**675**	
					34.21%		
		Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	
TOTAL REVENUE		**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of						***NOTE:** For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	139,050	143,222	147,518	151,944	156,502	Principals
Deans, Directors & Coordinators	-	-	92,700	188,181	193,826	292,341	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	4.00	267,356	275,377	350,477	360,991	438,660	BOMs, SOAs, OA's
Administrative Staff	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	5.00	406,406	511,298	686,176	706,761	887,503	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	14.00	885,850	1,466,300	1,935,360	2,011,380	2,465,377	
Teachers - SPED	2.00	126,550	133,300	207,360	215,505	298,834	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	3.00	200,912	206,939	355,247	365,904	380,540	Scholar Talent
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.00	137,952	142,091	215,329	221,789	228,443	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP Counselors
Other	1.00	69,977	72,076	144,216	148,542	152,998	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student Life Coordinator, Scholar
TOTAL INSTRUCTIONAL	22.00	1,421,241	2,020,706	2,857,511	2,963,120	3,526,192	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	27.00	1,736,264	2,354,764	3,295,629	3,412,990	4,104,737	Includes staff attrition - FY25 - 5%; FY26-29 - 7%
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		158,372	240,290	301,198	311,920	375,036	Assuming 9% of salaries
Fringe / Employee Benefits		175,431	266,173	333,641	345,519	415,433	Assuming 10% of salaries
Retirement / Pension		46,990	71,296	89,367	92,549	111,276	Assuming 3% of salaries
TOTAL PAYROLL TAXES AND BENEFITS		380,793	577,759	724,206	749,988	901,744	Assuming 22% of salaries
TOTAL PERSONNEL SERVICE COSTS	27.00	2,117,057	2,932,523	4,019,836	4,162,978	5,006,480	
CONTRACTED SERVICES							
Accounting / Audit		1,695	1,763	1,833	2,358	3,966	One time annual expense; assuming 4% inflation
Legal							

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SA CHARTER 1 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment	**190**	**240**	**380**	**510**	**675**	
				34.21%		
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
Management Company Fee	734,760	940,752	1,457,376	1,937,735	2,616,044	Rate * Student FTE (.94% of enrollment) FY25 - $4,114; FY26 - $4170; FY27 - $4,080; FY28 - $4,042; FY29 - $4,123
Nurse Services						
Food Service / School Lunch						
Payroll Services	2,736	3,541	4,438	4,596	5,526	.13% of salaries + 4% inflation
Special Ed Services						
Titlement Services (i.e. Title I)						
Other Purchased / Professional / Consulting	103,957	133,722	224,880	313,885	439,439	Increasing in line with staffing + 4% inflation
TOTAL CONTRACTED SERVICES	843,148	1,079,777	1,688,528	2,258,574	3,064,975	
SCHOOL OPERATIONS						
Board Expenses						
Classroom / Teaching Supplies & Materials	33,821	43,504	73,162	102,118	142,965	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Special Ed Supplies & Materials						
Textbooks / Workbooks	25,573	32,895	55,320	77,214	108,100	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Supplies & Materials other	20,642	26,552	44,653	62,326	87,256	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Equipment / Furniture	20,829	26,793	45,057	62,890	88,046	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater increase in year 5 for addition of MS grade
Telephone	12,372	15,914	26,763	37,356	52,298	Per staff driver + 4% inflation; greater increase in yr 5 in line with addition of MS grade
Technology	212,935	160,127	156,925	153,786	161,475	Yr 1 - tech costs of opening a new school; decreases year over year; yr 5 - increase in line with addition of new
Student Testing & Assessment	14,508	18,662	31,384	43,805	61,327	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Field Trips	16,562	21,304	35,827	50,007	70,010	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Transportation (student)	12,906	16,601	27,918	38,968	53,638	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Student Services - other	42,677	54,896	92,319	128,858	180,401	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Office Expense	78,937	101,538	170,757	238,340	333,676	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater increase in year 5 for addition of MS grade
Staff Development	60,629	77,988	131,153	183,061	256,285	Staff professional development; Per staff driver + 4% inflation; greater increase in yr 5 in line with addition of MS
Staff Recruitment	33,206	42,714	71,831	100,261	140,365	
Student Recruitment / Marketing	55,193	70,995	119,393	166,648	233,307	
School Meals / Lunch	15,474	19,905	33,473	46,722	65,411	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Travel (Staff)	3,738	4,808	8,086	11,286	15,800	
Fundraising						
Other	13,203	18,067	28,561	39,865	55,811	Staff non-travel food & staff incentives; increasing in line with staff growth +4% inflation rate
TOTAL SCHOOL OPERATIONS	673,205	753,264	1,152,582	1,543,511	2,106,173	
FACILITY OPERATION & MAINTENANCE						
Insurance	22,528	28,978	48,733	68,020	111,979	
Janitorial						
Building and Land Rent / Lease / Facility Finance Interest	1,543	1,984	3,338	4,659	7,670	Facility occupance & Facility permit expenses; increasing in line with scholar + staff growth + 4% inflation rate;
Repairs & Maintenance	16,621	21,380	35,955	50,185	82,617	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater
Equipment / Furniture						
Security						
Utilities	513	660	1,110	1,549	2,550	increasing year-over-year in line with scholar growth +4% inflation rate
TOTAL FACILITY OPERATION & MAINTENANCE	41,205	53,003	89,136	124,413	204,816	
DEPRECIATION & AMORTIZATION	128,666	122,233	116,121	110,315	104,799	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SA CHARTER 1					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment	**190**	**240**	**380**	**510**	**675**	
				34.21%		
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
NET INCOME	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
ENROLLMENT - *School Districts Are Linked To Above Entries*		115.99%	43.02%	16.04%	27.90%	
PRIMARY School District: New York City Department of Education	190	240	380	510	675	
Other District 1:						
Other District 2:						
Other District 3:						
Other District 4:						
Other District 5:						
Other District 6:						
Other District 7:						
Other District 8:						
Other District 9:						
Other District 10:						
Other District 11:						
Other District 12:						
Other District 13:						
Other District 14:						
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**190**	**240**	**380**	**510**	**675**	
REVENUE PER PUPIL	**22,344**	**22,183**	**20,938**	**20,694**	**20,828**	
EXPENSES PER PUPIL	**20,017**	**20,587**	**18,595**	**16,078**	**15,537**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Beginning Cash Balance	-	441,984	825,014	1,715,308	4,069,697	
ENDING CASH BALANCE	**441,984**	**825,014**	**1,715,308**	**4,069,697**	**7,641,164**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
A	B	C	D	E	F	G	H
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	190	18,627	3,326,782	918,483	4,245,265	39,000,000,000	0.011%
Year 2 (2025-26)	240	18,881	4,259,554	1,064,276	5,323,830	39,000,000,000	0.014%
Year 3 (2026-27)	380	18,541	6,622,845	1,333,651	7,956,496	39,000,000,000	0.020%
Year 4 (2027-28)	510	18,520	8,878,488	1,675,692	10,554,180	39,000,000,000	0.027%
Year 5 (2028-29)	675	18,798	11,927,204	2,131,508	14,058,712	39,000,000,000	0.036%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Assuming a 4% increase on top of the 23-24 DOE budget of $37.5B
OTHER NOTES:	Calculated Gen Ed revenue using student FTE (94% of enrollment)

***NOTE**

Please copy FISCAL IMPACT CHART (cell range B4:I14 and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2024-25)		-	-	-	-	-	#DIV/0!
Year 2 (2025-26)		-	-	-	-	-	#DIV/0!
Year 3 (2026-27)		-	-	-	-	-	#DIV/0!
Year 4 (2027-28)		-	-	-	-	-	#DIV/0!
Year 5 (2028-29)		-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

***NOTE**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26 and paste into the FISCAL IMPACT Section of the New School Proposal.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School District	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South Otselic	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

SA Charter 2

Contact Name:
Contact Title:
Contact Email:
Contact Phone:

First Academic Year: 2024-25

Pre-Opening Period: July 1, 2023 - June 30, 2024

SA CHARTER 2

2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	90	75	90	113	140	4-5
1st Grade	Elementary School	100	81	110	113	140	5-6
2nd Grade	Elementary School		84	90	113	140	6-7
3rd Grade	Elementary School			90	90	101	7-8
4th Grade	Elementary School				81	81	8-9
5th Grade	*Middle School*					73	9-10
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		190	240	380	510	675	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	3	2	3	3	4
1st Grade	Elementary School	3	3	3	3	4
2nd Grade	Elementary School		3	3	3	4
3rd Grade	Elementary School			3	3	3
4th Grade	Elementary School				3	3
5th Grade	Middle School					3
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		6	8	12	15	21

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	30	38	30	38	35
1st Grade	Elementary School	33	27	37	38	35
2nd Grade	Elementary School	0	28	30	38	35
3rd Grade	Elementary School	0	0	30	30	34
4th Grade	Elementary School	0	0	0	27	27
5th Grade	Middle School	0	0	0	0	24
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0

8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	190	240	380	510	602
Total Middle School Enrollment	-	-	-	-	73
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment					
Total Enrollment	**190**	**240**	**380**	**510**	**675**
Change in Net Enrollment from Prior Year (Count)	190	50	140	130	165
Change in Net Enrollment from Prior Year (Percent)	100.0%	26.3%	58.3%	34.2%	32.4%
Anticipated rate of attrition (Percent)	5.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	190	240	380	510	675
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING	New York City Department of Education	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000
ENROLLMENT (*Charter School*)		190	240	380	510	675
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		Assuming a 4% increase on top of the 23-24 DOE budget of $37.5B				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

***N**

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SA CHARTER 2

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190	240	380	510	675

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	0.0	0.0	0.0	0.0	0.0	
Instructional Management	1.0	1.0	1.0	1.0	1.0	Principals
Deans, Directors & Coordinators	0.0	1.0	2.0	2.0	3.0	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	4.0	4.0	5.0	5.0	6.0	BOMs, SOAs, OA's
Administrative Staff	0.0	0.0	0.0	0.0	0.0	
TOTAL ADMINISTRATIVE STAFF	5.0	6.0	8.0	8.0	10.0	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	14.0	22.0	28.0	28.0	33.0	
Teachers - SPED	2.0	2.0	3.0	3.0	4.0	
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	0.0	0.0	0.0	0.0	0.0	
Specialty Teachers	3.0	3.0	5.0	5.0	5.0	Scholar Talent
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	2.0	2.0	3.0	3.0	3.0	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP
Other	1.0	1.0	2.0	2.0	2.0	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student
TOTAL INSTRUCTIONAL	22.0	30.0	41.0	41.0	47.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	27.0	36.0	49.0	49.0	57.0	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190.00	240.00	380.00	510.00	675.00

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES						Description of Assumptions
	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 139,050	$ 139,050	$ 143,222	$ 147,518	$ 151,944	$ 156,502	
Deans, Directors & Coordinators	$ 92,700	$ -	$ 92,700	$ 188,181	$ 193,826	$ 292,341	
CFO / Director of Finance		$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 66,839	$ 267,356	$ 275,377	$ 350,477	$ 360,991	$ 438,660	
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL ADMINISTRATIVE STAFF		$ 406,406	$ 511,298	$ 686,176	$ 706,761	$ 887,503	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 58,700	$ 885,850	$ 1,466,300	$ 1,935,360	$ 2,011,380	$ 2,465,377	
Teachers - SPED	$ 58,700	$ 126,550	$ 133,300	$ 207,360	$ 215,505	$ 298,834	
Substitute Teachers		$ -	$ -	$ -	$ -	$ -	

SA CHARTER 2

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29	
	Grades	K-1	K-2	K-3	K-4	K-5	
	Enrollment	190	240	380	510	675	
Teaching Assistants		$ -	$ -	$ -	$ -	$ -	
Specialty Teachers	$ 65,020	$ 200,912	$ 206,939	$ 355,247	$ 365,904	$ 380,540	
Aides		$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 68,976	$ 137,952	$ 142,091	$ 215,329	$ 221,789	$ 228,443	
Other	$ 69,977	$ 69,977	$ 72,076	$ 144,216	$ 148,542	$ 152,998	
TOTAL INSTRUCTIONAL		$ 1,421,241	$ 2,020,706	$ 2,857,511	$ 2,963,120	$ 3,526,192	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -	
TOTAL PERSONNEL SERVICE WAGES		$ 1,736,264	$ 2,354,764	$ 3,295,629	$ 3,412,990	$ 4,104,737	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			SA CHARTER 2					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be			PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses			**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)			**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment			**190**	**240**	**380**	**510**	**675**	
						34.21%		
			Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**1.6%**	**1.4%**	**-1.8%**	**-0.1%**	**1.50%**	
Per Pupil Revenue		Basic Tuition (2023-						
PRIMARY School District:	New York City Department of Education	18,340	3,326,782	4,259,554	6,622,845	8,878,488	11,927,204	GenEd Revenue calculated using Student FTE 94% of student enrollment
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	3,326,782	4,259,554	6,622,845	8,878,488	11,927,204	
Special Education Revenue			407,000	617,635	810,242	1,086,198	1,467,501	Assuming 12% of Gen Ed Revenue
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			3,733,782	4,877,189	7,433,087	9,964,686	13,394,705	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	-	-	-	-	
Title I			133,586	201,305	265,848	331,933	338,833	Conservative assumption that funding levels will remain constant. This may vary depending on specific location of propsed school
Title Funding - Other			-	-	-	-	-	
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			377,897	245,336	257,561	257,561	325,174	School start up grant; assuming increase in year 5 for addition of Middle School grade
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			511,483	446,641	523,409	589,494	664,007	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	
TOTAL REVENUE			**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management		-	-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		SA CHARTER 2 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses		**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)		**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment		**190**	**240**	**380**	**510**	**675**	
					34.21%		
		Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
Instructional Management	1.00	139,050	143,222	147,518	151,944	156,502	Principals
Deans, Directors & Coordinators	-	-	92,700	188,181	193,826	292,341	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	4.00	267,356	275,377	350,477	360,991	438,660	BOMs, SOAs, OA's
Administrative Staff	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	5.00	406,406	511,298	686,176	706,761	887,503	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	14.00	885,850	1,466,300	1,935,360	2,011,380	2,465,377	
Teachers - SPED	2.00	126,550	133,300	207,360	215,505	298,834	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	3.00	200,912	206,939	355,247	365,904	380,540	Scholar Talent
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.00	137,952	142,091	215,329	221,789	228,443	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP Counselors
Other	1.00	69,977	72,076	144,216	148,542	152,998	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student Life Coordinator, Scholar
TOTAL INSTRUCTIONAL	22.00	1,421,241	2,020,706	2,857,511	2,963,120	3,526,192	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	27.00	1,736,264	2,354,764	3,295,629	3,412,990	4,104,737	Includes staff attrition - FY25 - 5%; FY26-29 - 7%
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		158,372	240,290	301,198	311,920	375,036	Assuming 9% of salaries
Fringe / Employee Benefits		175,431	266,173	333,641	345,519	415,433	Assuming 10% of salaries
Retirement / Pension		46,990	71,296	89,367	92,549	111,276	Assuming 3% of salaries
TOTAL PAYROLL TAXES AND BENEFITS		380,793	577,759	724,206	749,988	901,744	Assuming 22% of salaries
TOTAL PERSONNEL SERVICE COSTS	27.00	2,117,057	2,932,523	4,019,836	4,162,978	5,006,480	
CONTRACTED SERVICES							
Accounting / Audit		1,695	1,763	1,833	2,358	3,966	One time annual expense; assuming 4% inflation
Legal							
Management Company Fee		734,760	940,752	1,457,376	1,937,735	2,616,044	Rate * Student FTE (.94% of enrollment) FY25 - $4,114; FY26 - $4170; FY27 - $4,080; FY28 - $4,042; FY29 - $4,123
Nurse Services							
Food Service / School Lunch							
Payroll Services		2,736	3,541	4,438	4,596	5,526	.13% of salaries + 4% inflation
Special Ed Services							
Titlement Services (i.e. Title I)							
Other Purchased / Professional / Consulting		103,957	133,722	224,880	313,885	439,439	Increasing in line with staffing + 4% inflation
TOTAL CONTRACTED SERVICES		843,148	1,079,777	1,688,528	2,258,574	3,064,975	
SCHOOL OPERATIONS							
Board Expenses							
Classroom / Teaching Supplies & Materials		33,821	43,504	73,162	102,118	142,965	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Special Ed Supplies & Materials							
Textbooks / Workbooks		25,573	32,895	55,320	77,214	108,100	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Supplies & Materials other		20,642	26,552	44,653	62,326	87,256	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Equipment / Furniture		20,829	26,793	45,057	62,890	88,046	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater increase in year 5 for addition of MS grade
Telephone		12,372	15,914	26,763	37,356	52,298	Per staff driver + 4% inflation; greater increase in yr 5 in line with addition of MS grade
Technology		212,935	160,127	156,925	153,786	161,475	Yr 1 - tech costs of opening a new school; decreases year over year; yr 5 - increase in line with addition of new

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SA CHARTER 2 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment	**190**	**240**	**380**	**510**	**675**	
				34.21%		
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
Student Testing & Assessment	14,508	18,662	31,384	43,805	61,327	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Field Trips	16,562	21,304	35,827	50,007	70,010	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Transportation (student)	12,906	16,601	27,918	38,968	53,638	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Student Services - other	42,677	54,896	92,319	128,858	180,401	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Office Expense	78,937	101,538	170,757	238,340	333,676	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater increase in year 5 for addition of MS grade
Staff Development	60,629	77,988	131,153	183,061	256,285	Staff professional development; Per staff driver + 4% inflation; greater increase in yr 5 in line with addition of MS
Staff Recruitment	33,206	42,714	71,831	100,261	140,365	
Student Recruitment / Marketing	55,193	70,995	119,393	166,648	233,307	
School Meals / Lunch	15,474	19,905	33,473	46,722	65,411	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Travel (Staff)	3,738	4,808	8,086	11,286	15,800	
Fundraising						
Other	13,203	18,067	28,561	39,865	55,811	Staff non-travel food & staff incentives; increasing in line with staff growth +4% inflation rate
TOTAL SCHOOL OPERATIONS	673,205	753,264	1,152,582	1,543,511	2,106,173	
FACILITY OPERATION & MAINTENANCE						
Insurance	22,528	28,978	48,733	68,020	111,979	
Janitorial						
Building and Land Rent / Lease / Facility Finance Interest	1,543	1,984	3,338	4,659	7,670	Facility occupance & Facility permit expenses; increasing in line with scholar + staff growth + 4% inflation rate;
Repairs & Maintenance	16,621	21,380	35,955	50,185	82,617	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater
Equipment / Furniture						
Security						
Utilities	513	660	1,110	1,549	2,550	increasing year-over-year in line with scholar growth +4% inflation rate
TOTAL FACILITY OPERATION & MAINTENANCE	41,205	53,003	89,136	124,413	204,816	
DEPRECIATION & AMORTIZATION	128,666	122,233	116,121	110,315	104,799	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
NET INCOME	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
ENROLLMENT - *School Districts Are Linked To Above Entries*		115.99%	43.02%	16.04%	27.90%	
PRIMARY School District: New York City Department of Education	190	240	380	510	675	
Other District 1:						
Other District 2:						
Other District 3:						
Other District 4:						
Other District 5:						
Other District 6:						
Other District 7:						
Other District 8:						
Other District 9:						
Other District 10:						
Other District 11:						
Other District 12:						
Other District 13:						
Other District 14:						
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**190**	**240**	**380**	**510**	**675**	
REVENUE PER PUPIL	**22,344**	**22,183**	**20,938**	**20,694**	**20,828**	
EXPENSES PER PUPIL	**20,017**	**20,587**	**18,595**	**16,078**	**15,537**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SA CHARTER 2 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment	**190**	**240**	**380**	**510**	**675**	
				34.21%		
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Beginning Cash Balance	-	441,984	825,014	1,715,308	4,069,697	
ENDING CASH BALANCE	**441,984**	**825,014**	**1,715,308**	**4,069,697**	**7,641,164**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
A	B	C	D	E	F	G	H
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	190	18,627	3,326,782	918,483	4,245,265	39,000,000,000	0.011%
Year 2 (2025-26)	240	18,881	4,259,554	1,064,276	5,323,830	39,000,000,000	0.014%
Year 3 (2026-27)	380	18,541	6,622,845	1,333,651	7,956,496	39,000,000,000	0.020%
Year 4 (2027-28)	510	18,520	8,878,488	1,675,692	10,554,180	39,000,000,000	0.027%
Year 5 (2028-29)	675	18,798	11,927,204	2,131,508	14,058,712	39,000,000,000	0.036%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Assuming a 4% increase on top of the 23-24 DOE budget of $37.5B
OTHER NOTES:	Calculated Gen Ed revenue using student FTE (94% of enrollment)

