



# SUMMARY OF FINDINGS AND RECOMMENDATIONS

PROPOSAL TO AUTHORIZE  
SUCCESS ACADEMY CHARTER SCHOOLS - NYC  
TO OPERATE THE PROPOSED  
SUCCESS ACADEMY CHARTER SCHOOL - NYC 15; SUCCESS  
ACADEMY CHARTER SCHOOL - NYC 16; SUCCESS ACADEMY  
CHARTER SCHOOL - NYC 17; SUCCESS ACADEMY CHARTER  
SCHOOL - NYC 18; SUCCESS ACADEMY CHARTER SCHOOL -  
NYC 19; AND, SUCCESS ACADEMY CHARTER SCHOOL - NYC 20

# EXECUTIVE SUMMARY

The board of trustees of Success Academy Charter Schools- NYC (“SACS - NYC” or the “education corporation”), a not-for-profit charter school education corporation authorized by the State University of New York Board of Trustees (the “SUNY Trustees”) to operate 38 schools, seeks the authority to operate 6 additional charter schools to be located in public facilities in New York City Community School Districts (“CSDs”) 10, 11, 24, 25, 28, and 31. The education corporation submitted the proposals for authority to operate Success Academy Charter Schools- NYC 15, 16, 17, 18, 19, and 20 (“Success NYC 15-20”) to the SUNY Charter Schools Institute (the “Institute”) on February 8, 2024, in response to the Institute’s [2024 Request for Proposals \(the “RFP”\)](#) released on behalf of the SUNY Trustees on December 6, 2023. The Institute makes copies of applications [available on its website](#).

Each of the six proposed schools will open in August 2026 with 190 students in Kindergarten – 1<sup>st</sup> grades, adding students in both elementary grades each year, and ultimately serve 675 students in Kindergarten – 5<sup>th</sup> grades during their first charter terms. Success NYC 15-20 will fill all seats that become available due to attrition in Kindergarten – 6<sup>th</sup> grades. The schools will replicate the highly effective instructional program implemented at the other schools operated by the education corporation. As applicable, information regarding the renewal history, academic performance, and student discipline for the existing schools is presented in Appendix B below.

SACS - NYC will contract with the charter management organization (“CMO”) Success Academy Charter Schools, Inc. (“Success Academies;” the “CMO;” or, the “network”), a Delaware-based Internal Revenue Code § 501(c)(3) non-profit organization, which will provide a number of shared or centralized support services to the schools in exchange for a management fee including, but not limited to, human resource functions, student and staff recruitment, information technology, curriculum development, professional development, and data management.

After a thorough review process consistent with the New York Charter Schools Act of 1998 (as amended, the “Act”), the Institute finds that the proposals for SACS - NYC’s authority to operate Success NYC 15-20 rigorously demonstrate the criteria detailed in the Institute’s 2024 RFP, which align with the Act.

Based on the proposals, as amended by the applicant, and the foregoing:

The Institute recommends the SUNY Trustees approve the proposals to grant SACS - NYC the authority to operate Success Academy Charter School - NYC 15, Success Academy Charter School - NYC 16, Success Academy Charter School - NYC 17, Success Academy Charter School - NYC 18, Success Academy Charter School - NYC 19, and Success Academy Charter School - NYC 20.

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# FINDINGS

Based on the comprehensive review of the proposals and interviews of the applicant and the education corporation board of trustees, the Institute makes the following findings.

1. The charter schools described in the proposals meet the requirements of the Act and other applicable laws, rules, and regulations as reflected in (among other things):
  - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners (“ELLs”);
  - the required policies for addressing the issues related to student discipline, personnel matters, and health services;
  - an admissions policy that complies with the Act and federal law;
  - the inclusion of the by-laws for the operation of the education corporation’s board of trustees; and,
  - the inclusion of an analysis of the projected fiscal and programmatic impact of the schools on surrounding public and private schools.
2. The applicant has demonstrated the ability to operate the schools in an educationally and fiscally sound manner as reflected in (among other things):
  - the provision of an educational program that meets or exceeds the state performance standards;
  - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
  - the student achievement goals articulated by the applicants;
  - appropriate rosters of educational personnel;
  - a sound mission statement;
  - a comprehensive assessment plan;
  - the provision of sound startup, first-year, and five-year budget plans;
  - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
  - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach anticipated enrollment;
  - the inclusion of descriptions of programmatic and independent fiscal audits, with fiscal audits occurring at least annually;
  - the inclusion of a school calendar and school day schedule that provide at least as much instruction time during the school year as required of other public schools; and,
  - the inclusion of methods and strategies for serving students with disabilities in compliance with federal laws and regulations.
3. Granting the proposals is likely to: a) have a significant educational benefit to the students expected to attend the proposed charter schools; b) improve student learning and achievement; and, c) materially further the purposes of the Act. This finding is supported by (among other things):
  - Excellent and consistent student outcomes indicative of successful delivery of a rigorous academic program;
  - A sound and comprehensive professional development plan for school leaders and teachers;
  - A culture of high expectations and continuous improvement for both students and staff;

- Commitment to identifying and developing qualified school leadership and providing leadership opportunities to internal candidates; and,
  - Provision of rich extracurricular activities such as chess, art, music, and sports.
4. The proposed charter schools would meet or exceed enrollment and retention targets, as prescribed by the SUNY Trustees, of students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program as required by Education Law § 2852(9-a)(b)(i).
  5. The applicant has conducted public outreach for the schools, in conformity with a thorough and meaningful public review process prescribed by the SUNY Trustees, to solicit community input regarding the proposed charter schools and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law § 2852(9-a)(b)(ii).
  6. The Institute has determined that the proposals rigorously demonstrate the criteria and best satisfy the objectives contained within the RFP, and, therefore, are “qualified applications” within the meaning of Education Law § 2852(9-a)(d) that should be submitted to the New York State Board of Regents (the “Board of Regents”) for approval.

The Institute developed the RFP “in a manner that facilitate[d] a thoughtful review of charter school applications, consider[ed] the demand for charter schools by the community, and s[ought] to locate charter schools in a region or regions where there may be a lack of alternatives and access to charter schools would provide new alternatives within the local public education system that would offer the greatest educational benefit to students,” in accordance with Education Law § 2852(9-a)(b). The Institute also posted the draft RFP for public comment and responded to same.

The Institute conducted a rigorous evaluation of the proposals under consideration including academic and fiscal soundness, and legal reviews. In addition, the Institute engaged independent consultants to evaluate the proposals based on the criteria set forth in the RFP. Pursuant to its protocols, the Institute conducted an interview with the founding team, including the applicant, the proposed board of trustees, and key Success Academies leaders. Trustee Joseph Belluck, Chairman of the SUNY Trustees’ Charter Schools Committee, also met with the founding team.

Amendments to the Act in 2015 restricted the total number of charter schools the SUNY Trustees and the Board of Regents may approve to open in New York City. Currently, nine charters remain available to be granted in New York City by the SUNY Trustees or the Board of Regents.

## BACKGROUND & DESCRIPTION

SACS - NYC is currently authorized to operate a total of 38 schools in New York City. Since opening its first school, Success Academy Charter School- Harlem 1 in 2006, the education corporation has expanded and currently operates 33 highly successful schools, and plans to open its five remaining charters in fall 2024. Collectively, SACS - NYC is chartered to serve 23,162 students in Kindergarten – 12<sup>th</sup> grades at schools in Manhattan, Brooklyn, Queens, and the Bronx. The education corporation’s existing schools operate in a mix of public and private facilities.

SACS - NYC schools have a strong and consistent track record of achieving very strong student outcomes, with overall combined proficiency rates across its schools of 80% in ELA and 92% in math on the 2022-23 state exams. Additionally, the schools have achieved a 100% acceptance rate to four year colleges and universities for all of its graduating high school seniors to date.

SACS - NYC seeks to open six additional schools, with two proposed to be located in the Bronx in CSDs 10 and 11, three proposed to be located in Queens in CSDs 24, 25, and 28, and one proposed to be located on Staten Island in CSD 31. The education corporation makes this request based on its existing track record of strong student outcomes and based on community need in the proposed CSDs. The six additional schools would provide a foundation for growth plans to ensure there is an operationally and fiscally sustainable Kindergarten – 12<sup>th</sup> grade pathway for students and families who attend SACS - NYC schools in all geographies by eventually adding middle and high school programs, subject to SUNY approval.

## MISSION, PHILOSOPHY, AND KEY DESIGN ELEMENTS

The SACS - NYC mission states:

*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.*

Success NYC 15-20 will implement the following key design elements:

- **Focus on Student Achievement:** All staff members at Success NYC 15-20 will be expected to ensure their daily work focuses on increasing student achievement.
- **Curriculum:** Success NYC 15-20 will implement a research-based, results-driven curriculum.
- **Student Performance Data:** The schools will use assessment and data systems that produce information for analysis 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.
- **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.
- **School Leaders with the Power to Lead:** Non-instructional operations at Success NYC 15-20 will be managed by the school operations team and the network, allowing the principal and other instructional leaders to regularly observe teaching and focus solely on student achievement.
- **Highly-Qualified, Highly-Trained Staff:** Success NYC 15-20 will recruit highly-qualified educators from around the country and provide intensive training to support teachers in delivering rigorous lessons.
- **Strong School Culture:** The schools hold students and staff to high standards, rooted in the ACTION values that drive culture at all SACS - NYC schools.
- **Students with Disabilities:** The schools will work to support students with disabilities to achieve their highest potential through rigorous teaching and rich interventions.
- **Ensuring Elementary and Middle School Achievement and High School Success:** The schools provide intensive support to students of all ages, including elementary, middle school, and high school students, to ensure academic success and graduation.

## CALENDAR AND SCHEDULE

Success NYC 15-20 will offer 180 days of instruction each year. The first day of instruction for the 2026 school year will be on or around August 17, 2026, and the last day will be on or around June 25, 2027. Subsequent school years will follow a similar calendar. The school day will begin each morning at 7:20 A.M. and end at 3:45 P.M. Success NYC 15-20 will provide students with more than 1,200 hours of instruction per year, which exceeds the requirement of 900 instructional hours for 1<sup>st</sup> – 6<sup>th</sup> grade mandated by Education Law § 2851(2)(n) and 8 NYCRR § 175.5.

## ACADEMIC PROGRAM

All schools operated by SACS - NYC implement the same rigorous curricula the network has developed over nearly twenty years of experience and refinement, rooted in the belief that all students can achieve at the highest levels. The network conducts ongoing reviews of its curricular materials, integrating feedback from school leaders and teachers, to ensure they prepare students for success on state assessments while developing skills needed to access and complete college and career pathways. Leaders and teachers have access to ample curricular materials including frameworks, scope and sequence documents, unit plans, and individual lesson plans and supporting materials. The network also provides regular professional development during the summer and throughout the school year to support school leaders and teachers in implementing the curricula effectively.

In addition to rigorous materials to support core subjects, SACS - NYC schools also offer an array of specials including chess, dance, sports, music, and theatre.

### **English Language Arts (“ELA”) (Reading and Writing)**

SACS - NYC schools implement the THINK Literacy program, an ELA curriculum that teaches students to become avid readers, clear writers, and critical thinkers. THINK Literacy combines modeled teacher reading and writing, teachers reading and writing with students, and independent reading and writing. This program supports students in developing and applying effective literacy habits through components including shared text, guided reading, read alouds, word study, writing workshop, and shared writing. In kindergarten – 1<sup>st</sup> grade, students also receive extensive phonics instruction through curricula based on Success for All (“SFA”), a research based phonics program that explicitly develops the reading skills of early elementary students.

### **Mathematics**

The mathematics curriculum at SACS - NYC schools aims to support students in developing theoretical, conceptual, and practical understandings. The program draws primarily on the Context for Learning (“CFL”) curriculum, a program which is aligned to state standards and develops conceptual understanding by engaging students in context-based math investigations while also developing procedural and computational fluency. The schools supplement CFL with Cognitively Guided Instruction (“CGI”), a mathematical approach that requires students to use and explain their own understanding and strategies to solve rigorous problems.

### **Science**

Students at SACS - NYC schools take science five days a week beginning in kindergarten using an internally developed curriculum. The approach to science emphasizes curiosity, experiments, and a hands-on approach wherein students are encouraged to observe, ask questions, and make and test hypotheses. Students then conduct investigations and discuss observations, data, and results. The curriculum incorporates all main disciplines of science each year, including biology, physics, and earth science.

### **Social Studies**

SACS - NYC's internally developed 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.

### **At-Risk**

SACS - NYC schools employ a robust early identification and intervention program to identify and support struggling students. Leaders and teachers review academic data and other outcomes at weekly scholar support meetings to identify students who may need additional support and monitor progress for students already receiving additional interventions. Struggling students may receive a variety of supports such as additional small-group instruction. SACS- NYC schools offer Integrated-Co Teaching ("ICT") classes, Special Education Teacher Support Services ("SETSS"), and small specialized class settings such as 12:1:1 as well as all related services to support students with identified disabilities. ELLs receive support through English language immersion program and additional supports as needed based on ongoing and frequent assessment and progress monitoring.

### **Specialty Classes**

In addition to a rigorous academic curriculum, students are offered a robust set of specials classes that includes a selection of art, dance, music, chess, theater, and sports. For students with particular interest in given specialty areas, the schools provide opportunity to participate more deeply, such as through sports leagues or by attending chess tournaments, arts exhibitions, and music performances or competitions.

### **Field Studies**

Frequent enriching field studies, in which students visit important cultural, artistic, and historical sites are also a core feature of the academic program at SACS-NYC schools. In many cases, field studies serve to reinforce and enrich other core subjects. For instance, during a social studies unit on black history, students may participate in a field study to the Apollo Theatre or another culturally significant institution in New York City that illustrate important aspects of black history.

## EXISTING SCHOOL PERFORMANCE

Please see Appendix B for information about the academic performance of existing schools.

## SCHOOL CULTURE AND DISCIPLINE

SACS - NYC schools maintain high expectations for student behavior and provide ample professional learning to support leaders and teachers in developing a safe, structured environment in each school and classroom. Teachers and staff work to model appropriate behaviors and interactions using preventive and positive strategies based on the schools' ACTION values of Agency, Curiosity, Try and Try, Integrity, Others, and No Shortcuts. The network and school leaders provide extensive professional development on effective discipline, noting and rewarding positive behavior, and establishing productive classroom routines during summer faculty training and throughout the school year.

## ORGANIZATIONAL CAPACITY

Success NYC 15-20 will replicate the leadership structure in place at the education corporation's existing schools. Each school will be led by a Principal who serves as the overall instructional leader responsible for implementing the education corporation's mission, program, and policies. The leadership team includes a Business Operations Manager who provides all operational leadership and oversight, and an Education Coordinator or Manager who oversees assessments and at risk programs. As each school grows, Leadership Residents, who function in a role similar to an Assistant Principal, are added to bolster instructional support while also developing an internal leadership pipeline, and additional operations staff are added to ensure effective management.

Each proposed school will receive support from the Success Academies network, which provides services including curriculum and assessment development, professional learning for leaders and teachers, schooling management support for principals, operational support, technology and data management, financial management, and human resources.

## GOVERNANCE

The bylaws of SACS - NYC indicate that the education corporation board will consist of no fewer than 5 and no more than 25 voting members. The proposed members of the board of trustees are set forth below:

### **1. Lorenzo Smith III, Board Chair**

Lorenzo Smith III is a Private Banker in the New York office of J.P. Morgan Private Bank. 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.

## **2. Scott Friedman, Vice-Chair and 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. Mr. Friedman serves as both Vice Chair and Treasurer of the board.

## **3. 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.

## **4. Edwin Cespedes, Trustee**

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 also a Success Academy parent.

## **5. Ramin Beheshti, Trustee**

Ramin Beheshti is the co-founder and President of a Series A media start up called The News Movement. They are aiming to reimagine news by establishing an inclusive movement of creators and communities, inspired by new ways of telling stories that fuel curiosity, creativity and change.

## **6. Derrell Bradford, Trustee**

Derrell Bradford is the executive director of the New York Campaign for Achievement Now (NYCAN) and has more than 12 years of experience successfully building and shaping education reform dialogue in New Jersey and other states across the country. Most recently, Mr. Bradford was the executive director at Better Education for Kids, a nonprofit organization supporting bipartisan education reforms in New Jersey.

## **7. Samuel Cole, Trustee**

Samuel Cole is a principal at Stonecutter Ventures and an executive-in-residence at Wall Street Share (WSS). Since 2016, he has worked to incubate, build, and capitalize companies that combine disruptive business models with enabling technologies, from robotics, fintech, and defense to consumer brands, commodities and manufacturing.

## **8. Neal Desai, Trustee**

Neal Desai is Founder and CEO of Kafene, a specialty finance fintech platform used by merchants at point-of-sale to help offer underserved consumers more flexible purchase options through transparent lease-to-own financing agreements. Prior to founding Kafene in 2019, Neal was CFO at Octane Lending, a point-of-sale fintech company.

### **9. Ripan S. Kadakia, Trustee**

Ripan S. Kadakia is a partner at ZMC. Ripan is responsible for originating, executing and managing investments, currently representing ZMC on the boards of Simeio, AdThrive and Logitix. Before joining ZMC, Ripan was an investment professional in the Technology, Media and Telecommunications group at Warburg Pincus, where he focused on investments in the software, internet, information, business services and education industries.

### **10. Aaron Kinnari, Trustee**

Aaron Kinnari is the Founder of Aviator Media and Co-Founder of Mobilize Digital. Aaron has helped organizations leverage digital tools and tactics to engage new audiences, rally supporters, advance policy reforms, and raise funding.

### **11. Regina Krumholz, Trustee**

Regina Krumholz is a lawyer, entrepreneur, and real estate professional. Regina is the Co-Founder and Co-CEO of Yearly Pressie, an online consumer gift start-up. As a former Assistant District Attorney, whose practice focused on child protection and juvenile law, she led a county-wide interdisciplinary team of prosecutors, educators, social service providers, and community leaders in addressing juvenile justice.

### **12. Kamilah Mitchell-Thomas, Trustee**

Kamilah Mitchell-Thomas is Chief People Officer of Dow Jones where she guides company culture through strategic application of “people power” for digital transformation, change execution and cultivating partnerships with key stakeholders, business leaders and cross-functional teams. She is in charge of diversity and inclusion and heads up hiring practices, diversity in leadership and pay equity for the organization.

### **13. Robin Pzena, Trustee**

Robin Pzena is a founding board member of Success Academy Harlem 2 and is a former member of the Success Academy Leadership Council. Since 2010, she has served as a mentor to majors at the University of Delaware. Previously, Robin volunteered at Community Personal Services where she helped young adults with special needs with employment opportunities.

### **14. Lizette St. Hilaire, Trustee**

Lizette St. Hilaire has worked in the financial services industry for fifteen years and is currently a Portfolio Manager at APG Asset Management, based in New York. In her previous role she served as a senior equities analyst covering the technology sector at PineBridge Investments.

## FACILITIES

SACS - NYC intends to submit requests to NYCDOE for public space in the proposed CSDs of location for each proposed school. The education corporation reviewed NYCDOE’s Underutilized Space Memorandum published in August 2023 and identified a total of 120 significantly underutilized public buildings located across the proposed CSDs in which the new schools would be located. SACS - NYC will also work during its preopening period to identify potential private space as a contingency plan to ensure the schools will be prepared to open as planned. If no suitable public space is made available, SACS - NYC will work to secure private space.

## FISCAL IMPACT

The fiscal impact of each individual proposed school on the district is summarized below. As the six schools each propose the same grade and enrollment configuration, the chart below represents the fiscal impact of each individual proposed school.

Charter Year	A. Expected Number of Students	B. Basic Charter School Per Pupil Aid	C. Projected Per Pupil Revenue (AxB)	D. Other District Revenue (SPED, Food Service, Grants, etc.)	E. Total Project Funding from District to Charter School (C+D)	F. New York City School District Budget	G. Projected District Impact (E/F)
Year 1 (-)	190	18,340	3,275,524	540,586	3,816,110	39,400,000,000	0.010%
Year 5 (-)	675	18,340	11,636,730	1,806,334	13,443,064	39,400,000,000	0.034%

The Institute finds that the fiscal impact of the proposed school on the district, including charter, district, and nonpublic schools in the same geographical area will be minimal.

The Institute reviewed the school’s proposed startup and fiscal plans and supporting evidence for each year of the proposed charter term, as well as the network’s business plan and financial statements, and finds the budgets and fiscal plans are sound and sufficient startup funds will be available to the new charter school.

The Institute analyzed the existing education corporation and finds it fiscally strong as reflected in the fiscal dashboard included in Appendix C.

## NOTIFICATION & PUBLIC COMMENTS

The Institute notified the district as well as public and nonpublic schools in the same geographic area of the proposed school about receipt of the proposals, and posted the proposals on the Institute’s website for public review. The district scheduled a public hearing pertaining to the proposed schools for May 20, 2024. The Institute carefully reviews and considers all district and public comments received prior to finalizing its recommendation. Any district comments and a summary of public comments is provided in Appendix A.

# PREFERENCE SCORING

Education Law § 2852(9-a)(c) requires authorizers to establish a scoring rubric and grant priority to applications meeting both statutory and authorizer standards. The purpose of the preference criteria is to prioritize proposals in the event that the number of proposals meeting the SUNY Trustees' requirements exceeds the maximum number of charters to be issued. The RFP identified the minimum eligibility requirements and mandated preference criteria required by Education Law § 2852(9-a)(c), as described in greater detail below, as well as SUNY's additional criteria. The Success NYC 15-20 proposals met the eligibility requirements, as evidenced by the following:

- the proposals were sufficiently complete, i.e., they included a Transmittal and Summary form, Proposal Summary, and responses to all RFP requests as prescribed by the Institute;
- the proposals included a viable plan to meet the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program (as detailed in Request 5); and,
- the proposals provided evidence of public outreach that conforms to the Act and the process prescribed by the SUNY Trustees for the purpose of soliciting and incorporating community input regarding the proposed charter schools and their academic program (as detailed in Request 4).

As Success NYC 15-20's proposal submissions met the eligibility criteria, the Institute's evaluation continued with a full review of the proposals, an interview of the application team and proposed board of trustees, and requests for clarification and/or amendments to the proposals. The review process then continued with an evaluation of the proposals in relation to the nine Preference Criteria contained in the RFP for which proposals can earn credit as described in the RFP's Preference Scoring Guidance. The Preference Criteria, in addition to eligibility criteria and the overall high standards established by the SUNY Trustees, include the mandatory objectives set forth in Education Law §§ 2852(9-a)(c)(i)-(viii).

Pursuant to the RFP, in compliance with the requirements for new charter applications set forth in Education Law § 2852(9-a)(b)(i-ii), (g), the Institute recommends the SUNY Trustees approve the applications for 6 new charters as proposed.

- Success Academy Charter School- New York City 15 earned a score of 28.50 preference points out of a maximum of 39.
- Success Academy Charter School- New York City 16 earned a score of 28.50 preference points out of a maximum of 39.
- Success Academy Charter School- New York City 17 earned a score of 28.75 preference points out of a maximum of 39.
- Success Academy Charter School- New York City 18 earned a score of 28.75 preference points out of a maximum of 39.
- Success Academy Charter School- New York City 19 earned a score of 28.50 preference points out of a maximum of 39.
- Success Academy Charter School- New York City 20 earned a score of 28.50 preference points out of a maximum of 39.

## CONCLUSION & RECOMMENDATIONS

Based on its review and findings, the Institute recommends that the SUNY Trustees approve the proposals to grant Success Academy Charter Schools - NYC the authority to operate Success Academy Charter School- New York City 15, Success Academy Charter School- New York City 16, Success Academy Charter School- New York City 17, Success Academy Charter School- New York City 18, Success Academy Charter School- New York City 19, and Success Academy Charter School- New York City 20 to open in August 2026.

# APPENDIX A: SUMMARY OF PUBLIC COMMENTS RECEIVED

## SUMMARY OF PUBLIC COMMENTS RECEIVED DURING THE SUNY PUBLIC COMMENT PERIOD THROUGH JULY 10, 2024

On or about March 7, 2024, in accordance with Education Law § 2857(1), the Institute notified the district as well as public and private schools in the same geographic area of the proposed schools about receipt of the proposals to establish Success NYC 15-20. The notice reminded the district that the New York State Commissioner of Education's regulations require the school district to hold a public hearing within 30 days of the notice for each new charter application. A redacted copy of the Success NYC 15-20 proposal was also posted on the [Institute's website](#) for public review.

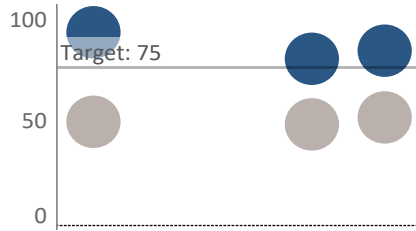
The New York City Department of Education held its required hearing on Success Academy's six new charter school applications on May 20, 2024 by videoconference. Two network principals spoke about the network's high academic performance citing the 2022-23 state exam results, college acceptances, a 2023 average SAT score of 1208, and 100% of high schoolers taking Advanced Placement courses with 80% passing the Advanced Placement exams. Two education corporation board members spoke about the network's qualified leadership team, track record of replicating successful schools, emphasis on both academics and extracurriculars, and current demand for Success Academy schools. A network staff member emphasized the arts and athletics programming, especially the opportunity for students to participate in limited-access sports such as rowing, swimming, and squash, and students' ability to succeed inside and outside of the classroom. Success Academy also showed the College Acceptances Class of 2028 Video. Twenty-four parents spoke in support of the new charter school applications and shared the opportunities the network's schools offer students such as traveling, summer and leadership programs, athletics, arts, debate, and chess, the safe environment of the schools, the loving teachers and staff, the strong communications with families, and the tailored curriculum and academic focus. Several parents spoke about the network's positive community ties such as mitigating and disrupting racism and donating books and money to community centers. A Community Education Council 28 member and Queens Community Board 12 member spoke in opposition of the applications due to concerns about co-location and diversion of resources from district schools. Two community members spoke in opposition of the applications also citing concerns about co-location, diversion of resources, and lack of accountability and community contributions of charter schools, and the lack of interest in charter schools in District 28 specifically.

The applicants provided evidence of support for the proposed school in the form of letters from a variety of individuals and organizations including United States Member of Congress Ritchie Torres; United States Member of Congress Nicole Malliotakis; Staten Island Borough President Vito J. Fossella; New York State Senator Andrew J. Lanza; New York State Senator Luis Sepulveda; New York State Assembly Member Brian A. Cunningham; New York State Assembly Member Maritza Davila; New York City Council Member Rafael Salamanca, Jr.; 21 letters of support from community members ; and, twelve emails of support from parents who emailed Success Academy's dedicated "New Schools" email address supporting the application. The Institute has received no direct comments in opposition to the application.

# APPENDIX B: EXISTING SCHOOL PERFORMANCE

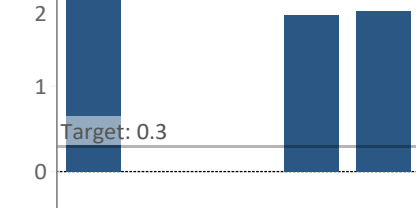
## Success Academy Charter Schools - NYC EDUCATION CORPORATION AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE

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



Test Year	Districts %	Ed.Corp. %
2019	49	92
2020	N/A	N/A
2021	N/A	N/A
2022	48	79
2023	52	83

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



Test Year	Ed. Corp. Weighted Effect Size
2019	2.60
2020	N/A
2021	N/A
2022	1.81
2023	1.87

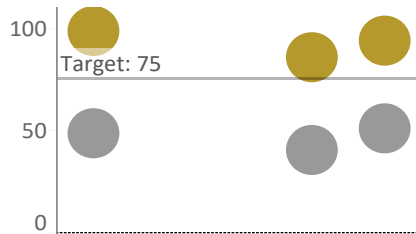
**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2019	46.1
2020	N/A
2021	N/A
2022	N/A
2023	56.4

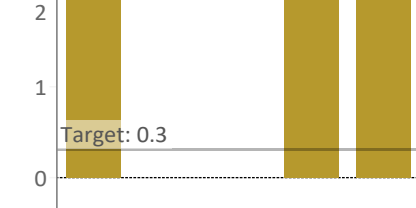
## EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

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



Test Year	Districts %	Ed.Corp. %
2019	49	99
2020	N/A	N/A
2021	N/A	N/A
2022	41	86
2023	51	94

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



Test Year	Ed. Corp. Weighted Effect Size
2019	3.25
2020	N/A
2021	N/A
2022	2.47
2023	2.54

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



Test Year	Ed. Corp. Mean Growth Percentile
2019	48.7
2020	N/A
2021	N/A
2022	N/A
2023	56.3

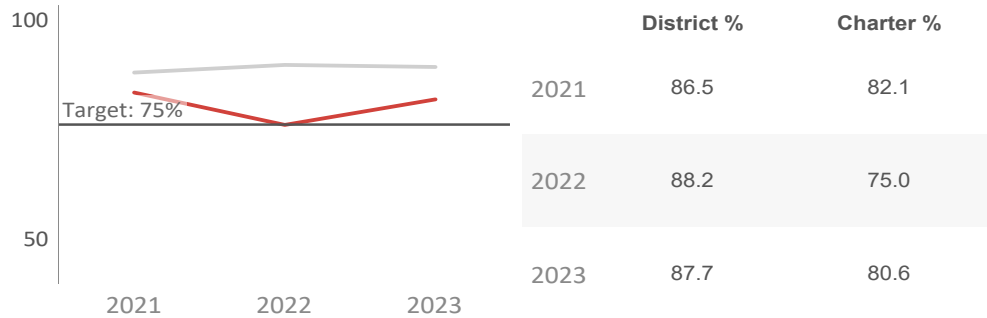
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter Schools - NYC

Composite District

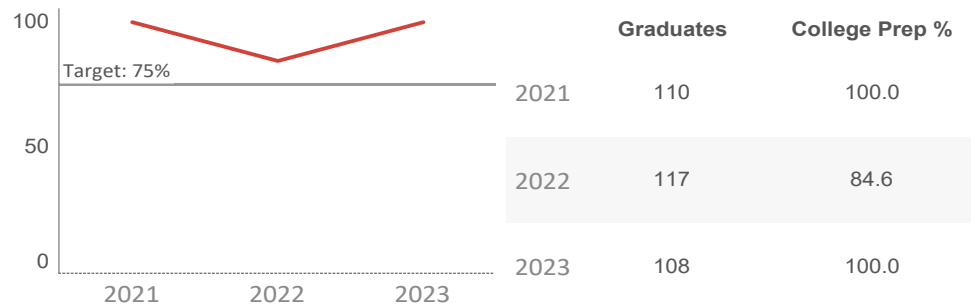
## HIGH SCHOOL GRADUATION RATE

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



## COLLEGE PREPARATION AND ATTAINMENT

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

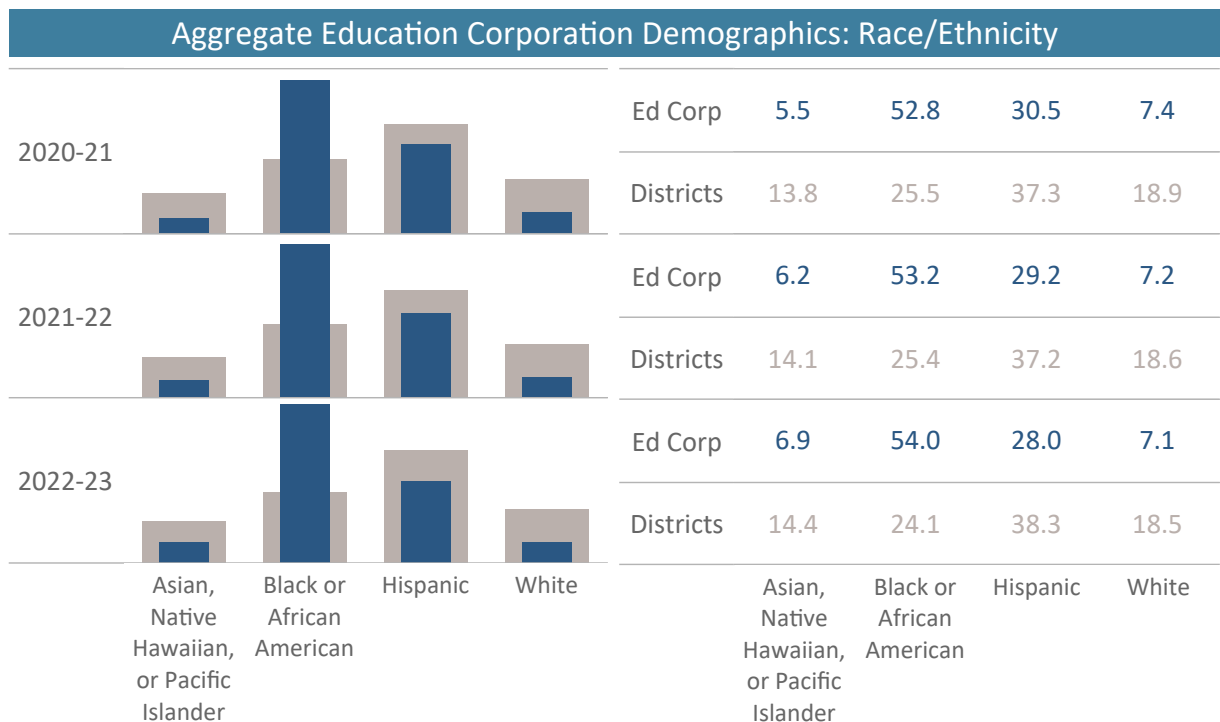
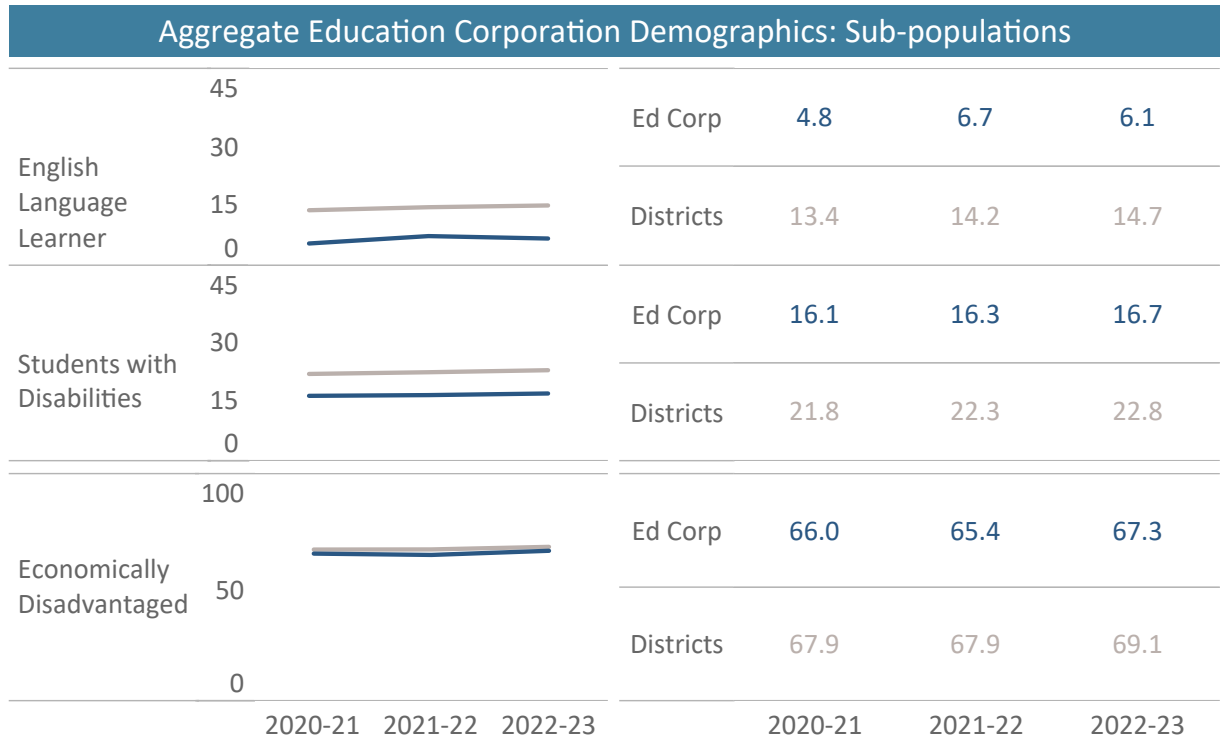


**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



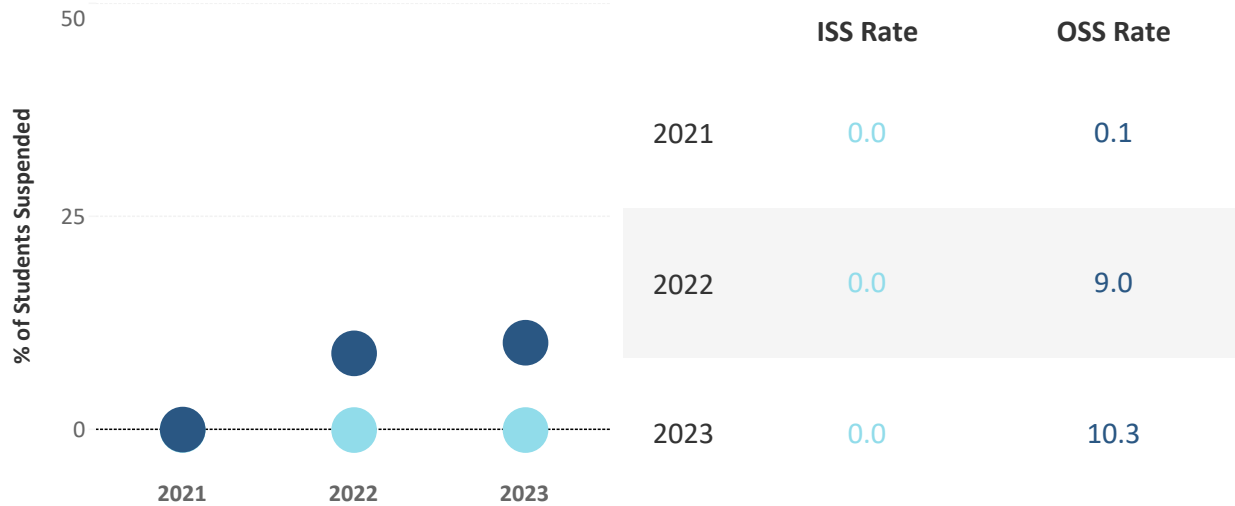
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter Schools - NYC Aggregate Education Corporation Enrollment



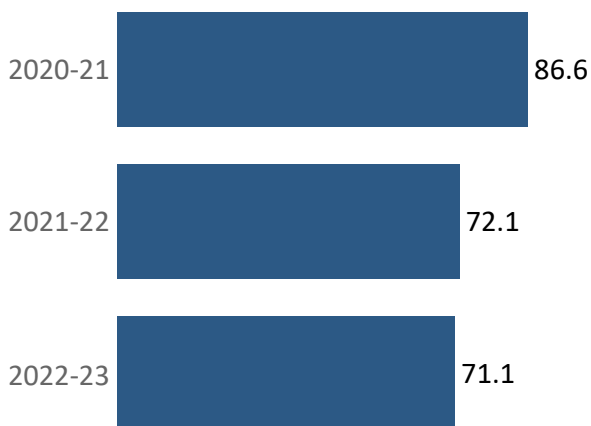
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter Schools - NYC



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

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



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

	2021	2022	2023
	0	1	0

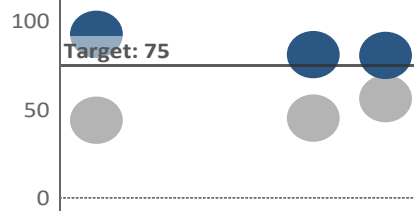
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Bed Stuy 1

Brooklyn CSD 14

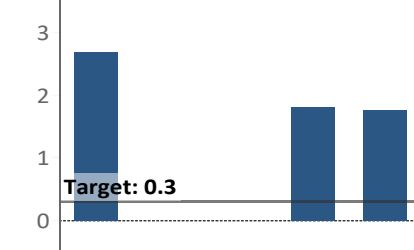
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



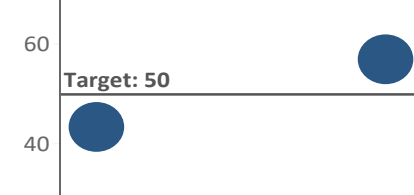
Test Year	Comp Grades	District %	Charter %
2019	3-8	44	93
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	45	81
2023	6-8	56	81

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



Test Year	Test Grades	ED%	Effect Size
2019	3-8	76.1	2.67
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	67.5	1.81
2023	5-8	66.0	1.74

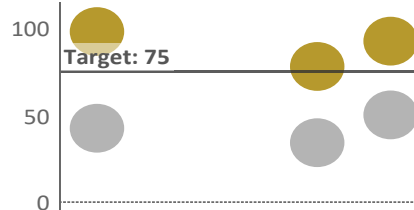
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2019	43.5
2020	N/A
2021	N/A
2022	N/A
2023	57.1

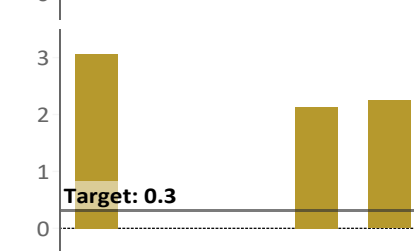
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



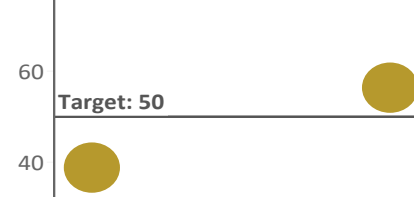
Test Year	Comp Grades	District %	Charter %
2019	3-7	43	99
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	35	79
2023	6-7	51	93

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



Test Year	Test Grades	ED%	Effect Size
2019	3-7	76.7	3.08
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	68.1	2.14
2023	5-7	65.1	2.25

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

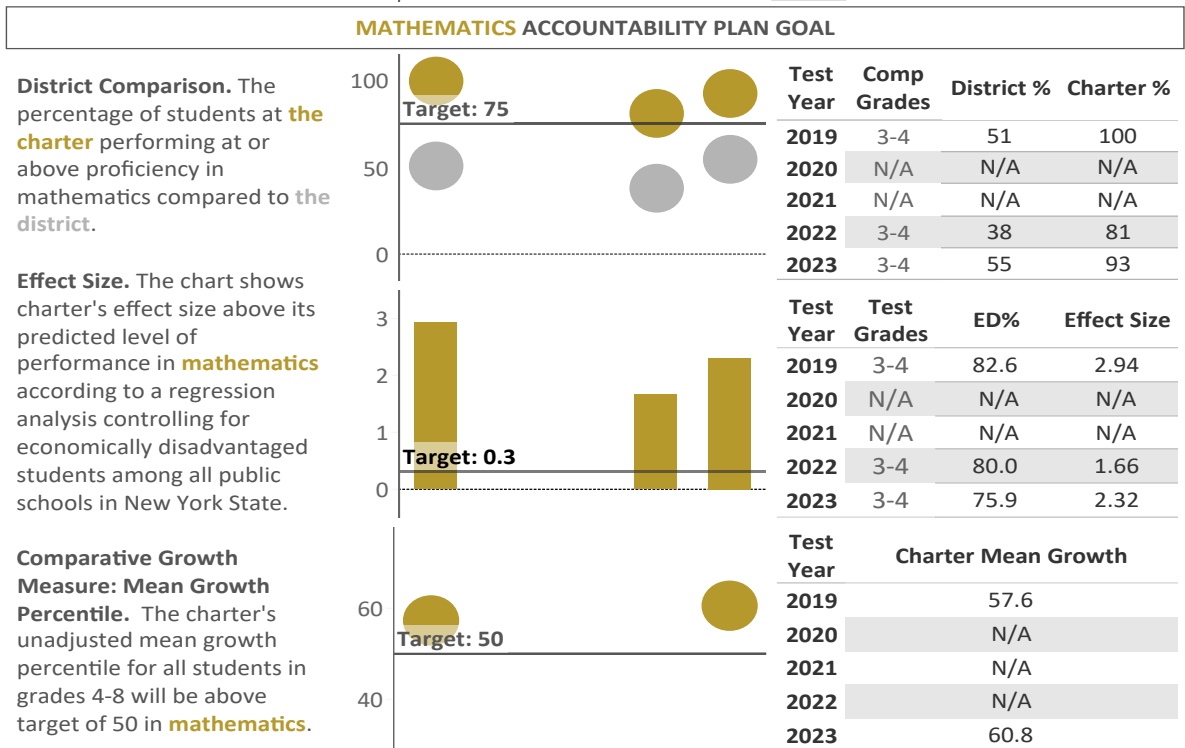
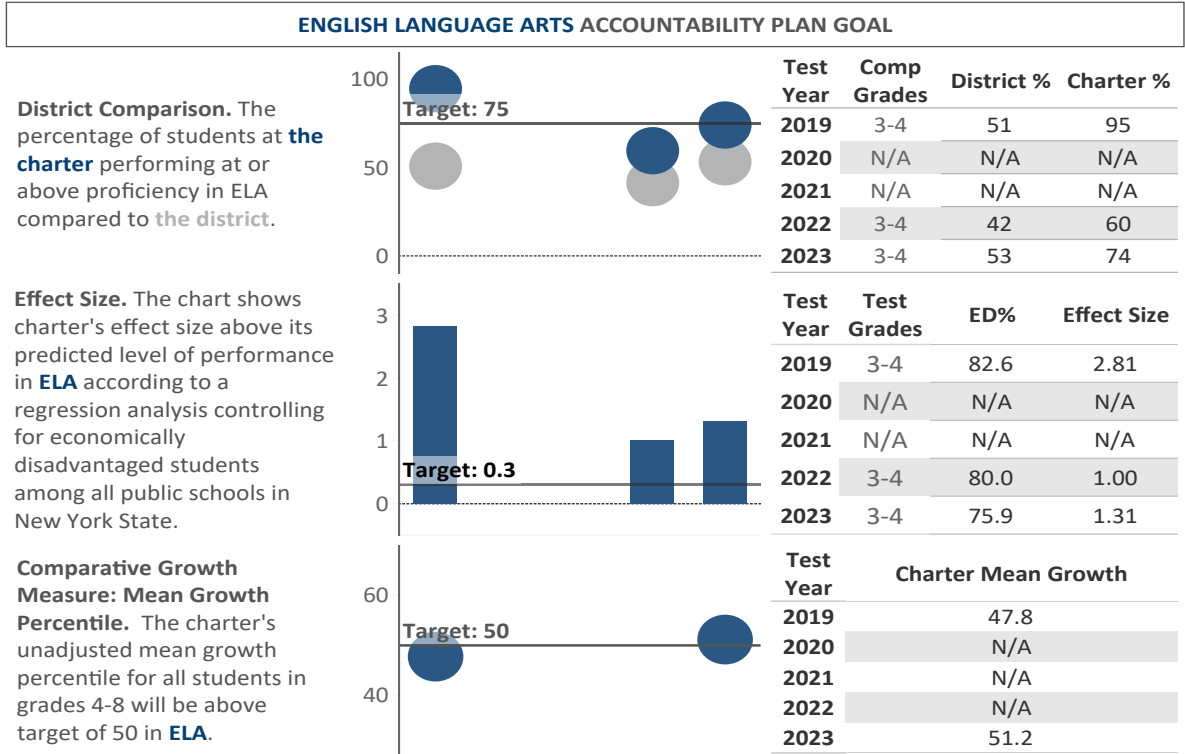


Test Year	Charter Mean Growth
2019	39.0
2020	N/A
2021	N/A
2022	N/A
2023	56.6

# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Bed Stuy 2

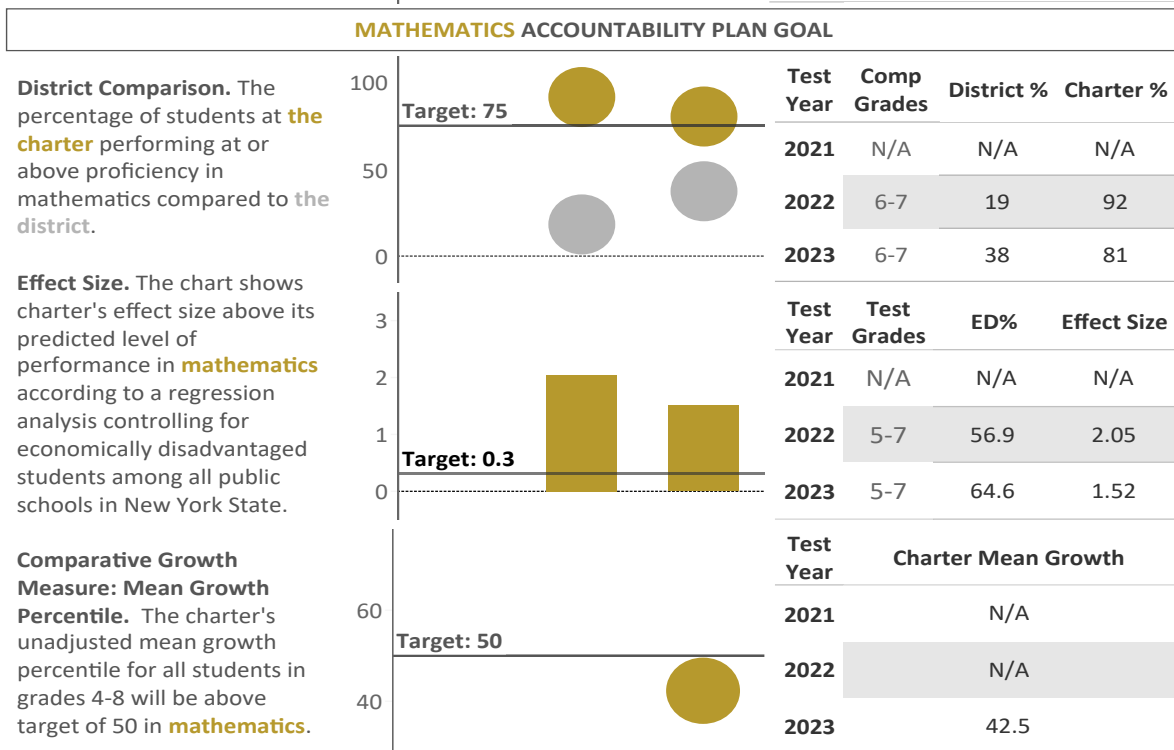
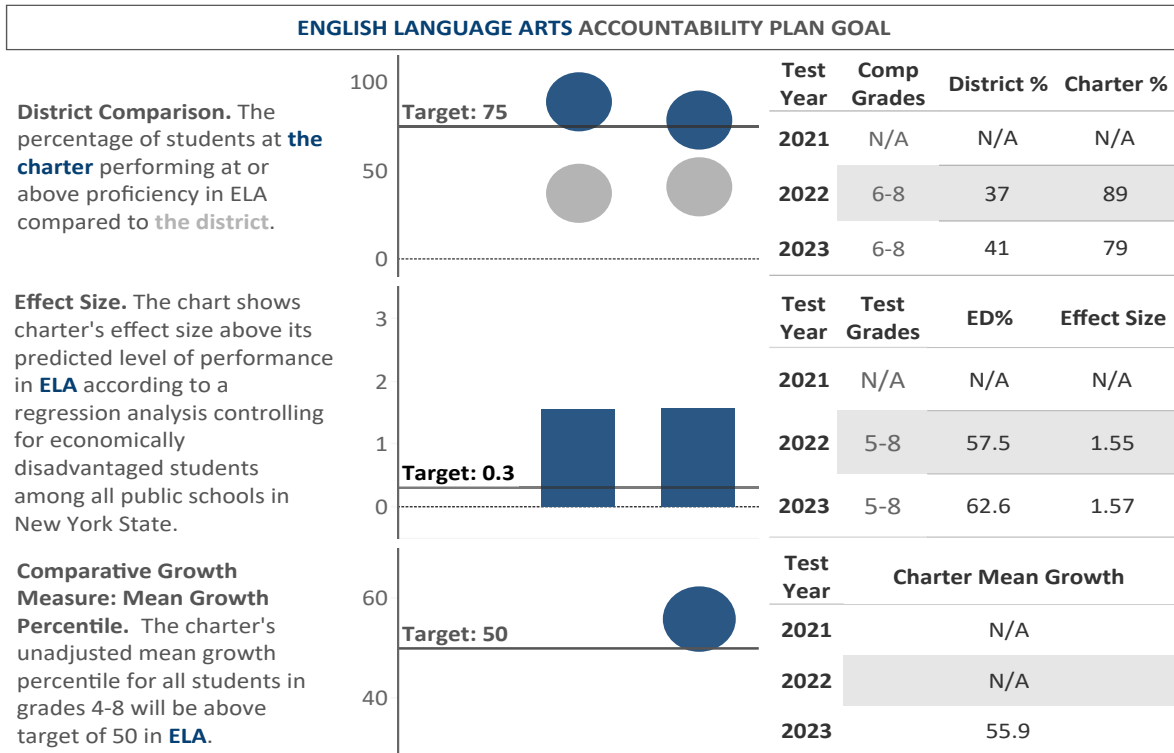
Brooklyn CSD 14



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Bed Stuy 3

Brooklyn CSD 16



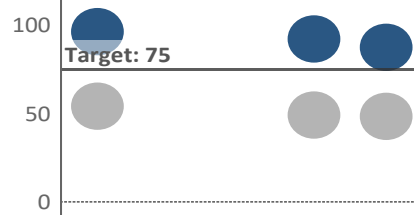
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Bensonhurst

Brooklyn CSD 21

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2019	3-4	54	97
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	49	92
2023	3-4	49	88

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



Test Year	Test Grades	ED%	Effect Size
2019	3-4	51.6	2.81
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	55.4	2.49
2023	3-4	48.2	2.13

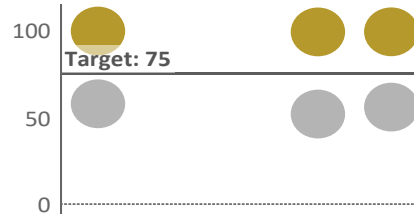
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2019	52.9
2020	N/A
2021	N/A
2022	N/A
2023	48.8

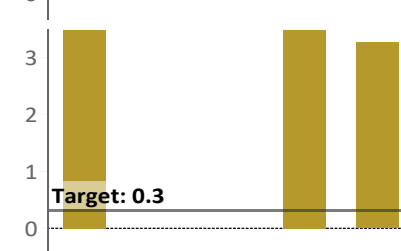
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2019	3-4	58	100
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	52	99
2023	3-4	56	100

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



Test Year	Test Grades	ED%	Effect Size
2019	3-4	51.6	3.95
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	55.4	3.89
2023	3-4	48.2	3.28

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

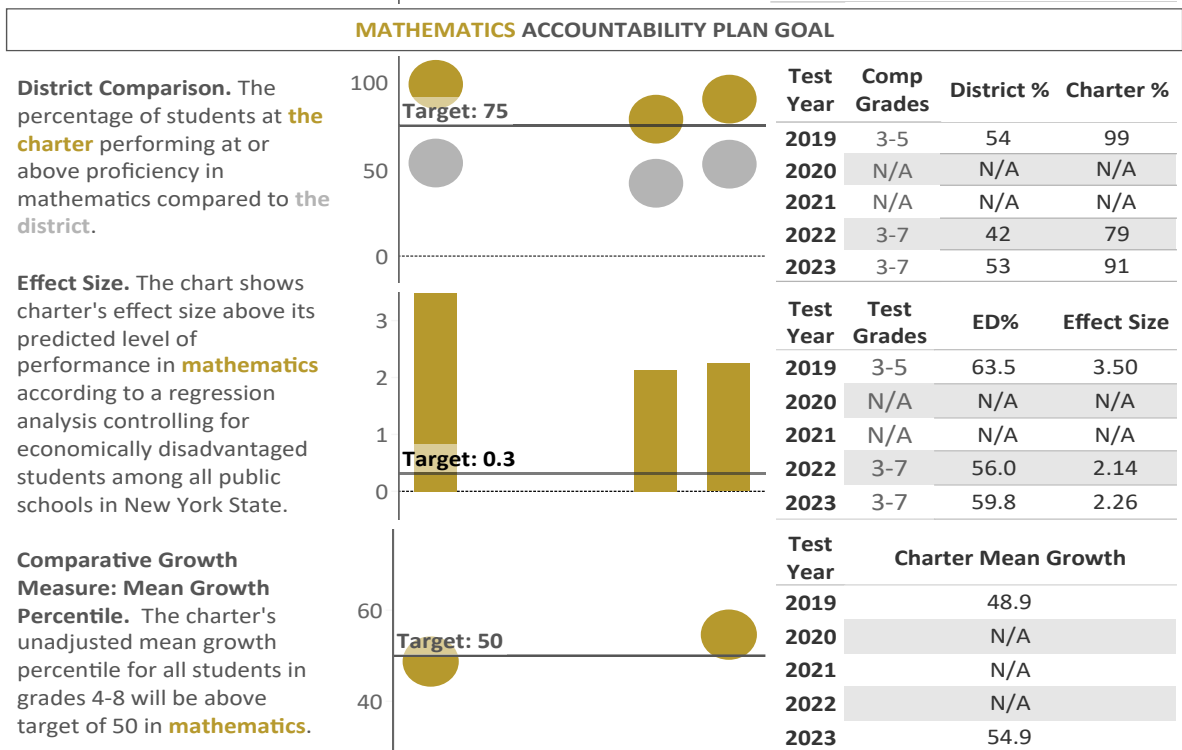
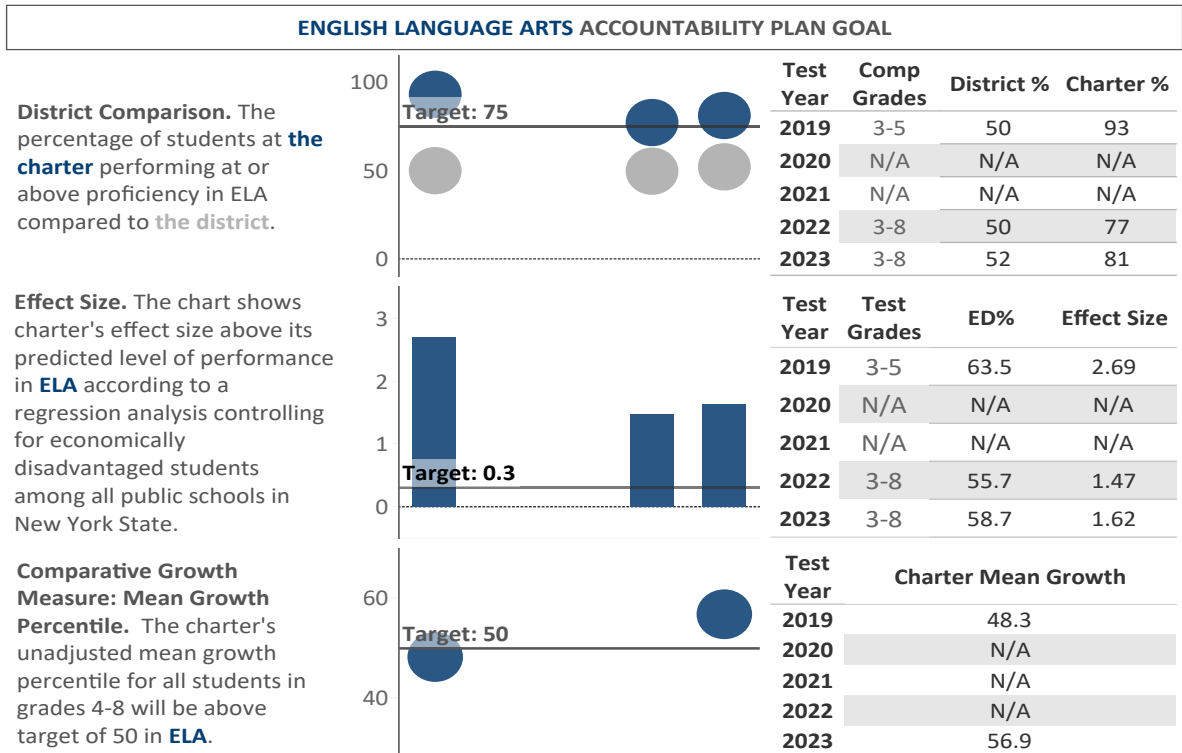


Test Year	Charter Mean Growth
2019	64.9
2020	N/A
2021	N/A
2022	N/A
2023	56.9

# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Bergen Beach

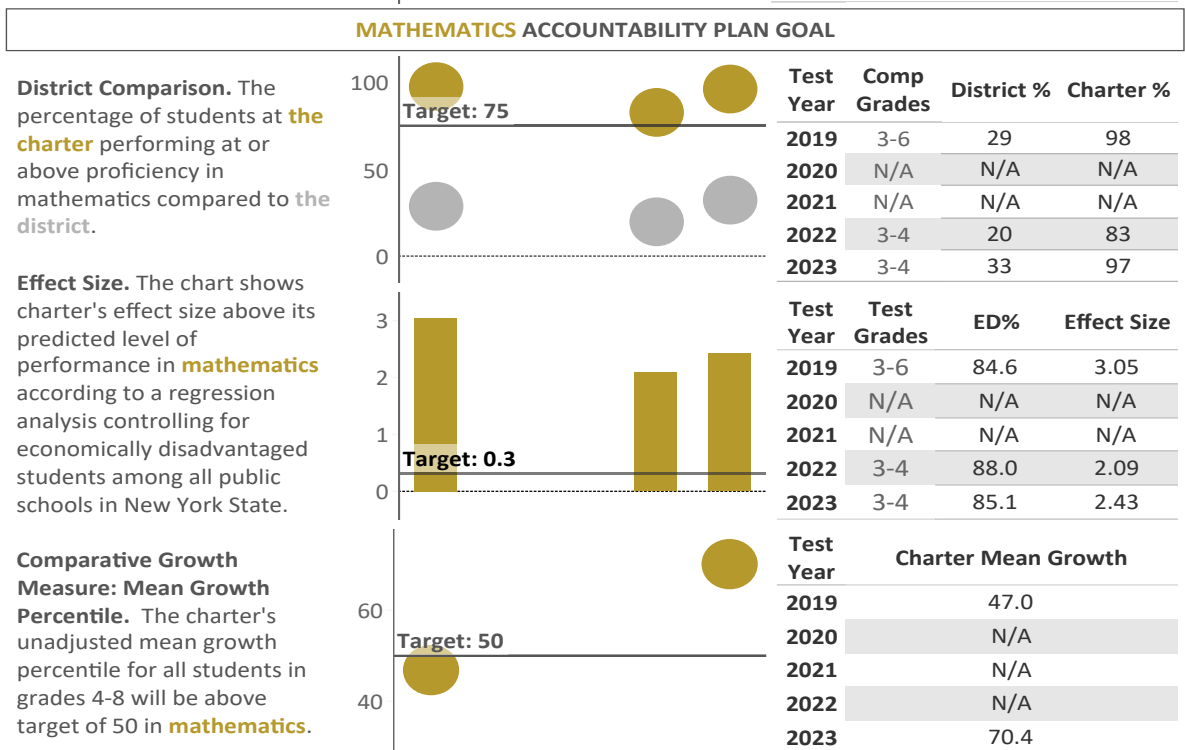
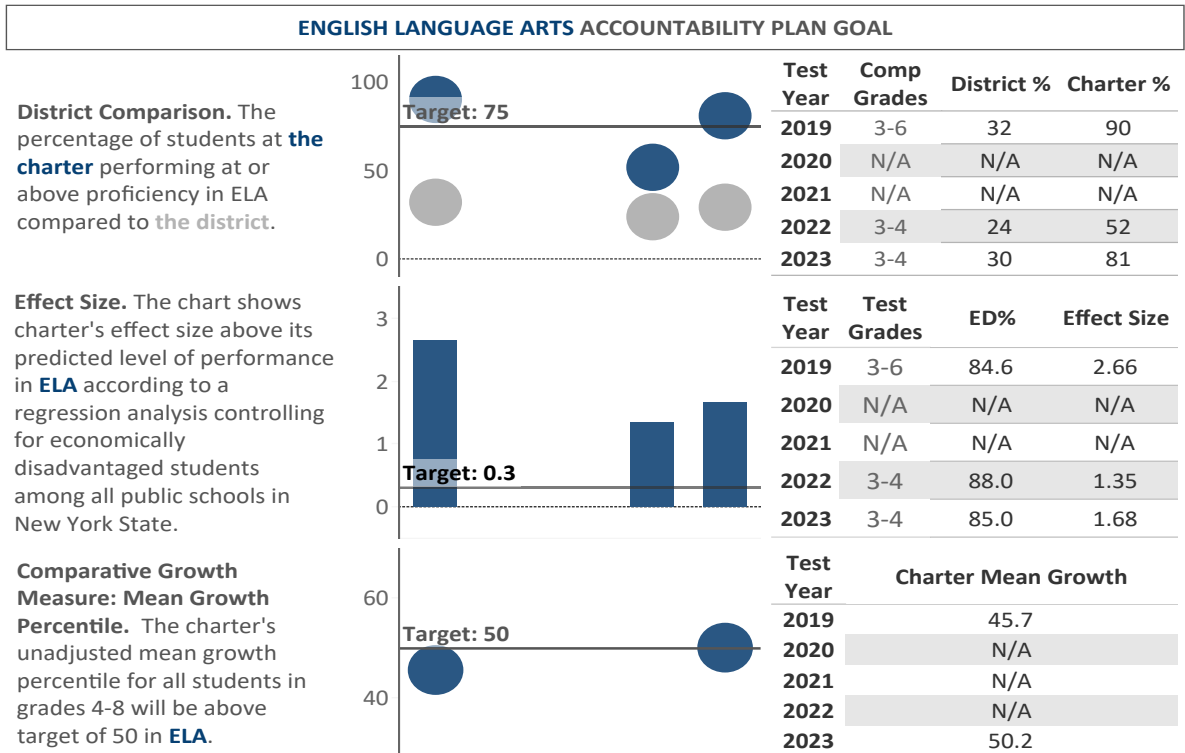
Brooklyn CSD 22



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Bronx 1

Bronx CSD 7



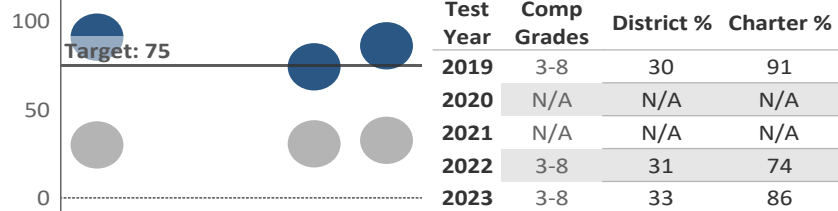
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Bronx 2

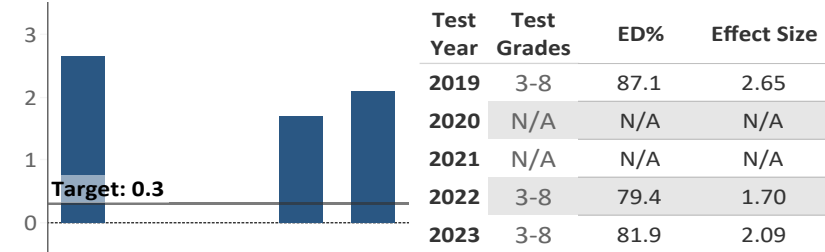
Bronx CSD 9

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

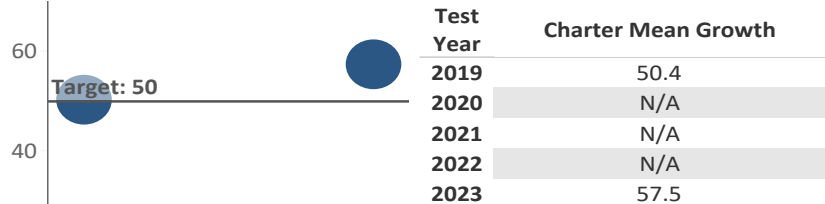
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