***NOTE**

Please copy FISCAL IMPACT CHART (cell range B4:I14 and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2024-25)		-	-	-	-	-	#DIV/0!
Year 2 (2025-26)		-	-	-	-	-	#DIV/0!
Year 3 (2026-27)		-	-	-	-	-	#DIV/0!
Year 4 (2027-28)		-	-	-	-	-	#DIV/0!
Year 5 (2028-29)		-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

***NOTE**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26 and paste into the FISCAL IMPACT Section of the New School Proposal.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719

Charter Funding Alphabetical By NYS School District
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District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537

Charter Funding Alphabetical By NYS School District
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District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475

Charter Funding Alphabetical By NYS School District
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District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355

Charter Funding Alphabetical By NYS School District
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District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School District	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South Otselic	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

SA Charter 3

Contact Name:
Contact Title:
Contact Email:
Contact Phone:

First Academic Year: 2024-25

Pre-Opening Period: July 1, 2023 - June 30, 2024

SA CHARTER 3

2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	90	75	90	113	140	4-5
1st Grade	Elementary School	100	81	110	113	140	5-6
2nd Grade	Elementary School		84	90	113	140	6-7
3rd Grade	Elementary School			90	90	101	7-8
4th Grade	Elementary School				81	81	8-9
5th Grade	*Middle School*					73	9-10
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		190	240	380	510	675	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	3	2	3	3	4
1st Grade	Elementary School	3	3	3	3	4
2nd Grade	Elementary School		3	3	3	4
3rd Grade	Elementary School			3	3	3
4th Grade	Elementary School				3	3
5th Grade	Middle School					3
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		6	8	12	15	21

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	30	38	30	38	35
1st Grade	Elementary School	33	27	37	38	35
2nd Grade	Elementary School	0	28	30	38	35

3rd Grade	Elementary School	0	0	30	30	34
4th Grade	Elementary School	0	0	0	27	27
5th Grade	Middle School	0	0	0	0	24
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	190	240	380	510	602
Total Middle School Enrollment	-	-	-	-	73
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment					
Total Enrollment	**190**	**240**	**380**	**510**	**675**
Change in Net Enrollment from Prior Year (Count)	190	50	140	130	165
Change in Net Enrollment from Prior Year (Percent)	100.0%	26.3%	58.3%	34.2%	32.4%
Anticipated rate of attrition (Percent)	5.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	190	240	380	510	675
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING	New York City Department of Education	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000
ENROLLMENT (*Charter School*)		190	240	380	510	675
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		Assuming a 4% increase on top of the 23-24 DOE budget of $37.5B				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**

DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)					
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)					

SA CHARTER 3

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190	240	380	510	675

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	0.0	0.0	0.0	0.0	0.0	
Instructional Management	1.0	1.0	1.0	1.0	1.0	Principals
Deans, Directors & Coordinators	0.0	1.0	2.0	2.0	3.0	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	4.0	4.0	5.0	5.0	6.0	BOMs, SOAs, OA's
Administrative Staff	0.0	0.0	0.0	0.0	0.0	
TOTAL ADMINISTRATIVE STAFF	5.0	6.0	8.0	8.0	10.0	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	14.0	22.0	28.0	28.0	33.0	
Teachers - SPED	2.0	2.0	3.0	3.0	4.0	
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	0.0	0.0	0.0	0.0	0.0	
Specialty Teachers	3.0	3.0	5.0	5.0	5.0	Scholar Talent
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	2.0	2.0	3.0	3.0	3.0	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP
Other	1.0	1.0	2.0	2.0	2.0	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student
TOTAL INSTRUCTIONAL	22.0	30.0	41.0	41.0	47.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	27.0	36.0	49.0	49.0	57.0	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190.00	240.00	380.00	510.00	675.00

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES						Description of Assumptions
	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 139,050	$ 139,050	$ 143,222	$ 147,518	$ 151,944	$ 156,502	
Deans, Directors & Coordinators	$ 92,700	$ -	$ 92,700	$ 188,181	$ 193,826	$ 292,341	
CFO / Director of Finance		$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 66,839	$ 267,356	$ 275,377	$ 350,477	$ 360,991	$ 438,660	
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL ADMINISTRATIVE STAFF		$ 406,406	$ 511,298	$ 686,176	$ 706,761	$ 887,503	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 58,700	$ 885,850	$ 1,466,300	$ 1,935,360	$ 2,011,380	$ 2,465,377	
Teachers - SPED	$ 58,700	$ 126,550	$ 133,300	$ 207,360	$ 215,505	$ 298,834	
Substitute Teachers		$ -	$ -	$ -	$ -	$ -	

SA CHARTER 3

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29	
	Grades	K-1	K-2	K-3	K-4	K-5	
	Enrollment	190	240	380	510	675	
Teaching Assistants		$ -	$ -	$ -	$ -	$ -	
Specialty Teachers	$ 65,020	$ 200,912	$ 206,939	$ 355,247	$ 365,904	$ 380,540	
Aides		$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 68,976	$ 137,952	$ 142,091	$ 215,329	$ 221,789	$ 228,443	
Other	$ 69,977	$ 69,977	$ 72,076	$ 144,216	$ 148,542	$ 152,998	
TOTAL INSTRUCTIONAL		$ 1,421,241	$ 2,020,706	$ 2,857,511	$ 2,963,120	$ 3,526,192	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -	
TOTAL PERSONNEL SERVICE WAGES		$ 1,736,264	$ 2,354,764	$ 3,295,629	$ 3,412,990	$ 4,104,737	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			SA CHARTER 3					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be			PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses			**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)			**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment			**190**	**240**	**380**	**510**	**675**	
						34.21%		
			Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**1.6%**	**1.4%**	**-1.8%**	**-0.1%**	**1.50%**	
Per Pupil Revenue		Basic Tuition (2023-						
PRIMARY School District:	New York City Department of Education	18,340	3,326,782	4,259,554	6,622,845	8,878,488	11,927,204	GenEd Revenue calculated using Student FTE 94% of student enrollment
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	3,326,782	4,259,554	6,622,845	8,878,488	11,927,204	
Special Education Revenue			407,000	617,635	810,242	1,086,198	1,467,501	Assuming 12% of Gen Ed Revenue
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			3,733,782	4,877,189	7,433,087	9,964,686	13,394,705	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	-	-	-	-	
Title I			133,586	201,305	265,848	331,933	338,833	Conservative assumption that funding levels will remain constant. This may vary depending on specific location of propsed school
Title Funding - Other			-	-	-	-	-	
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			377,897	245,336	257,561	257,561	325,174	School start up grant; assuming increase in year 5 for addition of Middle School grade
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			511,483	446,641	523,409	589,494	664,007	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	
TOTAL REVENUE			**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management		-	-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		SA CHARTER 3 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses		**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)		**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment		**190**	**240**	**380**	**510**	**675**	
					34.21%		
		Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
Instructional Management	1.00	139,050	143,222	147,518	151,944	156,502	Principals
Deans, Directors & Coordinators	-	-	92,700	188,181	193,826	292,341	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	4.00	267,356	275,377	350,477	360,991	438,660	BOMs, SOAs, OA's
Administrative Staff	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	5.00	406,406	511,298	686,176	706,761	887,503	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	14.00	885,850	1,466,300	1,935,360	2,011,380	2,465,377	
Teachers - SPED	2.00	126,550	133,300	207,360	215,505	298,834	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	3.00	200,912	206,939	355,247	365,904	380,540	Scholar Talent
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.00	137,952	142,091	215,329	221,789	228,443	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP Counselors
Other	1.00	69,977	72,076	144,216	148,542	152,998	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student Life Coordinator, Scholar
TOTAL INSTRUCTIONAL	22.00	1,421,241	2,020,706	2,857,511	2,963,120	3,526,192	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	27.00	1,736,264	2,354,764	3,295,629	3,412,990	4,104,737	Includes staff attrition - FY25 - 5%; FY26-29 - 7%
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		158,372	240,290	301,198	311,920	375,036	Assuming 9% of salaries
Fringe / Employee Benefits		175,431	266,173	333,641	345,519	415,433	Assuming 10% of salaries
Retirement / Pension		46,990	71,296	89,367	92,549	111,276	Assuming 3% of salaries
TOTAL PAYROLL TAXES AND BENEFITS		380,793	577,759	724,206	749,988	901,744	Assuming 22% of salaries
TOTAL PERSONNEL SERVICE COSTS	27.00	2,117,057	2,932,523	4,019,836	4,162,978	5,006,480	
CONTRACTED SERVICES							
Accounting / Audit		1,695	1,763	1,833	2,358	3,966	One time annual expense; assuming 4% inflation
Legal							
Management Company Fee		734,760	940,752	1,457,376	1,937,735	2,616,044	Rate * Student FTE (.94% of enrollment) FY25 - $4,114; FY26 - $4170; FY27 - $4,080; FY28 - $4,042; FY29 - $4,123
Nurse Services							
Food Service / School Lunch							
Payroll Services		2,736	3,541	4,438	4,596	5,526	.13% of salaries + 4% inflation
Special Ed Services							
Titlement Services (i.e. Title I)							
Other Purchased / Professional / Consulting		103,957	133,722	224,880	313,885	439,439	Increasing in line with staffing + 4% inflation
TOTAL CONTRACTED SERVICES		843,148	1,079,777	1,688,528	2,258,574	3,064,975	
SCHOOL OPERATIONS							
Board Expenses							
Classroom / Teaching Supplies & Materials		33,821	43,504	73,162	102,118	142,965	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Special Ed Supplies & Materials							
Textbooks / Workbooks		25,573	32,895	55,320	77,214	108,100	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Supplies & Materials other		20,642	26,552	44,653	62,326	87,256	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Equipment / Furniture		20,829	26,793	45,057	62,890	88,046	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater increase in year 5 for addition of MS grade
Telephone		12,372	15,914	26,763	37,356	52,298	Per staff driver + 4% inflation; greater increase in yr 5 in line with addition of MS grade
Technology		212,935	160,127	156,925	153,786	161,475	Yr 1 - tech costs of opening a new school; decreases year over year; yr 5 - increase in line with addition of new

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SA CHARTER 3 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment	**190**	**240**	**380**	**510**	**675**	
				34.21%		
	Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
Student Testing & Assessment	14,508	18,662	31,384	43,805	61,327	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Field Trips	16,562	21,304	35,827	50,007	70,010	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Transportation (student)	12,906	16,601	27,918	38,968	53,638	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Student Services - other	42,677	54,896	92,319	128,858	180,401	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Office Expense	78,937	101,538	170,757	238,340	333,676	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater increase in year 5 for addition of MS grade
Staff Development	60,629	77,988	131,153	183,061	256,285	Staff professional development; Per staff driver + 4% inflation; greater increase in yr 5 in line with addition of MS
Staff Recruitment	33,206	42,714	71,831	100,261	140,365	
Student Recruitment / Marketing	55,193	70,995	119,393	166,648	233,307	
School Meals / Lunch	15,474	19,905	33,473	46,722	65,411	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Travel (Staff)	3,738	4,808	8,086	11,286	15,800	
Fundraising						
Other	13,203	18,067	28,561	39,865	55,811	Staff non-travel food & staff incentives; increasing in line with staff growth +4% inflation rate
TOTAL SCHOOL OPERATIONS	673,205	753,264	1,152,582	1,543,511	2,106,173	
FACILITY OPERATION & MAINTENANCE						
Insurance	22,528	28,978	48,733	68,020	111,979	
Janitorial						
Building and Land Rent / Lease / Facility Finance Interest	1,543	1,984	3,338	4,659	7,670	Facility occupance & Facility permit expenses; increasing in line with scholar + staff growth + 4% inflation rate;
Repairs & Maintenance	16,621	21,380	35,955	50,185	82,617	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater
Equipment / Furniture						
Security						
Utilities	513	660	1,110	1,549	2,550	increasing year-over-year in line with scholar growth +4% inflation rate
TOTAL FACILITY OPERATION & MAINTENANCE	41,205	53,003	89,136	124,413	204,816	
DEPRECIATION & AMORTIZATION	128,666	122,233	116,121	110,315	104,799	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
NET INCOME	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
ENROLLMENT - *School Districts Are Linked To Above Entries*		115.99%	43.02%	16.04%	27.90%	
PRIMARY School District: New York City Department of Education	190	240	380	510	675	
Other District 1:						
Other District 2:						
Other District 3:						
Other District 4:						
Other District 5:						
Other District 6:						
Other District 7:						
Other District 8:						
Other District 9:						
Other District 10:						
Other District 11:						
Other District 12:						
Other District 13:						
Other District 14:						
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**190**	**240**	**380**	**510**	**675**	
REVENUE PER PUPIL	**22,344**	**22,183**	**20,938**	**20,694**	**20,828**	
EXPENSES PER PUPIL	**20,017**	**20,587**	**18,595**	**16,078**	**15,537**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SA CHARTER 3 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment	**190**	**240**	**380**	**510**	**675**	
				34.21%		
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Beginning Cash Balance	-	441,984	825,014	1,715,308	4,069,697	
ENDING CASH BALANCE	**441,984**	**825,014**	**1,715,308**	**4,069,697**	**7,641,164**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
A	B	C	D	E	F	G	H
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	190	18,627	3,326,782	918,483	4,245,265	39,000,000,000	0.011%
Year 2 (2025-26)	240	18,881	4,259,554	1,064,276	5,323,830	39,000,000,000	0.014%
Year 3 (2026-27)	380	18,541	6,622,845	1,333,651	7,956,496	39,000,000,000	0.020%
Year 4 (2027-28)	510	18,520	8,878,488	1,675,692	10,554,180	39,000,000,000	0.027%
Year 5 (2028-29)	675	18,798	11,927,204	2,131,508	14,058,712	39,000,000,000	0.036%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Assuming a 4% increase on top of the 23-24 DOE budget of $37.5B
OTHER NOTES:	Calculated Gen Ed revenue using student FTE (94% of enrollment)

***NOTE**

Please copy FISCAL IMPACT CHART (cell range B4:I14 and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2024-25)		-	-	-	-	-	#DIV/0!
Year 2 (2025-26)		-	-	-	-	-	#DIV/0!
Year 3 (2026-27)		-	-	-	-	-	#DIV/0!
Year 4 (2027-28)		-	-	-	-	-	#DIV/0!
Year 5 (2028-29)		-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

***NOTE**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26 and paste into the FISCAL IMPACT Section of the New School Proposal.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School District	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South Otselic	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

SA Charter 4

Contact Name:
Contact Title:
Contact Email:
Contact Phone:

First Academic Year: 2024-25

Pre-Opening Period: July 1, 2023 - June 30, 2024

SA CHARTER 4

2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	90	75	90	113	140	4-5
1st Grade	Elementary School	100	81	110	113	140	5-6
2nd Grade	Elementary School		84	90	113	140	6-7
3rd Grade	Elementary School			90	90	101	7-8
4th Grade	Elementary School				81	81	8-9
5th Grade	*Middle School*					73	9-10
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		190	240	380	510	675	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	3	2	3	3	4
1st Grade	Elementary School	3	3	3	3	4
2nd Grade	Elementary School		3	3	3	4
3rd Grade	Elementary School			3	3	3
4th Grade	Elementary School				3	3
5th Grade	Middle School					3
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		6	8	12	15	21

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	30	38	30	38	35
1st Grade	Elementary School	33	27	37	38	35
2nd Grade	Elementary School	0	28	30	38	35
3rd Grade	Elementary School	0	0	30	30	34
4th Grade	Elementary School	0	0	0	27	27
5th Grade	Middle School	0	0	0	0	24
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0

8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	190	240	380	510	602
Total Middle School Enrollment	-	-	-	-	73
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment					
Total Enrollment	**190**	**240**	**380**	**510**	**675**
Change in Net Enrollment from Prior Year (Count)	190	50	140	130	165
Change in Net Enrollment from Prior Year (Percent)	100.0%	26.3%	58.3%	34.2%	32.4%
Anticipated rate of attrition (Percent)	5.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	190	240	380	510	675
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING	New York City Department of Education	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000
ENROLLMENT (*Charter School*)		190	240	380	510	675
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		Assuming a 4% increase on top of the 23-24 DOE budget of $37.5B				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

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SA CHARTER 4

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190	240	380	510	675

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	0.0	0.0	0.0	0.0	0.0	
Instructional Management	1.0	1.0	1.0	1.0	1.0	Principals
Deans, Directors & Coordinators	0.0	1.0	2.0	2.0	3.0	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	4.0	4.0	5.0	5.0	6.0	BOMs, SOAs, OA's
Administrative Staff	0.0	0.0	0.0	0.0	0.0	
TOTAL ADMINISTRATIVE STAFF	5.0	6.0	8.0	8.0	10.0	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	14.0	22.0	28.0	28.0	33.0	
Teachers - SPED	2.0	2.0	3.0	3.0	4.0	
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	0.0	0.0	0.0	0.0	0.0	
Specialty Teachers	3.0	3.0	5.0	5.0	5.0	Scholar Talent
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	2.0	2.0	3.0	3.0	3.0	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP
Other	1.0	1.0	2.0	2.0	2.0	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student
TOTAL INSTRUCTIONAL	22.0	30.0	41.0	41.0	47.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	27.0	36.0	49.0	49.0	57.0	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190.00	240.00	380.00	510.00	675.00

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES						Description of Assumptions
	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 139,050	$ 139,050	$ 143,222	$ 147,518	$ 151,944	$ 156,502	
Deans, Directors & Coordinators	$ 92,700	$ -	$ 92,700	$ 188,181	$ 193,826	$ 292,341	
CFO / Director of Finance		$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 66,839	$ 267,356	$ 275,377	$ 350,477	$ 360,991	$ 438,660	
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL ADMINISTRATIVE STAFF		$ 406,406	$ 511,298	$ 686,176	$ 706,761	$ 887,503	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 58,700	$ 885,850	$ 1,466,300	$ 1,935,360	$ 2,011,380	$ 2,465,377	
Teachers - SPED	$ 58,700	$ 126,550	$ 133,300	$ 207,360	$ 215,505	$ 298,834	
Substitute Teachers		$ -	$ -	$ -	$ -	$ -	