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

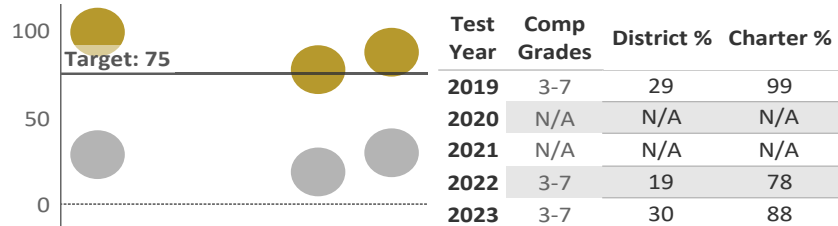


**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

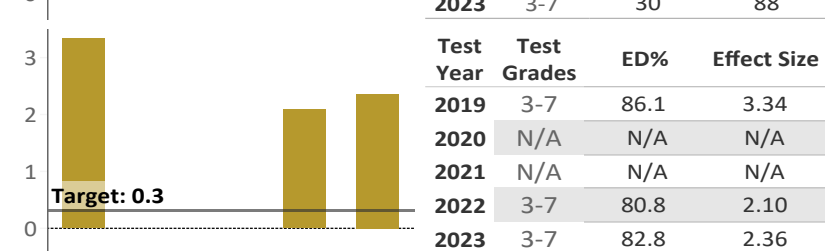


### MATHEMATICS ACCOUNTABILITY PLAN GOAL

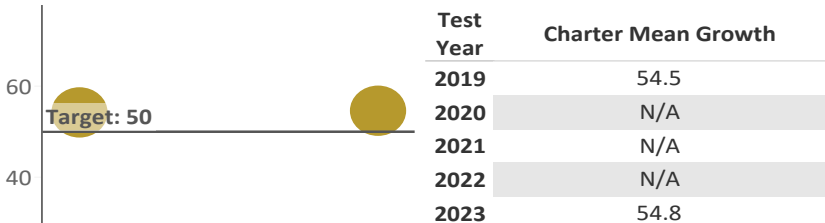
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



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



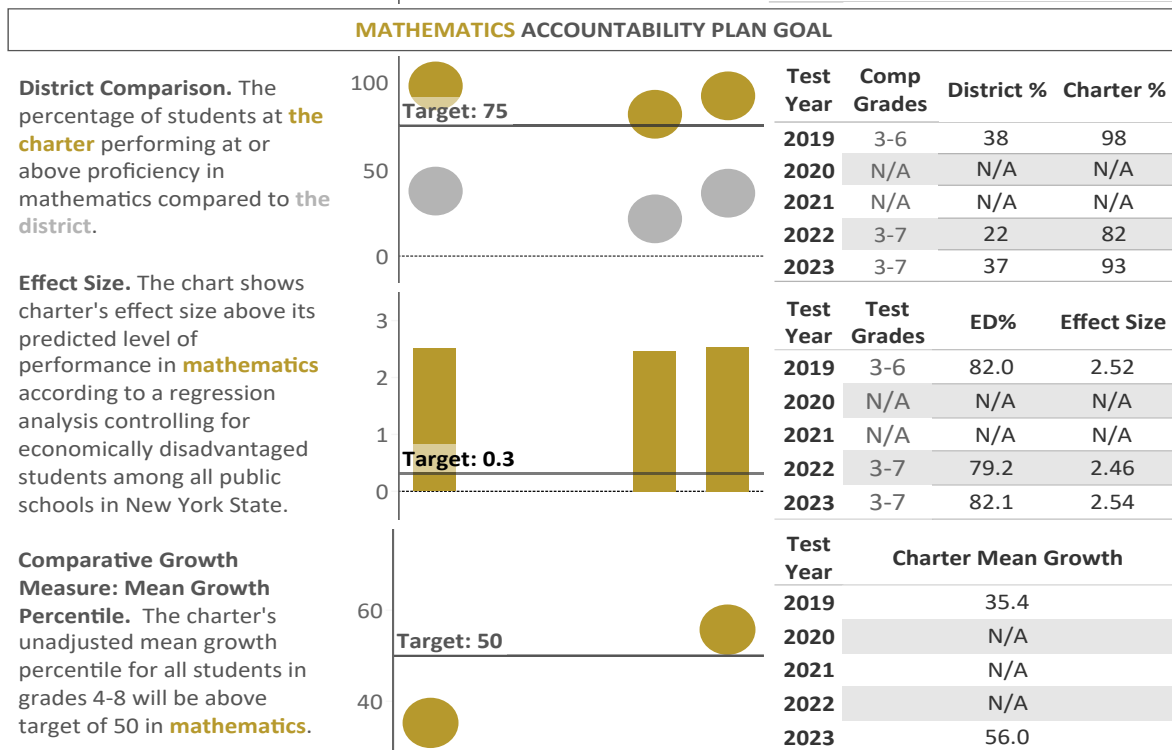
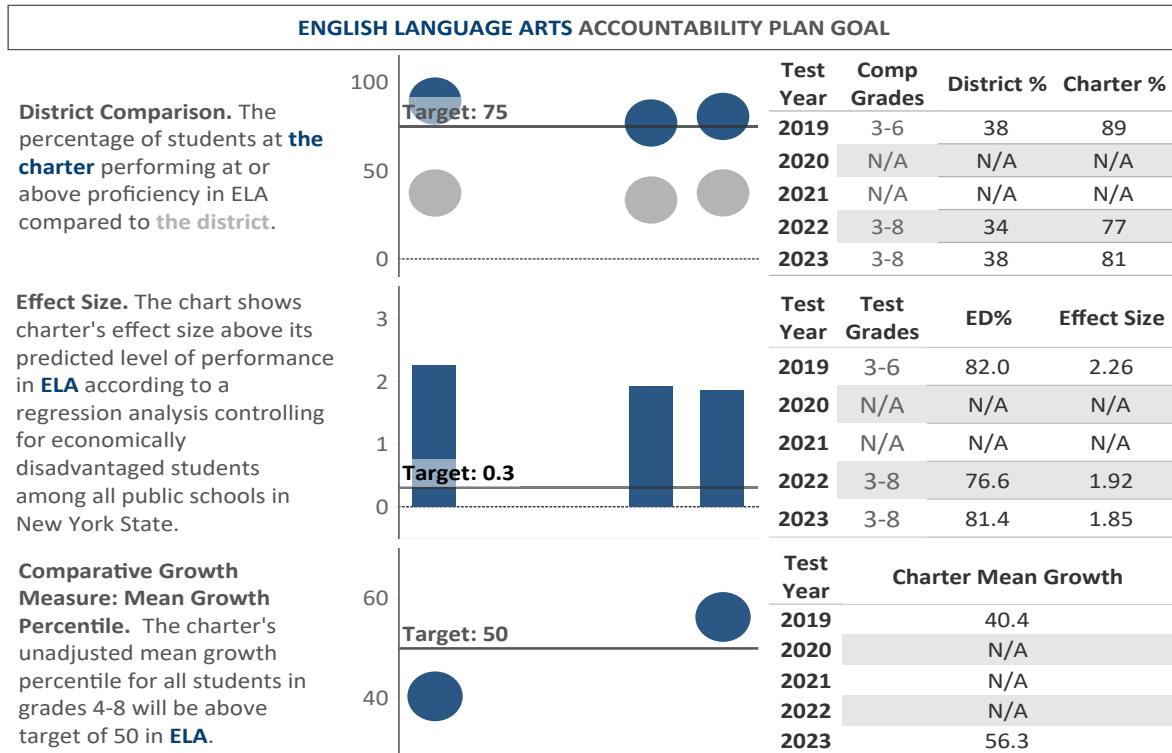
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Bronx 3

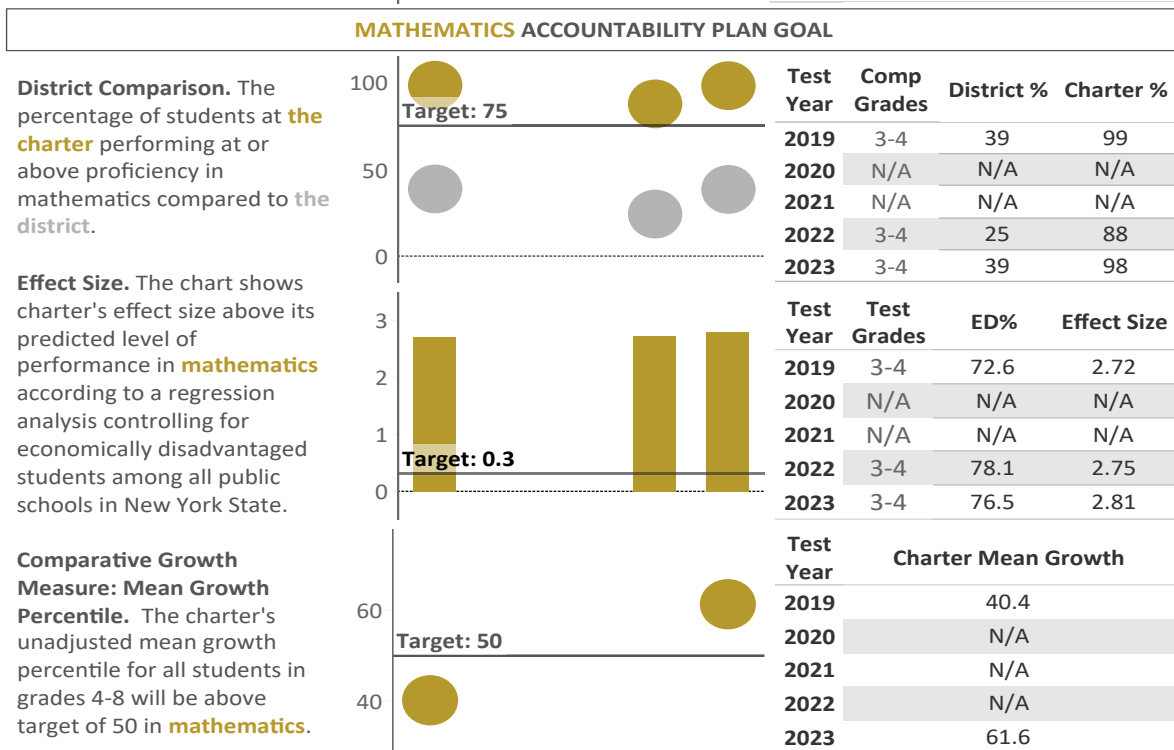
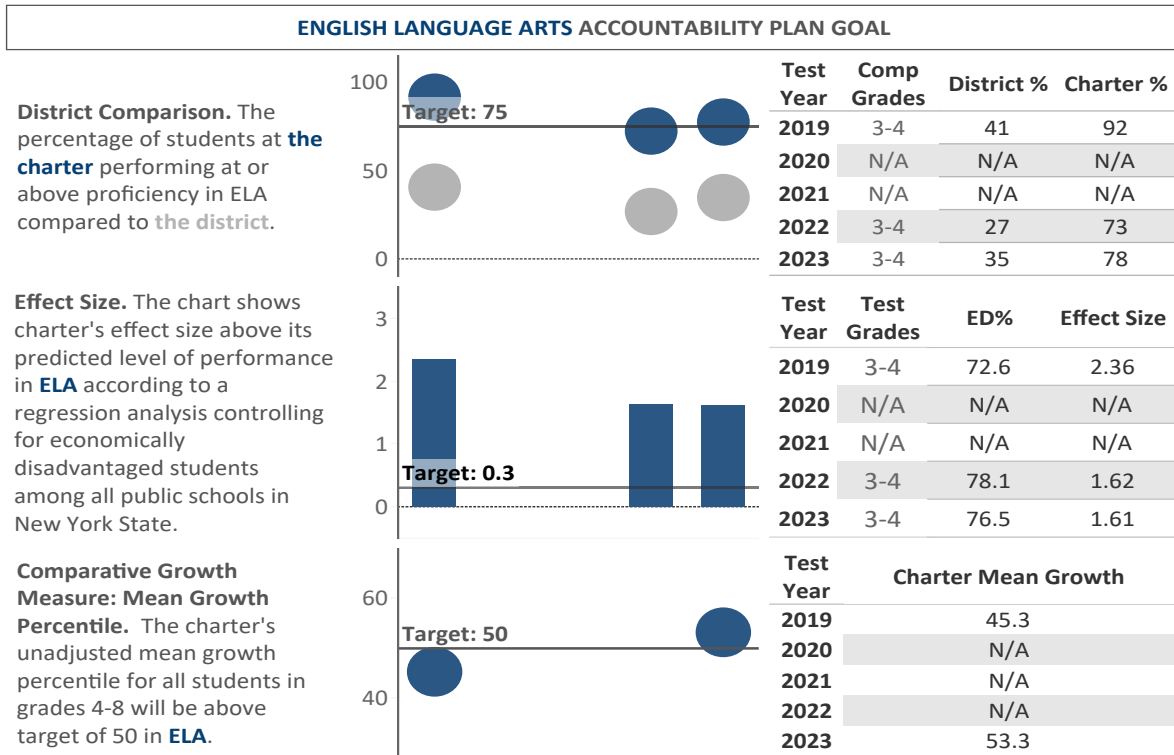
Bronx CSD 8



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Bronx 4

Bronx CSD 8

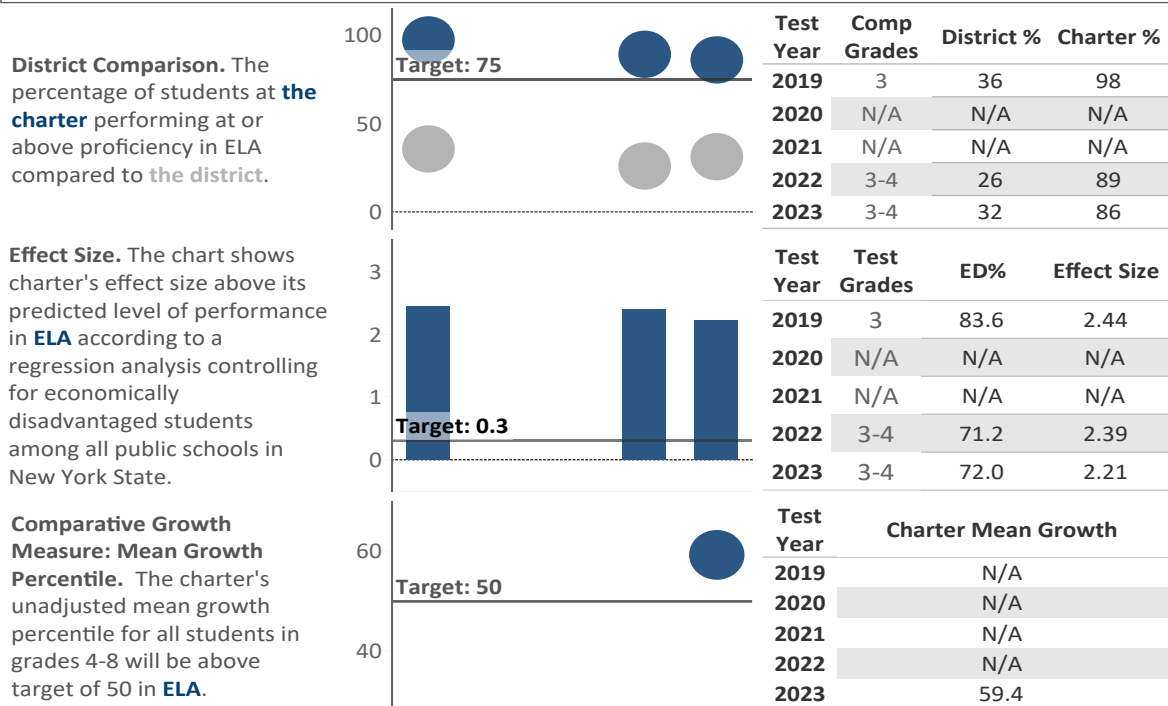


# APPENDIX B: EXISTING SCHOOL PERFORMANCE

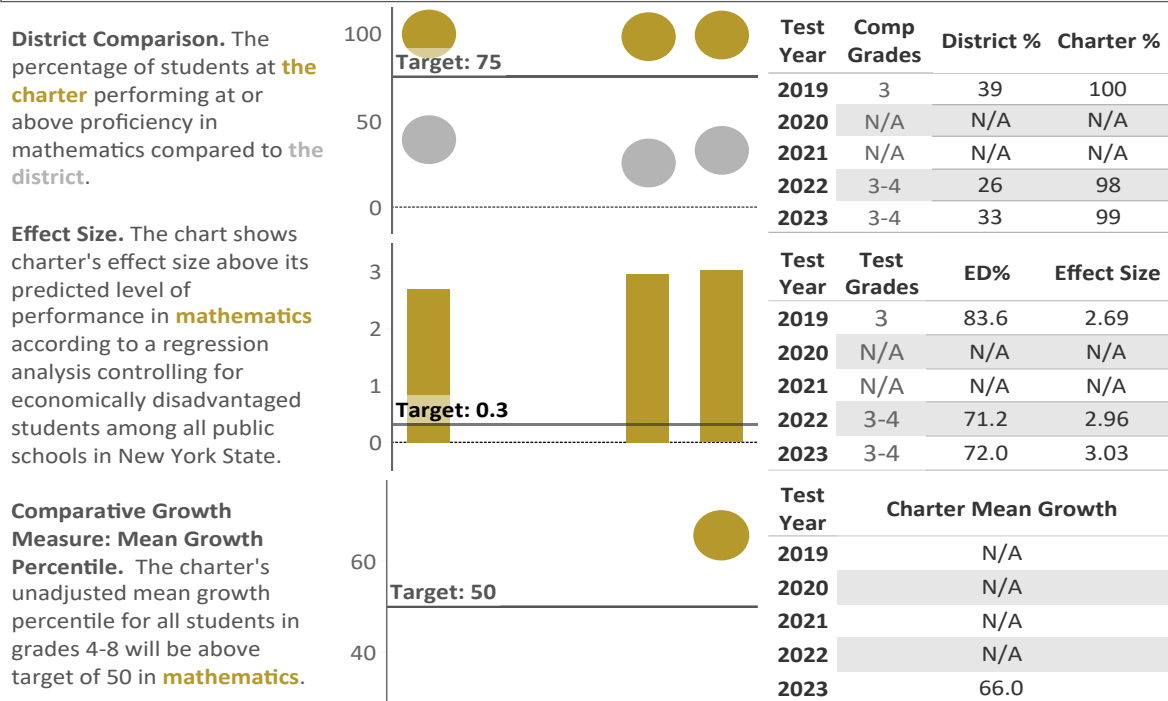
## Success Academy Charter School - Bushwick

Brooklyn CSD 32

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



### MATHEMATICS ACCOUNTABILITY PLAN GOAL



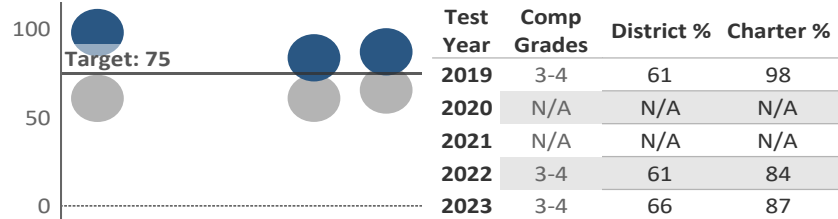
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Cobble Hill

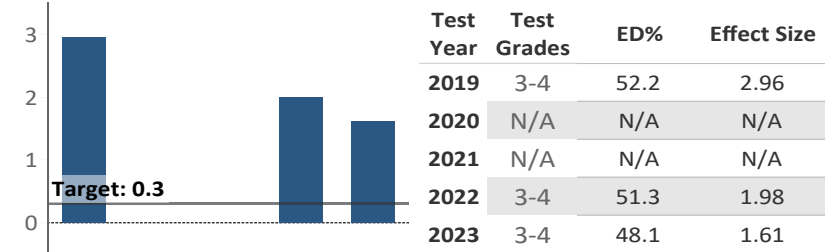
Brooklyn CSD 15

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

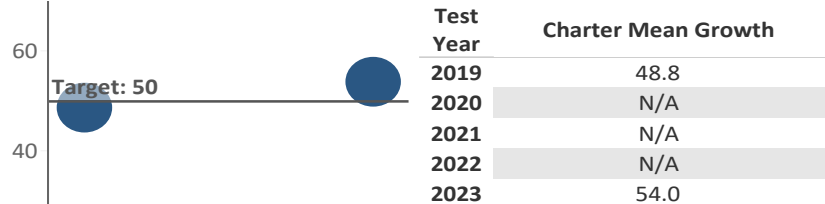
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



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

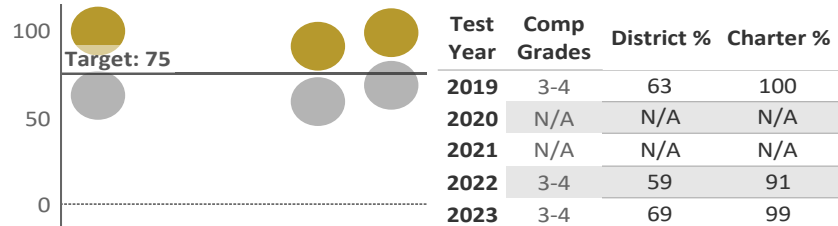


**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

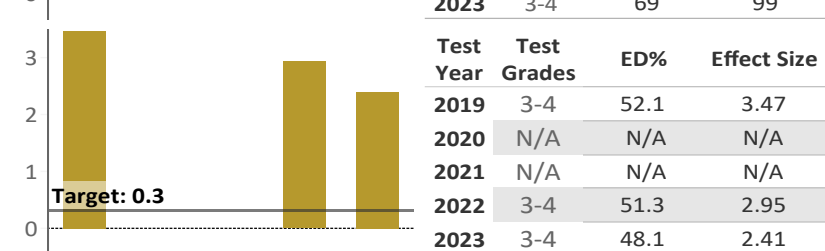


### MATHEMATICS ACCOUNTABILITY PLAN GOAL

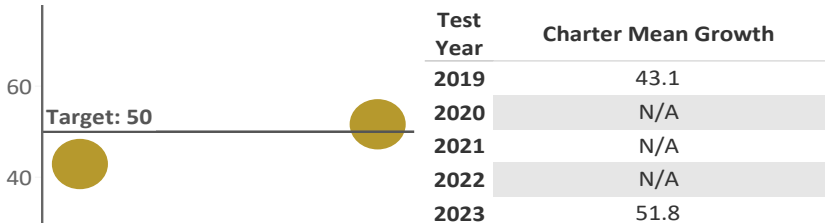
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.



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



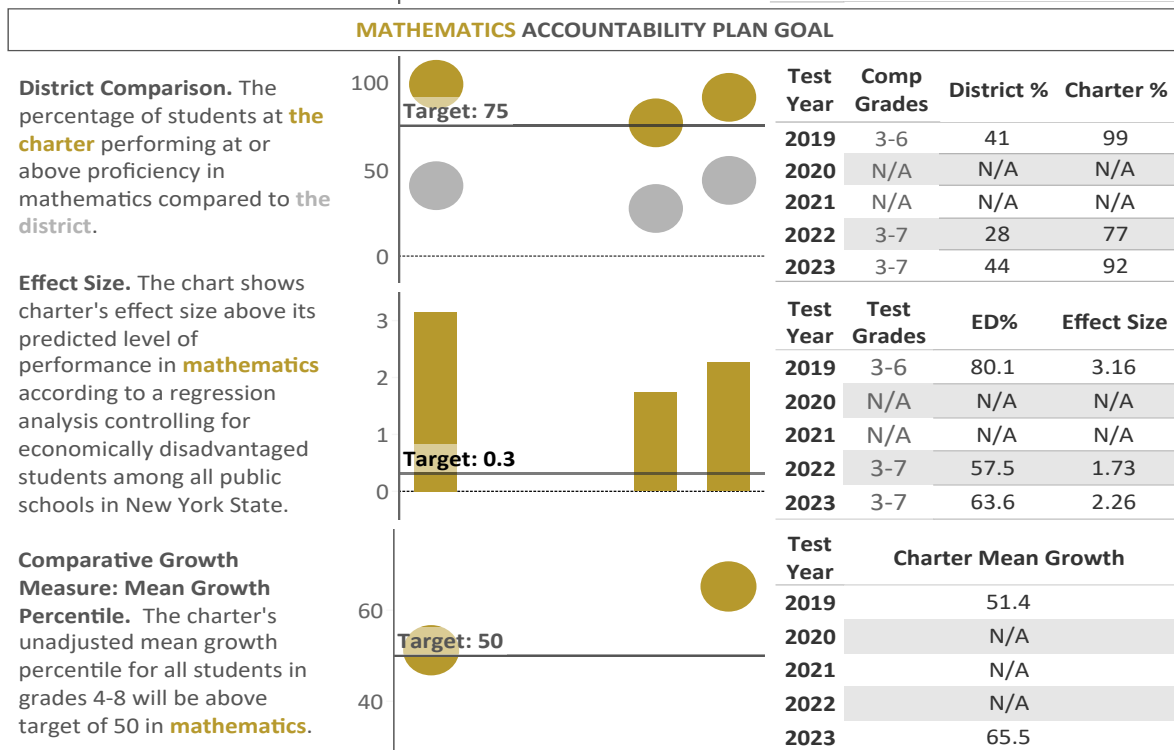
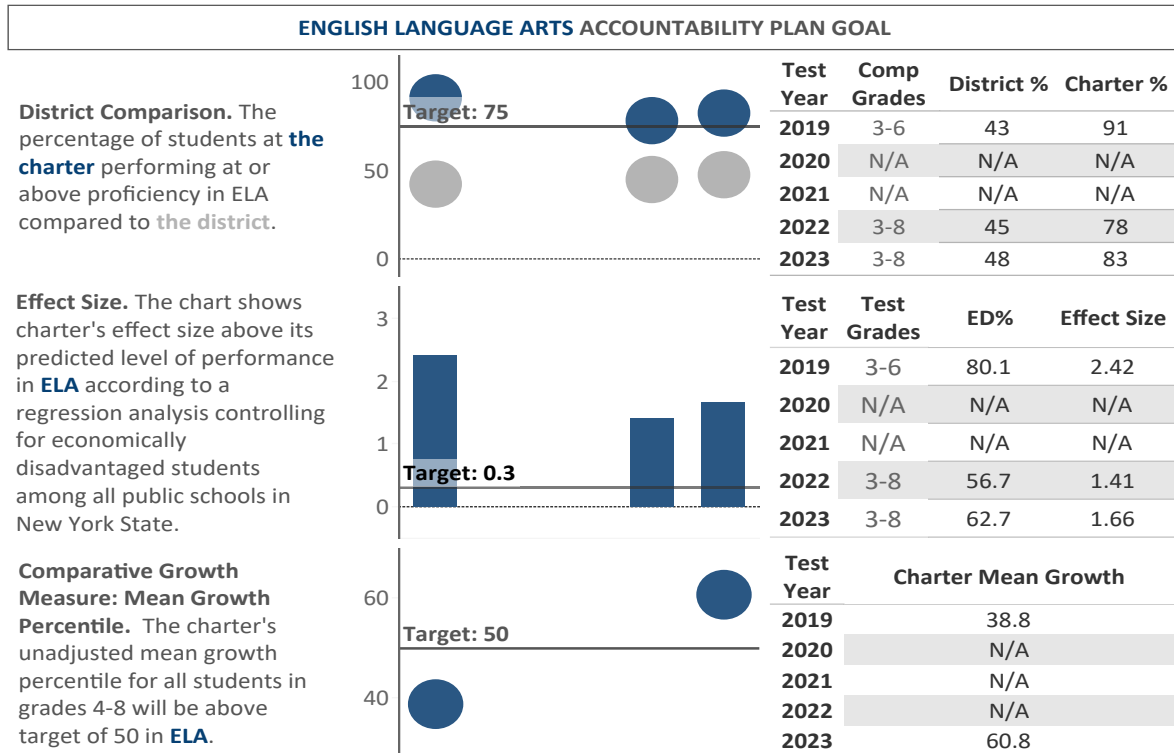
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Crown Heights

Brooklyn CSD 17

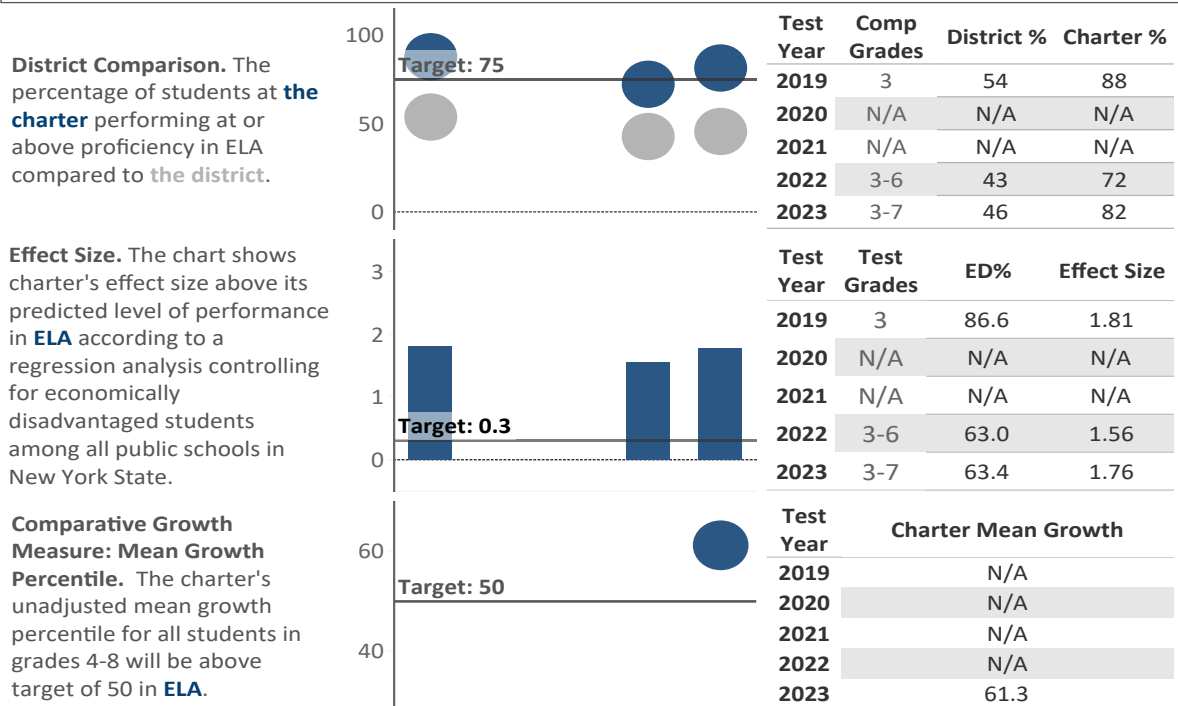


# APPENDIX B: EXISTING SCHOOL PERFORMANCE

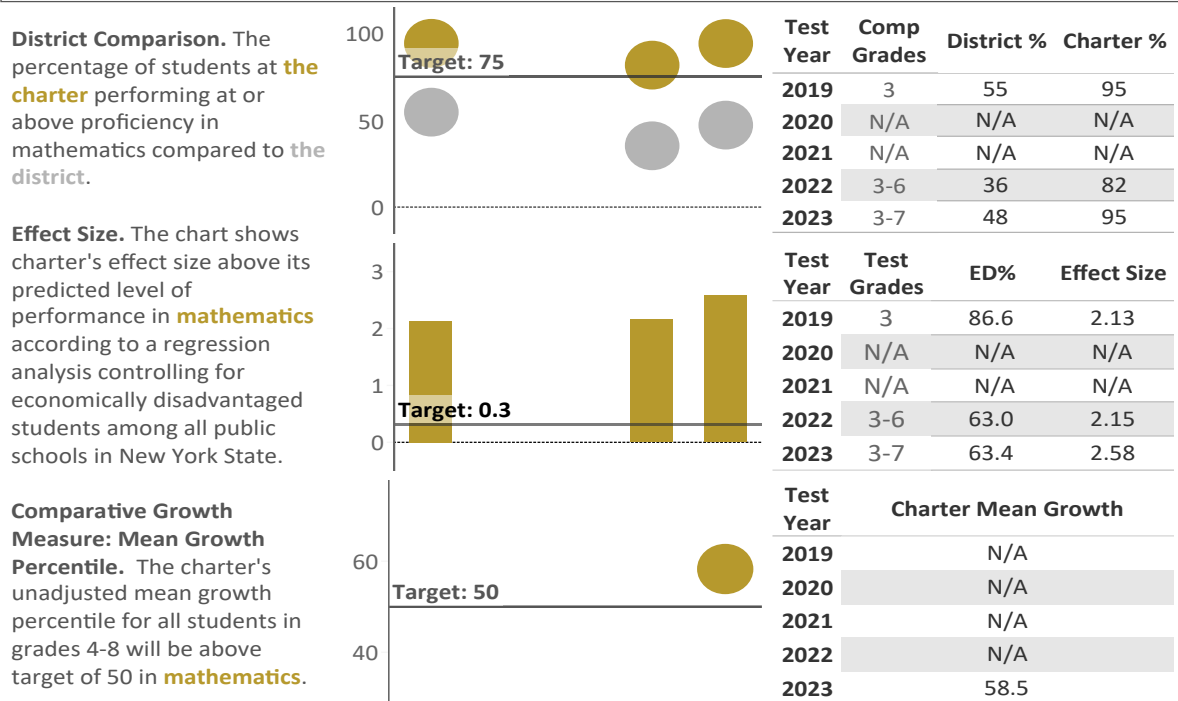
## Success Academy Charter School - Far Rockaway

Queens CSD 27

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



### MATHEMATICS ACCOUNTABILITY PLAN GOAL



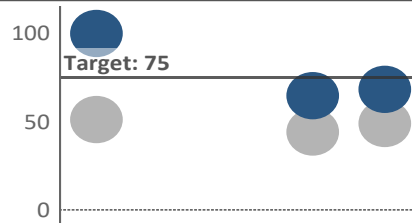
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Flatbush

Brooklyn CSD 17

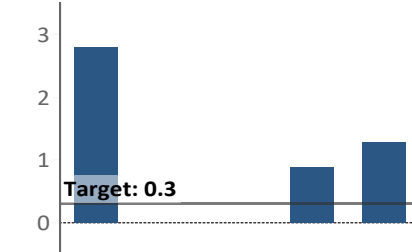
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2019	3	51	100
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	44	65
2023	3-4	49	68

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



Test Year	Test Grades	ED%	Effect Size
2019	3	72.1	2.80
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	66.7	0.89
2023	3-4	77.6	1.29

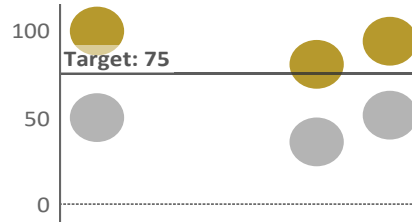
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2019	N/A
2020	N/A
2021	N/A
2022	N/A
2023	54.2

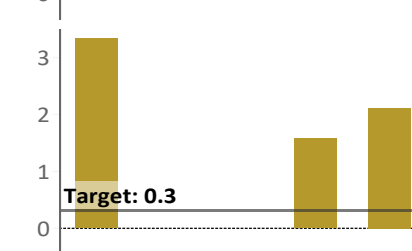
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2019	3	50	100
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	36	81
2023	3-4	52	94

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



Test Year	Test Grades	ED%	Effect Size
2019	3	72.1	3.34
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	66.7	1.57
2023	3-4	77.6	2.12

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



Test Year	Charter Mean Growth
2019	N/A
2020	N/A
2021	N/A
2022	N/A
2023	64.0

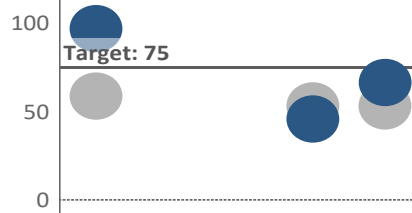
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Fort Greene

Brooklyn CSD 13

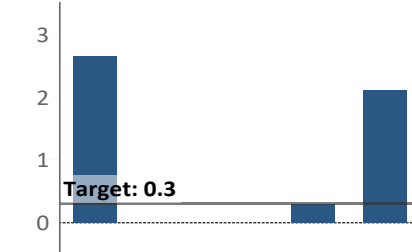
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2019	3-4	59	97
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	53	46
2023	5	55	67

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



Test Year	Test Grades	ED%	Effect Size
2019	3-4	74.5	2.66
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	72.6	0.31
2023	5-8	72.3	2.10

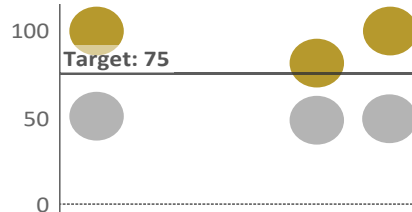
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2019	51.2
2020	N/A
2021	N/A
2022	N/A
2023	56.8

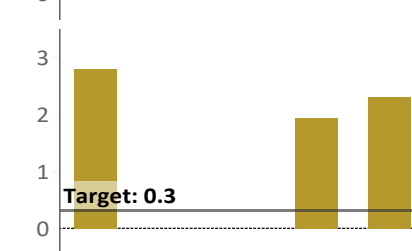
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2019	3-4	51	100
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	49	82
2023	5	52	100

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



Test Year	Test Grades	ED%	Effect Size
2019	3-4	74.5	2.80
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	72.6	1.93
2023	5-7	74.6	2.31

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



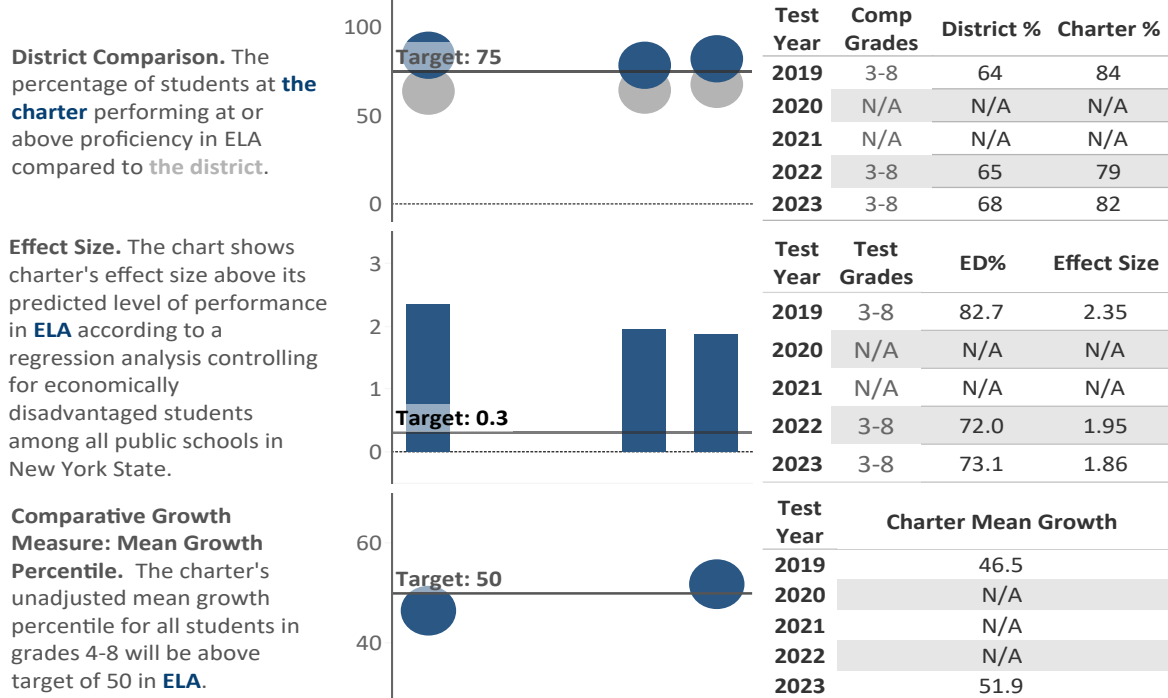
Test Year	Charter Mean Growth
2019	51.3
2020	N/A
2021	N/A
2022	N/A
2023	54.6

# APPENDIX B: EXISTING SCHOOL PERFORMANCE

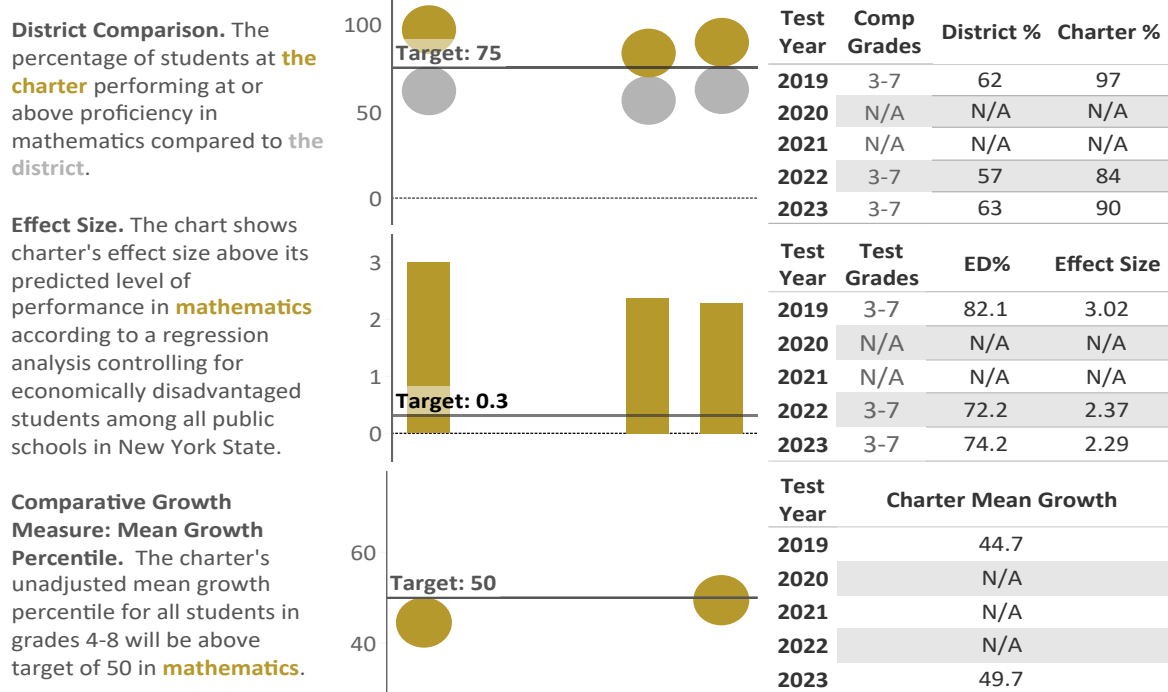
## Success Academy Charter School - Harlem 1

Manhattan CSD 3

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



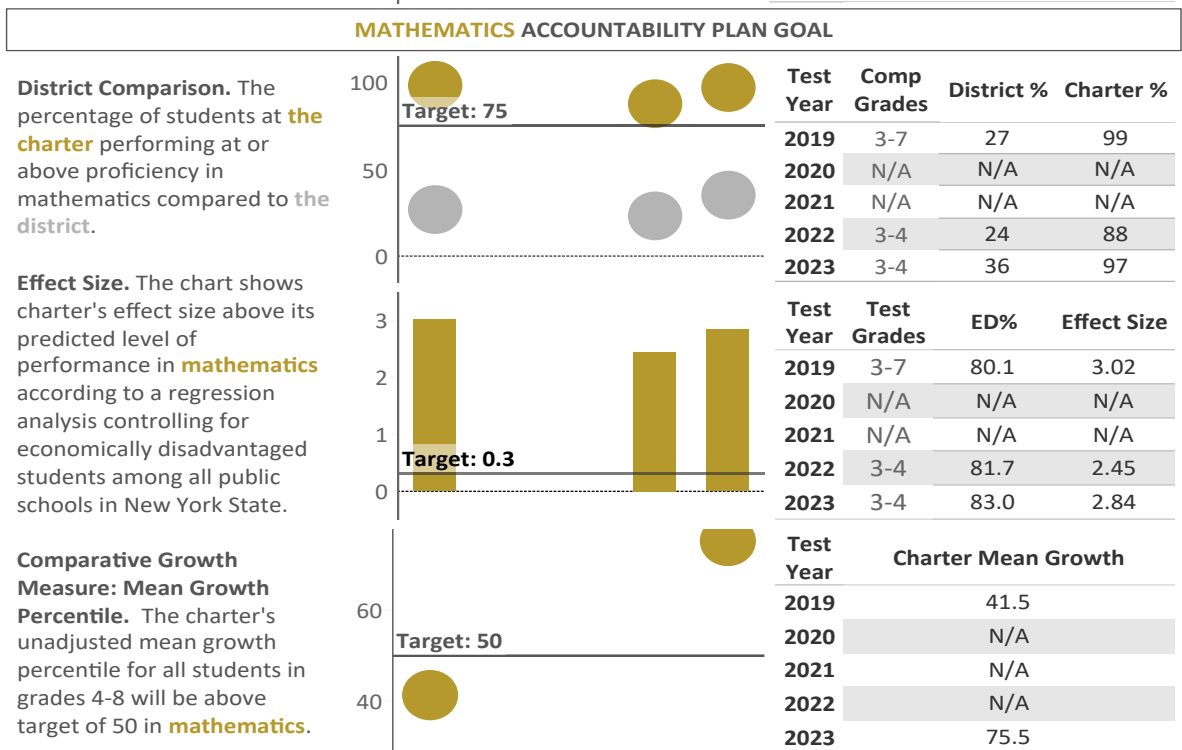
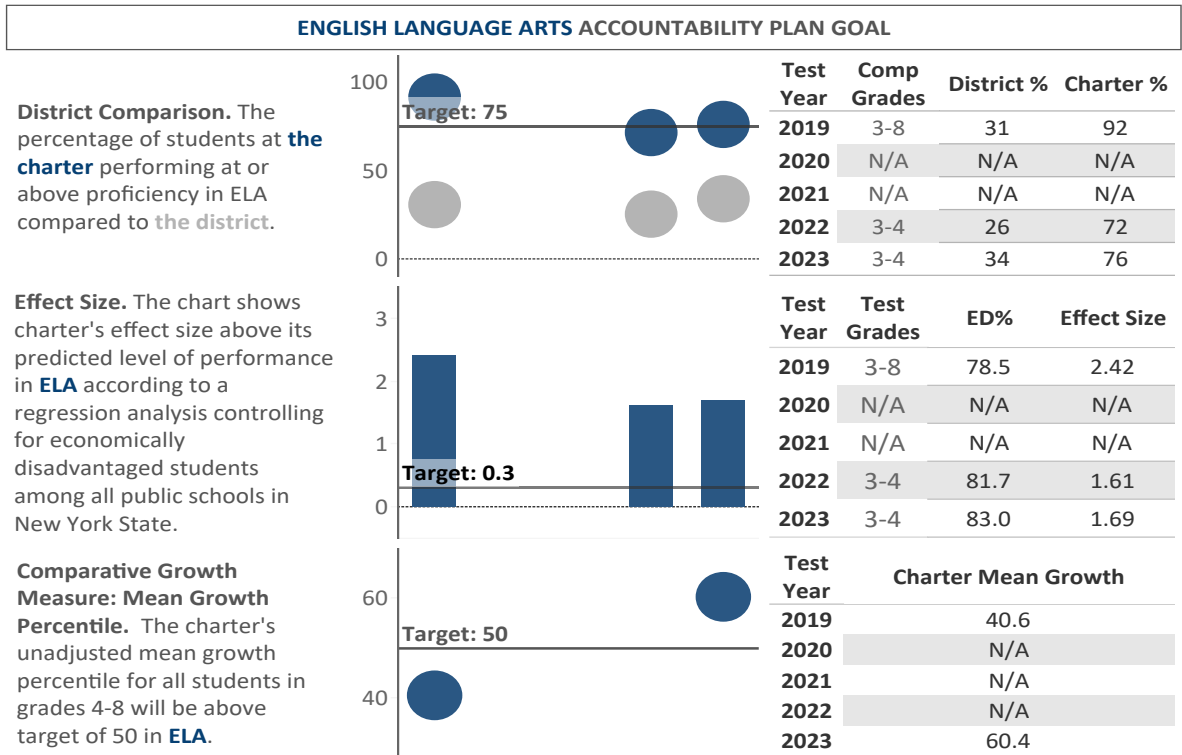
### MATHEMATICS ACCOUNTABILITY PLAN GOAL



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Harlem 2

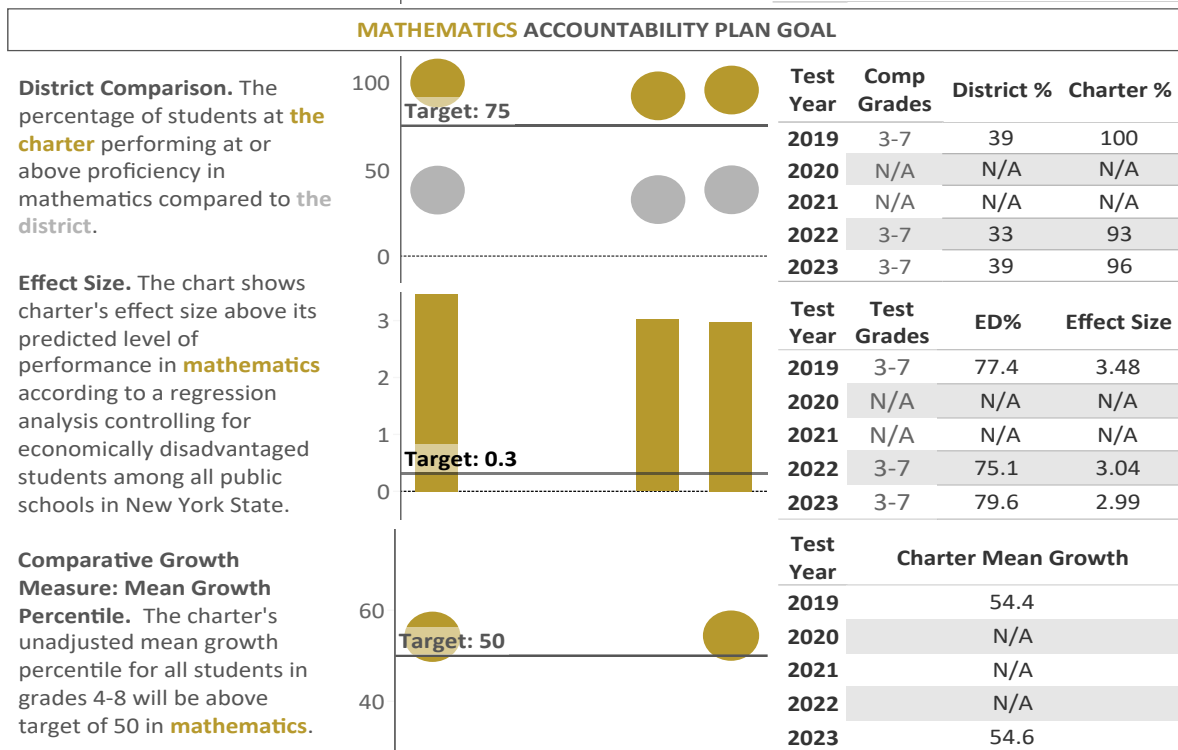
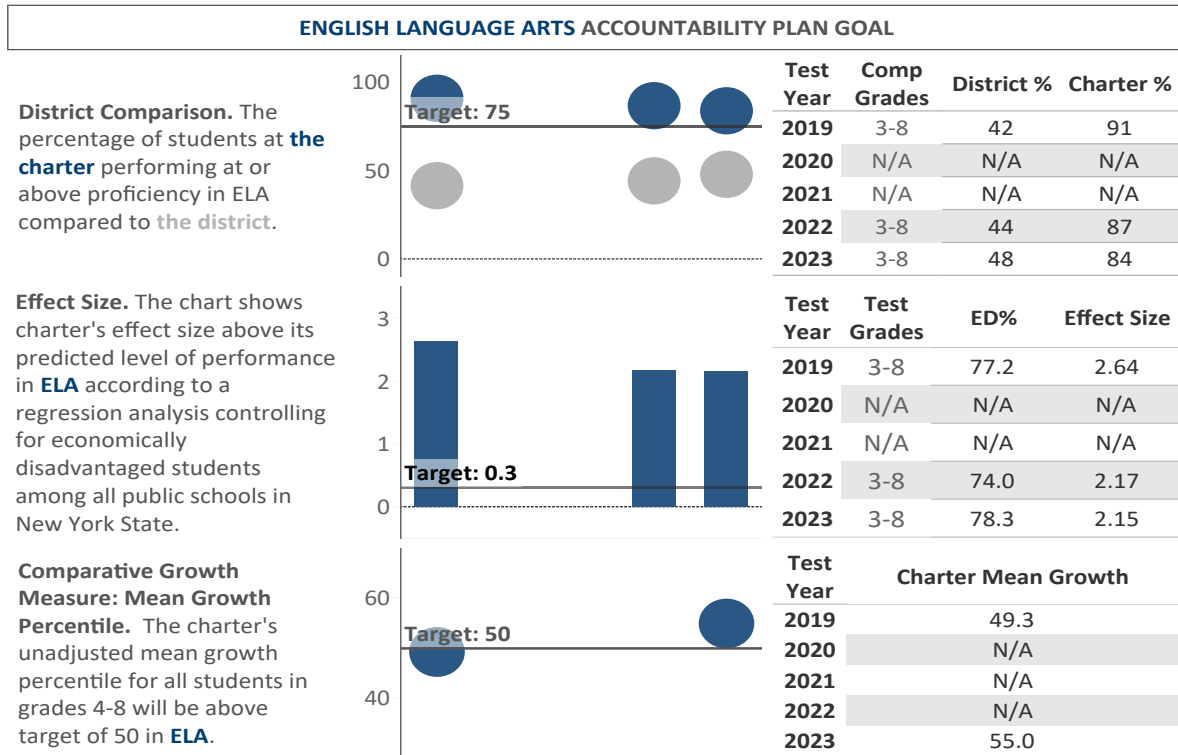
## Manhattan CSD 5



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Harlem 3

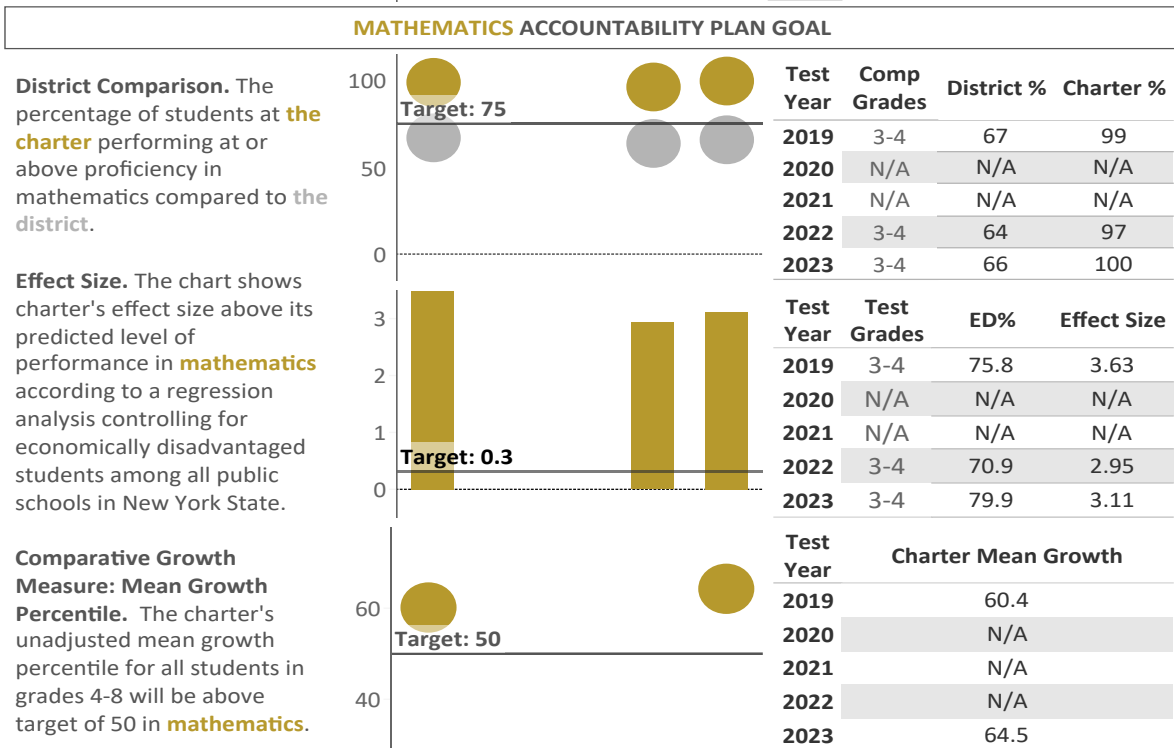
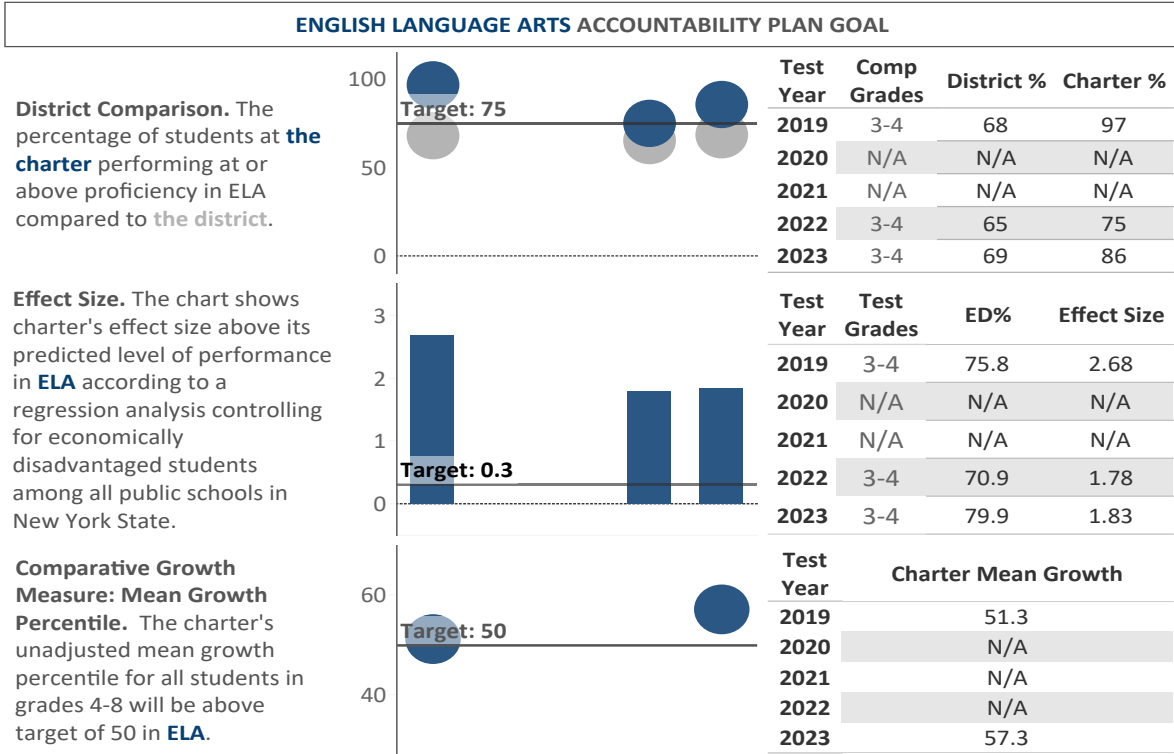
Manhattan CSD 4



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Harlem 4

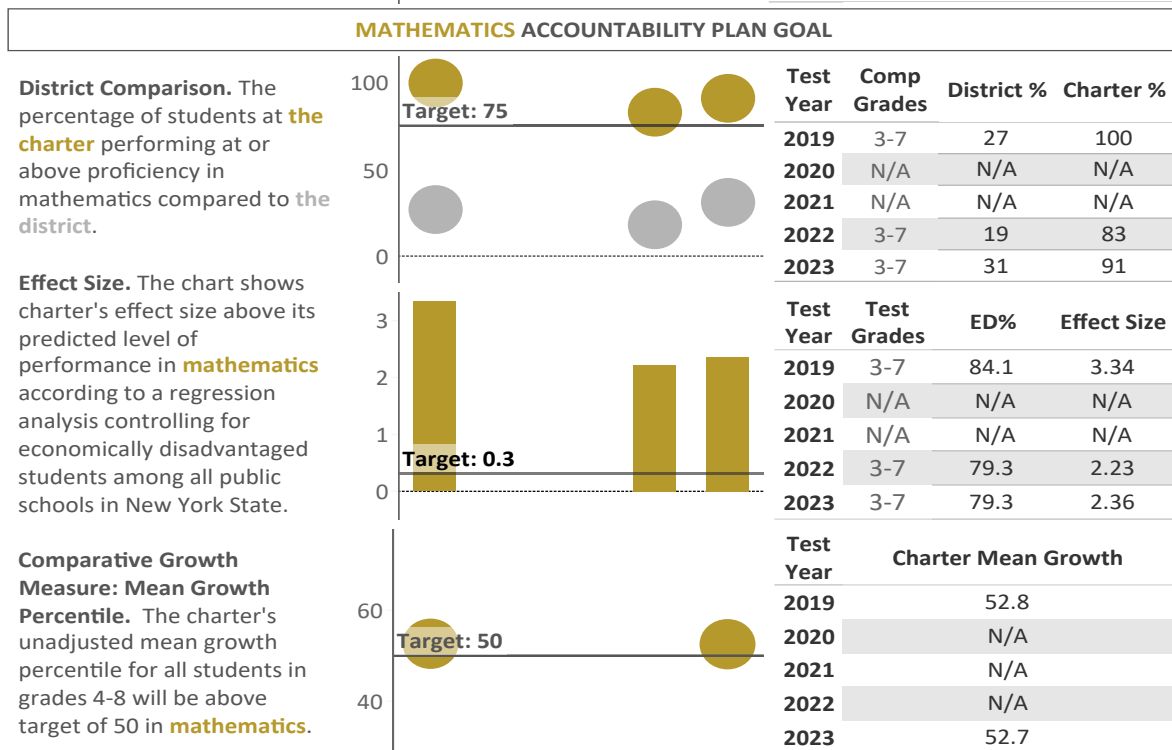
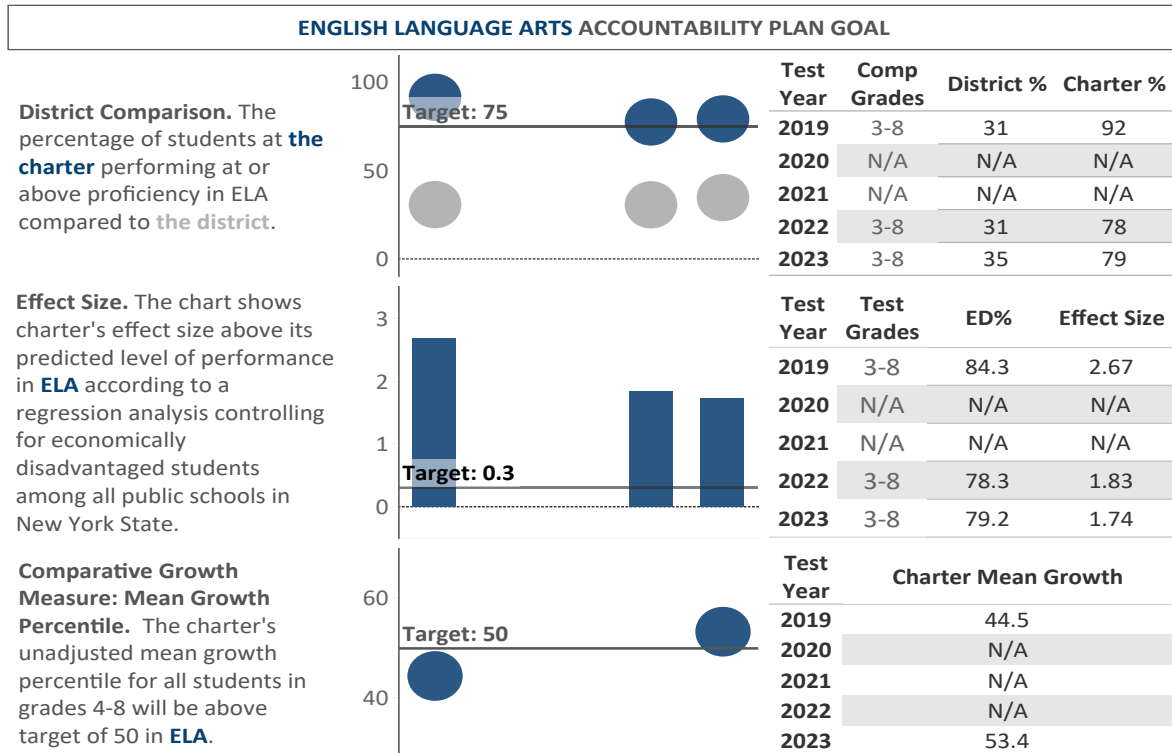
## Manhattan CSD 3