SA CHARTER 4

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29	
	Grades	K-1	K-2	K-3	K-4	K-5	
	Enrollment	190	240	380	510	675	
Teaching Assistants		$ -	$ -	$ -	$ -	$ -	
Specialty Teachers	$ 65,020	$ 200,912	$ 206,939	$ 355,247	$ 365,904	$ 380,540	
Aides		$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 68,976	$ 137,952	$ 142,091	$ 215,329	$ 221,789	$ 228,443	
Other	$ 69,977	$ 69,977	$ 72,076	$ 144,216	$ 148,542	$ 152,998	
TOTAL INSTRUCTIONAL		$ 1,421,241	$ 2,020,706	$ 2,857,511	$ 2,963,120	$ 3,526,192	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -	
TOTAL PERSONNEL SERVICE WAGES		$ 1,736,264	$ 2,354,764	$ 3,295,629	$ 3,412,990	$ 4,104,737	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			SA CHARTER 4					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be			PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses			**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)			**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment			**190**	**240**	**380**	**510**	**675**	
						34.21%		
			Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**1.6%**	**1.4%**	**-1.8%**	**-0.1%**	**1.50%**	
Per Pupil Revenue		Basic Tuition (2023-						
PRIMARY School District:	New York City Department of Education	18,340	3,326,782	4,259,554	6,622,845	8,878,488	11,927,204	GenEd Revenue calculated using Student FTE 94% of student enrollment
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	3,326,782	4,259,554	6,622,845	8,878,488	11,927,204	
Special Education Revenue			407,000	617,635	810,242	1,086,198	1,467,501	Assuming 12% of Gen Ed Revenue
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			3,733,782	4,877,189	7,433,087	9,964,686	13,394,705	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	-	-	-	-	
Title I			133,586	201,305	265,848	331,933	338,833	Conservative assumption that funding levels will remain constant. This may vary depending on specific location of propsed school
Title Funding - Other			-	-	-	-	-	
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			377,897	245,336	257,561	257,561	325,174	School start up grant; assuming increase in year 5 for addition of Middle School grade
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			511,483	446,641	523,409	589,494	664,007	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	
TOTAL REVENUE			**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management		-	-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		SA CHARTER 4 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*							***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue		**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses		**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)		**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment		**190**	**240**	**380**	**510**	**675**	
					34.21%		
		Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
Instructional Management	1.00	139,050	143,222	147,518	151,944	156,502	Principals
Deans, Directors & Coordinators	-	-	92,700	188,181	193,826	292,341	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	4.00	267,356	275,377	350,477	360,991	438,660	BOMs, SOAs, OA's
Administrative Staff	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	5.00	406,406	511,298	686,176	706,761	887,503	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	14.00	885,850	1,466,300	1,935,360	2,011,380	2,465,377	
Teachers - SPED	2.00	126,550	133,300	207,360	215,505	298,834	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	3.00	200,912	206,939	355,247	365,904	380,540	Scholar Talent
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.00	137,952	142,091	215,329	221,789	228,443	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP Counselors
Other	1.00	69,977	72,076	144,216	148,542	152,998	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student Life Coordinator, Scholar
TOTAL INSTRUCTIONAL	22.00	1,421,241	2,020,706	2,857,511	2,963,120	3,526,192	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	27.00	1,736,264	2,354,764	3,295,629	3,412,990	4,104,737	Includes staff attrition - FY25 - 5%; FY26-29 - 7%
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		158,372	240,290	301,198	311,920	375,036	Assuming 9% of salaries
Fringe / Employee Benefits		175,431	266,173	333,641	345,519	415,433	Assuming 10% of salaries
Retirement / Pension		46,990	71,296	89,367	92,549	111,276	Assuming 3% of salaries
TOTAL PAYROLL TAXES AND BENEFITS		380,793	577,759	724,206	749,988	901,744	Assuming 22% of salaries
TOTAL PERSONNEL SERVICE COSTS	27.00	2,117,057	2,932,523	4,019,836	4,162,978	5,006,480	
CONTRACTED SERVICES							
Accounting / Audit		1,695	1,763	1,833	2,358	3,966	One time annual expense; assuming 4% inflation
Legal							
Management Company Fee		734,760	940,752	1,457,376	1,937,735	2,616,044	Rate * Student FTE (.94% of enrollment) FY25 - $4,114; FY26 - $4170; FY27 - $4,080; FY28 - $4,042; FY29 - $4,123
Nurse Services							
Food Service / School Lunch							
Payroll Services		2,736	3,541	4,438	4,596	5,526	.13% of salaries + 4% inflation
Special Ed Services							
Titlement Services (i.e. Title I)							
Other Purchased / Professional / Consulting		103,957	133,722	224,880	313,885	439,439	Increasing in line with staffing + 4% inflation
TOTAL CONTRACTED SERVICES		843,148	1,079,777	1,688,528	2,258,574	3,064,975	
SCHOOL OPERATIONS							
Board Expenses							
Classroom / Teaching Supplies & Materials		33,821	43,504	73,162	102,118	142,965	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Special Ed Supplies & Materials							
Textbooks / Workbooks		25,573	32,895	55,320	77,214	108,100	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Supplies & Materials other		20,642	26,552	44,653	62,326	87,256	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Equipment / Furniture		20,829	26,793	45,057	62,890	88,046	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater increase in year 5 for addition of MS grade
Telephone		12,372	15,914	26,763	37,356	52,298	Per staff driver + 4% inflation; greater increase in yr 5 in line with addition of MS grade
Technology		212,935	160,127	156,925	153,786	161,475	Yr 1 - tech costs of opening a new school; decreases year over year; yr 5 - increase in line with addition of new

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SA CHARTER 4 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment	**190**	**240**	**380**	**510**	**675**	
				34.21%		
	Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
Student Testing & Assessment	14,508	18,662	31,384	43,805	61,327	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Field Trips	16,562	21,304	35,827	50,007	70,010	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Transportation (student)	12,906	16,601	27,918	38,968	53,638	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Student Services - other	42,677	54,896	92,319	128,858	180,401	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Office Expense	78,937	101,538	170,757	238,340	333,676	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater increase in year 5 for addition of MS grade
Staff Development	60,629	77,988	131,153	183,061	256,285	Staff professional development; Per staff driver + 4% inflation; greater increase in yr 5 in line with addition of MS
Staff Recruitment	33,206	42,714	71,831	100,261	140,365	
Student Recruitment / Marketing	55,193	70,995	119,393	166,648	233,307	
School Meals / Lunch	15,474	19,905	33,473	46,722	65,411	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Travel (Staff)	3,738	4,808	8,086	11,286	15,800	
Fundraising						
Other	13,203	18,067	28,561	39,865	55,811	Staff non-travel food & staff incentives; increasing in line with staff growth +4% inflation rate
TOTAL SCHOOL OPERATIONS	673,205	753,264	1,152,582	1,543,511	2,106,173	
FACILITY OPERATION & MAINTENANCE						
Insurance	22,528	28,978	48,733	68,020	111,979	
Janitorial						
Building and Land Rent / Lease / Facility Finance Interest	1,543	1,984	3,338	4,659	7,670	Facility occupance & Facility permit expenses; increasing in line with scholar + staff growth + 4% inflation rate;
Repairs & Maintenance	16,621	21,380	35,955	50,185	82,617	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater
Equipment / Furniture						
Security						
Utilities	513	660	1,110	1,549	2,550	increasing year-over-year in line with scholar growth +4% inflation rate
TOTAL FACILITY OPERATION & MAINTENANCE	41,205	53,003	89,136	124,413	204,816	
DEPRECIATION & AMORTIZATION	128,666	122,233	116,121	110,315	104,799	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
NET INCOME	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
ENROLLMENT - *School Districts Are Linked To Above Entries*		115.99%	43.02%	16.04%	27.90%	
PRIMARY School District: New York City Department of Education	190	240	380	510	675	
Other District 1:						
Other District 2:						
Other District 3:						
Other District 4:						
Other District 5:						
Other District 6:						
Other District 7:						
Other District 8:						
Other District 9:						
Other District 10:						
Other District 11:						
Other District 12:						
Other District 13:						
Other District 14:						
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**190**	**240**	**380**	**510**	**675**	
REVENUE PER PUPIL	**22,344**	**22,183**	**20,938**	**20,694**	**20,828**	
EXPENSES PER PUPIL	**20,017**	**20,587**	**18,595**	**16,078**	**15,537**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SA CHARTER 4 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment	**190**	**240**	**380**	**510**	**675**	
				34.21%		
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Beginning Cash Balance	-	441,984	825,014	1,715,308	4,069,697	
ENDING CASH BALANCE	**441,984**	**825,014**	**1,715,308**	**4,069,697**	**7,641,164**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
A	B	C	D	E	F	G	H
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	190	18,627	3,326,782	918,483	4,245,265	39,000,000,000	0.011%
Year 2 (2025-26)	240	18,881	4,259,554	1,064,276	5,323,830	39,000,000,000	0.014%
Year 3 (2026-27)	380	18,541	6,622,845	1,333,651	7,956,496	39,000,000,000	0.020%
Year 4 (2027-28)	510	18,520	8,878,488	1,675,692	10,554,180	39,000,000,000	0.027%
Year 5 (2028-29)	675	18,798	11,927,204	2,131,508	14,058,712	39,000,000,000	0.036%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Assuming a 4% increase on top of the 23-24 DOE budget of $37.5B
OTHER NOTES:	Calculated Gen Ed revenue using student FTE (94% of enrollment)

***NOTE**

Please copy FISCAL IMPACT CHART (cell range B4:I14 and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2024-25)		-	-	-	-	-	#DIV/0!
Year 2 (2025-26)		-	-	-	-	-	#DIV/0!
Year 3 (2026-27)		-	-	-	-	-	#DIV/0!
Year 4 (2027-28)		-	-	-	-	-	#DIV/0!
Year 5 (2028-29)		-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

***NOTE**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26 and paste into the FISCAL IMPACT Section of the New School Proposal.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230210

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School District	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South Otselic	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

SA Charter 5

Contact Name:
Contact Title:
Contact Email:
Contact Phone:

First Academic Year: 2024-25

Pre-Opening Period: July 1, 2023 - June 30, 2024

SA CHARTER 5

2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	90	75	90	113	140	4-5
1st Grade	Elementary School	100	81	110	113	140	5-6
2nd Grade	Elementary School		84	90	113	140	6-7
3rd Grade	Elementary School			90	90	101	7-8
4th Grade	Elementary School				81	81	8-9
5th Grade	*Middle School*					73	9-10
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		190	240	380	510	675	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	3	2	3	3	4
1st Grade	Elementary School	3	3	3	3	4
2nd Grade	Elementary School		3	3	3	4
3rd Grade	Elementary School			3	3	3
4th Grade	Elementary School				3	3
5th Grade	Middle School					3
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		6	8	12	15	21

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	30	38	30	38	35
1st Grade	Elementary School	33	27	37	38	35
2nd Grade	Elementary School	0	28	30	38	35
3rd Grade	Elementary School	0	0	30	30	34
4th Grade	Elementary School	0	0	0	27	27
5th Grade	Middle School	0	0	0	0	24
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0

8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	190	240	380	510	602
Total Middle School Enrollment	-	-	-	-	73
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment					
Total Enrollment	**190**	**240**	**380**	**510**	**675**
Change in Net Enrollment from Prior Year (Count)	190	50	140	130	165
Change in Net Enrollment from Prior Year (Percent)	100.0%	26.3%	58.3%	34.2%	32.4%
Anticipated rate of attrition (Percent)	5.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	190	240	380	510	675
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING	New York City Department of Education	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000
ENROLLMENT (*Charter School*)		190	240	380	510	675
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		Assuming a 4% increase on top of the 23-24 DOE budget of $37.5B				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

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SA CHARTER 5

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190	240	380	510	675

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	0.0	0.0	0.0	0.0	0.0	
Instructional Management	1.0	1.0	1.0	1.0	1.0	Principals
Deans, Directors & Coordinators	0.0	1.0	2.0	2.0	3.0	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	4.0	4.0	5.0	5.0	6.0	BOMs, SOAs, OA's
Administrative Staff	0.0	0.0	0.0	0.0	0.0	
TOTAL ADMINISTRATIVE STAFF	5.0	6.0	8.0	8.0	10.0	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	14.0	22.0	28.0	28.0	33.0	
Teachers - SPED	2.0	2.0	3.0	3.0	4.0	
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	0.0	0.0	0.0	0.0	0.0	
Specialty Teachers	3.0	3.0	5.0	5.0	5.0	Scholar Talent
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	2.0	2.0	3.0	3.0	3.0	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP
Other	1.0	1.0	2.0	2.0	2.0	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student
TOTAL INSTRUCTIONAL	22.0	30.0	41.0	41.0	47.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	27.0	36.0	49.0	49.0	57.0	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190.00	240.00	380.00	510.00	675.00

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES						Description of Assumptions
	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 139,050	$ 139,050	$ 143,222	$ 147,518	$ 151,944	$ 156,502	
Deans, Directors & Coordinators	$ 92,700	$ -	$ 92,700	$ 188,181	$ 193,826	$ 292,341	
CFO / Director of Finance		$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 66,839	$ 267,356	$ 275,377	$ 350,477	$ 360,991	$ 438,660	
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL ADMINISTRATIVE STAFF		$ 406,406	$ 511,298	$ 686,176	$ 706,761	$ 887,503	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 58,700	$ 885,850	$ 1,466,300	$ 1,935,360	$ 2,011,380	$ 2,465,377	

SA CHARTER 5

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29	
	Grades	K-1	K-2	K-3	K-4	K-5	
	Enrollment	190	240	380	510	675	
Teachers - SPED	$ 58,700	$ 126,550	$ 133,300	$ 207,360	$ 215,505	$ 298,834	
Substitute Teachers		$ -	$ -	$ -	$ -	$ -	
Teaching Assistants		$ -	$ -	$ -	$ -	$ -	
Specialty Teachers	$ 65,020	$ 200,912	$ 206,939	$ 355,247	$ 365,904	$ 380,540	
Aides		$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 68,976	$ 137,952	$ 142,091	$ 215,329	$ 221,789	$ 228,443	
Other	$ 69,977	$ 69,977	$ 72,076	$ 144,216	$ 148,542	$ 152,998	
TOTAL INSTRUCTIONAL		$ 1,421,241	$ 2,020,706	$ 2,857,511	$ 2,963,120	$ 3,526,192	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -	
TOTAL PERSONNEL SERVICE WAGES		$ 1,736,264	$ 2,354,764	$ 3,295,629	$ 3,412,990	$ 4,104,737	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			SA CHARTER 5 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*								***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue			**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses			**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)			**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment			**190**	**240**	**380**	**510**	**675**	
						34.21%		
			Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**1.6%**	**1.4%**	**-1.8%**	**-0.1%**	**1.50%**	
Per Pupil Revenue		Basic Tuition (2023-						
PRIMARY School District:	New York City Department of Education	18,340	3,326,782	4,259,554	6,622,845	8,878,488	11,927,204	GenEd Revenue calculated using Student FTE 94% of student enrollment
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	3,326,782	4,259,554	6,622,845	8,878,488	11,927,204	
Special Education Revenue			407,000	617,635	810,242	1,086,198	1,467,501	Assuming 12% of Gen Ed Revenue
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			3,733,782	4,877,189	7,433,087	9,964,686	13,394,705	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	-	-	-	-	
Title I			133,586	201,305	265,848	331,933	338,833	Conservative assumption that funding levels will remain constant. This may vary depending on specific location of propsed school
Title Funding - Other			-	-	-	-	-	
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			377,897	245,336	257,561	257,561	325,174	School start up grant; assuming increase in year 5 for addition of Middle School grade
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			511,483	446,641	523,409	589,494	664,007	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	
TOTAL REVENUE			**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of						***NOTE:** For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management		-	-	-	-	-	-	
Instructional Management		1.00	139,050	143,222	147,518	151,944	156,502	Principals

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		SA CHARTER 5 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*							***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue		**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses		**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)		**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment		**190**	**240**	**380**	**510**	**675**	
					34.21%		
		Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
Deans, Directors & Coordinators	-	-	92,700	188,181	193,826	292,341	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	4.00	267,356	275,377	350,477	360,991	438,660	BOMs, SOAs, OA's
Administrative Staff	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	5.00	406,406	511,298	686,176	706,761	887,503	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	14.00	885,850	1,466,300	1,935,360	2,011,380	2,465,377	
Teachers - SPED	2.00	126,550	133,300	207,360	215,505	298,834	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	3.00	200,912	206,939	355,247	365,904	380,540	Scholar Talent
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.00	137,952	142,091	215,329	221,789	228,443	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP Counselors
Other	1.00	69,977	72,076	144,216	148,542	152,998	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student Life Coordinator, Scholar
TOTAL INSTRUCTIONAL	22.00	1,421,241	2,020,706	2,857,511	2,963,120	3,526,192	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	27.00	1,736,264	2,354,764	3,295,629	3,412,990	4,104,737	Includes staff attrition - FY25 - 5%; FY26-29 - 7%
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		158,372	240,290	301,198	311,920	375,036	Assuming 9% of salaries
Fringe / Employee Benefits		175,431	266,173	333,641	345,519	415,433	Assuming 10% of salaries
Retirement / Pension		46,990	71,296	89,367	92,549	111,276	Assuming 3% of salaries
TOTAL PAYROLL TAXES AND BENEFITS		380,793	577,759	724,206	749,988	901,744	Assuming 22% of salaries
TOTAL PERSONNEL SERVICE COSTS	27.00	2,117,057	2,932,523	4,019,836	4,162,978	5,006,480	
CONTRACTED SERVICES							
Accounting / Audit		1,695	1,763	1,833	2,358	3,966	One time annual expense; assuming 4% inflation
Legal							
Management Company Fee		734,760	940,752	1,457,376	1,937,735	2,616,044	Rate * Student FTE (.94% of enrollment) FY25 - $4,114; FY26 - $4170; FY27 - $4,080; FY28 - $4,042; FY29 - $4,123
Nurse Services							
Food Service / School Lunch							
Payroll Services		2,736	3,541	4,438	4,596	5,526	.13% of salaries + 4% inflation
Special Ed Services							
Titlement Services (i.e. Title I)							
Other Purchased / Professional / Consulting		103,957	133,722	224,880	313,885	439,439	Increasing in line with staffing + 4% inflation
TOTAL CONTRACTED SERVICES		843,148	1,079,777	1,688,528	2,258,574	3,064,975	
SCHOOL OPERATIONS							
Board Expenses							
Classroom / Teaching Supplies & Materials		33,821	43,504	73,162	102,118	142,965	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Special Ed Supplies & Materials							
Textbooks / Workbooks		25,573	32,895	55,320	77,214	108,100	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Supplies & Materials other		20,642	26,552	44,653	62,326	87,256	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Equipment / Furniture		20,829	26,793	45,057	62,890	88,046	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater increase in year 5 for addition of MS grade
Telephone		12,372	15,914	26,763	37,356	52,298	Per staff driver + 4% inflation; greater increase in yr 5 in line with addition of MS grade
Technology		212,935	160,127	156,925	153,786	161,475	Yr 1 - tech costs of opening a new school; decreases year over year; yr 5 - increase in line with addition of new
Student Testing & Assessment		14,508	18,662	31,384	43,805	61,327	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Field Trips		16,562	21,304	35,827	50,007	70,010	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SA CHARTER 5					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					
***NOTE:** Projected Five Year Budget on this tab should be*	2024-25 THROUGH 2028-29					***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment	**190**	**240**	**380**	**510**	**675**	
				34.21%		
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	
	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**	
Transportation (student)	12,906	16,601	27,918	38,968	53,638	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Student Services - other	42,677	54,896	92,319	128,858	180,401	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Office Expense	78,937	101,538	170,757	238,340	333,676	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater increase in year 5 for addition of MS grade
Staff Development	60,629	77,988	131,153	183,061	256,285	Staff professional development; Per staff driver + 4% inflation; greater increase in yr 5 in line with addition of MS
Staff Recruitment	33,206	42,714	71,831	100,261	140,365	
Student Recruitment / Marketing	55,193	70,995	119,393	166,648	233,307	
School Meals / Lunch	15,474	19,905	33,473	46,722	65,411	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Travel (Staff)	3,738	4,808	8,086	11,286	15,800	
Fundraising						
Other	13,203	18,067	28,561	39,865	55,811	Staff non-travel food & staff incentives; increasing in line with staff growth +4% inflation rate
TOTAL SCHOOL OPERATIONS	673,205	753,264	1,152,582	1,543,511	2,106,173	
FACILITY OPERATION & MAINTENANCE						
Insurance	22,528	28,978	48,733	68,020	111,979	
Janitorial						
Building and Land Rent / Lease / Facility Finance Interest	1,543	1,984	3,338	4,659	7,670	Facility occupance & Facility permit expenses; increasing in line with scholar + staff growth + 4% inflation rate;
Repairs & Maintenance	16,621	21,380	35,955	50,185	82,617	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater
Equipment / Furniture						
Security						
Utilities	513	660	1,110	1,549	2,550	increasing year-over-year in line with scholar growth +4% inflation rate
TOTAL FACILITY OPERATION & MAINTENANCE	41,205	53,003	89,136	124,413	204,816	
DEPRECIATION & AMORTIZATION	128,666	122,233	116,121	110,315	104,799	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
NET INCOME	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
ENROLLMENT - *School Districts Are Linked To Above Entries*		115.99%	43.02%	16.04%	27.90%	
PRIMARY School District: New York City Department of Education	190	240	380	510	675	
Other District 1:						
Other District 2:						
Other District 3:						
Other District 4:						
Other District 5:						
Other District 6:						
Other District 7:						
Other District 8:						
Other District 9:						
Other District 10:						
Other District 11:						
Other District 12:						
Other District 13:						
Other District 14:						
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**190**	**240**	**380**	**510**	**675**	
REVENUE PER PUPIL	**22,344**	**22,183**	**20,938**	**20,694**	**20,828**	
EXPENSES PER PUPIL	**20,017**	**20,587**	**18,595**	**16,078**	**15,537**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SA CHARTER 5 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment	**190**	**240**	**380**	**510**	**675**	
				34.21%		
	Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Beginning Cash Balance	-	441,984	825,014	1,715,308	4,069,697	
ENDING CASH BALANCE	**441,984**	**825,014**	**1,715,308**	**4,069,697**	**7,641,164**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
A	B	C	D	E	F	G	H
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	190	18,627	3,326,782	918,483	4,245,265	39,000,000,000	0.011%
Year 2 (2025-26)	240	18,881	4,259,554	1,064,276	5,323,830	39,000,000,000	0.014%
Year 3 (2026-27)	380	18,541	6,622,845	1,333,651	7,956,496	39,000,000,000	0.020%
Year 4 (2027-28)	510	18,520	8,878,488	1,675,692	10,554,180	39,000,000,000	0.027%
Year 5 (2028-29)	675	18,798	11,927,204	2,131,508	14,058,712	39,000,000,000	0.036%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Assuming a 4% increase on top of the 23-24 DOE budget of $37.5B
OTHER NOTES:	Calculated Gen Ed revenue using student FTE (94% of enrollment)