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Harlem 5

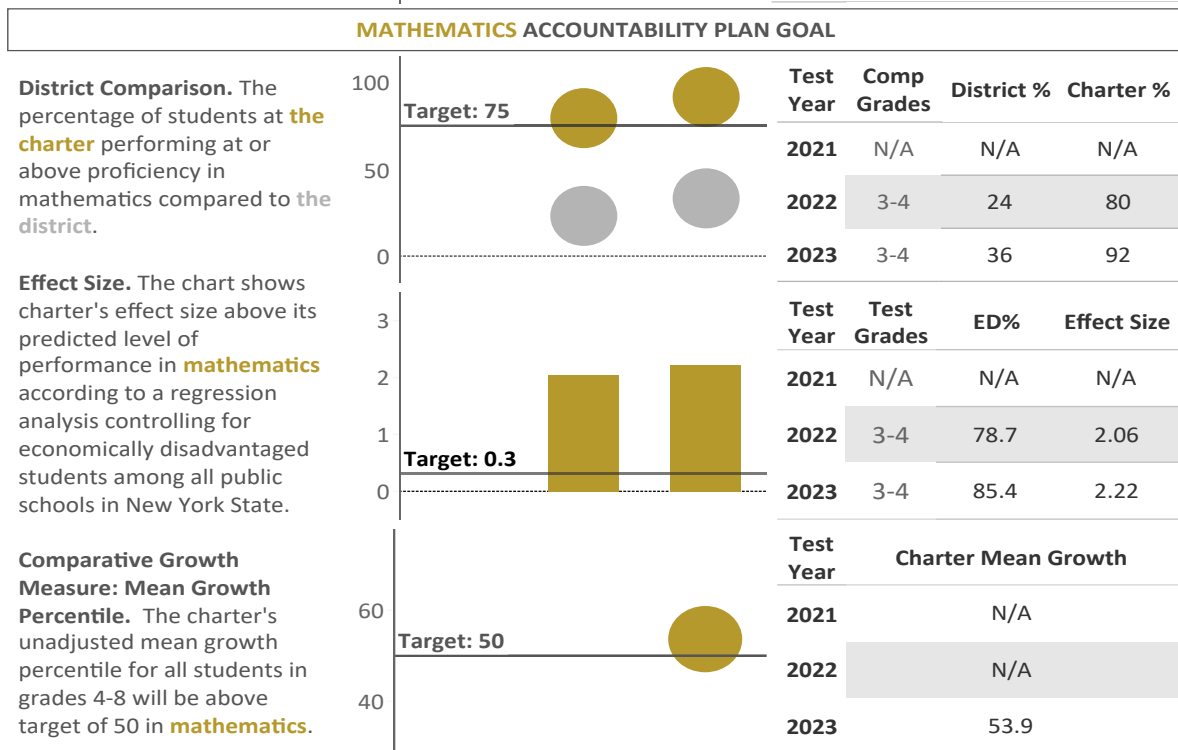
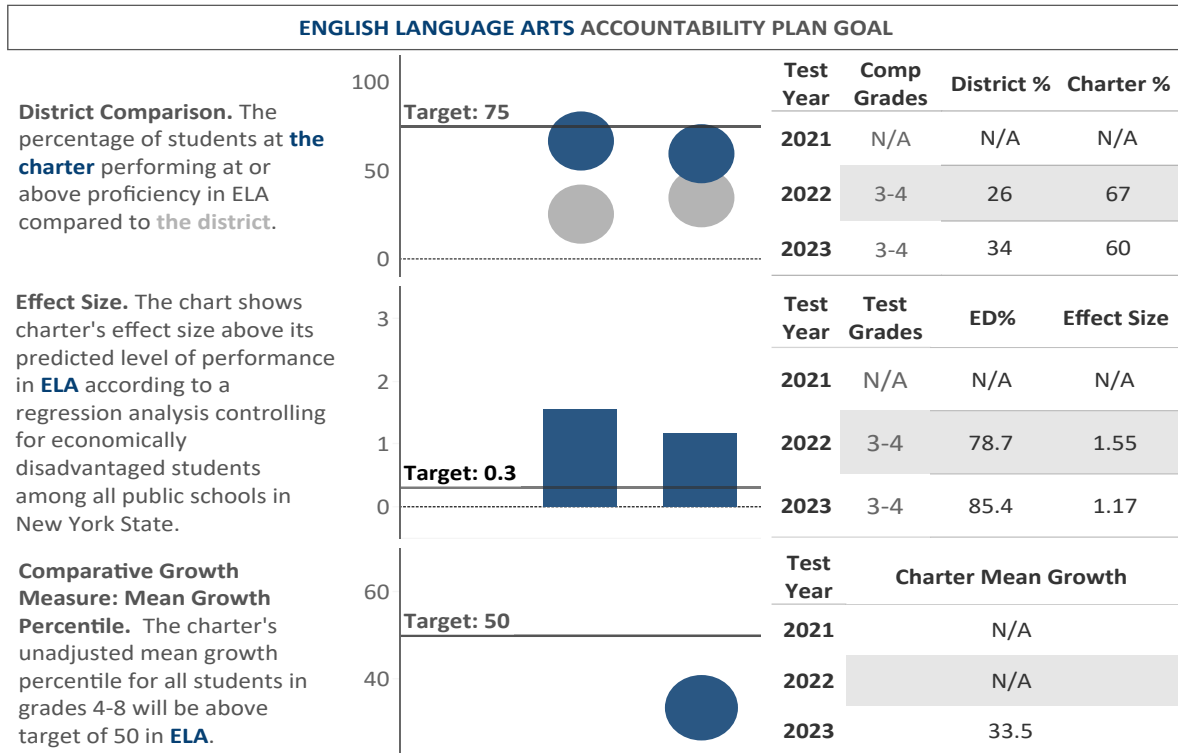
Manhattan CSD 5



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Harlem 6

## Manhattan CSD 5



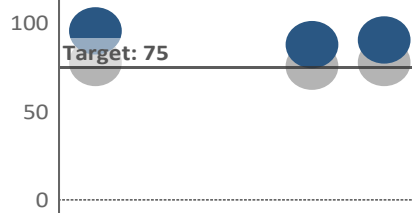
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Hell's Kitchen

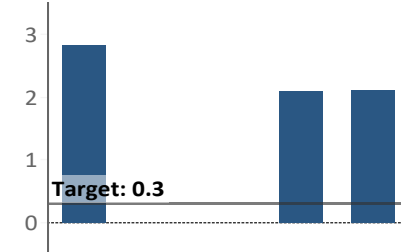
Manhattan CSD 2

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



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



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



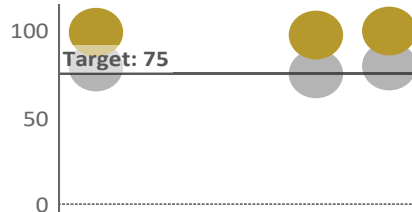
Test Year	Comp Grades	District %	Charter %
2019	3-4	78	96
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	76	88
2023	3-4	78	91

Test Year	Test Grades	ED%	Effect Size
2019	3-4	63.8	2.82
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	55.8	2.09
2023	3-4	58.6	2.12

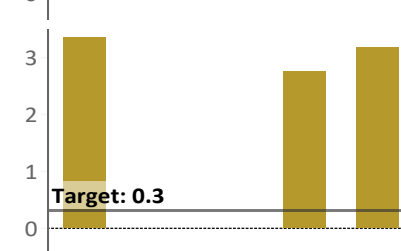
Test Year	Charter Mean Growth
2019	46.7
2020	N/A
2021	N/A
2022	N/A
2023	59.7

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



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



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



Test Year	Comp Grades	District %	Charter %
2019	3-4	79	99
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	75	98
2023	3-4	80	100

Test Year	Test Grades	ED%	Effect Size
2019	3-4	63.8	3.36
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	55.7	2.76
2023	3-4	58.6	3.19

Test Year	Charter Mean Growth
2019	50.5
2020	N/A
2021	N/A
2022	N/A
2023	67.8

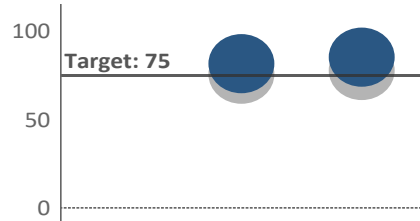
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Hudson Yards

Manhattan CSD 2

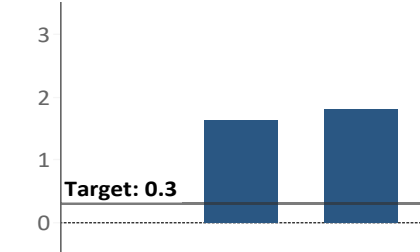
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2021	N/A	N/A	N/A
2022	3-4	76	82
2023	3-4	78	85

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



Test Year	Test Grades	ED%	Effect Size
2021	N/A	N/A	N/A
2022	3-4	46.3	1.64
2023	3-4	53.8	1.81

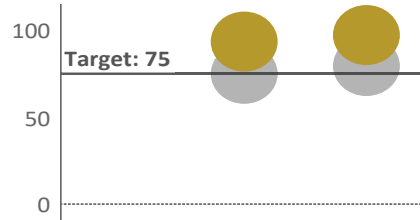
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2021	N/A
2022	N/A
2023	53.9

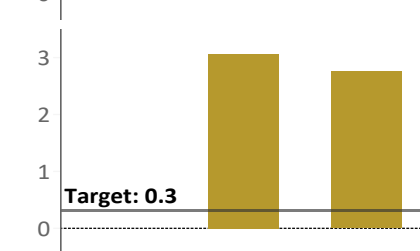
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2021	N/A	N/A	N/A
2022	3-4	75	94
2023	3-4	80	98

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



Test Year	Test Grades	ED%	Effect Size
2021	N/A	N/A	N/A
2022	3-4	46.3	3.08
2023	3-4	53.8	2.76

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



Test Year	Charter Mean Growth
2021	N/A
2022	N/A
2023	56.9

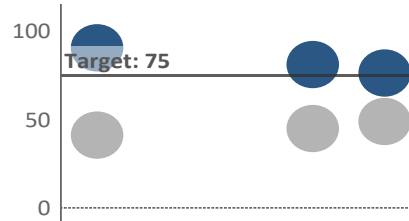
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Prospect Heights

Brooklyn CSD 17

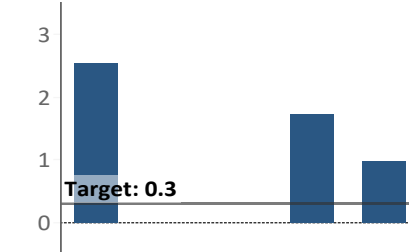
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



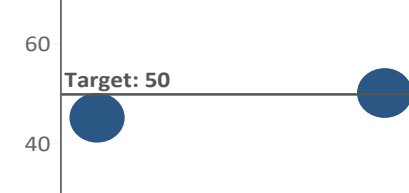
Test Year	Comp Grades	District %	Charter %
2019	3-7	41	91
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	45	81
2023	3-4	49	77

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



Test Year	Test Grades	ED%	Effect Size
2019	3-7	67.6	2.54
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	65.0	1.74
2023	3-4	59.7	0.99

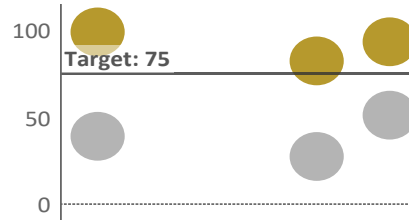
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2019	45.3
2020	N/A
2021	N/A
2022	N/A
2023	50.3

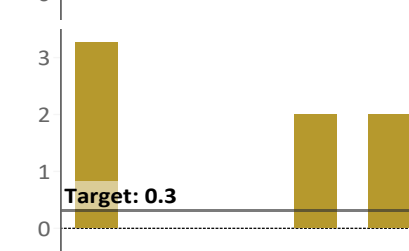
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



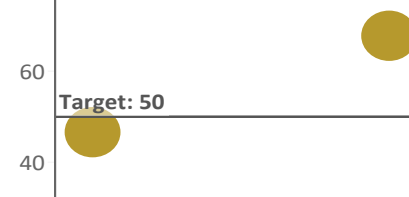
Test Year	Comp Grades	District %	Charter %
2019	3-7	40	99
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	28	83
2023	3-4	52	94

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



Test Year	Test Grades	ED%	Effect Size
2019	3-7	67.6	3.28
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	65.9	1.99
2023	3-4	59.7	2.01

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

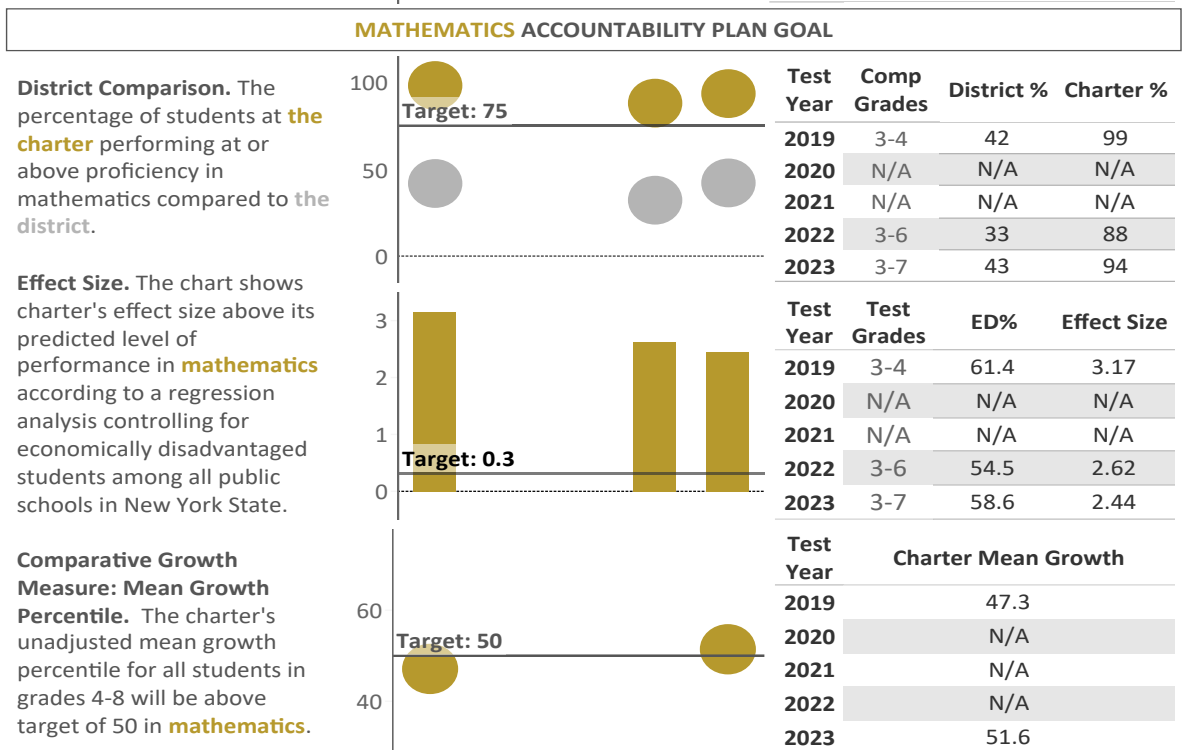
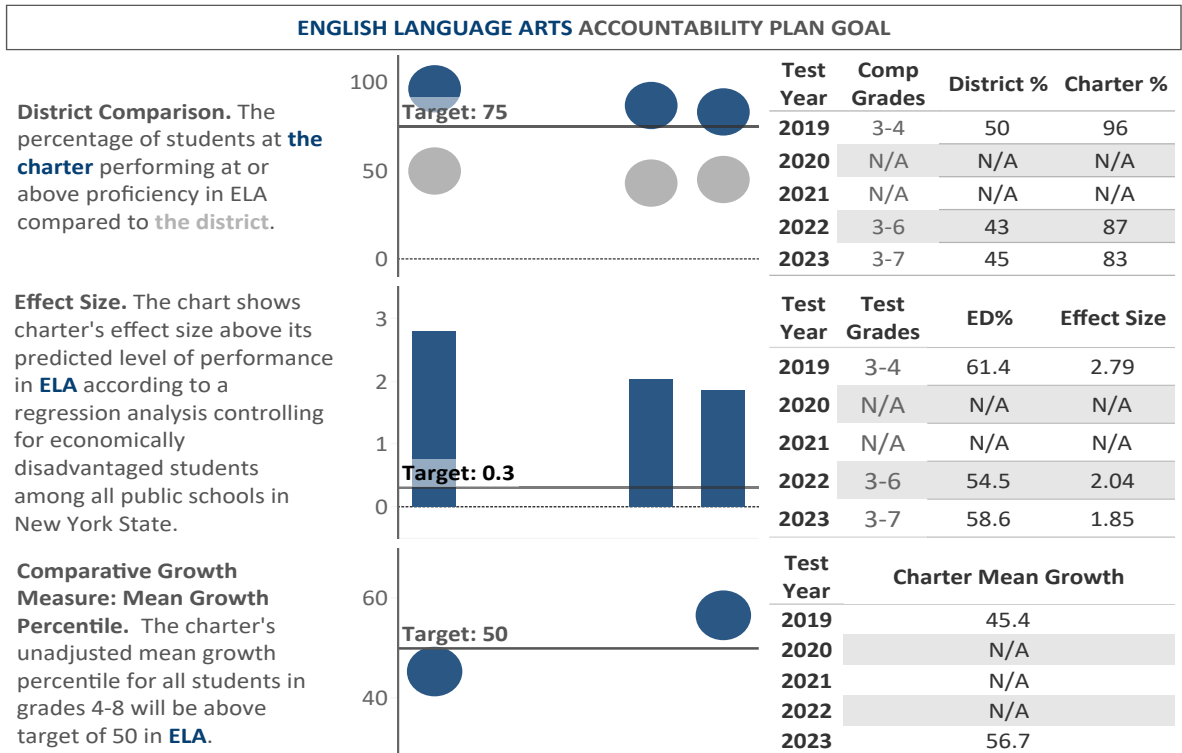


Test Year	Charter Mean Growth
2019	46.8
2020	N/A
2021	N/A
2022	N/A
2023	68.1

# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Rosedale

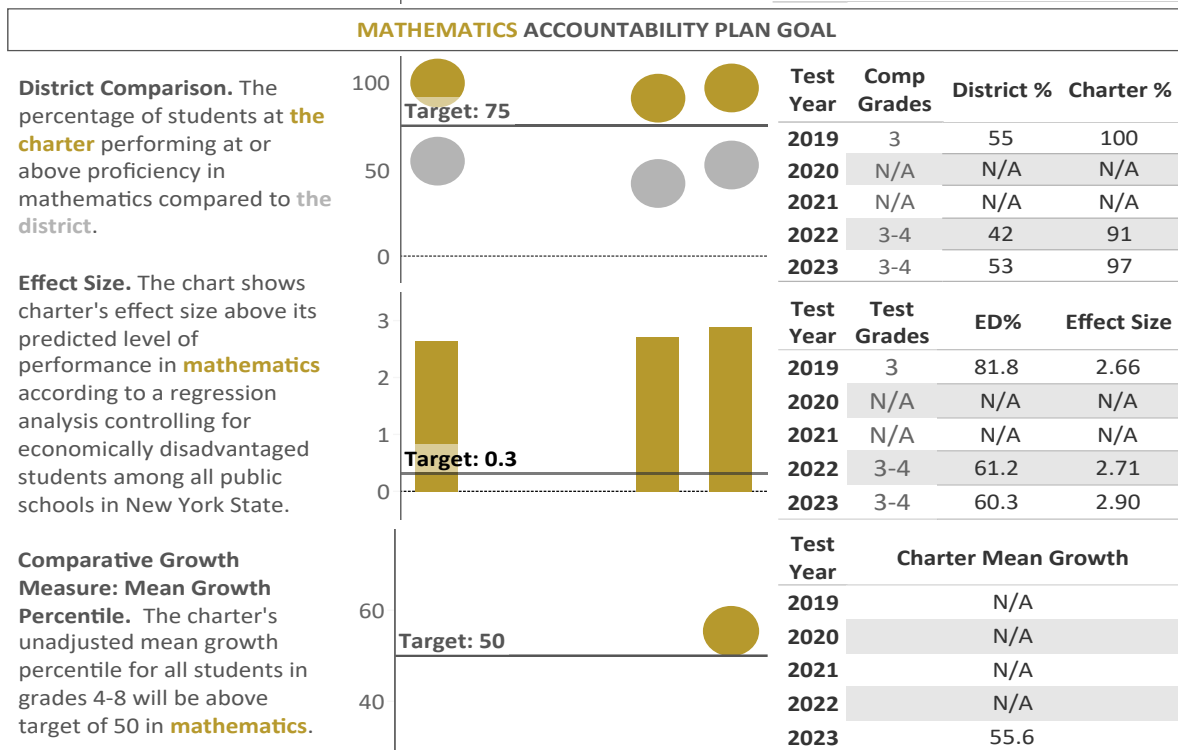
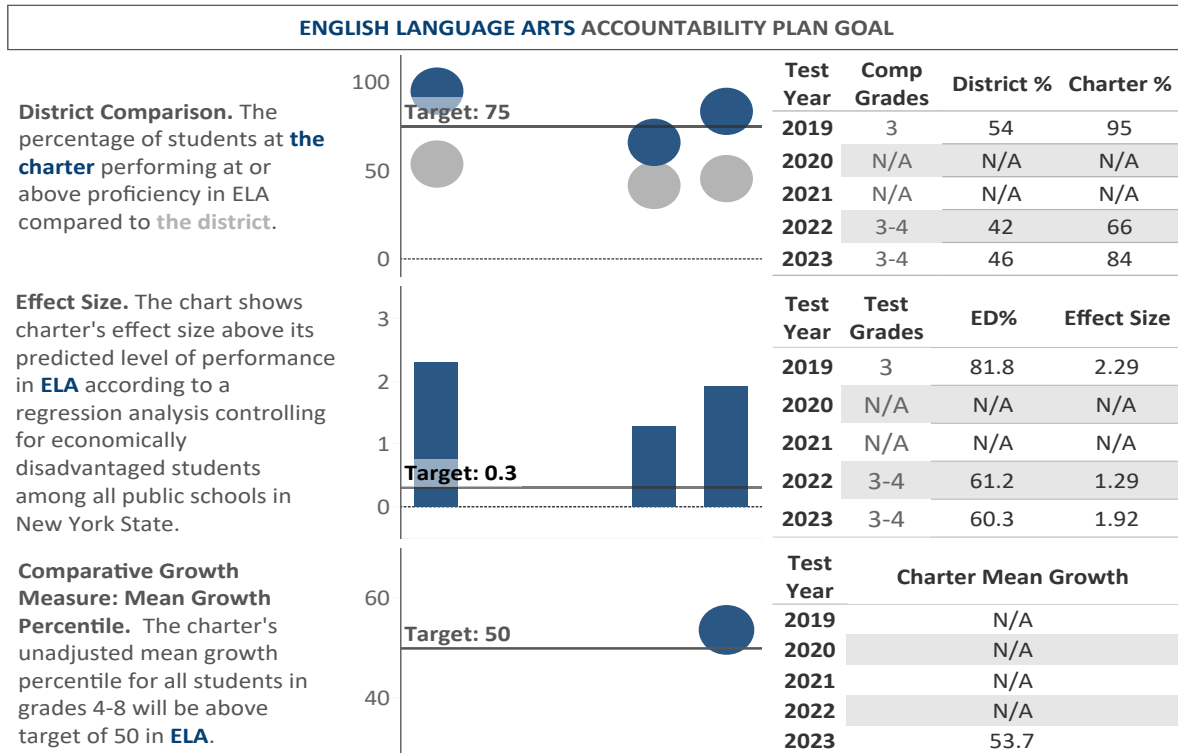
Queens CSD 29



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - South Jamaica

Queens CSD 27



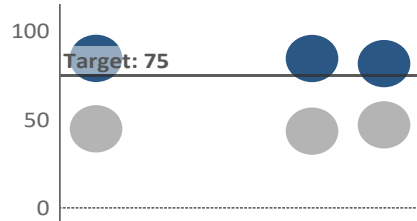
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Springfield Gardens

Queens CSD 29

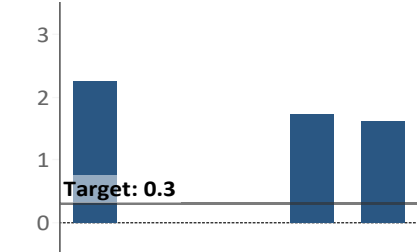
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2019	3-5	45	85
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	44	85
2023	3-8	47	82

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



Test Year	Test Grades	ED%	Effect Size
2019	3-5	69.2	2.26
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	49.2	1.74
2023	3-8	48.2	1.62

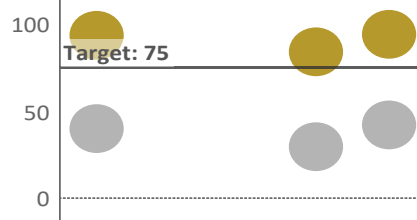
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2019	48.1
2020	N/A
2021	N/A
2022	N/A
2023	55.2

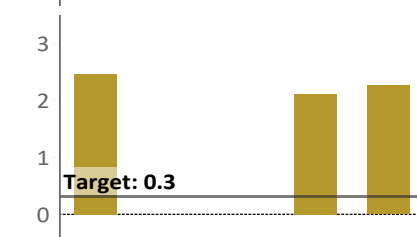
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



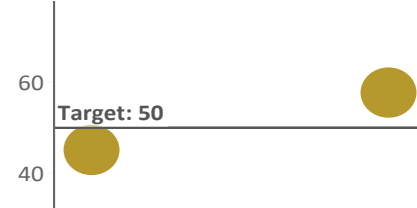
Test Year	Comp Grades	District %	Charter %
2019	3-5	41	94
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	30	85
2023	3-7	43	95

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



Test Year	Test Grades	ED%	Effect Size
2019	3-5	69.2	2.47
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	49.7	2.11
2023	3-7	47.0	2.28

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



Test Year	Charter Mean Growth
2019	45.3
2020	N/A
2021	N/A
2022	N/A
2023	58.0

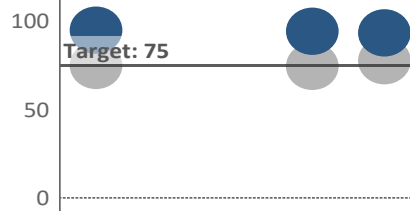
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Union Square

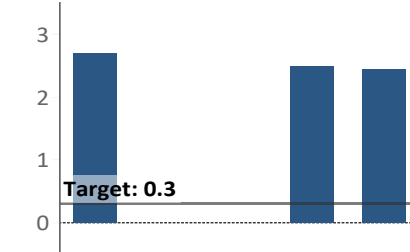
Manhattan CSD 2

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

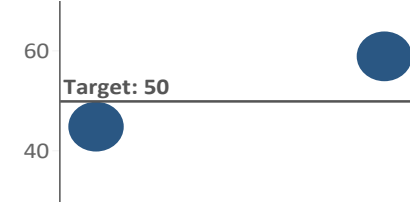
**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.



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



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



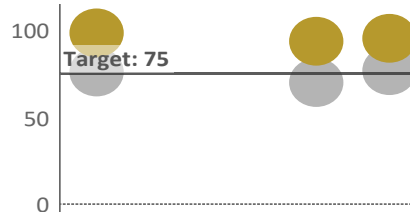
Test Year	Comp Grades	District %	Charter %
2019	3-7	75	95
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	75	94
2023	3-8	78	94

Test Year	Test Grades	ED%	Effect Size
2019	3-7	45.3	2.69
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	43.6	2.50
2023	3-8	48.9	2.44

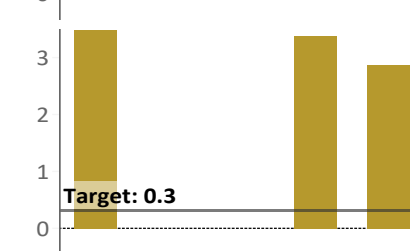
Test Year	Charter Mean Growth
2019	44.9
2020	N/A
2021	N/A
2022	N/A
2023	59.1

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



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



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



Test Year	Comp Grades	District %	Charter %
2019	3-7	76	99
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	70	94
2023	3-7	77	96

Test Year	Test Grades	ED%	Effect Size
2019	3-7	45.3	3.99
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	44.1	3.38
2023	3-7	50.3	2.86

Test Year	Charter Mean Growth
2019	52.4
2020	N/A
2021	N/A
2022	N/A
2023	52.2

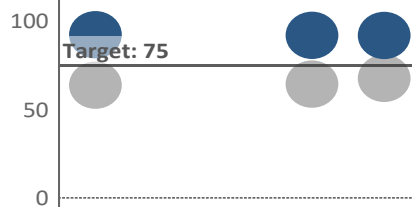
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Upper West

Manhattan CSD 3

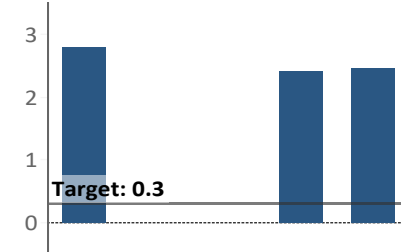
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2019	3-8	64	93
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	65	92
2023	3-8	68	92

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



Test Year	Test Grades	ED%	Effect Size
2019	3-8	47.4	2.80
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	50.5	2.41
2023	3-8	51.0	2.45

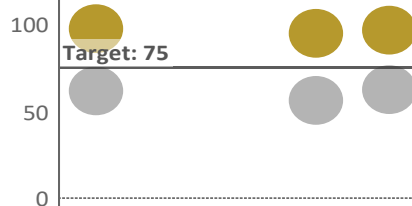
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2019	49.1
2020	N/A
2021	N/A
2022	N/A
2023	60.9

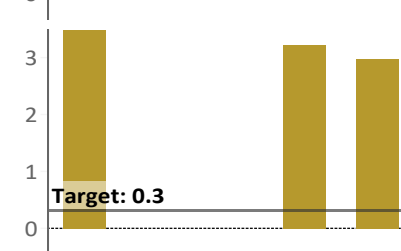
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



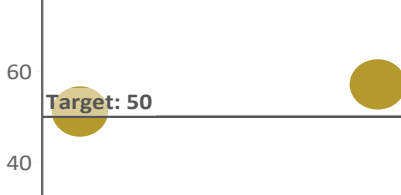
Test Year	Comp Grades	District %	Charter %
2019	3-7	62	98
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	57	95
2023	3-7	63	97

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



Test Year	Test Grades	ED%	Effect Size
2019	3-7	47.7	3.84
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	51.6	3.24
2023	3-7	52.2	2.98

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

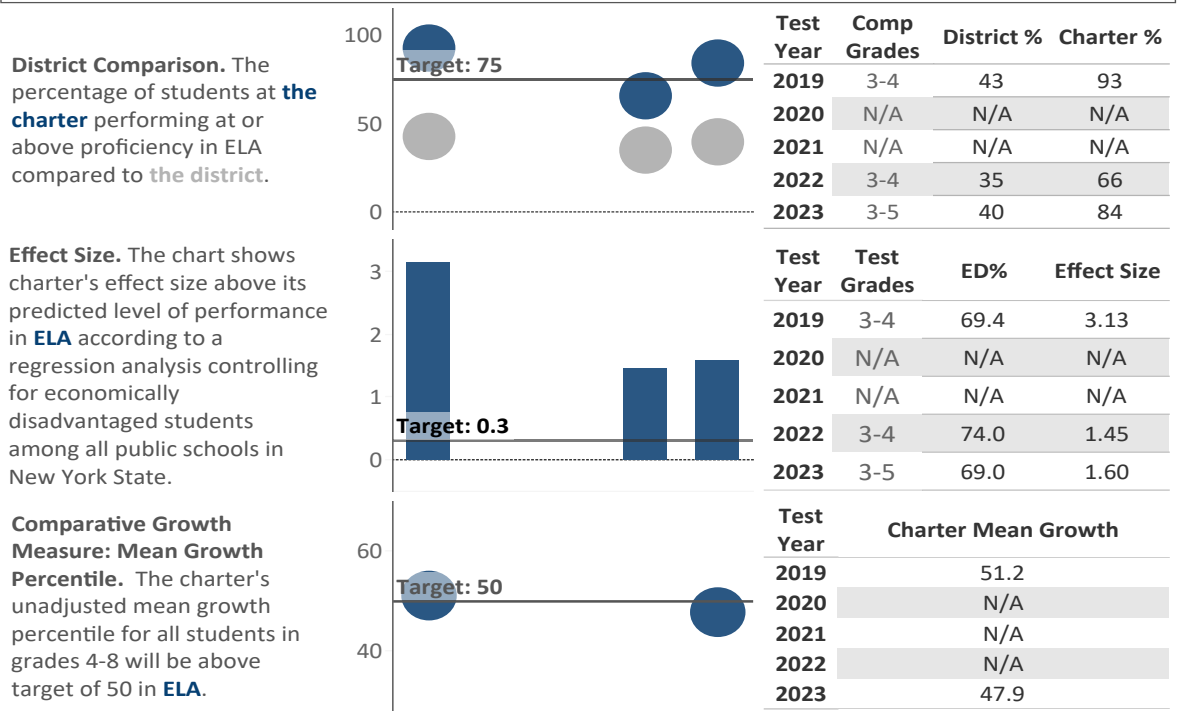


Test Year	Charter Mean Growth
2019	51.3
2020	N/A
2021	N/A
2022	N/A
2023	57.3

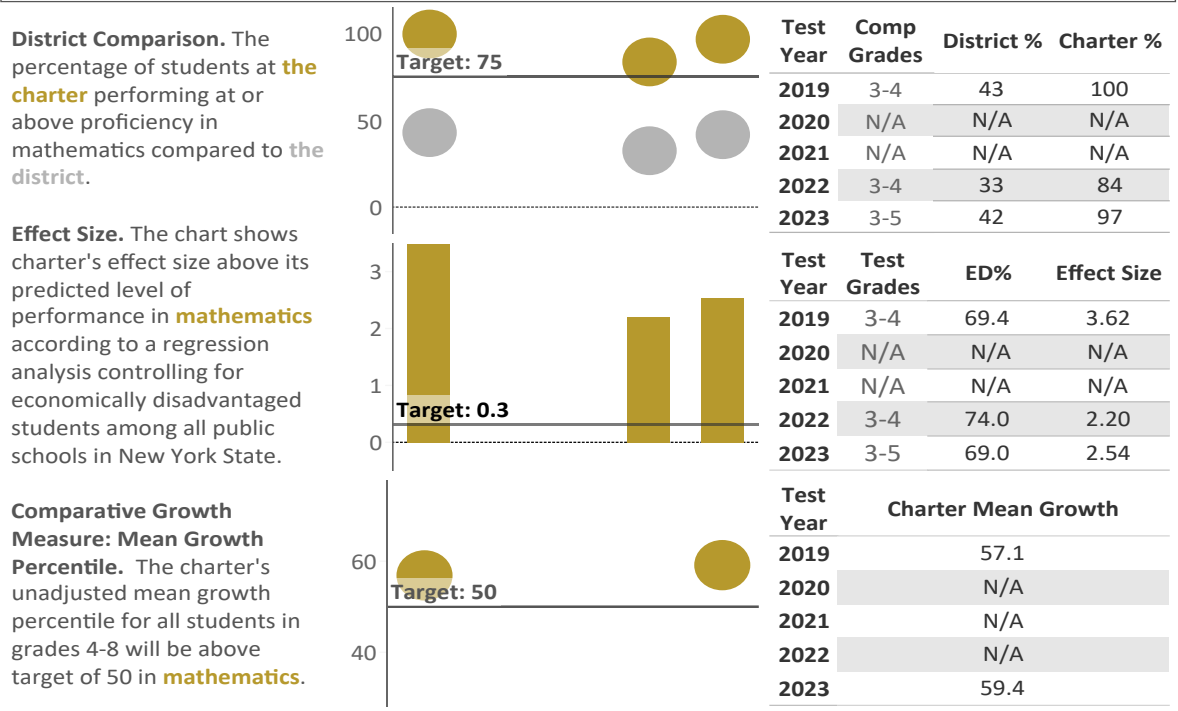
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Washington Heights Manhattan CSD 6

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



### MATHEMATICS ACCOUNTABILITY PLAN GOAL



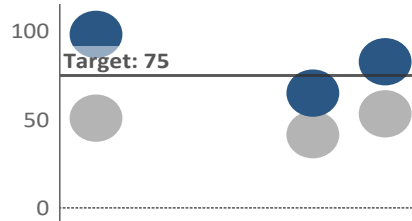
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Williamsburg