***NOTE**

Please copy FISCAL IMPACT CHART (cell range B4:I14 and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2024-25)		-	-	-	-	-	#DIV/0!
Year 2 (2025-26)		-	-	-	-	-	#DIV/0!
Year 3 (2026-27)		-	-	-	-	-	#DIV/0!
Year 4 (2027-28)		-	-	-	-	-	#DIV/0!
Year 5 (2028-29)		-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

***NOTE**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26 and paste into the FISCAL IMPACT Section of the New School Proposal.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230210

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School District	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South Otselic	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic	Final 2023-24 Basic
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

SA Charter 6

Contact Name:
Contact Title:
Contact Email:
Contact Phone:

First Academic Year: 2024-25

Pre-Opening Period: July 1, 2023 - June 30, 2024

SA CHARTER 6

2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	90	75	90	113	140	4-5
1st Grade	Elementary School	100	81	110	113	140	5-6
2nd Grade	Elementary School		84	90	113	140	6-7
3rd Grade	Elementary School			90	90	101	7-8
4th Grade	Elementary School				81	81	8-9
5th Grade	*Middle School*					73	9-10
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		190	240	380	510	675	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	3	2	3	3	4
1st Grade	Elementary School	3	3	3	3	4
2nd Grade	Elementary School		3	3	3	4
3rd Grade	Elementary School			3	3	3
4th Grade	Elementary School				3	3
5th Grade	Middle School					3
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		6	8	12	15	21

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	30	38	30	38	35
1st Grade	Elementary School	33	27	37	38	35
2nd Grade	Elementary School	0	28	30	38	35
3rd Grade	Elementary School	0	0	30	30	34
4th Grade	Elementary School	0	0	0	27	27
5th Grade	Middle School	0	0	0	0	24
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0

8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	190	240	380	510	602
Total Middle School Enrollment	-	-	-	-	73
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment					
Total Enrollment	**190**	**240**	**380**	**510**	**675**
Change in Net Enrollment from Prior Year (Count)	190	50	140	130	165
Change in Net Enrollment from Prior Year (Percent)	100.0%	26.3%	58.3%	34.2%	32.4%
Anticipated rate of attrition (Percent)	5.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	190	240	380	510	675
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING	New York City Department of Education	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000	$ 39,000,000,000
ENROLLMENT (*Charter School*)		190	240	380	510	675
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		Assuming a 4% increase on top of the 23-24 DOE budget of $37.5B				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

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SA CHARTER 6

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190	240	380	510	675

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	0.0	0.0	0.0	0.0	0.0	
Instructional Management	1.0	1.0	1.0	1.0	1.0	Principals
Deans, Directors & Coordinators	0.0	1.0	2.0	2.0	3.0	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	4.0	4.0	5.0	5.0	6.0	BOMs, SOAs, OA's
Administrative Staff	0.0	0.0	0.0	0.0	0.0	
TOTAL ADMINISTRATIVE STAFF	5.0	6.0	8.0	8.0	10.0	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	14.0	22.0	28.0	28.0	33.0	
Teachers - SPED	2.0	2.0	3.0	3.0	4.0	
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	0.0	0.0	0.0	0.0	0.0	
Specialty Teachers	3.0	3.0	5.0	5.0	5.0	Scholar Talent
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	2.0	2.0	3.0	3.0	3.0	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP
Other	1.0	1.0	2.0	2.0	2.0	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student
TOTAL INSTRUCTIONAL	22.0	30.0	41.0	41.0	47.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	27.0	36.0	49.0	49.0	57.0	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	190.00	240.00	380.00	510.00	675.00

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES						Description of Assumptions
	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 139,050	$ 139,050	$ 143,222	$ 147,518	$ 151,944	$ 156,502	
Deans, Directors & Coordinators	$ 92,700	$ -	$ 92,700	$ 188,181	$ 193,826	$ 292,341	
CFO / Director of Finance		$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 66,839	$ 267,356	$ 275,377	$ 350,477	$ 360,991	$ 438,660	
Administrative Staff	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL ADMINISTRATIVE STAFF		$ 406,406	$ 511,298	$ 686,176	$ 706,761	$ 887,503	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 58,700	$ 885,850	$ 1,466,300	$ 1,935,360	$ 2,011,380	$ 2,465,377	
Teachers - SPED	$ 58,700	$ 126,550	$ 133,300	$ 207,360	$ 215,505	$ 298,834	
Substitute Teachers		$ -	$ -	$ -	$ -	$ -	
Teaching Assistants		$ -	$ -	$ -	$ -	$ -	

SA CHARTER 6

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29	
	Grades	K-1	K-2	K-3	K-4	K-5	
	Enrollment	190	240	380	510	675	
Specialty Teachers	$ 65,020	$ 200,912	$ 206,939	$ 355,247	$ 365,904	$ 380,540	
Aides		$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 68,976	$ 137,952	$ 142,091	$ 215,329	$ 221,789	$ 228,443	
Other	$ 69,977	$ 69,977	$ 72,076	$ 144,216	$ 148,542	$ 152,998	
TOTAL INSTRUCTIONAL		$ 1,421,241	$ 2,020,706	$ 2,857,511	$ 2,963,120	$ 3,526,192	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -	
TOTAL PERSONNEL SERVICE WAGES		$ 1,736,264	$ 2,354,764	$ 3,295,629	$ 3,412,990	$ 4,104,737	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			SA CHARTER 6 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*								***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue			**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses			**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)			**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment			**190**	**240**	**380**	**510**	**675**	
						34.21%		
			Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**1.6%**	**1.4%**	**-1.8%**	**-0.1%**	**1.50%**	
Per Pupil Revenue		Basic Tuition (2023-						
PRIMARY School District:	New York City Department of Education	18,340	3,326,782	4,259,554	6,622,845	8,878,488	11,927,204	GenEd Revenue calculated using Student FTE 94% of student enrollment
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	3,326,782	4,259,554	6,622,845	8,878,488	11,927,204	
Special Education Revenue			407,000	617,635	810,242	1,086,198	1,467,501	Assuming 12% of Gen Ed Revenue
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			3,733,782	4,877,189	7,433,087	9,964,686	13,394,705	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	-	-	-	-	
Title I			133,586	201,305	265,848	331,933	338,833	Conservative assumption that funding levels will remain constant. This may vary depending on specific location of propsed school
Title Funding - Other			-	-	-	-	-	
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			377,897	245,336	257,561	257,561	325,174	School start up grant; assuming increase in year 5 for addition of Middle School grade
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			511,483	446,641	523,409	589,494	664,007	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	
TOTAL REVENUE			**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of						***NOTE:** For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management		-	-	-	-	-	-	
Instructional Management		1.00	139,050	143,222	147,518	151,944	156,502	Principals

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		SA CHARTER 6 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*							***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue		**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses		**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)		**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment		**190**	**240**	**380**	**510**	**675**	
					34.21%		
		Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
Deans, Directors & Coordinators	-	-	92,700	188,181	193,826	292,341	Assistant Principals, Associate Dean of Math, Associate director of CAP
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	4.00	267,356	275,377	350,477	360,991	438,660	BOMs, SOAs, OA's
Administrative Staff	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	5.00	406,406	511,298	686,176	706,761	887,503	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	14.00	885,850	1,466,300	1,935,360	2,011,380	2,465,377	
Teachers - SPED	2.00	126,550	133,300	207,360	215,505	298,834	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	3.00	200,912	206,939	355,247	365,904	380,540	Scholar Talent
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.00	137,952	142,091	215,329	221,789	228,443	Sprint Specialists & associates, SEL Specialists, Senior CAP Counselors, CAP Counselors
Other	1.00	69,977	72,076	144,216	148,542	152,998	Assessment specialists & associates, RLF, Registrar Specialists & associates, Student Life Coordinator, Scholar
TOTAL INSTRUCTIONAL	22.00	1,421,241	2,020,706	2,857,511	2,963,120	3,526,192	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	27.00	1,736,264	2,354,764	3,295,629	3,412,990	4,104,737	Includes staff attrition - FY25 - 5%; FY26-29 - 7%
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		158,372	240,290	301,198	311,920	375,036	Assuming 9% of salaries
Fringe / Employee Benefits		175,431	266,173	333,641	345,519	415,433	Assuming 10% of salaries
Retirement / Pension		46,990	71,296	89,367	92,549	111,276	Assuming 3% of salaries
TOTAL PAYROLL TAXES AND BENEFITS		380,793	577,759	724,206	749,988	901,744	Assuming 22% of salaries
TOTAL PERSONNEL SERVICE COSTS	27.00	2,117,057	2,932,523	4,019,836	4,162,978	5,006,480	
CONTRACTED SERVICES							
Accounting / Audit		1,695	1,763	1,833	2,358	3,966	One time annual expense; assuming 4% inflation
Legal							
Management Company Fee		734,760	940,752	1,457,376	1,937,735	2,616,044	Rate * Student FTE (.94% of enrollment) FY25 - $4,114; FY26 - $4170; FY27 - $4,080; FY28 - $4,042; FY29 - $4,123
Nurse Services							
Food Service / School Lunch							
Payroll Services		2,736	3,541	4,438	4,596	5,526	.13% of salaries + 4% inflation
Special Ed Services							
Titlement Services (i.e. Title I)							
Other Purchased / Professional / Consulting		103,957	133,722	224,880	313,885	439,439	Increasing in line with staffing + 4% inflation
TOTAL CONTRACTED SERVICES		843,148	1,079,777	1,688,528	2,258,574	3,064,975	
SCHOOL OPERATIONS							
Board Expenses							
Classroom / Teaching Supplies & Materials		33,821	43,504	73,162	102,118	142,965	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Special Ed Supplies & Materials							
Textbooks / Workbooks		25,573	32,895	55,320	77,214	108,100	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Supplies & Materials other		20,642	26,552	44,653	62,326	87,256	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Equipment / Furniture		20,829	26,793	45,057	62,890	88,046	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater increase in year 5 for addition of MS grade
Telephone		12,372	15,914	26,763	37,356	52,298	Per staff driver + 4% inflation; greater increase in yr 5 in line with addition of MS grade
Technology		212,935	160,127	156,925	153,786	161,475	Yr 1 - tech costs of opening a new school; decreases year over year; yr 5 - increase in line with addition of new
Student Testing & Assessment		14,508	18,662	31,384	43,805	61,327	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Field Trips		16,562	21,304	35,827	50,007	70,010	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SA CHARTER 6					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					
***NOTE:** Projected Five Year Budget on this tab should be*	2024-25 THROUGH 2028-29					***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment	**190**	**240**	**380**	**510**	**675**	
				34.21%		
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	
	2024-25	**2025-26**	**2026-27**	**2027-28**	**2028-29**	
Transportation (student)	12,906	16,601	27,918	38,968	53,638	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Student Services - other	42,677	54,896	92,319	128,858	180,401	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Office Expense	78,937	101,538	170,757	238,340	333,676	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater increase in year 5 for addition of MS grade
Staff Development	60,629	77,988	131,153	183,061	256,285	Staff professional development; Per staff driver + 4% inflation; greater increase in yr 5 in line with addition of MS
Staff Recruitment	33,206	42,714	71,831	100,261	140,365	
Student Recruitment / Marketing	55,193	70,995	119,393	166,648	233,307	
School Meals / Lunch	15,474	19,905	33,473	46,722	65,411	Scholar expenses increasing year-over-year in line with scholar growth +4% inflation rate
Travel (Staff)	3,738	4,808	8,086	11,286	15,800	
Fundraising						
Other	13,203	18,067	28,561	39,865	55,811	Staff non-travel food & staff incentives; increasing in line with staff growth +4% inflation rate
TOTAL SCHOOL OPERATIONS	673,205	753,264	1,152,582	1,543,511	2,106,173	
FACILITY OPERATION & MAINTENANCE						
Insurance	22,528	28,978	48,733	68,020	111,979	
Janitorial						
Building and Land Rent / Lease / Facility Finance Interest	1,543	1,984	3,338	4,659	7,670	Facility occupance & Facility permit expenses; increasing in line with scholar + staff growth + 4% inflation rate;
Repairs & Maintenance	16,621	21,380	35,955	50,185	82,617	Facilities, furniture, & office expenses - increasing in line with scholar + staff growth + 4% inflation rate; greater
Equipment / Furniture						
Security						
Utilities	513	660	1,110	1,549	2,550	increasing year-over-year in line with scholar growth +4% inflation rate
TOTAL FACILITY OPERATION & MAINTENANCE	41,205	53,003	89,136	124,413	204,816	
DEPRECIATION & AMORTIZATION	128,666	122,233	116,121	110,315	104,799	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
NET INCOME	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
ENROLLMENT - *School Districts Are Linked To Above Entries*		115.99%	43.02%	16.04%	27.90%	
PRIMARY School District: New York City Department of Education	190	240	380	510	675	
Other District 1:						
Other District 2:						
Other District 3:						
Other District 4:						
Other District 5:						
Other District 6:						
Other District 7:						
Other District 8:						
Other District 9:						
Other District 10:						
Other District 11:						
Other District 12:						
Other District 13:						
Other District 14:						
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**190**	**240**	**380**	**510**	**675**	
REVENUE PER PUPIL	**22,344**	**22,183**	**20,938**	**20,694**	**20,828**	
EXPENSES PER PUPIL	**20,017**	**20,587**	**18,595**	**16,078**	**15,537**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	SA CHARTER 6 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**4,245,265**	**5,323,830**	**7,956,496**	**10,554,180**	**14,058,712**	
Total Expenses	**3,803,281**	**4,940,799**	**7,066,202**	**8,199,791**	**10,487,245**	
Net Income (Before Cash Flow Adjustments)	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Budgeted Student Enrollment	**190**	**240**	**380**	**510**	**675**	
				34.21%		
	Year 1 **2024-25**	**Year 2** **2025-26**	**Year 3** **2026-27**	**Year 4** **2027-28**	**Year 5** **2028-29**	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**441,984**	**383,030**	**890,294**	**2,354,389**	**3,571,467**	
Beginning Cash Balance	-	441,984	825,014	1,715,308	4,069,697	
ENDING CASH BALANCE	**441,984**	**825,014**	**1,715,308**	**4,069,697**	**7,641,164**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
A	B	C	D	E	F	G	H
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	190	18,627	3,326,782	918,483	4,245,265	39,000,000,000	0.011%
Year 2 (2025-26)	240	18,881	4,259,554	1,064,276	5,323,830	39,000,000,000	0.014%
Year 3 (2026-27)	380	18,541	6,622,845	1,333,651	7,956,496	39,000,000,000	0.020%
Year 4 (2027-28)	510	18,520	8,878,488	1,675,692	10,554,180	39,000,000,000	0.027%
Year 5 (2028-29)	675	18,798	11,927,204	2,131,508	14,058,712	39,000,000,000	0.036%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Assuming a 4% increase on top of the 23-24 DOE budget of $37.5B
OTHER NOTES:	Calculated Gen Ed revenue using student FTE (94% of enrollment)

***NOTE**

Please copy FISCAL IMPACT CHART (cell range B4:I14 and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2024-25)		-	-	-	-	-	#DIV/0!
Year 2 (2025-26)		-	-	-	-	-	#DIV/0!
Year 3 (2026-27)		-	-	-	-	-	#DIV/0!
Year 4 (2027-28)		-	-	-	-	-	#DIV/0!
Year 5 (2028-29)		-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

***NOTE**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26 and paste into the FISCAL IMPACT Section of the New School Proposal.

R-21f - Letters of Commitment

Please see enclosed Grant Award from the Charter Schools Program ("CSP"). CSP is providing federal funds to Success Academy based on Success Academy's plan to replicate its high performing existing schools.

During the startup period, cash needs at the proposed schools that are not covered by CSP funding or by recurring revenue streams will be covered by funds from the SA NYC non-profit education corporation. This entity, as demonstrated in Response 21(e) – Budget Template (SA NYC), will maintain sufficient funds to open the proposed schools.

Additionally, as noted in Response 21ad – Fiscal Soundness, Success Academy has a proven track record in raising private money to support its schools as necessary and has significant additional commitments for the future.

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

Success Academy Charter Schools, Inc.
95 Pine Street
Floor 6
New York, NY 10005

2 AWARD INFORMATION

PR/AWARD NUMBER	S282M230020
ACTION NUMBER	5
ACTION TYPE	Administrative
AWARD TYPE	Discretionary (Research and Development)

[redacted]

4 PROJECT TITLE

84.282M
Securing success for all New York City children

5

NAME	TITLE	LEVEL OF EFFORT
Engers Germosen	Project Director	25 %

6 AWARD PERIODS

BUDGET PERIOD	04/01/2023 - 03/31/2024
PERFORMANCE PERIOD	04/01/2023 - 03/31/2028

FUTURE BUDGET PERIODS

BUDGET PERIOD	DATE	AMOUNT
2	04/01/2024 - 03/31/2025	$1.00
3	04/01/2025 - 03/31/2026	$1.00
4	04/01/2026 - 03/31/2027	$1.00
5	04/01/2027 - 03/31/2028	$1,731,829.00

7 AUTHORIZED FUNDING

THIS ACTION	N/A
BUDGET PERIOD	$12,132,123.00
PERFORMANCE PERIOD	$12,132,123.00

8 ADMINISTRATIVE INFORMATION

UEI	CD88KVJ2MAJ7
REGULATIONS	CFR PART X EDGAR AS APPLICABLE 2 CFR AS APPLICABLE
ATTACHMENTS	N/A

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY: PL 107-110 IV ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT OF 2015 (ESSA) (20 U.S.C. 7221-7221J)

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

PROGRAM TITLE:	CHARTER SCHOOLS
CFDA/SUBPROGRAM NO:	84.282M

10

PR/AWARD NUMBER:	S282M230020
RECIPIENT NAME:	Success Academy Charter Schools, Inc.
GRANTEE NAME:	SUCCESS ACADEMY CHARTER SCHOOLS INC 95 PINE ST, NEW YORK, NY 10005 - 3904
PROGRAM INDIRECT COST TYPE:	Unrestricted
PROJECT INDIRECT COST RATE:	10%

TERMS AND CONDITIONS

(1) THE KEY PERSONNEL FOR THIS PROJECT IDENTIFIED IN BLOCK 5 HAVE BEEN APPROVED AND CHANGED BASED ON YOUR REQUEST.

AUTHORIZING OFFICIAL **DATE**

Ver. 1

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula and Block Grants (See Block 2 of the Notification)

1. RECIPIENT NAME - The legal name of the recipient or name of the primary organizational unit that was identified in the application, state plan or other documents required to be submitted for funding by the grant program.

2. AWARD INFORMATION - Unique items of information that identify this notification.

PR/AWARD NUMBER - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number." The PR/Award Number is also known as the Federal Award Identifying Number, or FAIN.

ACTION NUMBER - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"

ACTION TYPE - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)

AWARD TYPE - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK. If this award was made under a Research and Development grant program, the terms RESEARCH AND DEVELOPMENT will appear under DISCRETIONARY, FORMULA OR BLOCK.

3. PROJECT STAFF - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.

***RECIPIENT PROJECT DIRECTOR -** The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.

EDUCATION PROGRAM CONTACT - The U.S. Department of Education staff person responsible for the programmatic, administrative and businessmanagement concerns of the Department.

EDUCATION PAYMENT CONTACT - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.

4. PROJECT TITLE AND CFDA NUMBER - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.

5.* KEY PERSONNEL - Name, title and percentage (%) of effort the key personnel identified devotes to the project.

6. AWARD PERIODS - Project activities and funding are approved with respect to three different time periods, described below:

BUDGET PERIOD - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.

PERFORMANCE PERIOD - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.

***FUTURE BUDGET PERIODS -** The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.

7. AUTHORIZED FUNDING - The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.

***THIS ACTION -** The amount of funds obligated (added) or de-obligated (subtracted) by this notification.

***BUDGET PERIOD -** The total amount of funds available for use by the grantee during the stated budget period to this date.

***PERFORMANCE PERIOD -** The amount of funds obligated from the start date of the first budget period to this date.

RECIPIENT COST SHARE - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.

RECIPIENT NON-FEDERAL AMOUNT - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be required to provide the non-federal funds.

8. ADMINISTRATIVE INFORMATION - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

UEI - The UEI, issued in SAM.gov, is a unique 12 character organization identifier assigned to each recipient for payment purposes.