Brooklyn CSD 14

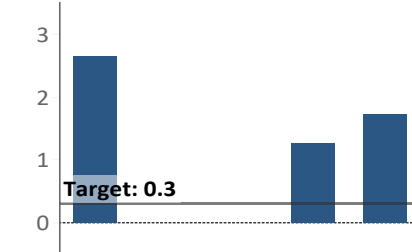
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2019	3-4	51	98
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	42	65
2023	3-4	53	83

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



Test Year	Test Grades	ED%	Effect Size
2019	3-4	64.4	2.66
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	62.7	1.28
2023	3-4	62.7	1.73

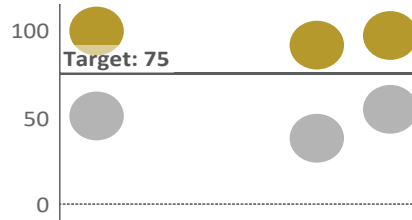
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2019	48.3
2020	N/A
2021	N/A
2022	N/A
2023	64.9

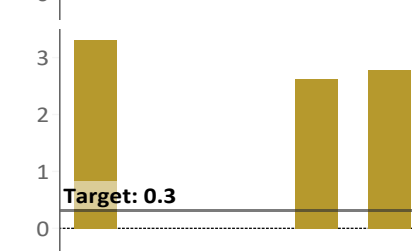
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2019	3-4	51	100
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	38	92
2023	3-4	55	97

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



Test Year	Test Grades	ED%	Effect Size
2019	3-4	64.5	3.32
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-4	62.7	2.62
2023	3-4	62.7	2.79

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

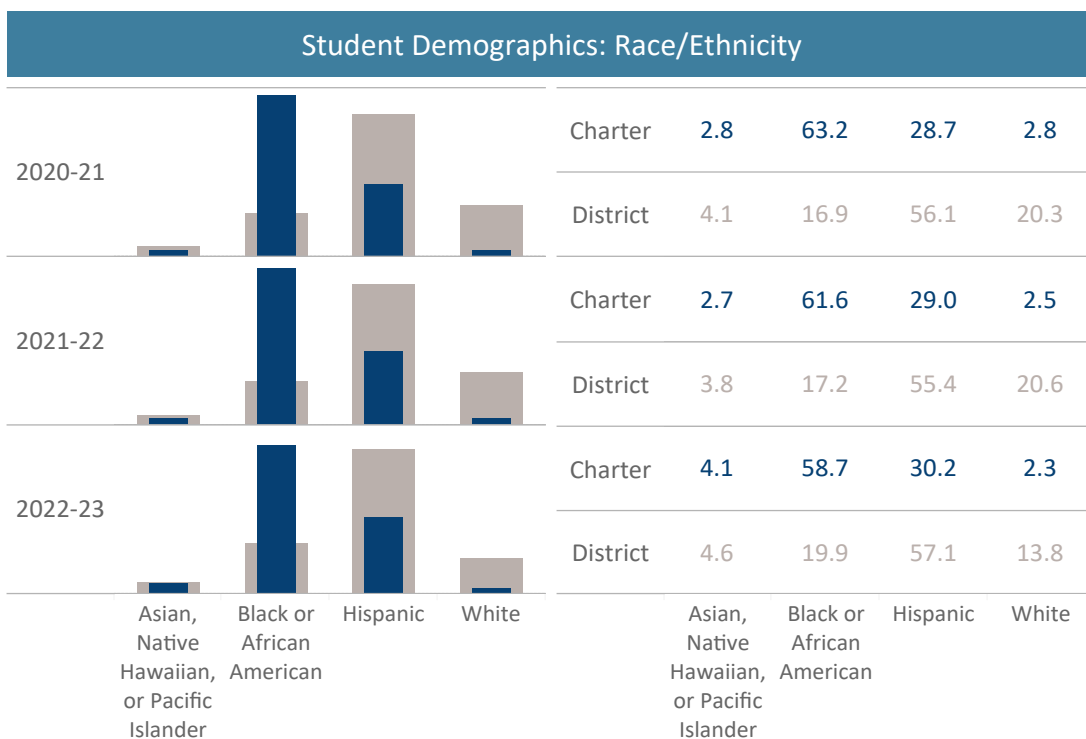
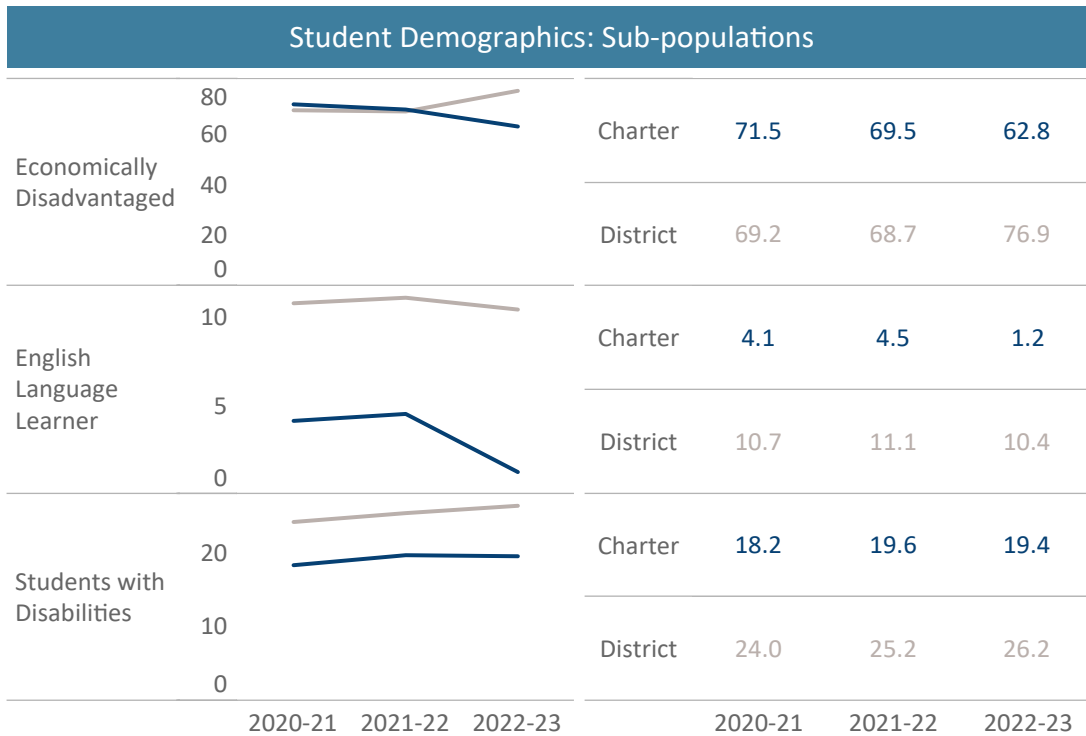


Test Year	Charter Mean Growth
2019	54.7
2020	N/A
2021	N/A
2022	N/A
2023	61.2

# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Bed Stuy 1

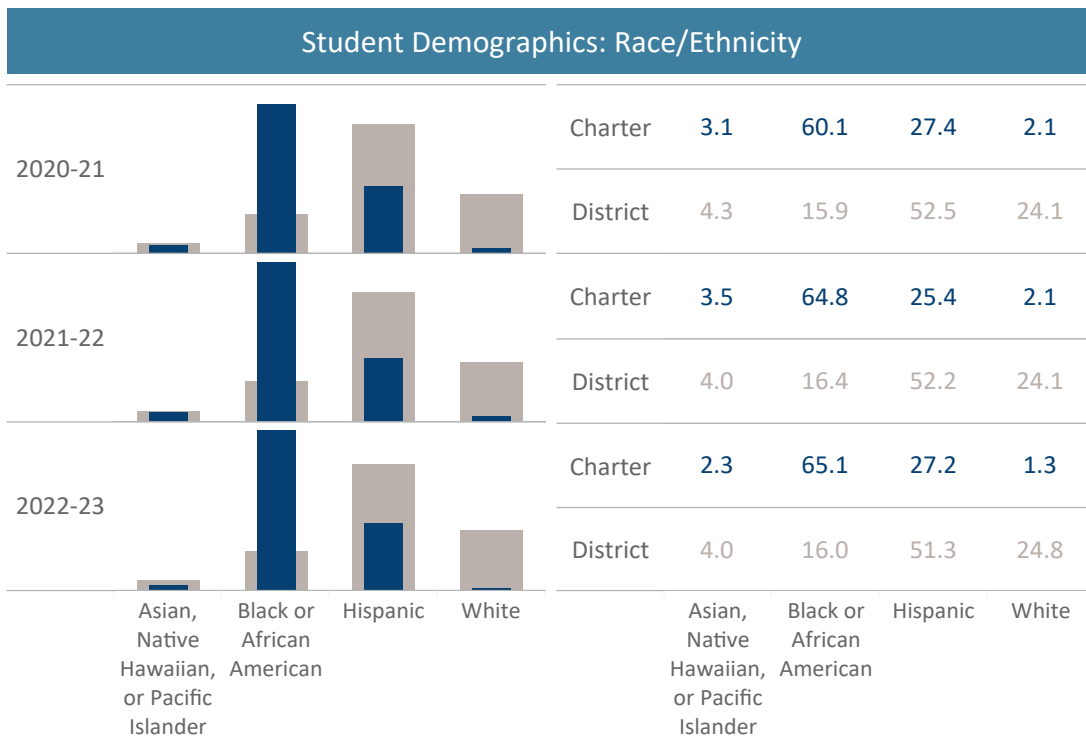
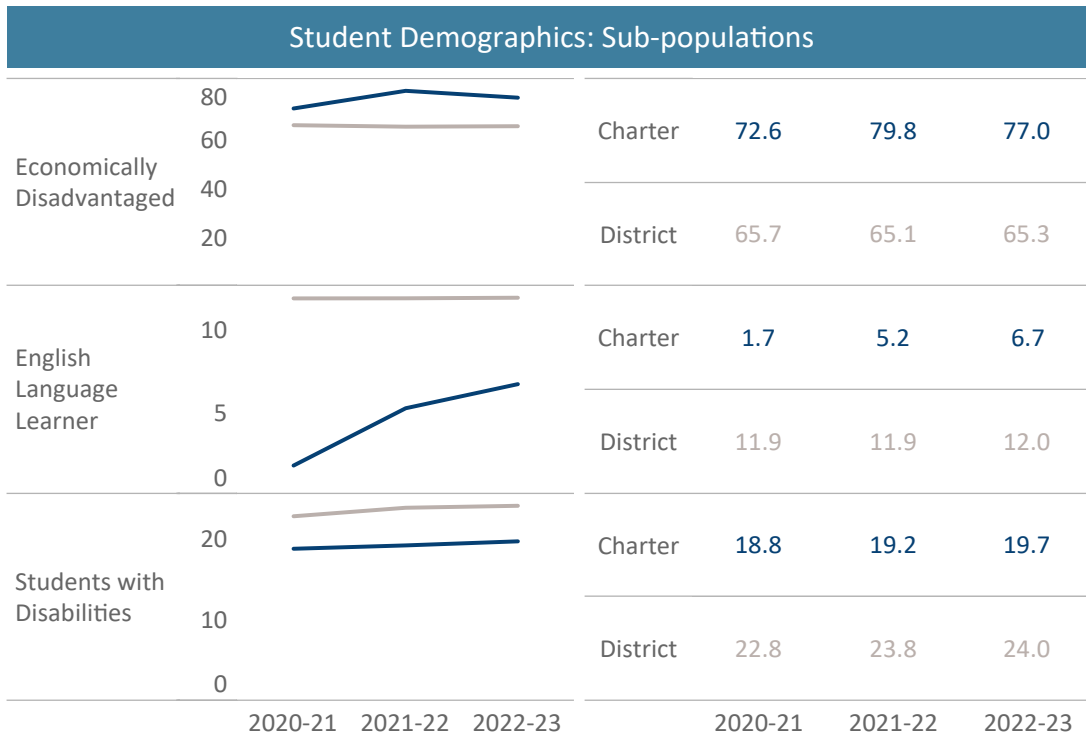
Brooklyn CSD 14



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Bed Stuy 2

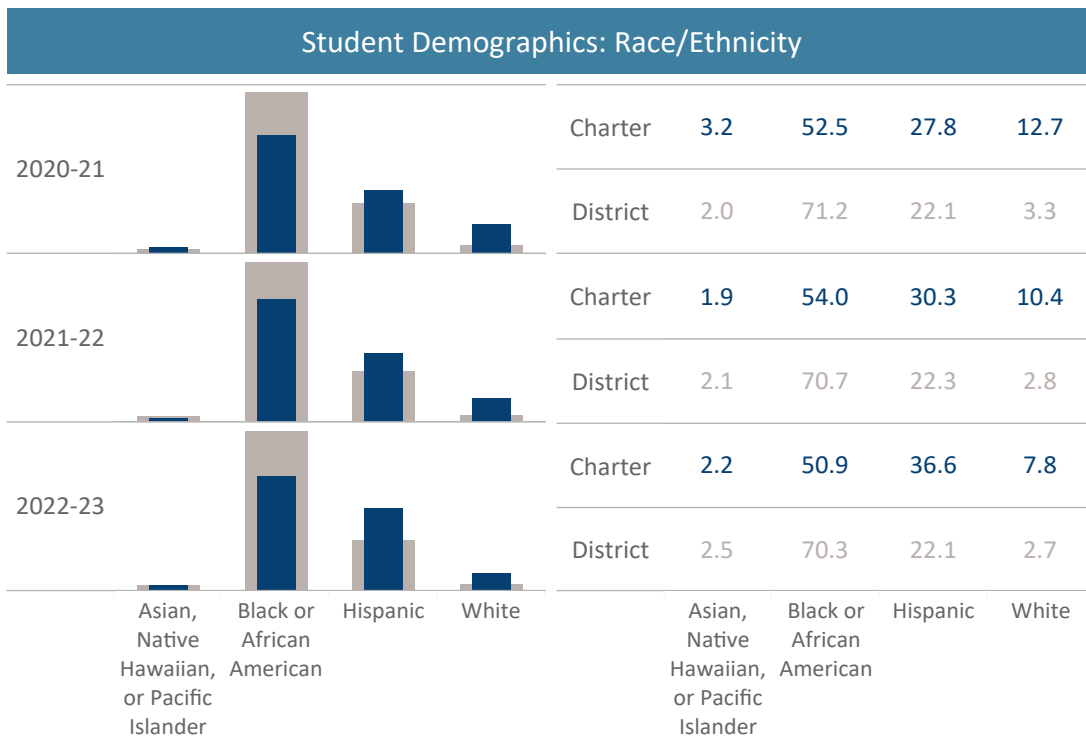
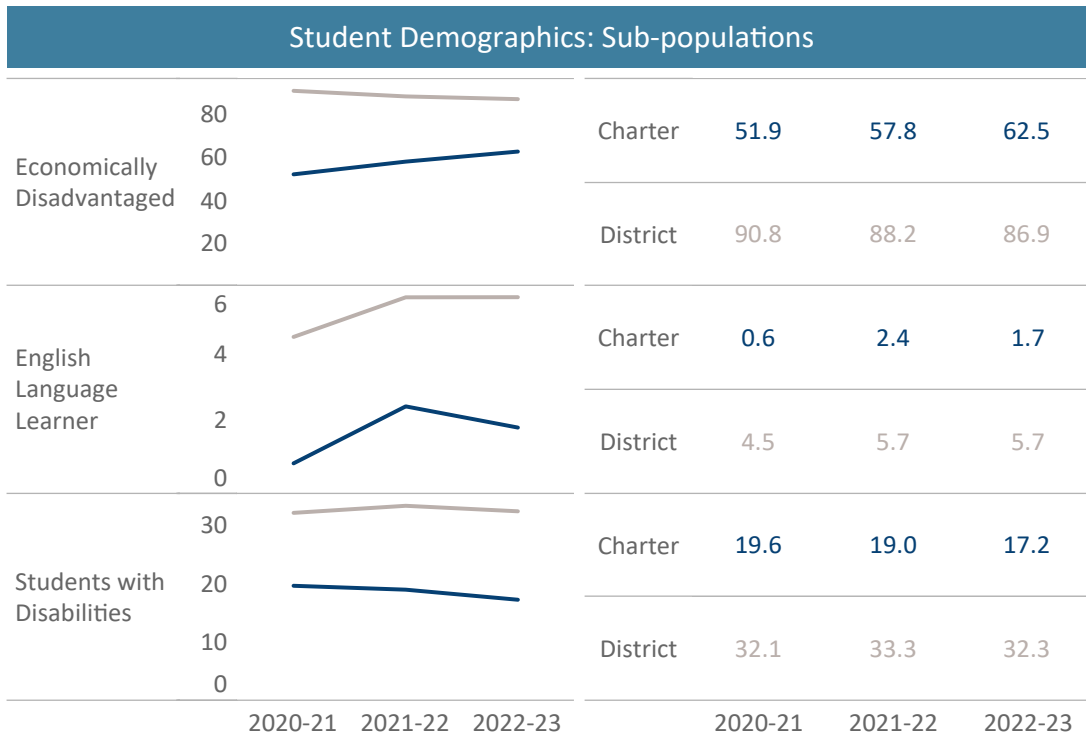
Brooklyn CSD 14



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Bed Stuy 3

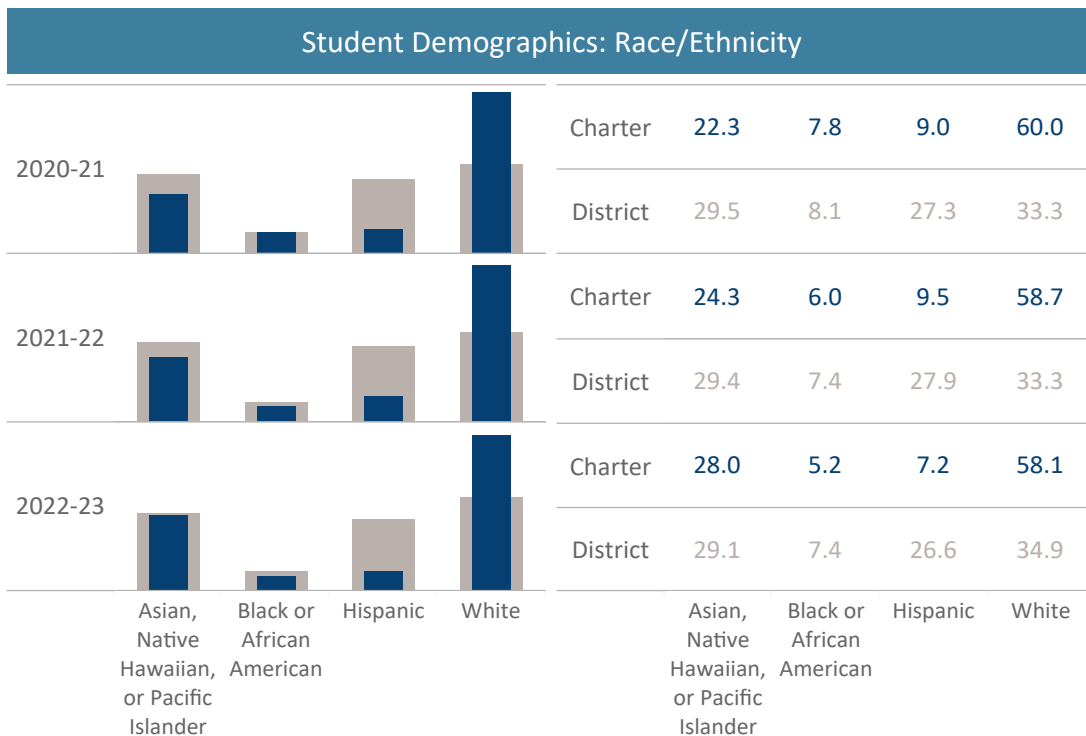
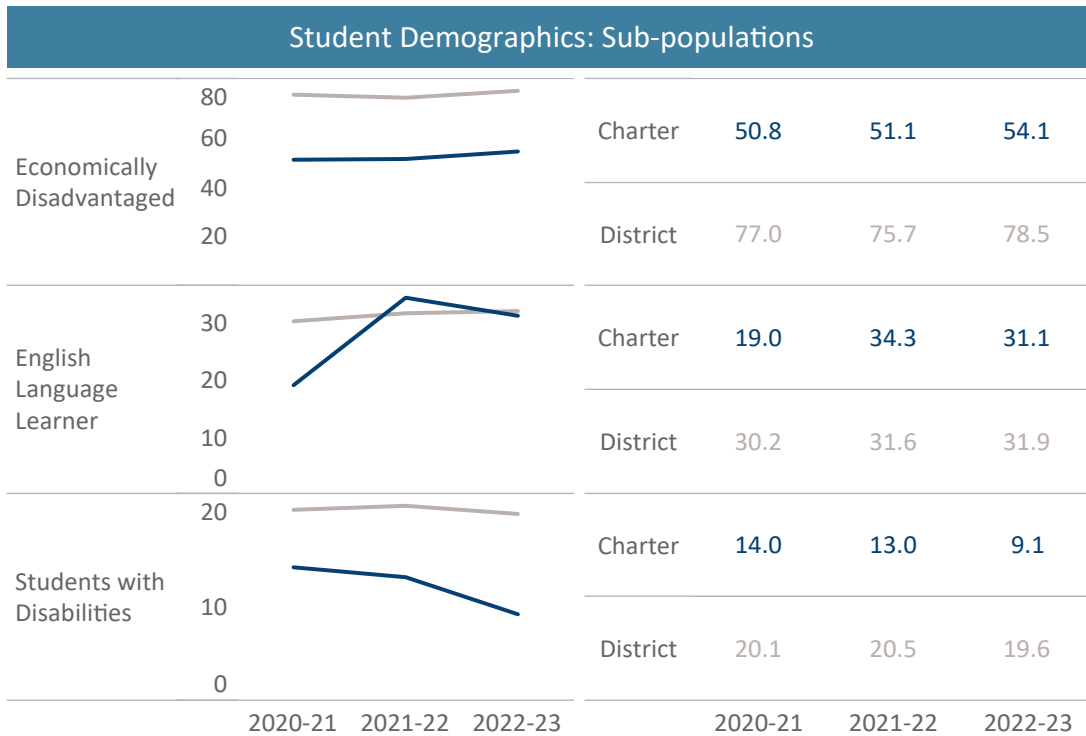
Brooklyn CSD 16



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Bensonhurst

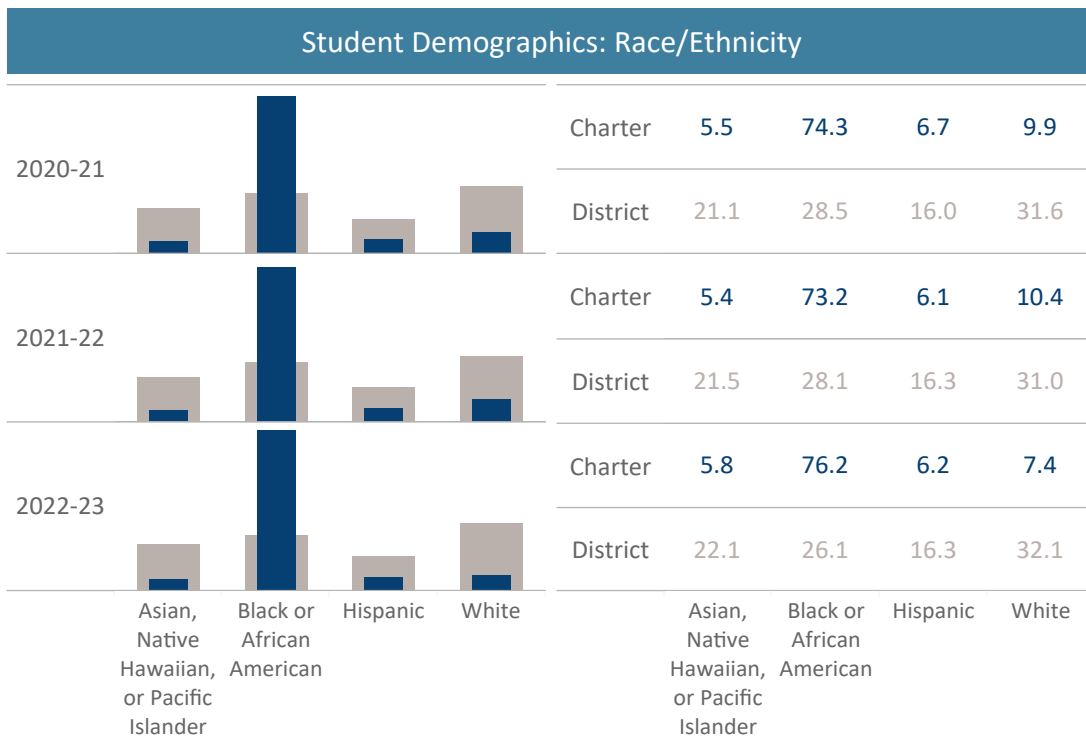
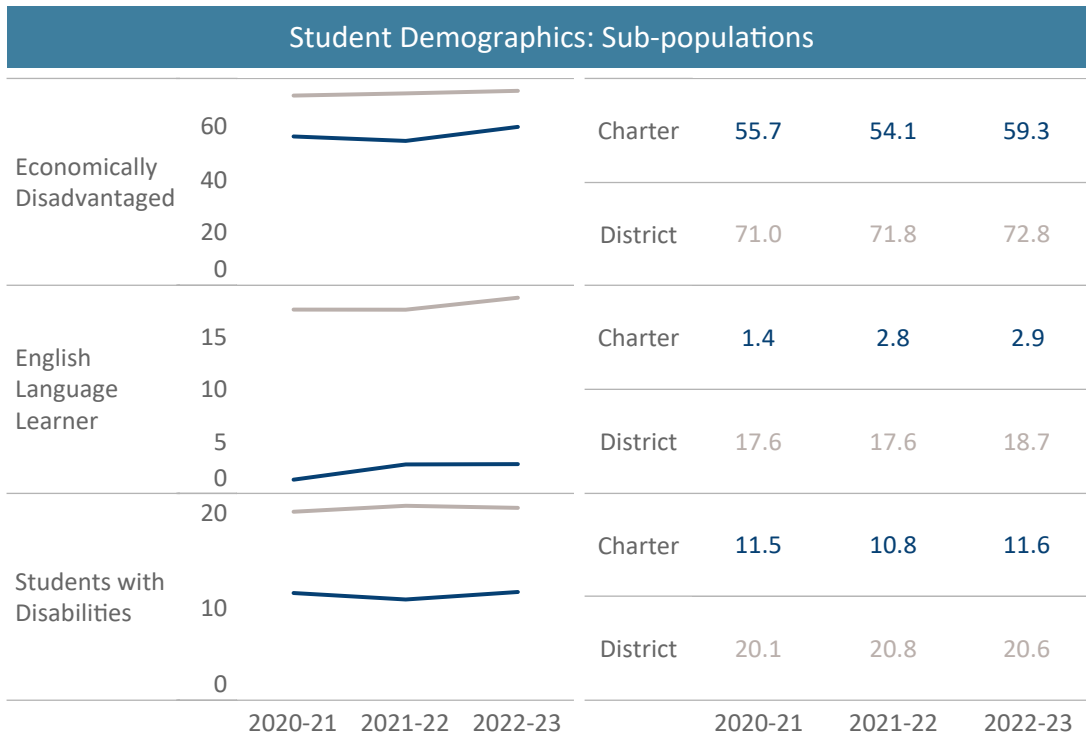
Brooklyn CSD 21



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Bergen Beach

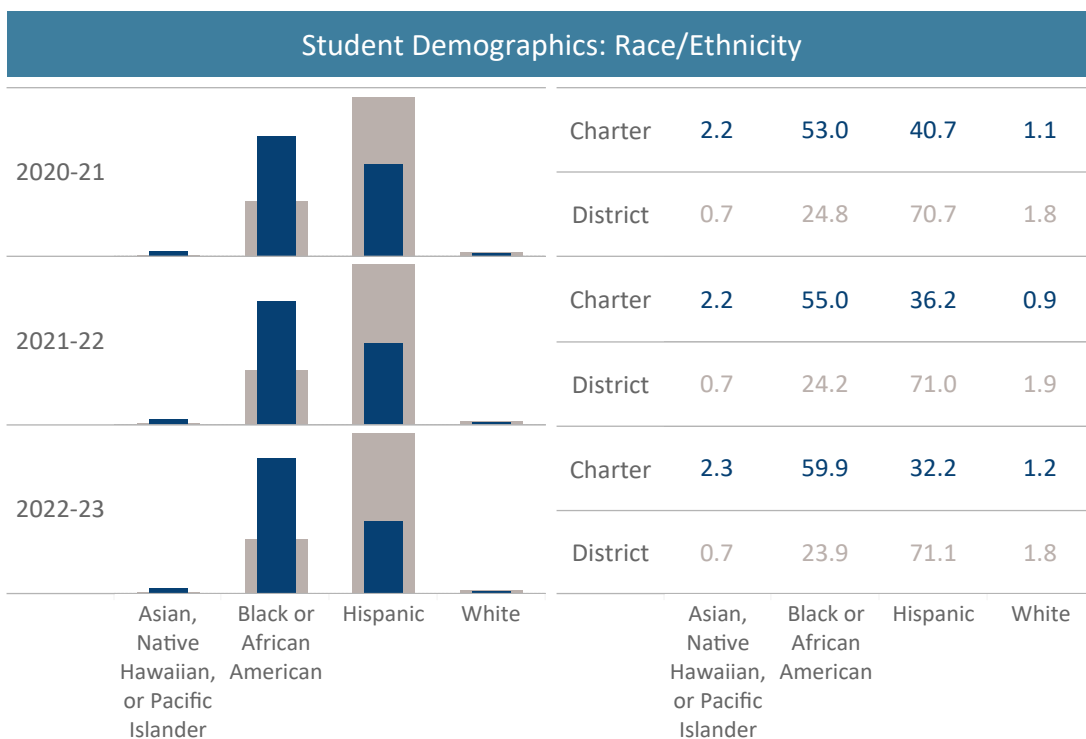
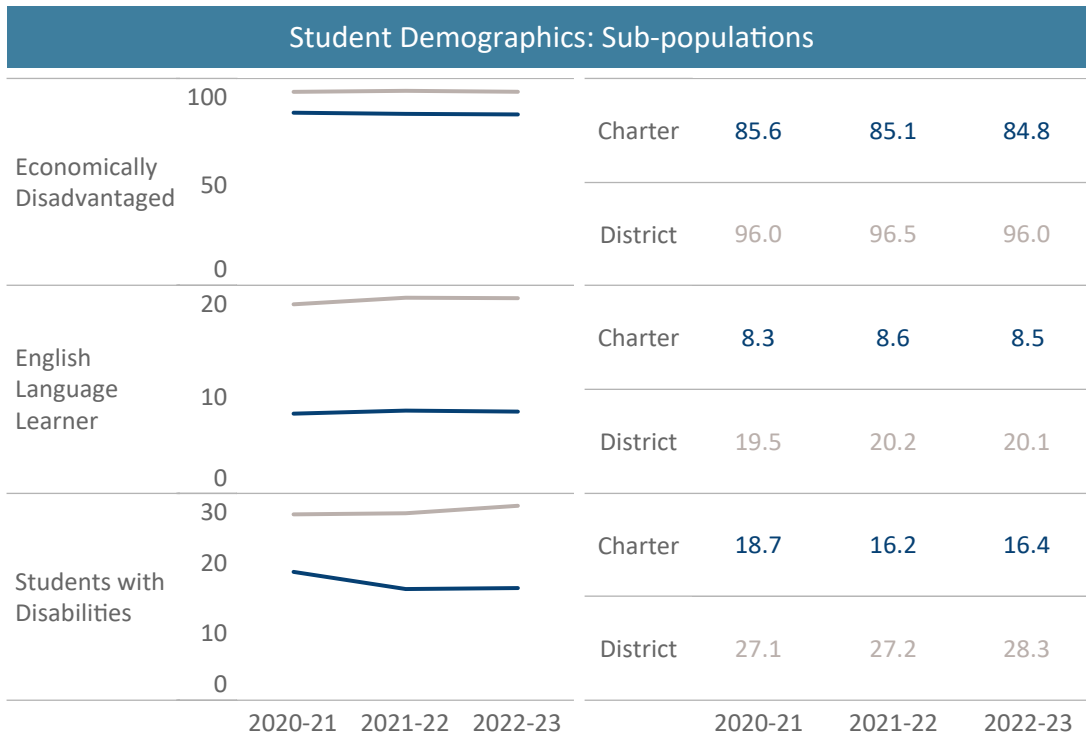
Brooklyn CSD 22



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Bronx 1

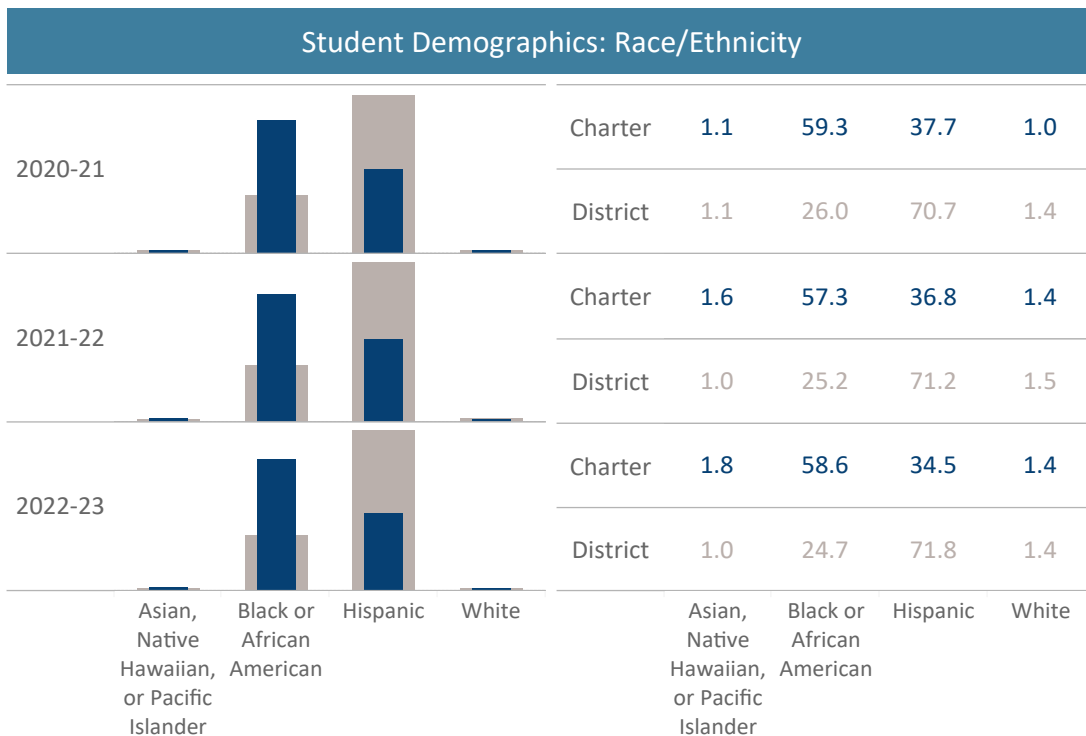
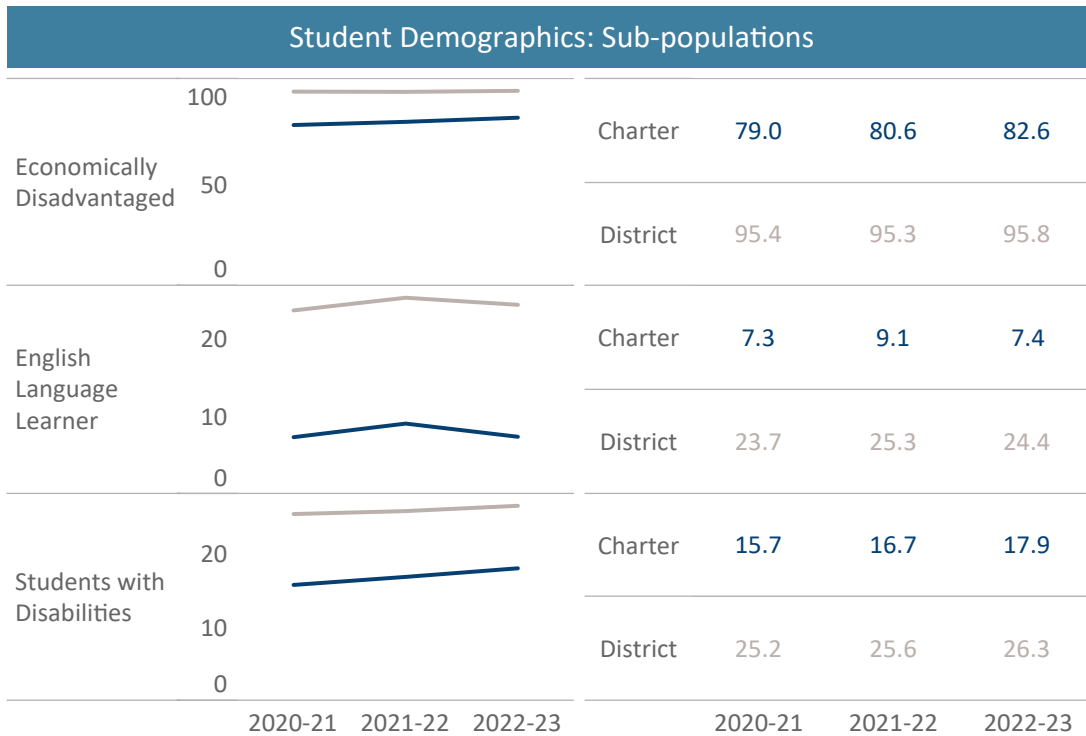
## Bronx CSD 7



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Bronx 2

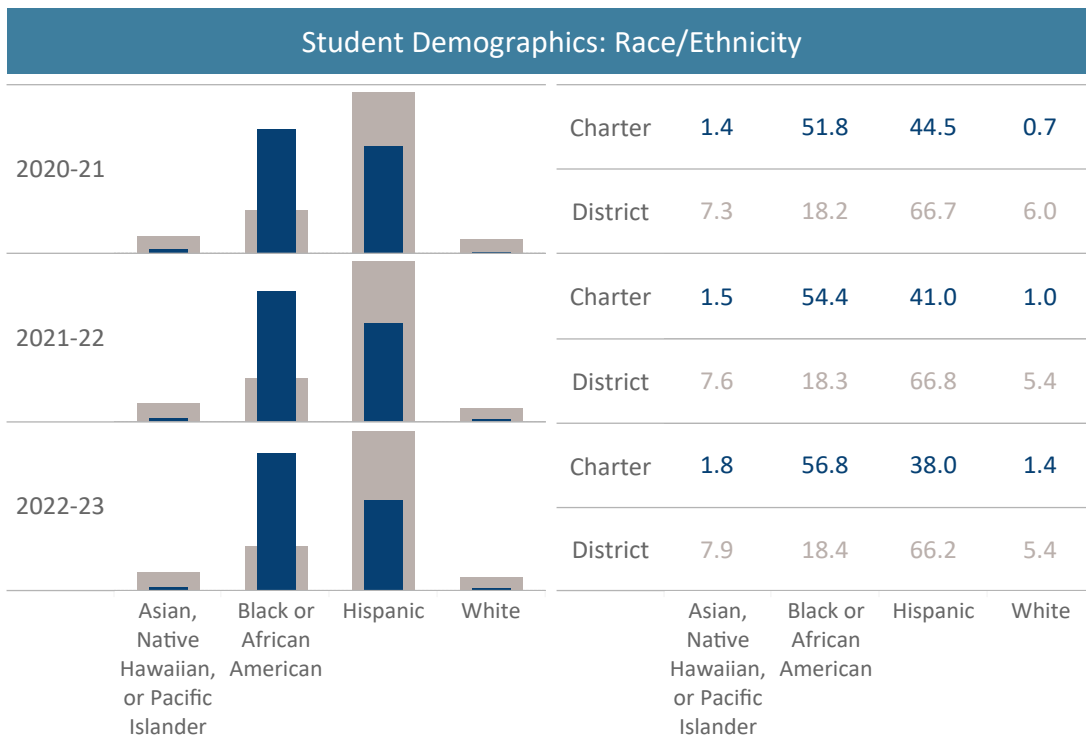
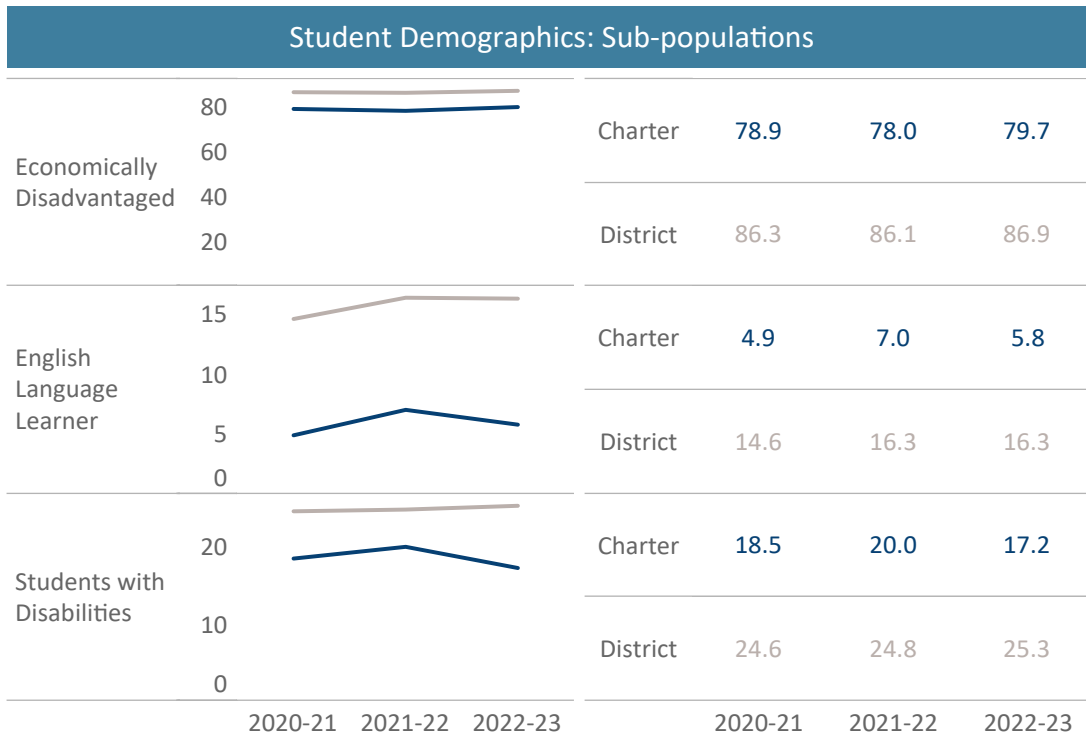
Bronx CSD 9



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Bronx 3

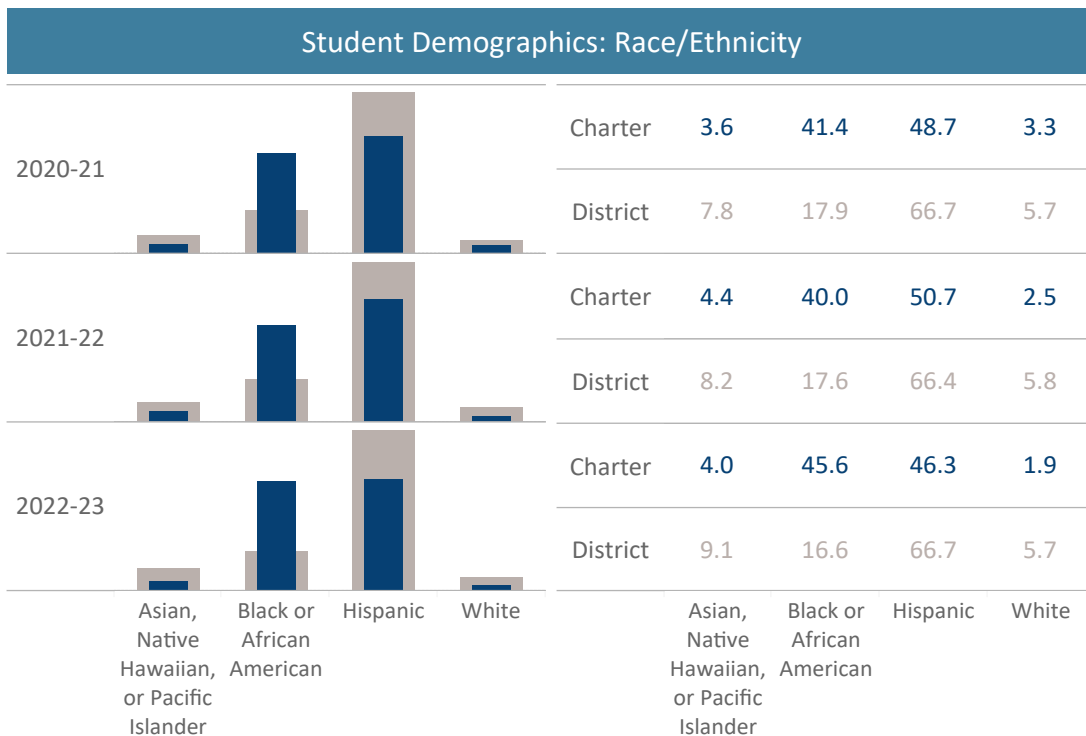
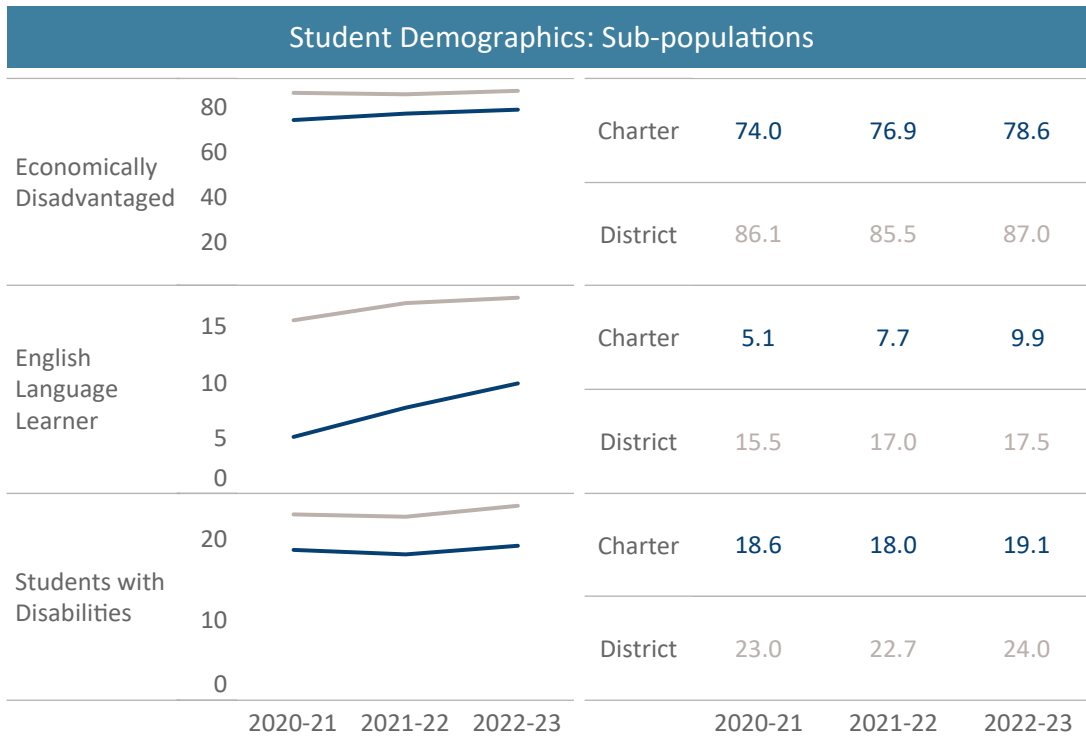
## Bronx CSD 8



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

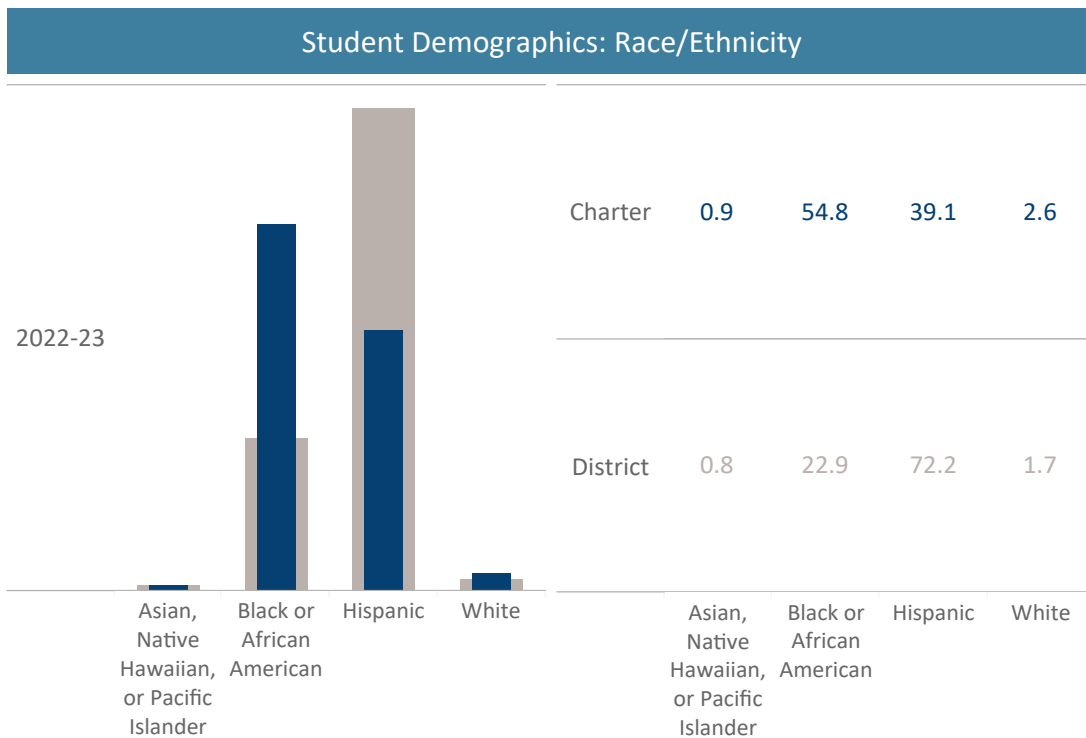
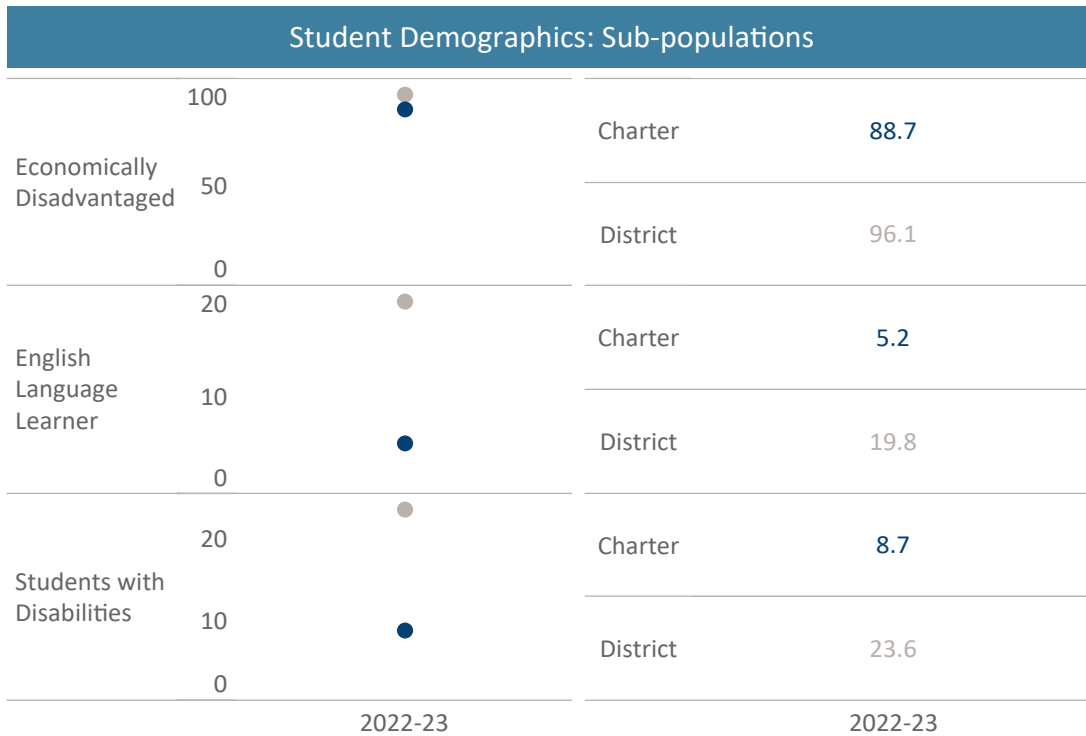
Success Academy Charter School - Bronx 4

Bronx CSD 8



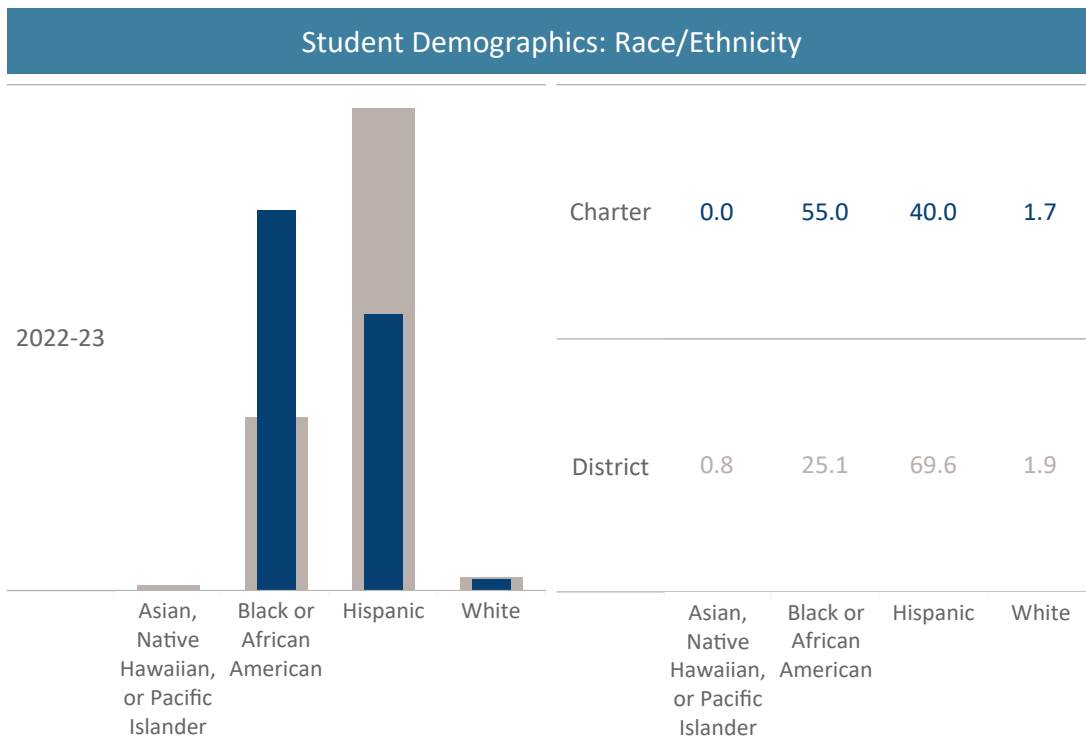
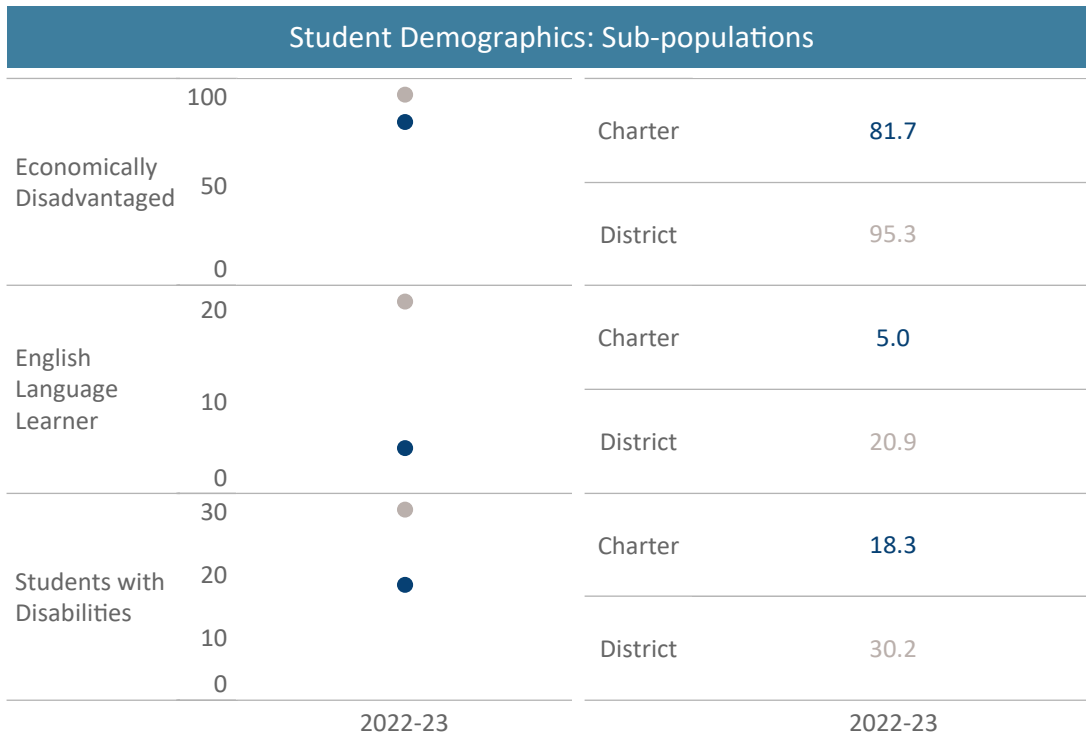
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Bronx 5 Lower **Bronx CSD 7**



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

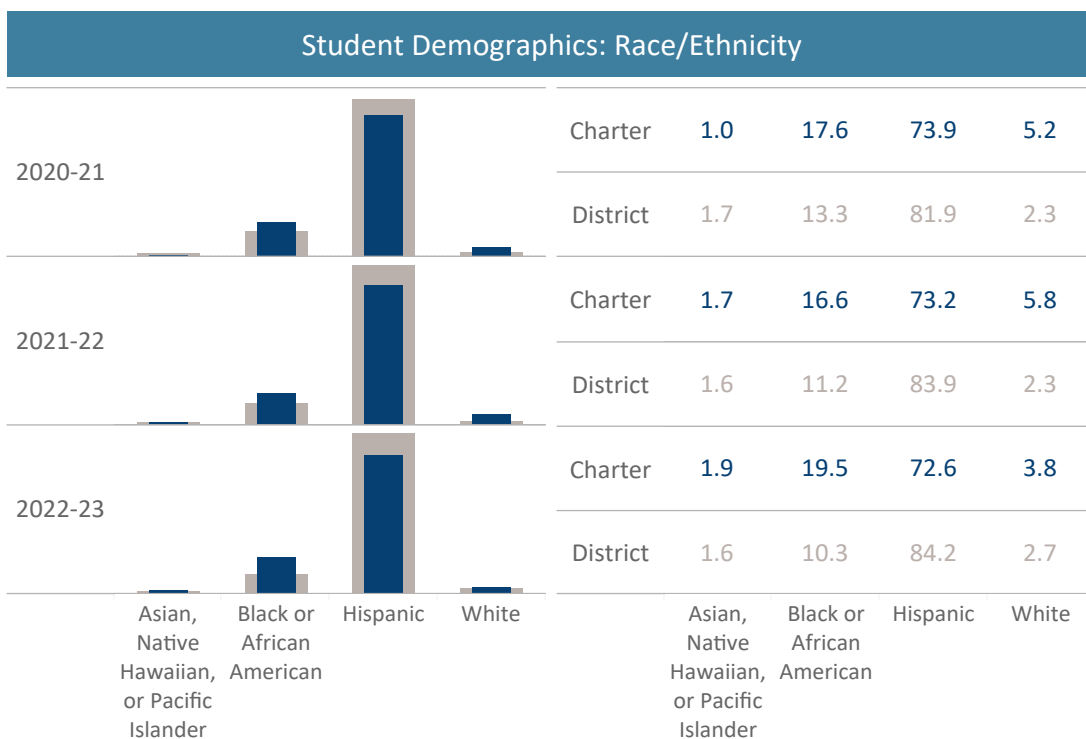
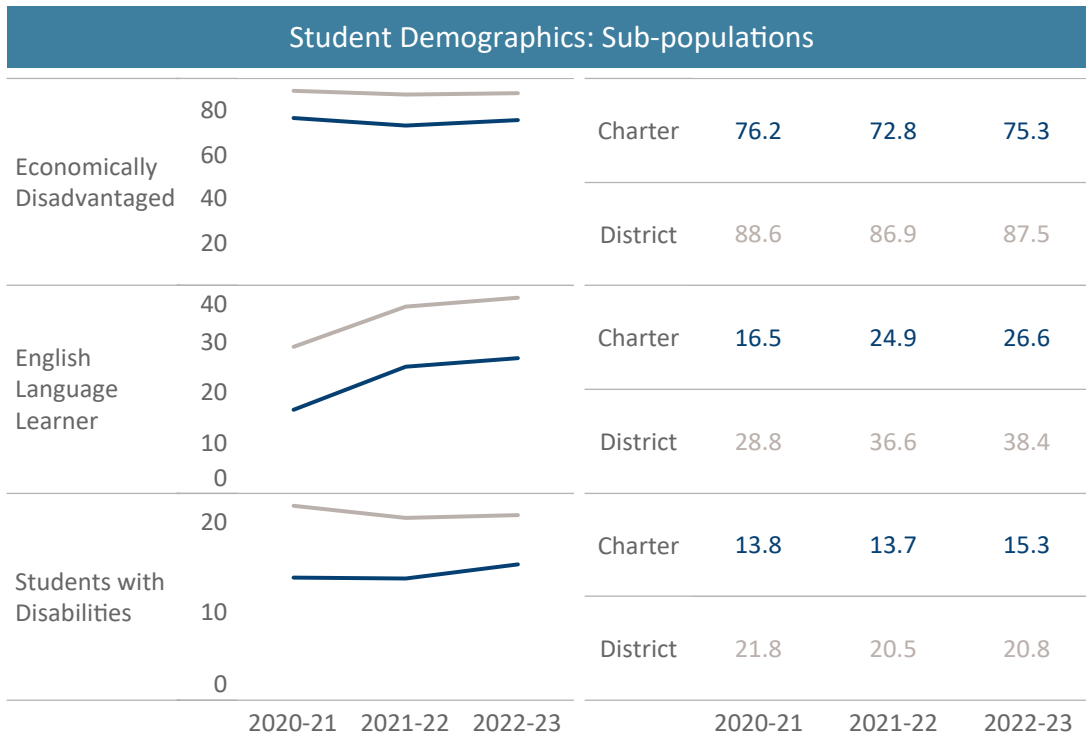
Success Academy Charter School - Bronx 5 Upper **Bronx CSD 7**



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Bushwick

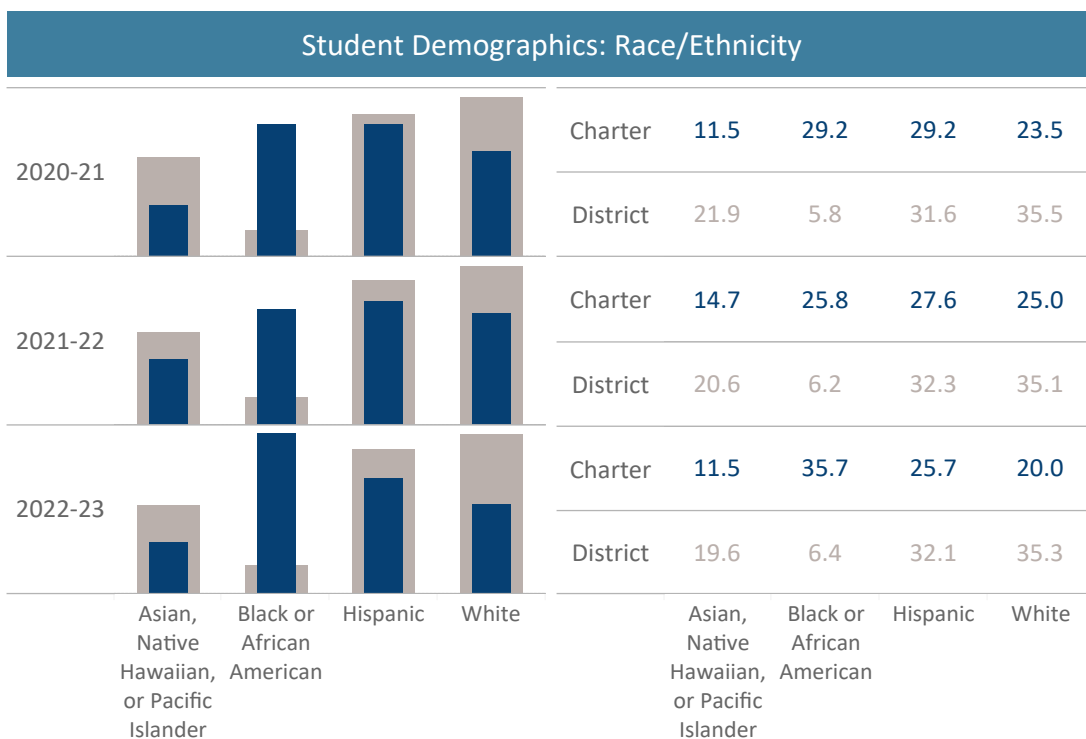
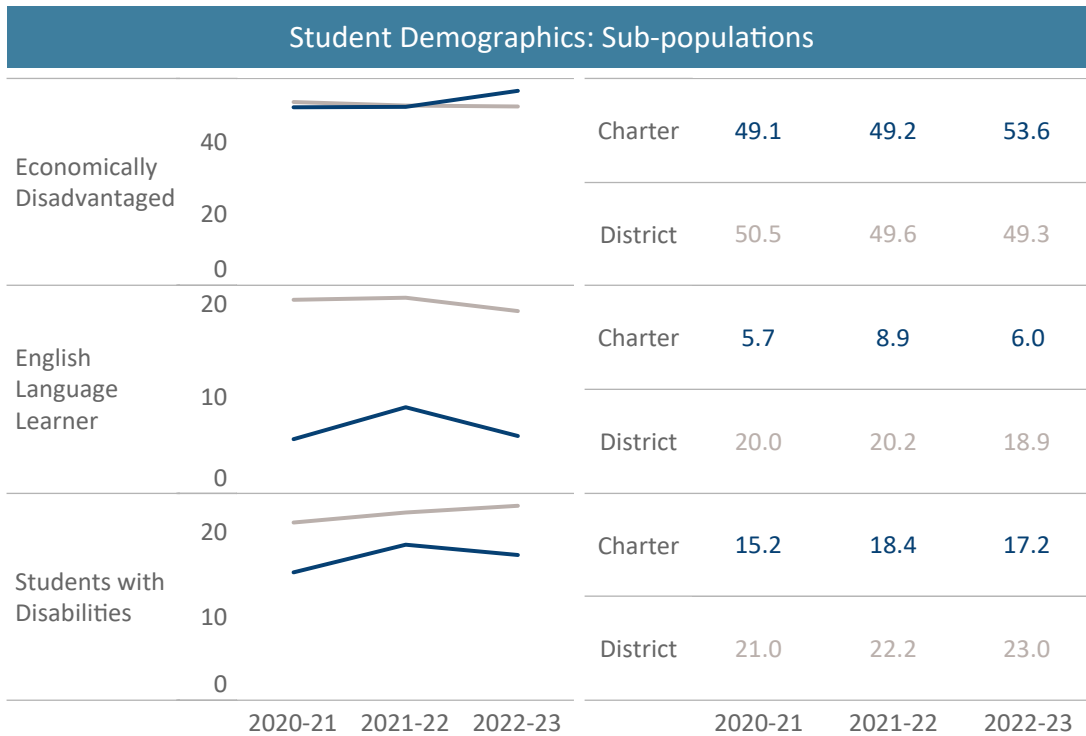
Brooklyn CSD 32