***REGULATIONS -** Title 2 of the Code of Federal Regulations(CFR), Part 200 as adopted at 2 CFR 3474; the applicable parts of the Education Department General Administrative Regulations (EDGAR), specific program regulations (if any), and other titles of the CFR that govern the award and administration of this grant.

***ATTACHMENTS -** Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.

9. LEGISLATIVE AND FISCAL DATA - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

FUND CODE, FUNDING YEAR, AWARD YEAR, ORG.CODE, PROJECT CODE, OBJECT CLASS - The fiscal information recorded by the U.S. Department of Education's Grants Management System (G5) to track obligations by award.

AMOUNT - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).

10. TERMS AND CONDITIONS - Requirements of the award that are binding on the recipient.

***PARTICIPANT NUMBER -** The number of eligible participants the grantee is required to serve during the budget year.

***GRANTEE NAME -** The entity name and address registered in the System for Award Management (SAM). This name and address is tied to the UEI registered in SAM under the name and address appearing in this field. This name, address and the associated UEI is what is displayed in the SAM Public Search.

***PROGRAM INDIRECT COST TYPE -** The type of indirect cost permitted under the program (i.e. Restricted, Unrestricted, or Training).

***PROJECT INDIRECT COST RATE -** The indirect cost rate applicable to this grant.

***AUTHORIZING OFFICIAL -** The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award

FOR FORMULA AND BLOCK GRANTS ONLY:
(See also Blocks 1, 2, 4, 6, 8, 9 and 10 above)

3. PROJECT STAFF - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

7. AUTHORIZED FUNDING

CURRENT AWARD AMOUNT - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

PREVIOUS CUMULATIVE AMOUNT - The total amount of funds awarded under the grant before this action.

CUMULATIVE AMOUNT - The total amount of funds awarded under the grant, this action included.

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* This item differs or does not appear on formula and block grants.

R-21g - Non-SUNY Financials

Request is not applicable.

R-22 - Action Plan

Project Start Date: April 2024 (SUNY Approval)
Target End Date: August 2026

Category	Projected Key Step (not exhaustive)	Teams and Person(s) Responsible	Projected Start Date (estimated)	Projected Completion Date	Dependencies	Notes/Resources
Communications	Executive Leadership Team (ELT) confirms New School or Transition	ELT, School Managment Office (SMO) to execute	Ongoing	October/November		
Real Estate	Secure Space for New School	Enterprise Services/Advisory/Public Affairs	Ongoing	October/November		
Documentation	Confirm Naming and Charter Usage	Advisory	Ongoing	October/November		
Student Information System (SIS)	Formalize School Name (including acronym)	Public Affairs	September	October/November		Notify Schooling Solutions about naming so they can start the request with SA's SIS provider to get the new school added to SIS.
Documentation	Approve School with SUNY	Finance/Advocacy	Ongoing	October/November		
Enrollment	Add School to New Scholar Application [ES only]	Family Engagement	Summer	November/December		
Communications	Generate Internal and External Comms about New School (Press Release, Staff Comms)	Public Affairs, Agency	Summer	November/December		
Personnel	Appoint New School Leader (SL)	School Management	Ongoing	January	SL Placement	Must align with Rising Senior Leader (RSL) Cycle/SL Placements
Personnel	Cascade New SL information to Network Staff and then School Staff	SMO/Comms	Ongoing	January		
Staffing Model	Determine school size, enrollment, section count	Family Engagement	Fall	January		
Staffing Model	Ensure new school is added to overall Staffing Model. Add academic teachers to Staffing Model	SMO	Fall	January	Enrollment Model	
Staffing Model	Add Ops/Sprint/Assessment/Registrar/etc. staff to Staffing Model	SMO/Schooling Services (Assessment + Registrar Support)/Enterprise Services	Fall	January		Coordination between Network teams to ensure the model is appropriate for school size
Staffing Model	Add Scholar Talent teachers to Staffing Model	Experiential Learning	Fall	January		
Systems	Determine Local Budgets	Finance, including Supply Chain, and Operations	Fall	January		
SIS	Submit Form for SIS School Creation	SMO	Fall	December/January		
SIS	Submit Request to SA's SIS provider to Create School in SIS	Technology	Fall	December/January		School Codes Sheet from SA's SIS provider adds new schools to SIS for us. This process may take up to a month to complete and deliver. We should plan this accordingly in the timeline and request the new school be added to
Systems	Determine and Create Cost Center for New School	Finance	Fall	January		
Course Catalog	Create Course Catalog	Schooling Services (Registrar Services) and Schooling Solutions	Fall	February		
Materials/Space	Create Floor Plans and Confirm Space/Room Usage	Renovations	Fall	February	Enrollment Model	
Materials	Confirm Necessary Materials for School: Desks, Classroom Supplies, Wifi, Smartboards, etc	Supply Chain	Fall	February	Floor Plans	
Materials	Confirm Furniture Quantities	Supply Chain (Support from Operations, Renovations)	Fall	February	Floor Plans	
HR	Create School in HR system	Human Capital	Fall	February		Need the address, charter, official name, grades, and sections to create the new school
Systems	Inform Payroll of New School	Human Capital	Fall	February		
Personnel	Begin Hiring for Anticipated Vacancies	Talent Acquision	Ongoing	Ongoing		
SIS	Update School Information in SIS District	SMO	Fall	February		
SIS	Set Up School in SIS: Bell Schedule, Daycodes	Schooling Services, Registrar Services (Support from School-Based Assessment/Registrar Teams and Technology Schooling Solutions)	Fall	February		
SIS	Input Grades Templates and Integrations in teacher-facing tech platform	Technology	Fall	February		
SIS	Input Digital Assessment Settings	Technology	Fall	February		
SIS	Conduct Full Audit of SIS Settings	Schooling Solutions and Schooling Services (Registrar Services, Assessment Services, Academic Records Management)	Fall	February		Ensuring schools were set up with the needed specifications [CHECKLIST FROM SCHOOLING SOLUTIONS]
Documentation	Create school phone number, fax number, Main Office email address	Technology	Fall/Winter	February		
Communications	Communicate leader transitions and placements for upcoming school year	SMO	Ongoing	March		
Scholar Flow	Send Initial Scholar Flow Communication to Families (i.e. addition of school to application or MS/HS placement process)	Family Engagement/Comms	January	March		

R-22 - Action Plan

Project Start Date: April 2024 (SUNY Approval)
Target End Date: August 2026

Category	Projected Key Step (not exhaustive)	Teams and Person(s) Responsible	Projected Start Date (estimated)	Projected Completion Date	Dependencies	Notes/Resources
Scholar Flow	[ES] Initial School Placement	Family Engagement/SMO	Fall	March		Coinciding with new scholar acceptances
Sprint	Inform relevant stakeholders and teams that New Schools are Opening and Projections will be Available in Summer	Sprint	Fall	March/April		
Systems	Add School to Exisiting Systems (Accounting system, tech platforms, online forms etc.)	SMO manage (Tech Platform - Tech, contract lifecycle mgmt -	January	May		For Tech Platform: Adjust the school dropdowns for ALL ticketing paths (HR tickets, tech tickets, etc.)
SIS	[ES/MS] Complete Rostering	Schooling Services, Registrar Services (Support from School-Based Assessment/Registrar Teams and Technology Schooling Solutions)	N/A	July	Holdovers, Summer School	Should coincide with rostering for exisitng schools, might need to be done centrally
Documentation	Add School to FamSys and StaffSys	Technology	N/A	May		
Reporting	Reach out to DOE about new District-Borough-Number (DBN)	Advisory	March	May		
Space	Conduct Shared Space Allocation Meeting with Co-located school (if any)	Operations/Reno	Spring	May		
Materials	Set up School Foods and Notify them of Changes	Supply Chain and Operations	Spring	May		
HR	Add School to Mailing Lists	Human Capital and Technology	Spring	May		
Documentation	Determine and Confirm District for DOE Provider Hiring	Sprint	Spring	May		
Documentation	Assign and Update all Cohort Reps	SMO	Spring	May		
Documentation	Add School to Cohort Documents	SMO	Spring	May		
Materials	Ensure the school has ATS Printers and Safes for Test Materials	Ops, Supply Chain	Spring	June		Any new building is able to get a new ATS Printer from the DOE see Printer Acquisition Guidance. Safe Codes.
Sprint	Inform relevant teams of Provider Needs	Sprint	Spring	June		
Documentation	Add School to SA Website and Update SL Bio	Agency	Spring	June		
Bulletin	Create School Online Bulletin Board for SA Bulletin and announcements	SMO	Spring	June		
Reporting	Determine DBN and Create/Modify NYSED Account, Determine OPT Code	Advisory/Operations/SMO	Spring	June		
Reporting	Add School to data team Dashboards, Report Cards, ATS Extractor	SMO initiates, data team executes	Spring	June		
Technology	Secure Additional Technology Licenses for school software and systems, etc.	Technology	Spring	June		Need to ensure any new staff have access to all systems that require a license before summer training begins
Documentation	Add School to Insurance	Finance	Spring	June		
Audting	Confirm school naming conventions are consistent across systems	SMO	Ongoing	July		
Audting	Complete pre-open visit and compliance walkthrough for the SUNY approval process	Advisory	Spring	July		

R-23a - Supplemental Narrative

Please see RFP Response 23(b) – Supplemental Attachments for additional information regarding Success Academy's Diversity, Equity, and Inclusion (DEI) plan and goals. Success Academy is committed to advancing diversity, equity, and inclusion, not just by running public schools that give children from all backgrounds access to an exceptional education, but also by ensuring that diversity, equity and inclusion among all scholars, parents, and staff.

Additionally, as noted in RFP Response 06af - Curriculum and Instructional Design, please see RFP Response 23(b) for supporting curricular artifacts.

Success Academy's Diversity, Equity, and Inclusion Plan

A Statement from Founder and CEO, Eva Moskowitz

At Success Academy, we have a powerful approach to anti-racism and DEI that most organizations do not have available to them. Most other organizations have to add in a DEI program because they exist either to make money or to combat some other issue from climate change to health care. But our mission is the essence of anti-racism: We seek to directly counter inequity by providing world-class education to those who would otherwise be denied it.

We have an unwavering belief in the power of children and their capacity to learn and achieve, regardless of race, background or socio-economic status. When children have access to high-quality teaching and learning — and positive, supportive adults who hold them to high expectations — almost anything is within their grasp.

Since our opening in 2006, our scholars have consistently demonstrated this power. Through the commitment of staff and families, Success Academy has delivered educational equity to more than 20,000 scholars, most of them low-income children of color, day after day and year after year. Our scholars are among the highest academically achieving students in New York State, have opportunities to develop artistic, athletic, debate, and chess prowess, and go on to attend some of the most selective colleges and universities in the country.

But there is more to do.

Our DEI Goals

1. **Radically advance our learning quality and open more schools to serve more students.**

We are not fitting DEI and anti-racism into other agendas — it is the agenda — and to accomplish our mission we must stay laser-focused on our school design. Today, with our Moonshot, we will achieve an even more profound level of equity and inclusion.

Our ultimate goal has always been to prepare our scholars to graduate from a four-year college or university. In the modern economy, college graduation is the key to a living wage, to fulfilling potential, and to our scholars taking the reins of power and their places in the world. To ensure that our scholars achieve not only college acceptance, but competitive financial packages, they must be highly prepared.

To do this, we are making a radical change. This year, and for the next three-five years, we are taking a moonshot, to go beyond excellent to extraordinary. Our plan is to achieve an unprecedented level of scholar preparedness, to work backwards from college and the knowledge, life skills, and mindset that an incoming freshman needs to truly succeed. We

will create a new K-12 curriculum and a fresh approach to teaching and learning that develops scholars as autonomous, self-assured, sophisticated thinkers. This will require our educators to make a major mindset shift, to fully believe in kids' capacities and to rethink their teaching practice. But it will immensely enhance their own professional skills, while inspiring and empowering our scholars to take charge of their education and their futures. Ultimately, this radical approach will enable a better, more just society.

The equity gap can be closed, but a critical component of this plan is for us to expand access, to allow more children to have this opportunity. To do this will require us to exert our fullest advocacy muscle and unleash the power of our parents' voices. Over the next year, perhaps longer, we will focus on pressing for the right to open more new high-quality public charter schools. Today, no new charter schools can open — the charter cap imposed by pressure from the teachers union restricts the number of charter schools, and that number has been reached. The State Legislature will need to be persuaded to lift the cap and allow equity to be reached by all.

- *Our goal is to double our scholars' preparedness and to lift the charter cap to allow 200 more public charter schools to open in New York City so we can meet parent demand and educate more children.*

2. **Invest in a Diverse and Talented Team — and Ensure They Have Opportunities to Develop and Advance Their Careers.**

We will continue to maintain SA's high level of diversity and top talent at our schools and Network office. In 2019, 47% of SA teachers were of color; today, that percentage has grown to 54.5% (compared with 20% nationally). Network diversity has also grown: from 32% POC in 2019 to 41% this year. SA is proud to be a national leader in recruiting, hiring, and developing diverse educators and network staff.

Building on the success of our Career Advancement Initiative, which launched in November 2021, we will continue to build a strong, transparent career progression model, to ensure advancement opportunities and career progression are clearly defined for all staff. When talented teachers of color advance and move up through the ranks of leadership, our principals and other members of school leadership teams become stronger and more diverse. For 2022-23, 64% of newly promoted principals are people of color (POC), more than double the 30% for the previous year.. Across all school leadership promotions, 58% are POC, an increase of 21 percentage points over last year.

At the Network office, we have made similar strides to have greater representation among leadership. Network leadership has also increased, from 21% POC last year to 28% this year.

We will also continue the Mentorship Program, which was piloted in October of 2021 to help junior staff identify and address development areas to further their SA careers. SA is committed to providing visibility into and support for career advancement at all levels of the enterprise. It is critical to building a strong, inclusive workforce.

- *Our goal is to maintain high levels of diverse talent and leadership, with people of color making up at least 50% of our total workforce.*

3. **Strengthen Community Belonging and Respect for All.**

Respect for others, sensitivity, and a sense of belonging are essential to educating students, partnering with families, and fostering an engaging, inclusive, and productive work environment. We prioritize creating an environment where our differences are acknowledged and respected, where all staff feel welcome, heard, and empowered. Based on feedback from our school and Network engagement surveys, staff approval of SA's actions to improve our culture of inclusion has increased significantly over the past two years. While we have more work to do, this progress is notable!

We will prioritize parent relationships. The charter school movement empowers parents to choose the school to which they entrust their children, a choice that was once the sole preserve of affluent white families. When it comes time to make that choice, more families of color in New York City choose SA than any other charter school. In a May 2022 survey, 91% of families expressed overall satisfaction with SA, and 94% told us that "the instruction and learning that my child receives at SA is high quality," and 91% of elementary school families said they would "recommend [SA] to a friend or neighbor." Guided by data from our most recent parent engagement survey, we will identify specific areas that need improvement and will action them starting this fall.

We will also invest in enhancing student culture, developing students' respect for each other and their teachers. We will ensure that civility is the norm in the classroom and after school; that they learn to handle conflict with maturity. We will ensure that all students feel that other students and teachers treat them with respect; bullying will not be tolerated.

- *Our goal is to maintain high levels of parent, scholar, and staff satisfaction, as measured by regular surveys of all constituents, as we work to radically increase our school quality, grow and expand to serve more scholars, and hire, develop, and promote a more diverse workforce.*

Our goal has always been to combat systemic racism and change the world through educational equity. To that end, every SA employee must uphold, foster, and promote diversity, equity, and inclusion. We seek to reverse racial inequity and upend power dynamics by equipping children of color with a world-class education and advocating for public policies that will allow all families to choose excellent schools for their children.

We have made progress, but we have more work to do. I am committed to doing that work, with you. As founder of Success Academy, I thank you for being part of this important conversation. I am so excited for our next year of work together, making SA a better place today and preparing our students to take their rightful place in the world tomorrow.

Eva Moskowitz,

Founder & CEO

Success Academy

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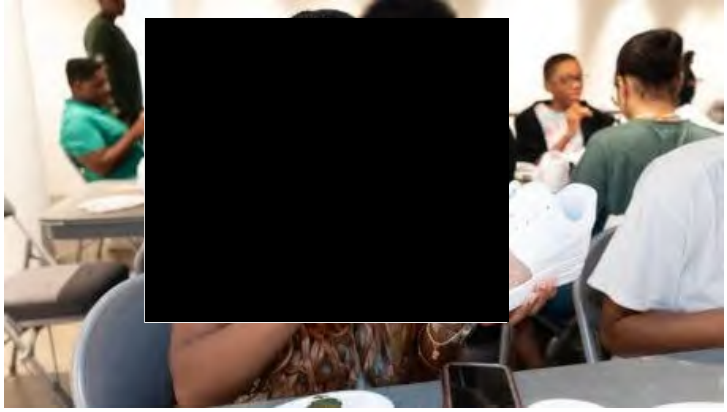

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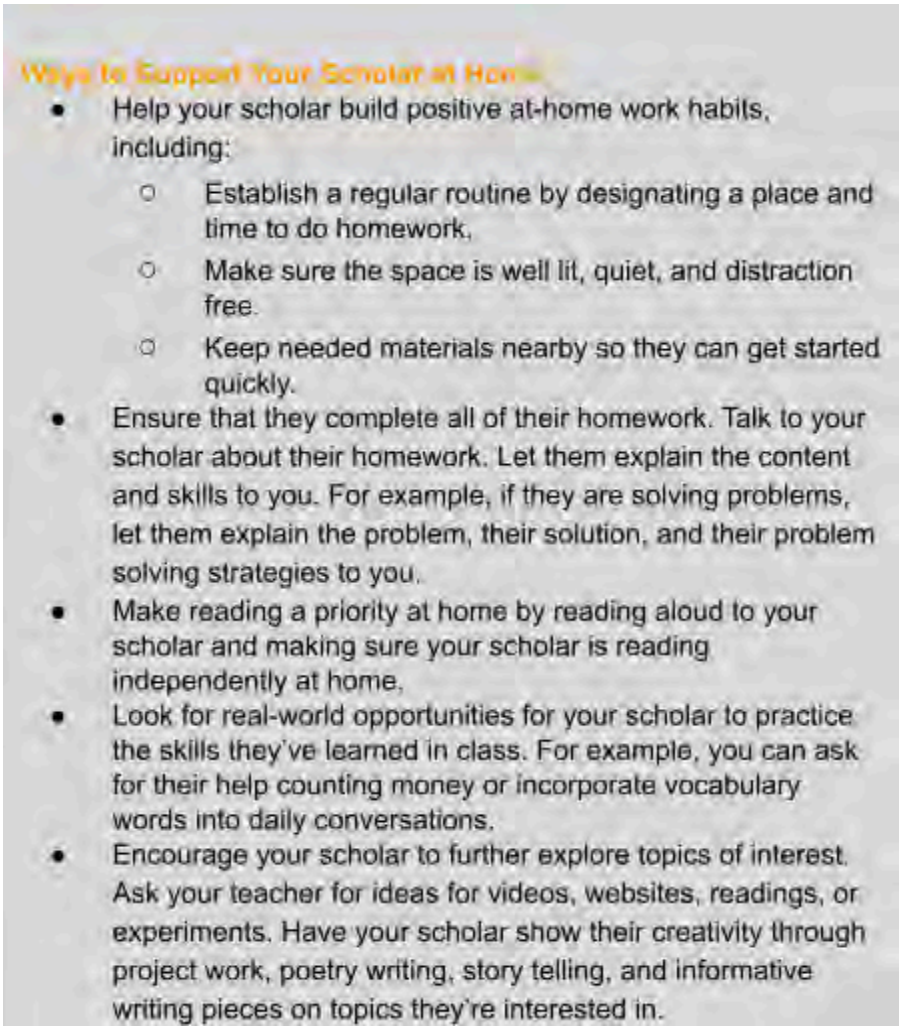
Success Academy Elementary School Assessment Glossary
School Year 2023-2024

Kindergarten Assessments

- Fountas & Pinnell Assessment (F&P)
- Counting Jar Assessment
- Math Performance Interim Assessment (IA)
- New York State English as a Second Language Achievement Test (NYSESLAT)
- New York State Identification Test for English Language Learners (NYSITELL)
- Stepping Stones Assessment
- Writing Assessment

Grade 1 Assessments

- Counting Jar Assessment
- Fountas & Pinnell Assessment (F&P)
- Math Interim Assessment (IA)
- New York State English as a Second Language Achievement Test (NYSESLAT)
- New York State Identification Test for English Language Learners (NYSITELL)
- Roots Assessment
- Writing Assessment



Grade 2 Assessments

- Fountas & Pinnell Assessment (F&P)
- Math Interim Assessment (IA)
- ELA Interim Assessment (IA)
- New York State English as a Second Language Achievement Test (NYSESLAT)
- New York State Identification Test for English Language Learners (NYSITELL)
- No Hesitation Math (NHM) Quiz
- Science Interim Assessment (IA)
- Typing Assessment
- Vocabulary Quiz
- Writing Assessment

Grade 3 Assessments

- Fountas & Pinnell Assessment (F&P)
- Math Interim Assessment (IA)
- New York State ELA Exam
- New York State ELA Practice Test
- New York State English as a Second Language Achievement Test (NYSESLAT)

- New York State Identification Test for English Language Learners (NYSITELL)
- New York State Math Exam
- New York State Math Practice Test
- No Hesitation Math (NHM) Quiz
- Science Interim Assessment (IA)
- Typing Assessment
- Vocabulary Quiz
- Writing Assessment

Grade 4 Assessments

- ELA Interim Assessment (IA)
- Fountas & Pinnell Assessment (F&P)
- Math Interim Assessment (IA)
- New York State ELA Exam
- New York State ELA Practice Test
- New York State English as a Second Language Achievement Test (NYSESLAT)
- New York State Identification Test for English Language Learners (NYSITELL)
- New York State Math Exam
- New York State Math Practice Test
- No Hesitation Math (NHM) Quiz
- Science Interim Assessment (IA)
- Typing Assessment
- Vocabulary Quiz
- Writing Assessment

All Assessments (A-Z)

- Counting Jar Assessment
- ELA Interim Assessment (IA)
- Fountas & Pinnell Assessment (F&P)
- Math Interim Assessment (IA)
- Math Performance Interim Assessment (IA)
- New York State ELA Exam
- New York State ELA Practice Test
- New York State English as a Second Language Achievement Test (NYSESLAT)
- New York State Identification Test for English Language Learners (NYSITELL)
- New York State Math Exam
- New York State Math Practice Test
- New York State Science Exam
- No Hesitation Math (NHM) Quiz
- Roots Assessment
- Science Interim Assessment (IA)
- Stepping Stones Assessment
- Typing Assessment
- Vocabulary Quiz
- Writing Assessment

Counting Jar Assessment

- Assesses foundational understanding of number sense, counting, and cardinality through a hands on task.
- Helps educators gauge scholars' ability to count accurately, efficiently, and flexibly in groups.

ELA Interim Assessment (IA)

- Measures the ability to read and comprehend a text independently and to demonstrate this understanding by responding to multiple-choice questions about the text.
- Helps educators quickly adjust teaching practices to provide targeted academic support.

Fountas & Pinnell Assessment (F&P)

- A nationally-normed leveled literacy assessment administered one-on-one multiple times throughout the school year.
- Provides information about scholar skill in three reading areas: comprehension, decoding, and fluency.
- Enables educators to support growth by customizing reading instruction for each scholar.

Math Interim Assessment (IA)

- Assesses scholar problem-solving ability and mastery of cumulative mathematical content through multiple-choice and open-response questions.
- Helps educators quickly adjust teaching practices to provide targeted academic support.

Math Performance Interim Assessment (IA)

- A one-on-one mathematical assessment administered to Kindergarten scholars.
- Assesses numeracy development and problem-solving ability through hands-on tasks with the use of math manipulatives.
- Enables educators to support growth by customizing instruction for each scholar.

New York State ELA Exam

- State-wide exam administered over two days in the spring.
- Assesses the ability to make meaning of new texts by answering multiple-choice and open-response questions about a series of passages.

New York State ELA Practice Test

- Measures scholar preparedness for the New York State ELA Exam.
- Scholars demonstrate their ability to make meaning of new texts by answering multiple-choice and open-response questions about a series of passages.

New York State English as a Second Language Achievement Test (NYSESLAT)

- State exam administered every spring to all scholars who are classified as English Language Learners (ELLs); scholars who pass the exam are no longer considered ELLs.
- Assesses English proficiency in listening, speaking, reading, and writing.

New York State Identification Test for English Language Learners (NYSITELL)

- State exam administered once, upon scholar's first enrollment at any New York School, if they speak a second language at home (scholars who transfer to SA from another NY school who have already been administered the NYSITELL will NOT be tested again at SA)
- Assesses English proficiency in listening, speaking, reading, and writing among new scholars whose home or primary language is not English.
- Determines whether a scholar is classified as an English Language Learner (ELL); ELL scholars receive tutoring during the school year to support their language learning needs.

New York State Math Exam

- State-wide exam administered over two days in the spring.
- Measures knowledge of mathematical content and ability to solve complex, multi-step problems through a series of multiple-choice and open-response questions.

New York State Math Practice Test

- Measures scholar preparedness for the New York State Math Exam.
- Assesses knowledge of mathematical content and ability to solve complex, multi-step problems through a series of multiple-choice and open-response questions.

No Hesitation Math (NHM) Quiz

- Assesses fluency with grade-level math facts.

Roots Assessment

- Assesses foundational understanding of letter-sound relationships, knowledge of high-frequency words, and accuracy and comprehension when reading.
- Enables educators to create strategic reading groups that support scholars at every level.

Science Interim Assessment (IA)

- Assesses mastery of content from recently-taught science units; tests scholars' ability to apply knowledge of science content in novel contexts through critical thinking.
- Helps educators quickly adjust teaching practices to provide targeted academic support.

Stepping Stones Assessment

- Assesses foundational early literacy skills including manipulating sounds and recognizing letter-sound relationships.
- Enables educators to create strategic groups for phonics instruction that support scholars at every level.

Typing Assessment

- Measures scholar preparedness for the transition to the fully digital environment of middle school.
- Scholars must demonstrate the ability to type a minimum of 20 Words Per Minute (WPM) with 85% accuracy by the end of third grade (or by the end of the school year for newly enrolled fourth grade scholars).

Vocabulary Quiz

- Measures knowledge of the meaning of grade-appropriate vocabulary by assessing scholars' ability to use vocabulary words correctly within sentences.

Writing Assessment

- Scholars apply their writing skills as they complete independent writing tasks.
- Gauges ability to express ideas clearly, support ideas with compelling details, and use grade-appropriate writing conventions.

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Kindergarten Unit 7: Project-Based Learning: Bread

Pre-work

- Study the **F&P Continuum** (https://drive.google.com/file/d/1nBUZkV0CkXXUrmfX3S1zirCxd6vKzJJL/view?usp=sharing) of level-band A–D to understand what kids will do as readers at this point in the year.
- Before launching the unit with your scholars, read the following texts to ensure you have the necessary content knowledge to facilitate this study:
    - *Bread Comes to Life: Garden of Wheat and a Loaf to Eat* (https://www.youtube.com/watch?v=oXVxaiNq1P4) by George Levenson
    - *Everybody Bakes Bread* (https://www.youtube.com/watch?v=UgfKXhMt4Kk) by Norah Dooley
    - *Baking Bread with Children* by Warren Lee Cohen
    - *From Wheat to Bread* by Stacy Taus-Bolstad

Learning Objectives

ES Learning Objectives (https://docs.google.com/spreadsheets/d/1vqHKmAHFIcTCj9CcQSLbfr4vT4fDwRfFBe6EXukq7Xc/edit?usp=sharing)

Unit Purpose

Project Based Learning (PBL) is a critical aspect of SA's school design. Our scholars learn the thrill of becoming experts in a subject when they have extended time to immerse themselves in a fascinating topic from a cross-disciplinary perspective—including through field studies; art projects; and classes in science, reading, writing, and/or math. The culmination of PBL studies are museum presentations scholars can share with others; this allows scholars to demonstrate the learning and engagement they have achieved.

Bread is not only delicious; it's an almost universal food found all over the world. Different types of bread are made with varied ingredients and are cooked in radically different ways. Through the study of bread, scholars will learn about a variety of cultures, cooking methods, and celebrations around the world.

In this unit, your job is to fuel scholars' excitement about bread, to help them become better readers and researchers, and to develop their expertise about bread.

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Week 1

Guiding Questions and Essential Understandings

- **What are breads made from?**
    - Grain is the essential ingredient for all breads.
        - There are many kinds of grains.
        - Each grain makes a unique kind of bread.
    - All other bread ingredients each serve a purpose.
- **How are different kinds of bread made?**
    - Bread is made through a complex process that moves from farm to table.
    - The tools and processes to make bread at bakeries and at home may be different.

Readings

- Everybody Bakes Bread by Norah Dooley
    - In this story, with a touch of humor, Carrie visits neighbors looking to borrow a "three-handled rolling pin." Her diverse neighbors are baking Barbadian coconut bread, Indian chapatis, southern-style cornbread, pita bread, challah, and more. Kids will get a sense of the many types of bread in different cultures from this funny, fictional story. Recipes for each type of bread are included in the back of the book.
- Bread Comes to Life: A Garden of Wheat and a Loaf to Eatby George Levenson
    - This baker grows wheat in his backyard and mills and grinds it by hand. Close-up photographs and simple, rhyming text capture the entire process, from sowing the wheat seeds to slicing the fresh-baked bread. Especially useful are the many photos of the parts of wheat plants at various stages of growth and harvesting—something most kids will not have seen.
- **How to Make Bread** (https://drive.google.com/open?id=1VCAxGgYfXhG5FIxMTPo6tHMBMMsvQ59zM8IomjmbySQ)
    - This shared reading is a rhythmic, fun read that introduces scholars to the bread making process they'll begin this week. The pictures and vocabulary words help scholars to develop content knowledge. Print out copies for scholars (individually or in partnerships) to follow along with you and then read on their own. There is an activity on the last page/pages.

Writing Assignments and Project Work

- **Exploring Breads Together**
    - Bring in two to three different types of bread for scholars to sample during snack. Use breads made from different grains and eaten in different cultures, such as rye, sourdough, tortilla, pita, etc. Take a picture of the breads you eat for the grow chart you will make.
    - Make a T-Chart together, listing what you already know about bread on one side and what you want to learn on the other.
    - Scholars use lined paper to write two to three sentences about the ways in which each bread they sampled today was similar and two to three sentences on how they were different. Encourage them to use their senses: How does the bread look, smell, feel, and taste? Before they begin writing, give scholars 5 minutes to discuss their ideas with partners and potential details that would support that idea. Add these to their PBL folders.
    - Come back together as a class and begin a grow chart titled "Breads We've Eaten." It should have**these categories** (https://docs.google.com/document/d/1sFpCGzXxko1fB6F0p_FYO25MQl9w4f08NrHwr_sVNFc/edit). It could look something **like this** (https://drive.google.com/file/d/1-YQhQgSatl-TaacssKYLLWWbr0BoMfMa/view) and will eventually grow to look something **like this** (https://drive.google.com/file/d/18l3oWi3oOQF4NXpFFKf2iEVK5bkDDwlv/view)!
- **Bread/Not Bread Sort**
    - Print and cut out the following**images** (https://docs.google.com/document/d/1j02I3FTvdmn4-sy9D6Nw54GBjvKM_kWd6qCsUrxuhj4/edit). Create a T-Chart labeled "Bread" and "Not Bread." Think aloud

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about the first few, modeling how to tell which image would be considered bread and which would not. Explain that if you're not sure, you can put it to the side and revisit it later. Scholars turn and talk about the next few images, discussing if they think it's bread, or not, and why. Call on individual scholars to sort the remaining pictures. See an example **here** (https://docs.google.com/document/d/1tUx42VkdAjhB1Qffl8-WdELPhKAAj1FHP-gtUD4_1wc/edit).
    - As a class, discuss what they have learned about bread. This will help scholars process that not every bread looks like sliced white sandwich bread!
        - Optional Extension Activity: Scholars sit in a large circle and sort the pictures in a different way. For example, fruits, vegetables, pasta, etc.
- **Tasting New Breads**
    - Bring in two to three different types of bread for scholars to sample during snack. Make sure to use different breads than what you brought in previously. Use breads made from different grains and eaten in different cultures, such as chapati, baguette, croissants, roti, etc.
    - Scholars each pick one type of bread they've eaten and write a few sentences on loose leaf paper about what makes this bread unique. Encourage them to use their senses: Describe how this bread looks, smells, feels, and tastes. Before they begin writing, give scholars 5 minutes to discuss their ideas with partners and to share ways they can support their ideas. Be sure to add their papers to their PBL folders.
    - Come together as a class and add to your "Breads We've Eaten" grow chart.
- **Preparing to Bake (you must previously purchase/have your BOM purchase ingredients)**
    - Click **here** (https://drive.google.com/file/d/0B7t4ftBBR5aAUk9wdmFLbnV3bFU/view) for white bread recipe. Read the recipe with scholars. Make a list on chart paper of the ingredients you need and then show scholars these ingredients as you name them from the recipe.
    - Click **here** (https://docs.google.com/document/d/1aIPXp3033tdUWZWbICgpEWaUdJXCFYjiiGN8emec_t4/edit#heading=h.wdbi0vggqiy for more information on "How to Cook in the Classroom: Bread." Scholars will combine the ingredients and knead the bread today. Have scholars sit in a circle and have each scholar add one ingredient or help knead the dough. Let the bread rise in a warm place, having one scholar check on it each hour. Either bake it in the school ovens or take it home to bake that evening. Take pictures!
    - The next day, begin your "Breads We've Made" grow chart. It could look **similar to this** (https://docs.google.com/document/d/1OphmJzjnqTaMN443w_fc2_yLzNdZs7myA-ARqU4FtWQ/edit).

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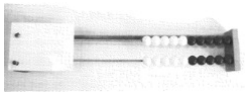
Grade 1 Unit 3: Math: Contexts for Learning— Double Decker Bus

Purpose: Why This Unit?

This unit starts with the story of a little girl who watches a double-decker bus go by her window. She uses the red and white colors of the seats to quickly calculate how many people are on the bus, in order to help her father—a bus driver—figure out how many empty seats are on the top of the bus.

Through this context, scholars build the foundations for computational fluency. The double-decker bus, modeled using the arithmetic rack (containing two rows of beads, each with 5 red and 5 white), shows scholars that they can decompose, compose, and rearrange numbers and the total will remain the same (equivalence).



Scholars begin to count more efficiently using the five- and ten-structures, and are reintroduced to the ideas of commutativity and associativity.

Additionally, as scholars explore the number of "empty" bus seats, they deepen their understanding of the reciprocal relationship between addition and subtraction. These concepts help them quickly compare amounts, count, add, and subtract. By the end of the unit, scholars look to the numbers in challenging word problems to choose the best strategies to solve.

In this unit, your job is to expand scholars' understanding of equivalence and part-whole relationships.

By the end of this unit, your scholars will:

- Understand equivalence: the total amount doesn't change when numbers are broken up (decomposed), put together (composed), or rearranged (commutativity and associativity).
    - **Decomposing and Composing:** 10 is the same as 4 + 6, which is the same as 3 + 7.
    - **Commutativity:** 8 + 4 = 4 + 8.
    - **Associativity:** (8 + 4) + 2 = 8+ (4 + 2).
    - Use the **five- and ten-structures** to count, add, and subtract.
        - This scholar uses decomposition and the ten-structure to add and subtract.

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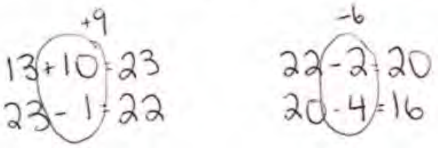
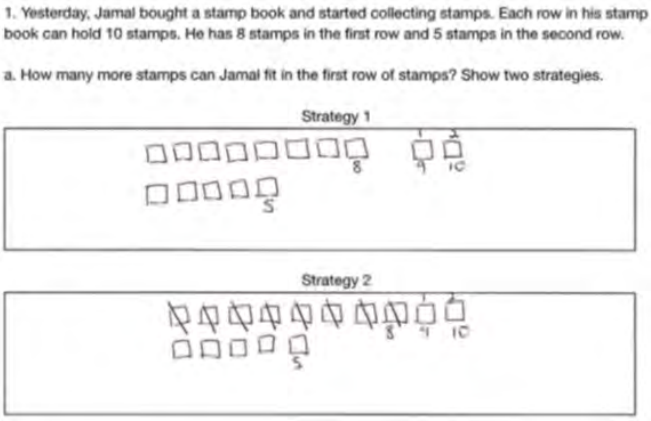
1. There were 13 players on a soccer field. 6 players got injured and had to sit on the bench and 9 players joined the team on the field. How many players are on the soccer field now?



- Understand the relationship between addition and subtraction.
    - This scholar uses both addition and subtraction to solve the same problem.



Do **Count Around the Room**, **Quick Images**, and **Number Strings** for your Mini-Lessons.

- **Count Around the Room foci:**
    - Count up and down by 1s, 2s, 5s, and 10s, above 140.
    - Increment by 10s from a number other than 10 or 0.
    - Write and name numbers up to at least 140.

- **Quick Images foci:**
    - Use the five- and ten-structures to fluently compose numbers within 10 and 20.
    - Know that 10 individual 1s are 1 group of 10.
    - Know that 10 groups 10 are 1 group of 100.

- **Number Strings foci:**
    - Use doubles and "near doubles" to add within 20.
    - "Make tens" to add within 20.

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Discourse

- Purpose: Five- and ten-structures can be used to count quickly and accurately.
- Possible strategies to compare:
    - A partnership that counted by 1s or 2s, making no use of the five- or ten-structures.
    - A partnership that made use of the five- or ten-structures (i.e., "using the colors" to count) or doubling.
- See pages 15-16 in **The Double Decker Bus** (https://drive.google.com/file/d/10TvU6h61Bi1F_7djfhUahYzL5ctp_XUS/view?usp=sharing) for more tips on leading the discussion.

Exit Ticket (https://docs.google.com/document/d/1JkAbjeHzKZMjf2ZzbqKAFH-P7RD-E5AZi6loDUl0lhA/edit#bookmark=id.1f6rwqhc6dvp)

Lesson 2 (CFL Day 2, Part 1)

Scholars apply their understanding of equivalence to compose and decompose numbers using five- and ten-structures.

Mini-lesson

Quick Images

- Purpose: Scholars use the five-structure to count.
- Show scholars each arrangement of the beads on the arithmetic rack for a few seconds, and then cover the rack. Scholars turn and talk: How many "passengers are on the bus?" Scholars share out and model thinking on the arithmetic rack.
    - 5 on the bottom
    - 5 on the top, 5 on the bottom
    - 6 on the bottom
    - 8 on the bottom
    - 7 on the bottom
    - 10 on the top
- See pages 18-19 in **The Double Decker Bus** (https://drive.google.com/file/d/10TvU6h61Bi1F_7djfhUahYzL5ctp_XUS/view?usp=sharing) for more tips on leading the Mini-lesson.

Launch

- Provide each pair on the rug with an individual arithmetic rack, and have them make different arrangements of eight passengers. Ask scholars:
    - Which arrangements are easy to quickly count? What makes these arrangements easy?
    - Which arrangements are more challenging to quickly count? What makes these arrangements tricky?
- Assign each pair a number of passengers. Have them consider an arrangement of these passengers that would be easy to count and an arrangement that would be challenging to count. Scholars record their thinking in **Appendix D** (https://drive.google.com/file/d/1CPrHWxJdatcceCJ3pLMtv_ToimRUD42Y/view?usp=sharing).
- See page 19 in **The Double Decker Bus** (https://drive.google.com/file/d/10TvU6h61Bi1F_7djfhUahYzL5ctp_XUS/view?usp=sharing) for more tips on launching the investigation.

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Targeted Teaching Time

- Scholars work in pairs to make arrangements of an assigned number of passengers that are "easy" and "challenging" to count quickly. Scholars record their thinking in **Appendix D** (https://drive.google.com/file/d/1CPrHWxJdatcceCJ3pLMtv_ToimRUD42Y/view?usp=sharing).
- Look for scholars who:
    - Count by 1s or 2s.
    - Make use of the five-structure, or acknowledge that the differences in color on the math rack can help them count.
    - Think about the relationship between addition and subtraction.
- See pages 19-20 in **The Double Decker Bus** (https://drive.google.com/file/d/10TvU6h61Bi1F_7djfhUahYzL5ctp_XUS/view?usp=sharing) for more tips on supporting the investigation.

Discourse

- Purpose: Five- and ten-structures can be used to count quickly and accurately.
- Possible strategies to compare:
    - A pair that counted all the passengers by 1s.
    - A pair that used the five- and ten-structures should share their "easy" combination. Scholars turn and talk: What makes this arrangement easy to count?
    - A pair that made an arrangement that is difficult to count quickly. Scholars turn and talk: What makes this arrangement difficult to count?
- See page 21-23 in **The Double Decker Bus** (https://drive.google.com/file/d/10TvU6h61Bi1F_7djfhUahYzL5ctp_XUS/view?usp=sharing) for more tips on leading the discussion.

Exit Ticket (https://docs.google.com/document/d/1JkAbjeHzKZMjf2ZzbqKAFH-P7RD-E5AZi6loDUl0lhA/edit#bookmark=id.hty4oour5h91)

Lesson 3 (CFL Day 2, Part 2)

Scholars apply their understanding of equivalence to compose and decompose numbers using five- and ten-structures.

Mini-lesson

Quick Images

- Purpose: Scholars use the five-structure to count more efficiently and begin to notice and explain the commutative property.
- Show the following arrangements:
    - 5 on the bottom
    - 5 on the top, 4 on the bottom

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- 4 on top, 5 on the bottom
- 9 on the top, 1 on the bottom
- 1 on the top, 9 on the bottom

Launch

- Explain that scholars will play a game called "Passenger Pairs." The object of the game is to match cards that show the same number of bus passengers, and to explain their thinking.
- Model a few turns with one scholar. Then send scholars in pairs to play the game using the cards from **Appendix E** (https://drive.google.com/open?id=1LqfKEWffgG1lesPkUC0sXkG0CL2yZ0qk).
- See page 22 in **The Double Decker Bus** (https://drive.google.com/open?id=1apyOi8P7AHS2apyjDP42rWpz4_K0Kpr0) for more tips on launching the investigation.

Targeted Teaching Time

- Scholars play Passenger Pairs in groups of two using **Appendix E** (https://drive.google.com/file/d/1QZh9NBMoL8ibmbH0MzWvX4NMnrqaX0Xt/view?usp=sharing).
- Look for scholars who:
    - Can articulate their strategies.
    - Count by ones.
    - Use the five- and ten-structures.
- See pages 22-23 in **The Double Decker Bus** (https://drive.google.com/open?id=1apyOi8P7AHS2apyjDP42rWpz4_K0Kpr0) for more tips on supporting the investigation.

Discourse

- Purpose: Five- and ten-structures can be used to count quickly and accurately.
- Possible strategies to share:
    - A pair that counted all the passengers by ones.
    - A pair that used the five- and ten-structures to find the total on one card, and matched this with another that had a "challenging" total number to find. Scholars turn and talk and talk: Which card was easier to count and why?
- See pages 21-23 in **The Double Decker Bus** (https://drive.google.com/open?id=1apyOi8P7AHS2apyjDP42rWpz4_K0Kpr0) for more tips on leading the discussion.

Exit Ticket (https://docs.google.com/document/d/1JkAbjeHzKZMjf2ZzbqKAFH-P7RD-E5AZi6loDUl0IhA/edit#bookmark=id.o60zt197lk1w)

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SUCCESS ACADEMY EDUCATION INSTITUTE

Grade 2 Unit 5: Math: Fractions

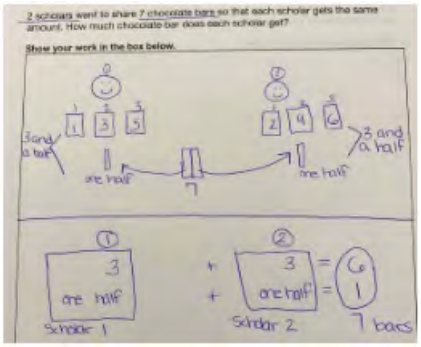
Purpose: Why This Unit?

Second graders have been reasoning with parts and wholes for years- even before they start school, kids are quick to point out when sharing a pizza is "unfair" because they've received a smaller piece than a friend! In this unit, your scholars will draw upon their intuitive perception of "fairness" to develop a deep understanding of fractions as equal parts of a whole. Scholars have solved equal sharing problems since Kindergarten; in this unit they will continue to explore fair sharing to build their understanding of fourths, thirds, and halves.

In this unit your job is to ensure that scholars understand fractions as equal parts of a whole and develop their understanding of halves, thirds, and fourths.

By the end of this unit, your scholars will:

- Understand that fractions are equal parts of a whole. Scholars must be able to identify, name, and create halves, thirds, and fourths.
    - **Note:** Scholars DO NOT need to write formal fractional notation this year. They will write fractions in words ("a half, one fourth, 2 thirds"). "Piece" is no longer an accepted answer to describe halves, thirds, and fourths.
    - Ex. This scholar understands that two equal pieces that make a whole are called halves and represents them as the same size.



- Understand that the more pieces a whole is split into, the smaller each piece will be.
- Understand that the sizes of halves, thirds, and fourths are relative to the sizes of the wholes. Fractions can only be compared if they refer to the same sized wholes.
    - Ex. This scholar understands that fraction size is relative to the whole and does not represent the same amount across all wholes.

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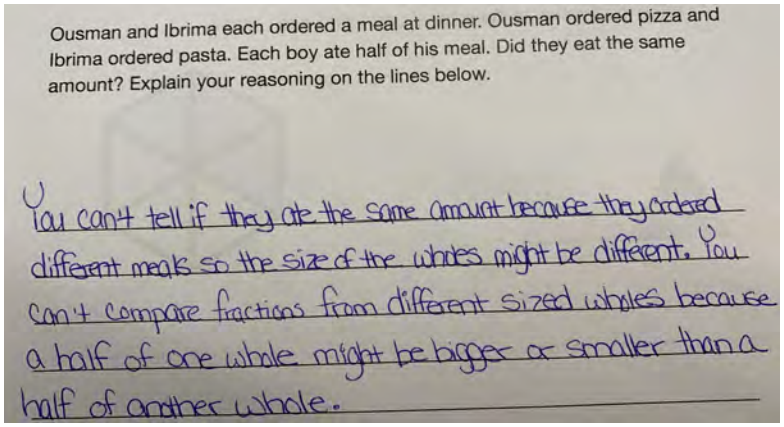
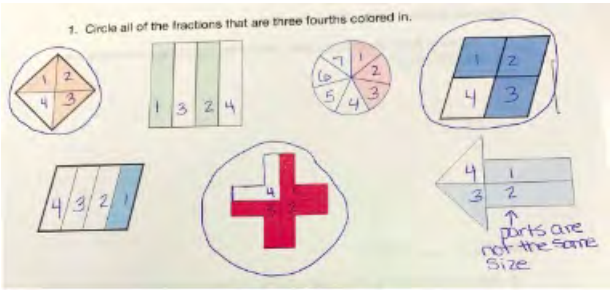
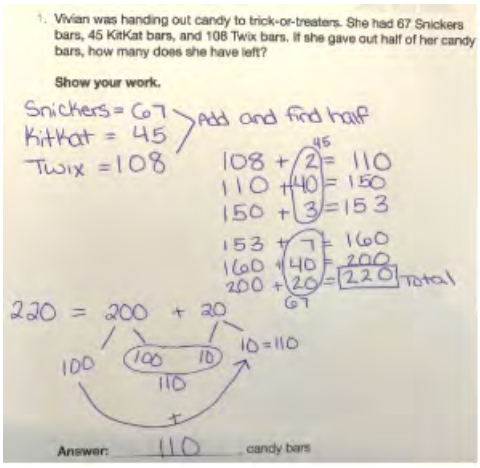


- Understand that fractions can be equivalent, even if they look different.
    - Ex: Fractions are equal if they represent the same proportion of parts to total parts, regardless of shape or arrangement.



- Understand that fractions can be used to describe a portion of a group of wholes.
    - Ex. This scholar uses place value to break apart a group of wholes into equal parts to create a fraction.



Continue to do Money Jar on Wednesdays.

Do True/False Number Sentences, Count Around the Room, and Number Strings for your Mini-lessons.

- **True/False Number Sentences** foci:
    - Addition and subtraction with 2–4 two- or three-digit numbers on each side of the equation.
    - Using commutative and associative properties and algebra to reason.
    - Solving for a missing number to make an equation true.

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- **Count Around the Room** foci:
    - Count up and down by 1s, 2s, 5s, and 10s above 600.
    - Incrementing by 1s, 2s, 5s, and 10s starting at any number, not just those ending in 0 and 5.
- **Number Strings** foci:
    - Addition and subtraction number sentences with two- and three-digit numbers.
    - Decomposing numbers to get to landmark numbers and using the open number line to solve.
    - Using relationships between equations to help solve all parts of the string.

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Lesson 4

Scholars understand that when there are more wholes than groups for them to be broken into, each group will receive more than one whole.

Mini-lesson

True/False Number Sentences

- Create a series of sentences that focuses on algebraic reasoning and solving for unknown numbers. Number sentences should encourage scholars to use information they have already solved in previous sentences to help them.

Launch

- Introduce these **problems** (https://docs.google.com/document/d/1UJAI_vwpCgWqPOHL9bnCPqXpUG7QW2MH9sTc6fmJBgM/edit?usp=sharing) and have scholars turn and talk to predict which teachers will each receive more cookie. Do not share a scholar that explains the relationship between the number of cookies and the number of teachers yet.

Targeted Teaching Time

- Scholars work in pairs to solve the **problems** (https://docs.google.com/document/d/1UJAI_vwpCgWqPOHL9bnCPqXpUG7QW2MH9sTc6fmJBgM/edit?usp=sharing):
    - 2 share 3 (2 teachers share 3 cookies)
    - 4 share 3 (4 teachers share 3 cookies)
- Look for scholars who:
    - Split each cookie into halves and fourths to distribute and can explain the relationship between the total pieces and the total wholes.
    - In the first problem distribute a whole cookie and a half to each of the 2 teachers and in the second problem break each cookie into fourths so each teacher gets three fourths; scholars who think the 4 teachers each received more cookie because they received more “pieces” without regard to their sizes.
    - Understand that since there are more cookies than people in the first problem they can give out whole cookies and split up the remaining cookie, but since there are fewer cookies than people in the second problem each person will get less than one whole cookie.

Discourse

- Purpose: Scholars understand that when there are more items than groups for them to be distributed to, each group will receive more than one whole whether they split each whole up to distribute or not. When there are fewer items than groups, each group will receive less than a whole.
- Possible strategies to compare:
    - A scholar who ignored the wholes for the 2 teachers and believes the 4 teachers each got more cookie because three fourths is more than one half.
    - A scholar who explains that the 2 teachers each got more because there are more cookies than people

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so they can get at least one whole, but with 4 teachers there aren't enough cookies for each person to get a whole.

- Compare scholars who distributed wholes, then halves for the two teachers to scholars who broke each cookie up and distributed three halves to both of those teachers. Discuss equivalence among three halves and one and one half.

Exit Ticket
(https://docs.google.com/document/d/1AJ73UIm_dsqjbWjRIwNbboB30IESpqhNmrhe6kzzl1U/edit#bookmark=id.so62ozkbzoqo)

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SUCCESS ACADEMY EDUCATION INSTITUTE

Grade 3 Unit 1: Falling in Love with Reading

Falling in Love with Reading: Your Guide to Success from Day 1 Until the End of the Year

At Success Academy, we believe that scholars who love reading and read exceptionally well can teach themselves anything! There is nothing more important to our scholars' lifelong success and happiness than inspiring their passion for reading. At the heart of our literacy curriculum is SA's deep belief that scholars become voracious readers by reading great books voluminously.

This unit sets the groundwork for a successful classroom reading culture and serves as a guide for fueling scholar passion for reading all year. You will get to know scholars as readers and and help them get to know themselves as readers, while building genuine engagement through books.

In Read Aloud and Independent Reading, you will inspire scholars to fall in love with big ideas as well as characters, language, plots, settings, information, and a host of interesting author's choices. You will give them the most precious gift of all – time to read!

If you do your job well, you will create a classroom thinking culture where scholars can't wait to read.

Unit Goals

In this Unit, your job is to teach scholars to:

- Fall in love with reading!
- Select exciting books and commit to reading them.
- Engage with books in a reading environment that looks, sounds, and feels like a library filled with focused and engaged readers.

During the first 30 days of school, you must set up scholars to do the following throughout the year:

- Participate actively in a school-wide culture of reading.
- Interact with texts in an authentic, genuine way.
- Discuss what books they are reading.
- Internalize and utilize the **5 Habits of Great Readers** (https://drive.google.com/file/d/1fQHuRINgGQ-sHEuIlZuFVDTZslWdfjNa/view?usp=sharing).

To accomplish this, you must give scholars ample time and opportunities to discuss ideas in the books they are reading. Oral language development is a tool for critical thinking that will help your scholars become fluent readers and writers.

Helping kids become successful readers takes substantial love and practice at school and at home. Partner with parents to

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communicate reading goals and progress, so parents can read with their children at home and further foster scholar love of reading. Support parents and scholars with Reading Logs by teaching how to use them as a tool for getting to know kids as readers and helping them be successful. You will also need to follow up with families and hold them accountable to ensure kids are getting the practice and support they need at home. Loop in your leadership team for support, if need be.

NOTE: Reading Logs are both a tool for accountability and a powerful way to support scholars to grow as readers. Study the books scholars reads so you can get to know what interests them and pair them with books they will be excited to read.

Creating a Year-Long Culture of Reading

Guiding Principles:

- **Intellectual Preparation:**
    - As a reading teacher, you must invest in reading the books you are teaching and knowing why they are such good books. In other words, you need to experience for yourself the pleasure and joy of reading the books you will teach. On your second reading, you need to read to understand the big ideas and the interesting language and structural choices made by the author. You will use **Standard Work** (https://docs.google.com/document/d/10c4NwlcZUbXI-tEVcsFHPmheRwL1O8UwQJb1kkPJkjE/edit#) for reading planning to help you model your enthusiasm for the books you teach.

- **5 Habits of Great Readers:**
    - The **5 Habits of Great Readers** (https://drive.google.com/file/d/1fQHuRINgGQ-sHEuIlZuFVDTZslWdfjNa/view?usp=sharing)are your guide to helping scholars understand the big ideas, language, and structures present in the books they read.
    - Study these habits and apply them to your own reading, so you can better model and teach the habits to your kids. This is your overarching goal as a reading teacher!

- **Author's Purpose:**
    - Scholars need opportunities to analyze and discuss the moves authors make to craft a compelling story.
    - When scholars study author's purpose in a whole group setting, they are able to practice the same thinking when they read independently.
    - Build in time to discuss the specific moves authors made in their writing and how these moves impact the reader's and our own enjoyment and understanding of the text.

- **Get to Know Your Scholars As Readers:**
    - Know your scholars' interests and their hunger to read. Take stock of the books your scholars are reading and granularly know their data. For returning scholars, study their end of year F&P results. For new scholars, spend time reading 1:1 to informally gauge their accuracy, comprehension, and fluency as readers.

- **Joyful Bookshopping:**
    - SA's classroom libraries are unparalleled. They are full of world-class literature hand-picked specifically for our scholars.
    - Leverage your classroom library to help kids fall in love with books.
    - Scholars must bookshop at least once a week. Invite them to the library in small groups to explore and shop for books.
    - Be present during book shopping. Use this time to learn about your scholars, build relationships, and provide book recommendations based on their interests.

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- Show scholars how to preview books to gauge their interest by looking at titles, cover art, the back of the book, and reading a few sentences.
- Teach scholars how to determine if a book is just right for them. Model how to read a few pages to gauge accuracy and fluency, and determine whether or not they understand and can retell what they have read. If they struggle with a book, it is too hard. If a book does not prompt thinking, it is likely too easy.

- **Partner Talk All Year Long:**
  - Partner talk needs to happen in all literacy components so scholars have year-long opportunities to develop their speaking skills.
  - Create a robust turn and talk plan that not only addresses the behavioral expectations for a turn and talk, but sparks conversation, debate, and a culture of thinking in the classroom.
  - Study and implement these **Effective Partner Share Practices** (https://docs.google.com/document/d/1IkYU118WZMGULlWXuyQQ5hDwfEk84RWt0zA-iyoMqL4/edit#heading=h.wdbi0vggqiy4) to make the most of this time.

Learning Objectives

ES Learning Objectives (https://docs.google.com/spreadsheets/d/1vqHKmAHFIcTCj9CcQSLbfr4vT4fDwRfFBe6EXukq7Xc/edit?usp=sharing)

The Structure of Reading, Unit 1

Scholars will use the 5 Habits of Great Readers in every literary task and have ample opportunities to practice the thinking they will do to become successful lifelong readers.

Each reading lesson contains the following:

- **Independent Reading:**
  - Motivate scholars to get lost in their books and enjoy the the luxury of time to simply read.
  - Actively engage your scholars in Independent Reading by:
    - Modeling your enthusiasm for books and reading! Explain why you chose the book you did and how it aligns to your interests!
    - Having scholars read authentically.
      - Think through how you feel when you are engaged in a book. You are likely in a comfortable position and adjusting yourself when you need to. Allow your scholars to do the same!
      - Scholars might laugh, smile, or gasp at something that is happening in their book! Great! You need to encourage scholars to feel the emotions of their characters and really get into their book.
    - Motivating scholars to talk about their books and share great books with others with partners or groups.
    - Talking to approximately five scholars daily about the books they are reading in Independent Reading.
      - Ask scholars what they like about their books in addition to providing coaching and support.
  - **NOTE:** You are working up to scholars reading independently for 45 minutes. In the beginning, you're scholars might have the stamina to read for 15 or 20 minutes, but over time you will stretch them to read for 45 minutes.
  - Click **here** (https://vimeo.com/johnsearsmedia/review/279778683/50f9809082) to see great Independent Reading in action.

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- **Read Aloud:**
    - Read Alouds are great books that are more sophisticated than what scholars can currently read on their own. The teacher's job is to make the magic of the story come alive and teach scholars to discuss the books by asking interesting questions.
        - **Build excitement for the book by introducing it in an enticing way!** Before reading, pitch a brief synopsis of the book to scholars. Think of how movie trailers entice viewers and ensure your introduction is just as exciting so scholars will be fully engaged.
        - **Get creative:** Read Aloud is a time for teachers to engage scholars in a book through performance. As you read, you should use voices for different characters, move around, and really draw scholars into the magic of the story.
        - **Discuss the book as a class.** Have scholars move into a large circle to discuss and debate questions that unpack the meaning of the book. Throughout the year, scholars should build toward scholar-led discussions that requires little-to-no teacher moderation.
    - Read Aloud is also your time to highlight and have scholars analyze author's purpose and craft. Scholars should then do the same as they are reading and writing independently.
    - **NOTE:** The timeframe for Read Aloud will be up to 30 minutes and will vary based on scholar engagement, the book, and the discussion based on the book. As you build engagement, you will build the amount of time you read aloud.
    - Click **here** (https://drive.google.com/file/d/0B-Z7OUgXBAAbSnFIZ3gwVXFnM3c/view) to see a great Read Aloud in action.

What Else Do I Need?

- Read Aloud Scope and Sequence (https://docs.google.com/spreadsheets/d/105j82UljezmOaqsi-OLoG6hpRU03re1XRkOhIWn2AWI/edit#gid=1871623571)

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SUCCESS ACADEMY EDUCATION INSTITUTE

Grade 4 Unit 1: Falling in Love with Writing

Pre-work

Complete the following pre-work prior to teaching the unit.

- Read **pages 3-33** (https://drive.google.com/file/d/1maO8Zd4kUFfg1zMREucPKS4qY-X6AWeR/view?usp=sharing) of *Study Driven.*
- Study the mentor texts, with the content from *Study Driven* in mind.
- Have scholars bring in a special object or picture from home.

Learning Objectives

ES Learning Objectives (https://docs.google.com/spreadsheets/d/1vqHKmAHFIcTCj9CcQSLbfr4vT4fDwRfFBe6EXukq7Xc/edit?usp=sharing)

Unit Purpose

At SA we value excellent writing. We believe that one of our many jobs is to teach students to love writing and write well. Writing is an important mode of self-expression and a practical skill that students will need to be successful in school and life. To be effective instructors of writing, we need to maximize the opportunities to teach writing, which do not merely fall in the literacy block or unit. Any time we are reading we expose our students to writing. We must always notice the quality of expression in a text so that our students develop a strong awareness of quality writing.

In this unit, you'll first light the spark for writing as your entire class composes a single masterpiece. Using Shared Writing your scholars will focus on composing and learning about the writing process as you model and create a class book.

Unit Materials

The following materials will be used as mentor texts throughout the unit:

Directions for accessing Sora can be found **here** (https://docs.google.com/document/d/1NfdjNdBNUGJy_mZ4yRDcyv4_oR5u72OWEYBLQqgp6QE/edit#heading=h.bqd21548z2q).

- Not Enough Emily's (https://docs.google.com/document/d/1vlos176SpS1nQ2Ldf3p8Plk2WO4JfaCiLHFGoJFYq8E/edit?usp=sharing) by Jean Little

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- The Drive-In Movies (https://docs.google.com/document/d/1qMH5BVYW1HdOEZ_xw3KH8OECX4PfVkcfRK550SDFKJk/edit?usp=sharing) *by Gary Soto*
- The Unexpected Dangers of Roasting Marshmallows (https://docs.google.com/document/d/1EIOAIRWI2_91B3H3pKglQ0FvjeO8SkEM8NvruZysVYk/edit?usp=sharing) by Rebecca Addleman
- "A Play" from Childtimes (https://docs.google.com/document/d/1A9BO8Ax4oTSOIZBtAOGPV5qHv6A_HNzDiHWd8wSMks0/edit?usp=sharing) by Eloise Greenfield
- *Boy: Tales of Childhood* by Roald Dahl
- *Mo'ne Davis: Remember My Name* by Mo'ne Davis

Writing Within and Beyond the Literacy / Project-Based Learning Unit

Writing happens daily and in various forms. Scholars draw and label to share ideas, experiment with language in phrases and sentences, write multiple paragraphs related to a topic, and publish fiction and nonfiction class and personal books—the writing possibilities are endless! The writing scholars do at SA is varied and constant, sometimes explicitly stated in a unit and other times by the teacher's design or initiated by a scholar's thinking or creativity. Writing at SA is not limited to a writing assessment—that is a much too narrow view and not the key lever for developing writers and the habits of writing. Scholars engage in writing via writing assignments and show off their writing skills in three, on-demand, writing assessments.

- **Writing Assignment**
    - Writing is sometimes about going through the entire process—planning to publication (e.g. published pieces of writing) and in other instances writing is a tool for thinking, generating or processing ideas, or reflecting on and refining learning.
    - Scholars engage in various stages of the writing process in their day-to-day writing experiences, writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Examples of writing assignments include:
        - Taking notes
        - Writing down reactions or ideas after listening to/reading a text
        - Labeling or captioning an image
        - Making a list
        - Noticing something about how texts are written during genre study, and then trying it out. Scholars might write a word, a phrase, a sentence, a paragraph, or more. Depending on the study, they might try out:
            - Using repeating lines
            - Exaggerating to make a point or add humor
            - Asking a question and then answering it
            - Using thought bubbles
            - Taking a common phrase and changing it a little—Lights, Animals, Action!
            - Using vocabulary specific to a topic and telling what it means
    - In addition to daily writing that includes writing a word, phrase, sentence, or paragraph, scholars work through the writing process from start to finish various times across a year. They repeatedly experience the full writing process, because writers get better at writing by writing, by publishing, and by getting feedback. Likewise, scholars form a positive relationship with writing by celebrating writing and writing for a purpose.

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- **Writing Assessment**
    - A writing assessment is a time bound task occurring on one day at three distinct times of the school year (one near the beginning, middle, and end of the school year).
    - The purpose of a writing assessment is to:
        - Show scholars' acquisition and development of writing skills at a given point in time and across the year
        - Understand what learning objectives scholars have met and what they need additional support in developing
        - Provide evidence as to the effectiveness of writing instruction implementation and the literacy curriculum
    - Scholars independently apply the writing skills they've learned during the writing assessment. At a high level this includes the following writing skills:
        - Writing appropriate to task, purpose, and audience
        - Producing clear, logical, and organized writing
        - Including relevant details to support the idea
    - Writing assessments reflect types of writing scholars have engaged with repeatedly across the unit and/or year, including sequenced narratives and informative/explanatory writing.

Scholars will engage in writing assessments that both evaluate their writing skills proficiency and serve as a tool for diagnosing future growth goals and implementation. The tasks will not live explicitly within the unit of study, but will reflect the learning objectives for the unit.

Writing Instruction Toolkit

Click here (https://docs.google.com/document/d/1TkGO_Gk69rXZy8gDYNi4TxKV4zyOSAP6HX08i-kChpE/edit#) to access the Writing Instruction Toolkit. This resource is designed to support you in your implementation of our Literacy Units and Writing Curriculum. Leverage this tool to improve your practice as a writing teacher.

Writing Assignment

How will this unit help scholars become passionate authors?

In this unit, scholars will read childhood tales written by the authors who lived them—Gary Soto, Roald Dahl, and more. While reading, they'll discuss the choices these authors use to make their stories captivating. Next, scholars and teachers will experiment with these authors' choices as they compose a story about a class experience. Scholars then write to tell the story of a time in their own lives.

Scholar Writing Assignment:

Now it's your turn to write a personal story. Just like Roald Dahl and Gary Soto, you'll write to tell a story from your life. Moments that seem ordinary on the surface often prove to be most extraordinary when brought to life by the author who lived them.

Directions:

- Decide on a moment from your life to share with readers.
- Plan your story. To do this, ask yourself:

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    - What do I want my audience to know or learn?
    - Where will my story start and end?
    - Where does the story take place?
    - Who is there?
    - What is happening?
- Draft a story with a clear beginning, middle, and end.
- Use these **planning sheets** (https://docs.google.com/document/d/1LYQb6Y5_wXvDaayex5zs3sl-nZnJcaiCkkFblDWcIeo/edit) to develop your personal story.
- When writing, use authors' choices that we noticed while reading stories like *The Drive-In Movies* or *The Unexpected Dangers of Roasting Marshmallows.*

Click **here** (https://docs.google.com/document/d/1egvLkujkvxDjkIGly_525J-NX35AO6lZLJMdCobLbAQ/edit) for an adult-written model piece. This is provided to give you a sense of the end product.

At the end of the unit the class will have at least one class book and every scholar will have a personal story he or she created.

Genre Study

During genre study you will read scholars' personal stories. Through an inquiry-based study, you will teach scholars about the choices authors make when writing texts. This study of mentor texts will help scholars understand the traits of good writing in the genre of writing they'll be producing in the unit!

- First, read aloud texts within this genre to scholars. Stop to think aloud in places that add meaning and engage the reader. Use your think alouds to illustrate choices the author made to convey meaning. Examples include:
    - In her piece, **"Not Enough Emily's,"** (https://docs.google.com/document/d/1vlos176SpS1nQ2Ldf3p8Plk2WO4JfaCiLHFGoJFYq8E/edit?usp=sharing) author Jean Little orients readers by stating the time and place at the beginning of her story ("Take last Saturday. When I came to the breakfast table, the kitchen was spilling over, bursting with sunshine"). Right away, readers can visualize where everything takes place.
    - In his story, **"The Drive-In Movies,"** (https://docs.google.com/document/d/1qMH5BVYW1HdOEZ_xw3KH8OECX4PfVkcfRK550SDFKJk/edit?usp=sharing) author Gary Soto adds vivid details (e.g., "in no time crescents of earth began rising under my fingernails") when describing the arduous chores he endured so readers understand just how badly he wanted to go to the drive-in movies.
- Once you have modeled the thinking work kids should be doing, engage scholars in the conversation around author moves as you continue to read texts aloud. Do this by asking:
    - What do you notice about this genre?
    - What is the purpose of this genre?
    - How do writers of personal stories develop their topic and ideas?
    - How are personal stories crafted to make them compelling for readers?
- As you read and discuss texts, write scholars' ideas on chart paper. These ideas should be articulated in scholar language and added in the moment. Continue to add on, revise, and model how to use this chart as a point of reference throughout the unit. Scholar might comment that authors:
    - Ask questions to introduce a topic.
    - Use repeating lines.
    - Exaggerate to make a point or add humor.
    - Compare the topic to something else.
    - Use sarcasm, when appropriate.
    - Use robust adjectives to describe.
    - Highlight a quote.
    - Give solutions, if a topic presents a problem.
    - Insert dialogue.

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    - Wait to introduce the topic until the middle so readers don't stop reading because of the topic alone.
    - End with personal comments, opinions, or ideas.
    - Use a title that grabs interest, but doesn't give away the topic.
    - Use shocking facts.
    - Make personal comparisons.
- Scholars will then read texts in this genre independently or in partnerships. They will use Post-Its to mark where the author made interesting choices that are similar and/or different from other texts within the genre.

Shared Writing

During Shared Writing you will write a piece as a class to model the**writing process** (https://docs.google.com/document/d/1ocM-jnfCUe4vuasClO9kEUo4svLcBR5BvujDT-vzS_o/edit) for scholars. This is an ideal way of teaching scholars about the process of writing through writing together.

- Have a conversation about a memorable class experience from the first weeks of school. Model discussing an idea out loud. Then, give scholars time to think of their own ideas and turn and talk to share with peers.
- Write down ideas on chart paper. Sample experiences could include a favorite part of the day, memorable moment, or recent class event.
- By asking, "Which idea do we have more to say about?" collectively decide on a topic to use for your Class Book.
    - Support scholars in generating ideas by modeling the prewriting process, incorporating turn and talks, and debating the strength of an idea.
    - See an example **here** (https://drive.google.com/file/d/0B5pxkyWDJN55cVFMaWNoQ3pnZUk/view).
- Shared Writing will occur in three stages across 3-4 days: prewriting, drafting, and revision.

Prewriting:

The piece is planned by discussing:

- Purpose: Why are we writing this? What do we want to communicate?
- Intended Audience: Who are we writing this for?
- Structure: Based on our study, how do we want to organize our personal story?

Drafting by Sharing the Pen:

At this point, you are ready to begin writing the shared personal story. Do this on chart paper, under the ELMO, or by typing in a Google Doc displayed on the SmartBoard.

- Guide students through the thought process of beginning a personal story. Use scholar ideas to compose the text, sentence by sentence. If scholar ideas are poorly articulated, model how to refine them.
- During Shared Writing choose strategic moments to share the pen with scholars. Have scholars write to boost engagement, or when you see an opportunity for practicing spelling patterns, Art of the Sentence, etc. Be sure not to slow down the writing process. The teacher should do the majority of the writing, using only pre-planned, quick stopping points for scholars to participate.

Compose: As you compose the piece, you and your students focus on the craft of writing while discussing the specific content. Students share their ideas while you help them negotiate the precise language of the text. Specifically, you synthesize their ideas, help them organize their thoughts as writers, propose vocabulary or language that advances the ideas, and, in some cases, suggest the "final sentence" based on your discussion. You might also use think-alouds to model for students why that sentence is most appropriate.

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Excerpted from Interactive Writing Across Grades by Roth & Dabrowski, pp. 17

Revising:

- Model rereading and thinking aloud as you revise to ensure your writing makes sense. Model using authors' choices from your class genre chart. Explain to scholars that when they write independently, you will give verbal and written feedback to support their revision using the authors' choices they discovered during the study.
- Model giving the piece the final read, and revising for word choice, clarity, and concision.
- Reflect on the process. As a class, discuss:
    - What did you learn about writing in this genre?
    - How will you apply the authors' writing in this genre?
    - How will you apply the authors' choices we studied to your own writing?

Display your class book in a visible place so scholars can read and refer to it while writing independently. Add it to your classroom library for all to enjoy throughout the year!

Scholar Writing

Scholars will now use what they learned from the study and Shared Writing to write a personal story independently.

Begin by having scholars prewrite by drafting a list of potential ideas for their story.

- See ideas for prewriting activities **here** (https://docs.google.com/document/d/1xZp0UDj_gbsJgOPDFTEQs0BkPj-1BEfWtX6FzOTvl28/edit?usp=sharing).

Prompt scholars to look at your photo/object from home to help them decide on an idea for their personal story.

- Why is this special to you?
- What about this moment in time or memory do you want to share with others?
- What authors' choices from our study will help you to best communicate your story?

Once scholars have decided on their ideas, give them plenty of time to draft their stories.

- Scholars' writing will show the influence of the genre study, so refer scholars back to genre chart often. The expectation is not that scholars include all of the authors' choices from the list, but that scholars make choices to include elements they believe will clearly convey their message.
- Talk to kids about their writing. Ask questions such as:
    - What do you want readers to know from reading this piece?
    - Explain your story to me. Now reread your piece aloud to me. Does your writing include everything you explained earlier?
    - Where is a place you felt successful in your writing, or a part you really like?
    - Take me to a place where you tried specific authors' choices. Walk me through your thinking about using them. Help me see how you used what we learned in the study to help you as you drafted.
    - You should be rereading your draft as you are writing. Show me a place where you revised and explain why you made that change. Be specific.
- Set up partnerships so scholars can share their writing with a partner. Partners should ask each other:
    - Does my story make sense?
    - Where is a place my story is strong? Why?
    - Where is a place I can improve? How?
    - Is there another authors' choice from our genre study I can add in? Where? How?

Publication and Celebration

Publication of scholar writing is a cause for celebration! This shows scholars that their ideas matter and their voices are heard. Scholars will share their stories both whole class and within small groups or partnerships.

- Create copies of the shared writing piece so the kids have both their class book and a personal story to take home.

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- Plan for ample time for scholars to read their writing aloud to the class.
    - Invite scholars to share in table groups or in partnerships. Be sure that all scholars have the chance to share their writing.
    - You may choose to invite parents to partake in the celebration with you, or another class, either the same grade level or a different one!

What Else Do I Need?

- 5 Habits of Great Writers (https://drive.google.com/file/d/16F_EoP0DcdazqYu5hhG2S0ljvGRQ4MO1/view?usp=sharing)
- Read Aloud Scope and Sequence (https://docs.google.com/spreadsheets/d/105j82UljezmOaqsi-OLoG6hpRU03re1XRkOhlWn2AWI/edit#gid=1871623571)

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Grade 5 Unit 5: Math: Volume

Click here (https://docs.google.com/document/d/1nKd5CAizvMNg2g-ZXU58z5fhujwPFHl1Mew5K8to3Hw/edit#) for the February 2023 Math Prioritization Guide.

Purpose: Why This Unit?

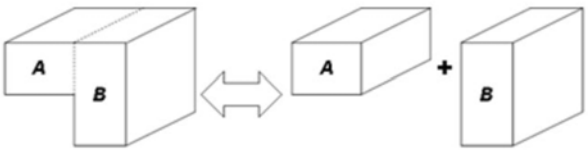
In the real world, objects take up space that can be measured in three dimensions: length, width, and height. Together, these measurements create cubic units of space . . . volume! At first, volume measurement may seem like a simple extension of area measurement, which scholars have explored since Grade 3. And while understanding area is an important foundation for understanding volume, scholars will likely be surprised to find how much three-dimensional arrays differ from two-dimensional arrays. For example, as the dimensions of a rectangular solid double, the volume doesn't just double, it actually increases by 2^3! Scholars may also be shocked to discover that the surface area of a rectangular solid does not necessarily correspond to its volume— another puzzling change when working in three dimensions!

In this unit, scholars will build on their deep understandings of multiplication to expand their conception of the array from two dimensions to three dimensions. Scholars will begin with a series of investigations from ***Contexts for Learning: The Box Factory*** (https://drive.google.com/file/d/0B4TKu9Z7r5BDVXhzd0FPRW11dUU/view), in which they will explore the surprising relationship between volume and surface area, recognize how the volume of a rectangular solid changes as its dimensions change, and organically derive the V=L × W × H formula for volume. Scholars will then apply their understandings of three-dimensional arrays to a series of related problems focused on volume's additive properties, taking place at the Museum of Ice Cream!

In this unit, your job is to press scholars to deepen their understanding of multiplication through an exploration of volume.

If you do your job well scholars will:

- Explain why the V=L × W × H and V=B × H volume formulas work and apply these formulas to solve real-world problems.
- Explain the relationship between surface area and volume. Including:
    - Explain that two figures can have the same volume and different surface areas and vice versa.
    - Explain why a cube will have the smallest surface area of all right rectangular prisms of the same volume.
- Explain why cubic units are needed to measure volume and how they differ from linear and square units.
- Recognize that volume is additive (i.e., if two three-dimensional figures are combined, the volume of the resulting figure is equal to the sum of the volumes of the two original figures). Use this understanding to solve real-world problems involving volumes of irregular three-dimensional figures composed of rectangular prisms.



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Total Volume = Volume of Prism A + Volume of Prism B

Before teaching this unit, watch the following Math Concepts Explained video(s):

- Volume: The Basics (https://www.torshtalent.com/video/Zr4ZsT3gtQ5dm5ysW)

How Does This Unit Fit into Middle School Math?

Prior Knowledge

- Scholars understand that a two-dimensional object that can be filled using n unit tiles is said to have an area of n square units.
- Scholars are able to find the area of any rectangle with whole number, fractional, or decimal side lengths.
- Scholars understand that area is additive, meaning that if you combine two shapes, the area of the new shape is equivalent to the sum of the area of each individual shape.
    - Scholars use this understanding to find the area of irregular rectilinear shapes by decomposing the irregular shapes into simple rectangular arrays.

Looking Forward

- In 6th grade, scholars will use what they already know about rectangles to draw conclusions about other types of shapes. Scholars will develop generalizable strategies for finding the area of polygons by decomposing, re-arranging, and manipulating shapes strategically, specifically triangles and parallelograms.
- Later in middle school, scholars will investigate the surface area of three dimensional shapes. Scholars will first visualize how to “unfold” these 3D shapes to represent them in two dimensions as nets. They will then use these nets along with their strategies for finding area of composite shapes to explore different methods for finding surface area.

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Lesson Goals

1.	Systematically find all three-dimensional arrays that can be constructed from a given quantity of objects.
2.	Explain that figures can have the same volume and different surface areas.
3.	Explain why volume increases greatly as side lengths of a cube increase.
4.	Organically derive and generalize the $V=L \times W \times H$ formula.
5.	Compare the $V=L \times W \times H$ formula (length × width × height) to the $V=B \times H$ formula (base × height) and explain why both allow us to measure volume.
6.	Explore the relationship between rectangular prisms' dimensions and volumes.
7.	Find the volume of irregularly shaped objects made up of cubic units.
8-10.	Recognize that volume is additive, and use this knowledge to find volumes of irregular three-dimensional figures composed of rectangular prisms.

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Lesson 1

Systematically find all three-dimensional arrays that can be constructed from a given quantity of objects.

During the first lesson of the volume unit, scholars will use manipulatives to understand that even though some boxes may look different, they can still have the same volume (be made up of the same number of cubes). The manipulatives will help scholars understand that volume is the amount of space something takes up or the amount of unit cubes that can fit inside. They can rotate boxes or remove pieces from one side and add them to another but the box remains the same size.

Do Now

Mini-lesson

This string should be used to encourage scholars to rewrite and group factors in creative ways without changing the product of the given number sentence. For example 36×7 can be rewritten as $18 \times 2 \times 7$ which is the same as the following problem 18×14. The goal is for scholars to understand that the order of the multiplication sentence (associative and commutative property) does not affect the product. You should use the array model to illustrate visually why the area is staying the same. Scholars will rely on this prior knowledge to create different boxes with the same volume during the explore.

3×7

6×7

36×7

18×14

27×18

56×36

Explore

Introduce the context using Appendix A and the guidance on page 14 of***Contexts for Learning: The Box Factory*** **(https://drive.google.com/file/d/0B4TKu9Z7r5BDVXhzd0FPRW11dUU/view)**. Explain that a box that is "rotated" 90 degrees on the same plane is the same box and doesn't count as a new design. Scholars work in groups of two to three to investigate all possible three-dimensional arrays that can be constructed with 24 cubes. Give scholars access to cubes. Encourage scholars to prove they have found all possible boxes.

Provide cubes and have partnerships discuss:

- Are you certain you found all boxes? Why or why not?
- Is our work connected to the doubling and halving strategies we applied during yesterday's Mini-lesson? (This should be posted on a chart in your classroom for scholars to reference.)
- How is our work connected to our knowledge about area?
- If you took one of the boxes and turned it, would it still hold24 oranges? Why or why not?
- Why can boxes look different and still hold the same number of oranges?

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Discourse

Select a group whose strategy shows a systematic approach— perhaps a group that used a doubling and halving strategy or a group that found all one-layer boxes, then all two-layer boxes, and so on. Have this group give a brief introduction to their insights. Encourage scholars to stay grounded in the context of oranges in a box and encourage sharers to model boxes with cubes. During this discourse, introduce the term *volume* to describe the amount of space inside the box and *cubic unit* for the amount of space measured by each cube.

Your goal in this discourse is not to explain how to solve the problem but to discuss strategies scholar used to ensure they found all the possible combinations.

See pages 22–25 for more guidance on selecting strategies and leading the discussion.

Key Questions:

- When will two boxes fit the same number of oranges? When will two boxes have the same volume?
- Why can two boxes that look different have the same volume?

Exit Ticket

1. Ophelia sells holiday ornaments, and she offers two options for packaging. Option A has 2 layers of ornaments, and each layer is arranged into 3 rows and 2 columns. Option B has 2 layers of ornaments arranged into a row of 6 ornaments.

   What is similar and what is different about Ophelia's options?

Homework

Click here for Lesson 1 Homework.

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