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

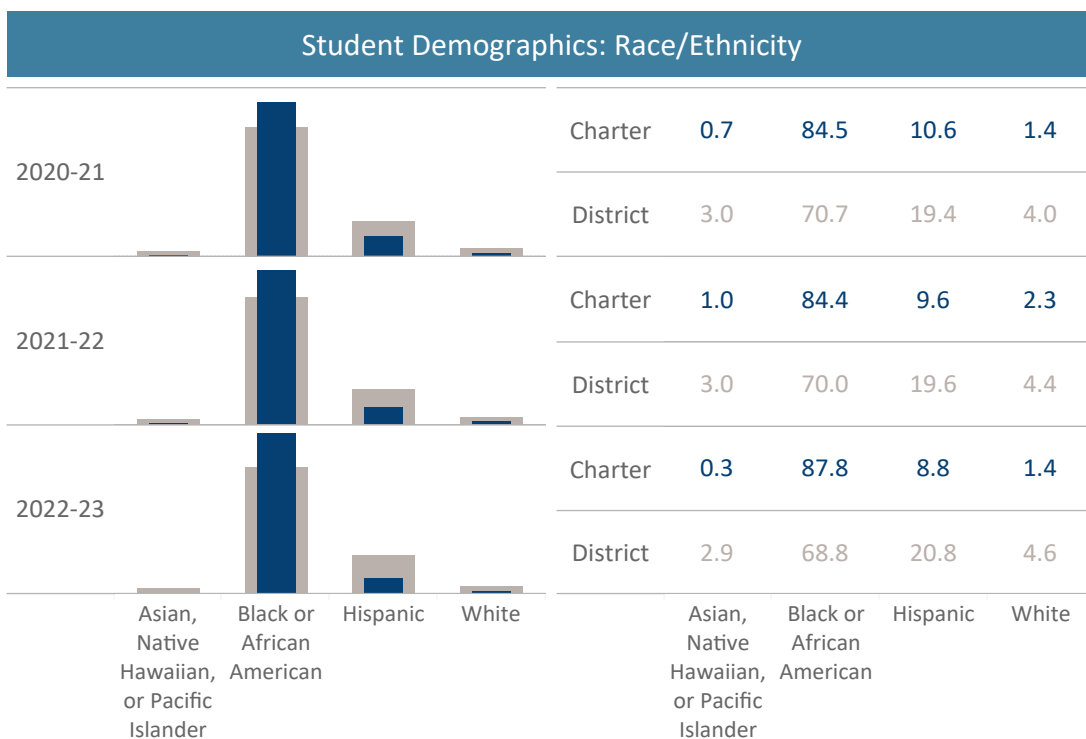
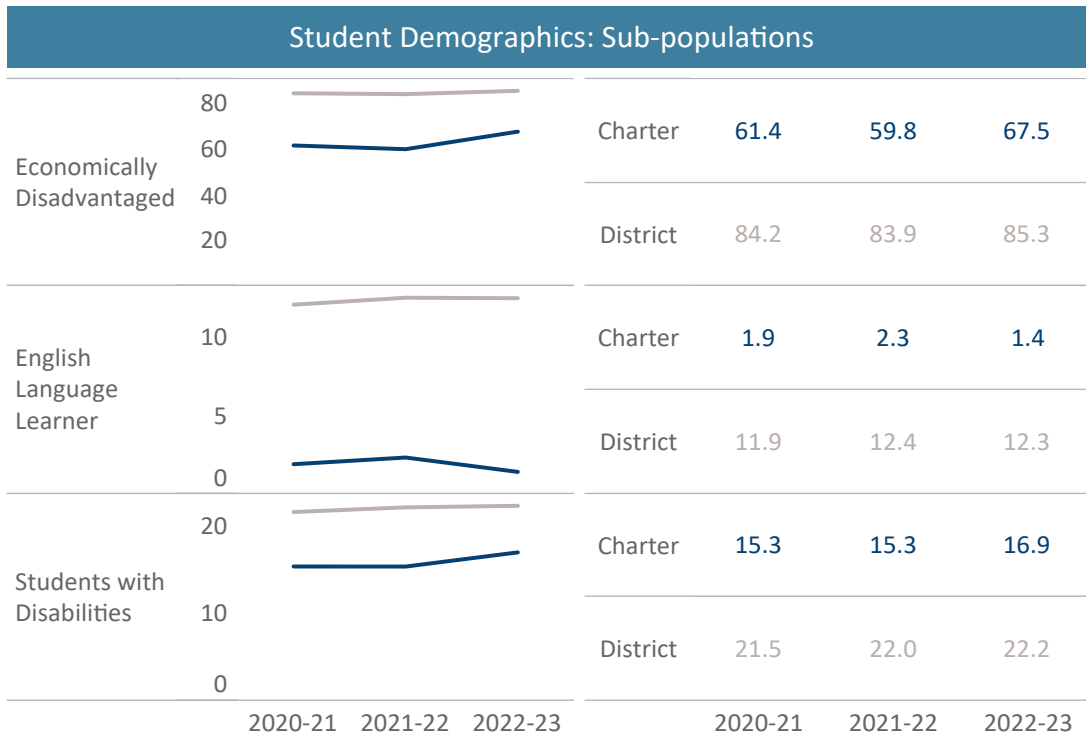
Success Academy Charter School - Cobble Hill

Brooklyn CSD 15



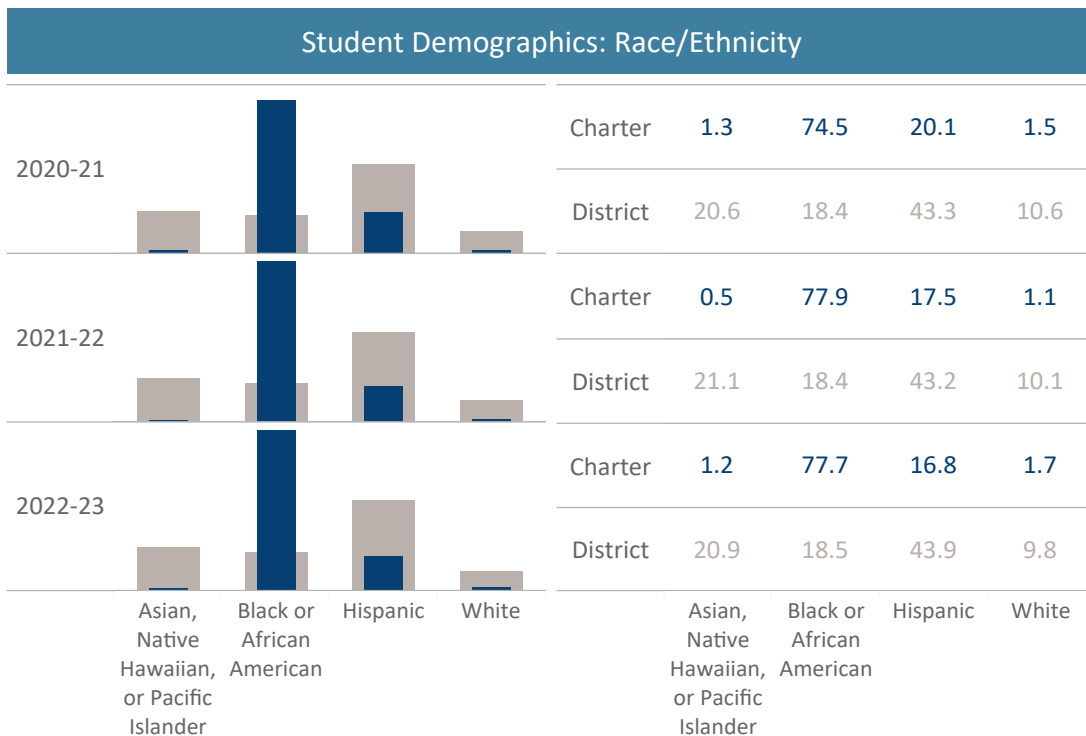
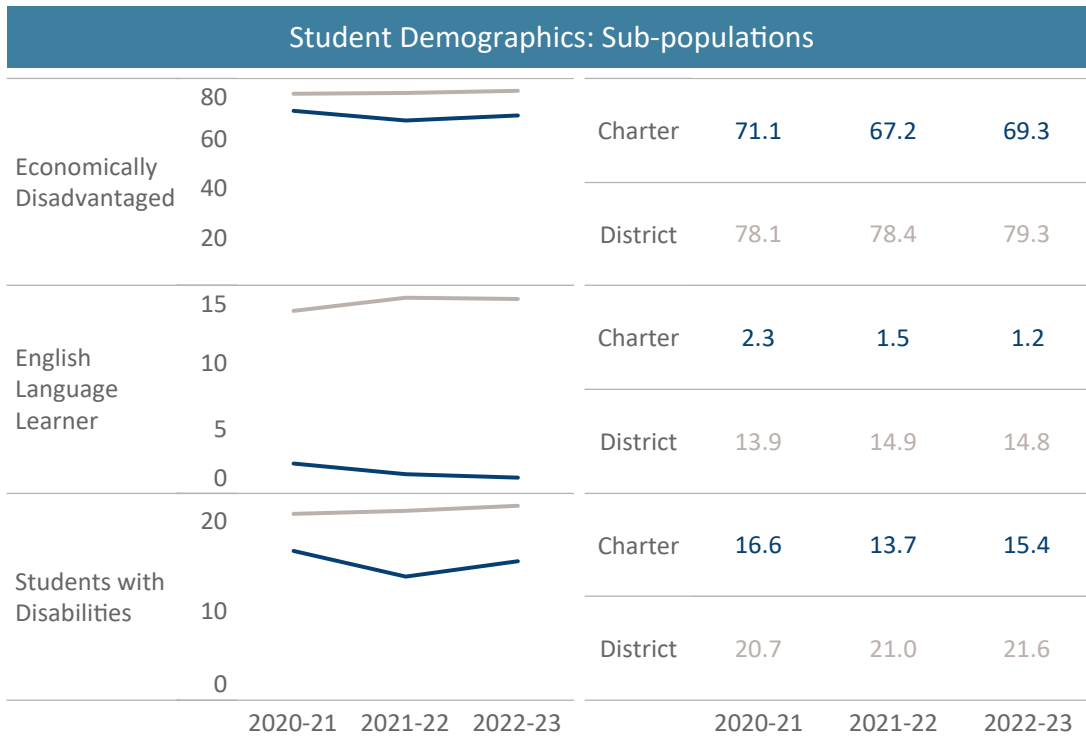
# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Crown Heights Brooklyn CSD 17



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

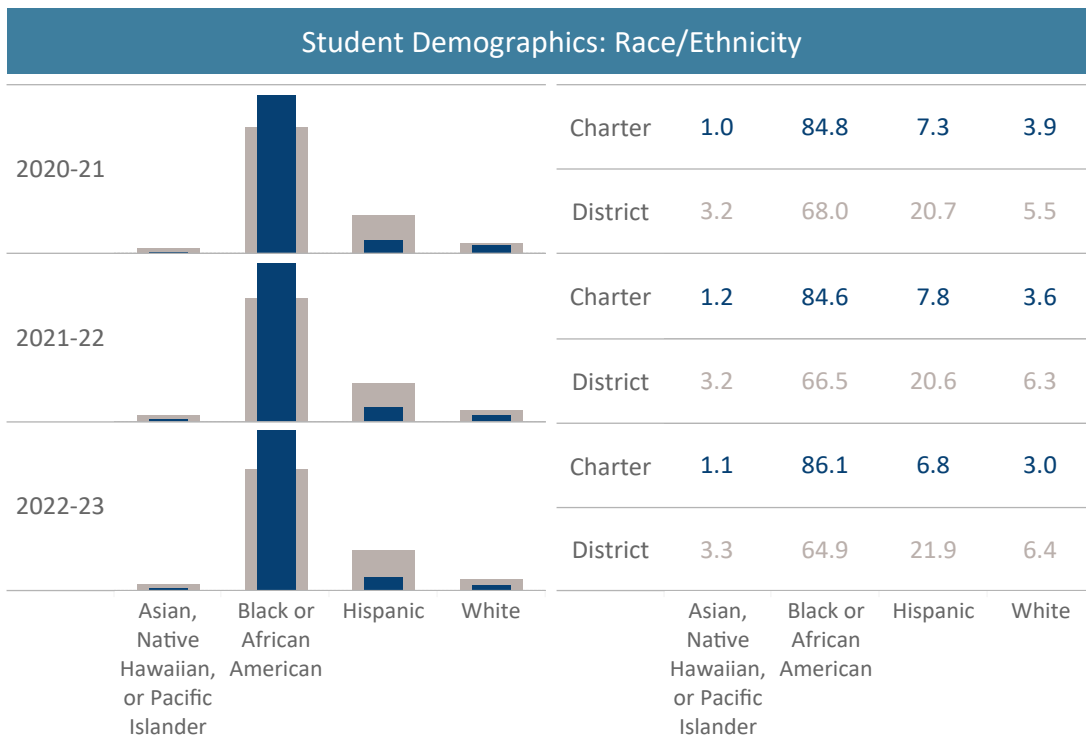
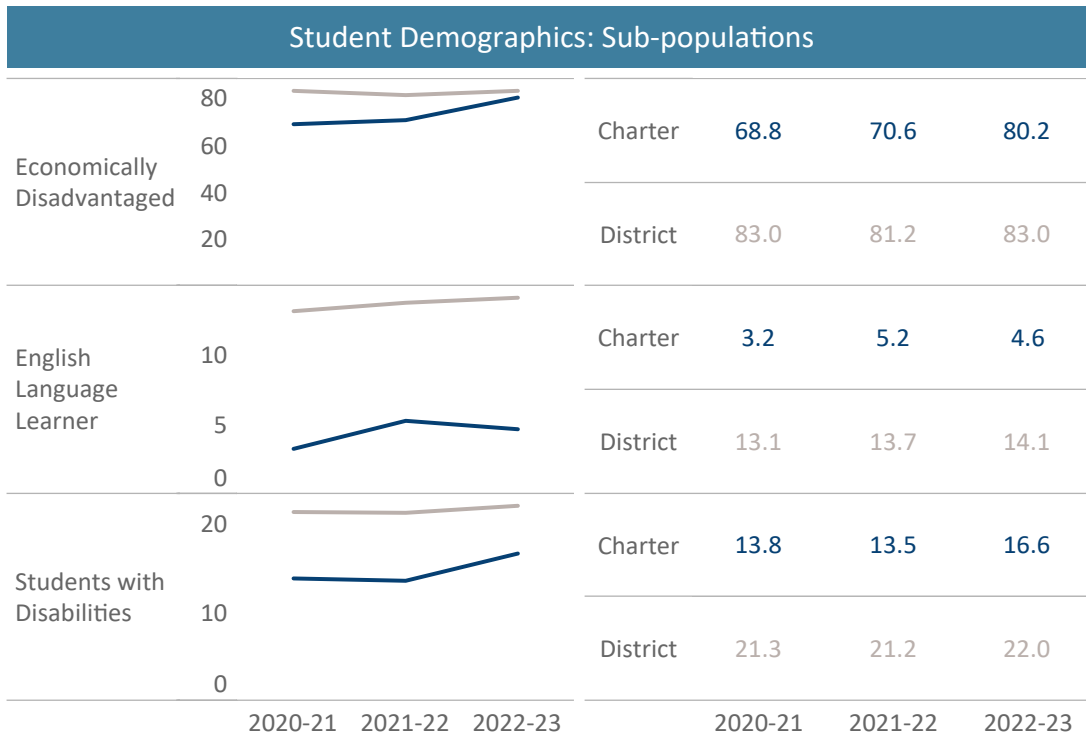
Success Academy Charter School - Far Rockaway **Queens CSD 27**



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Flatbush

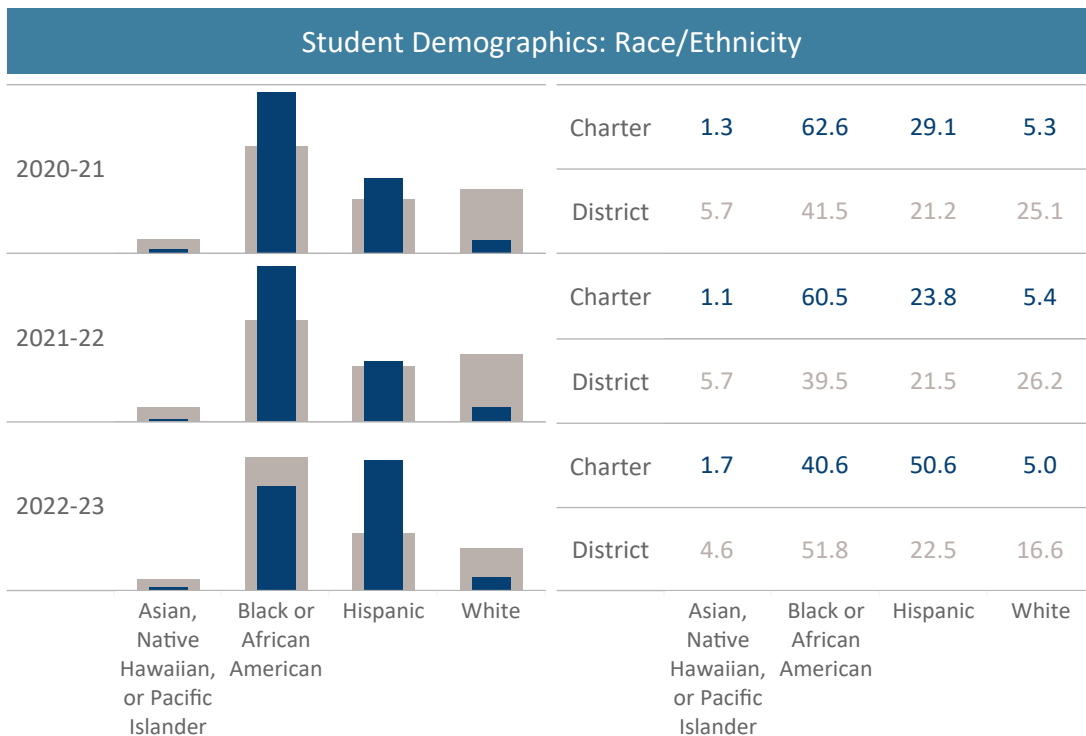
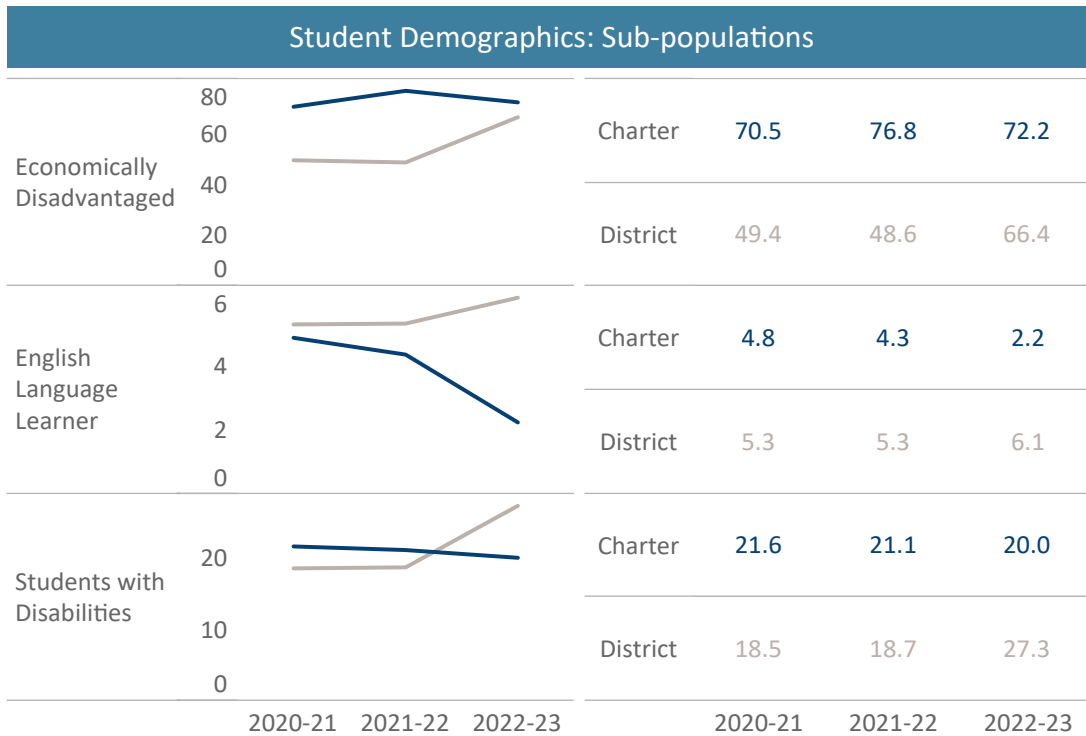
Brooklyn CSD 17



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Fort Greene

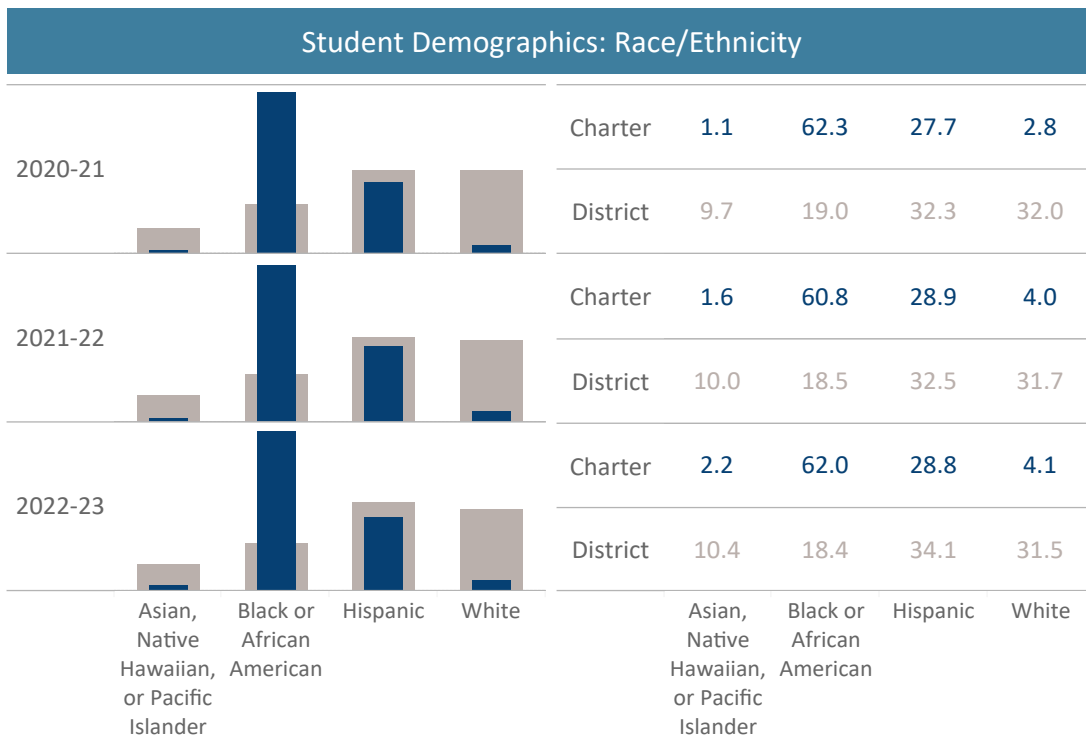
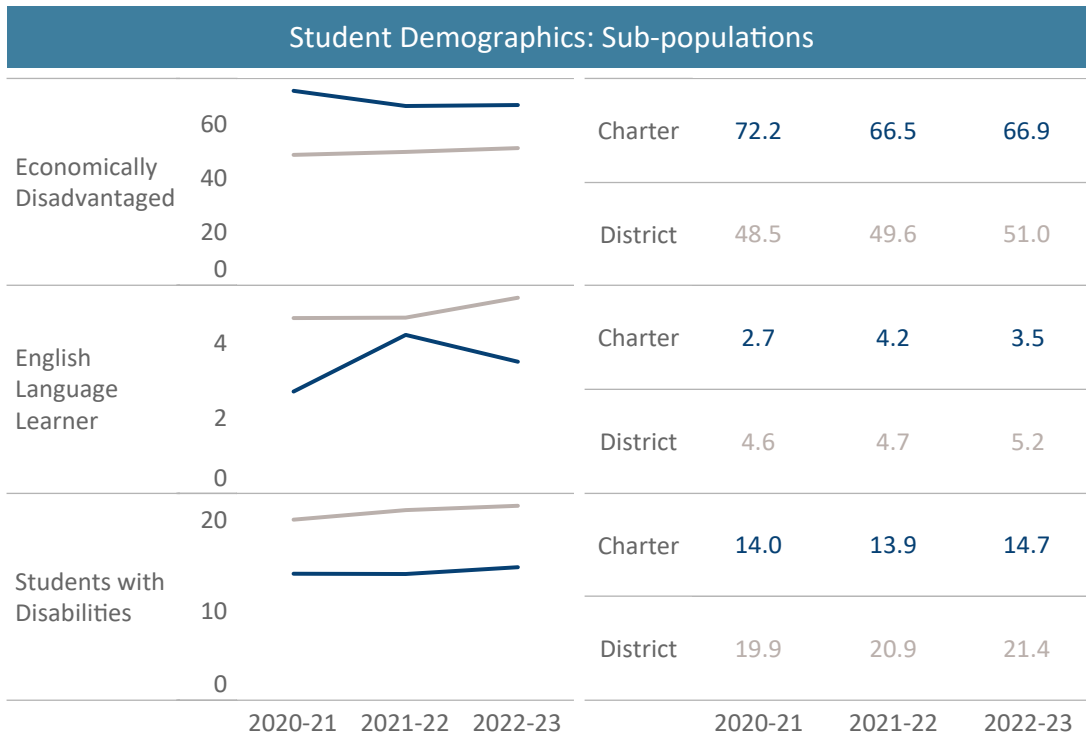
Brooklyn CSD 13



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Harlem 1

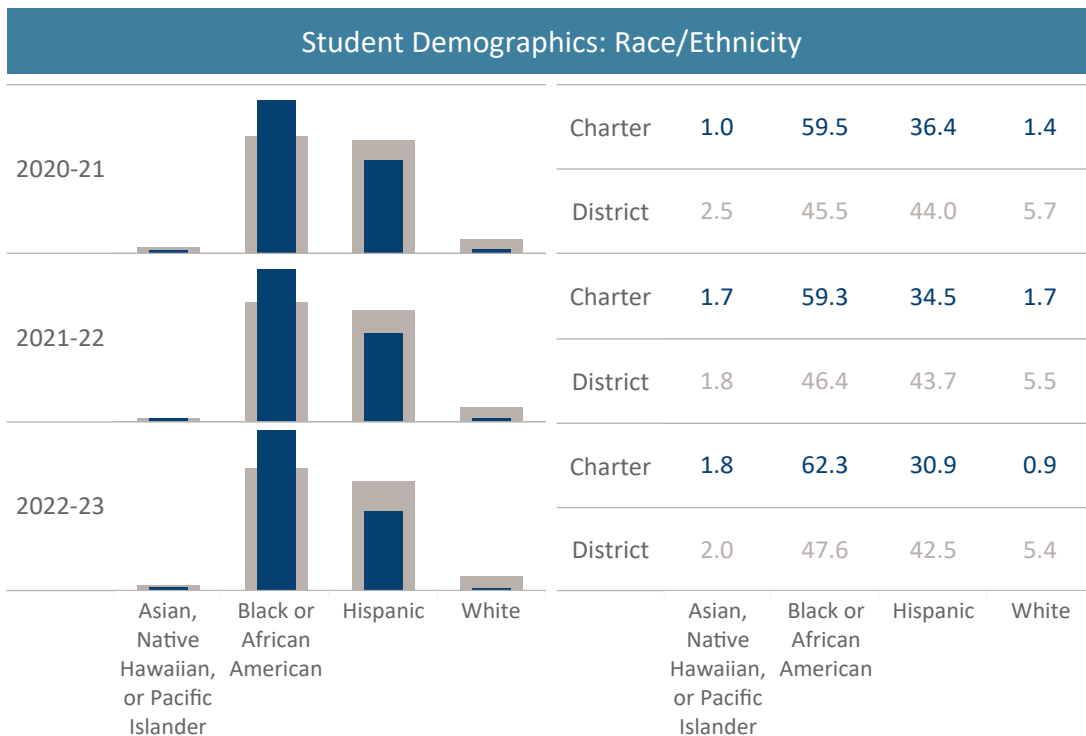
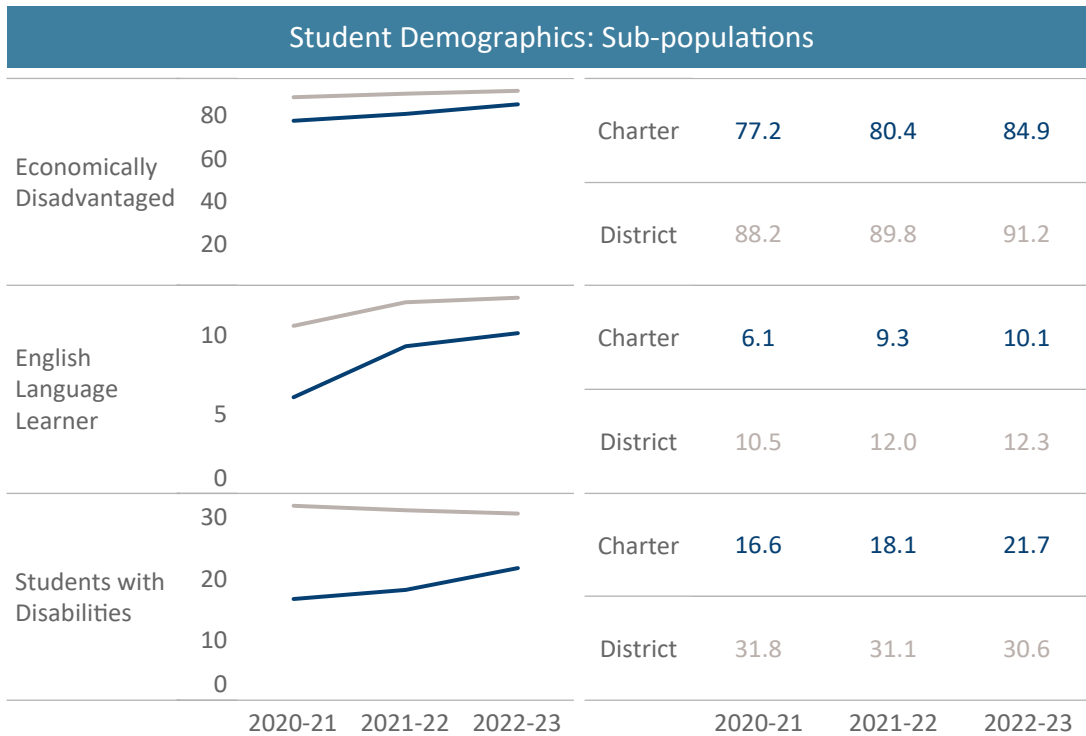
Manhattan CSD 3



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Harlem 2

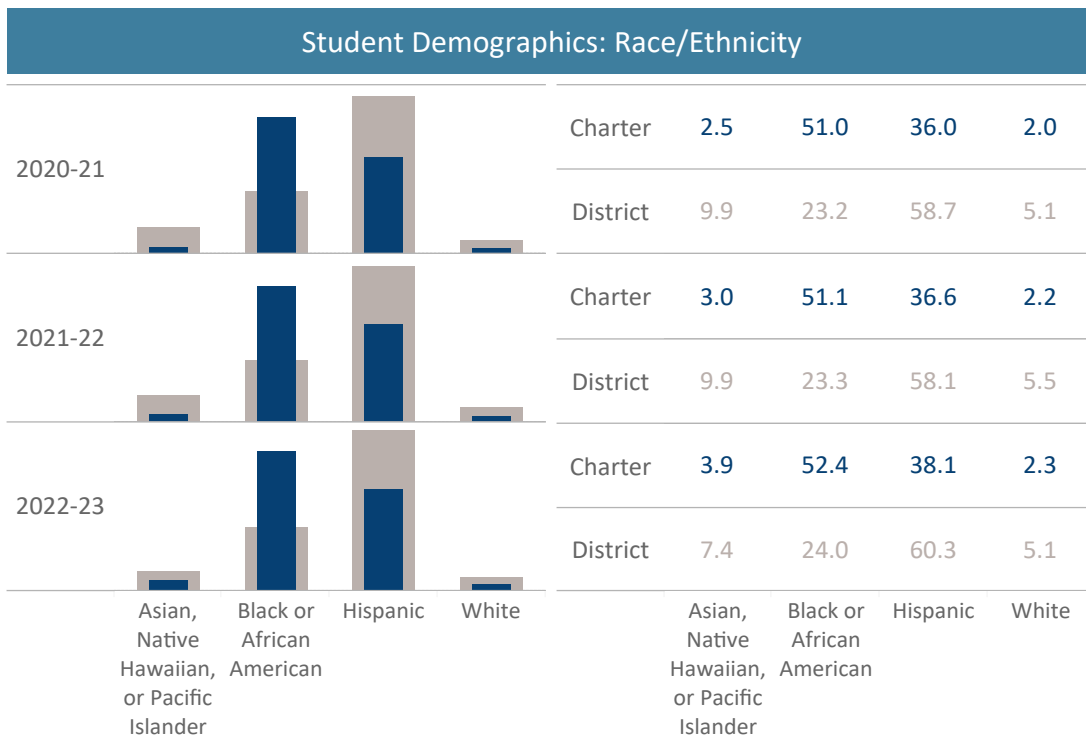
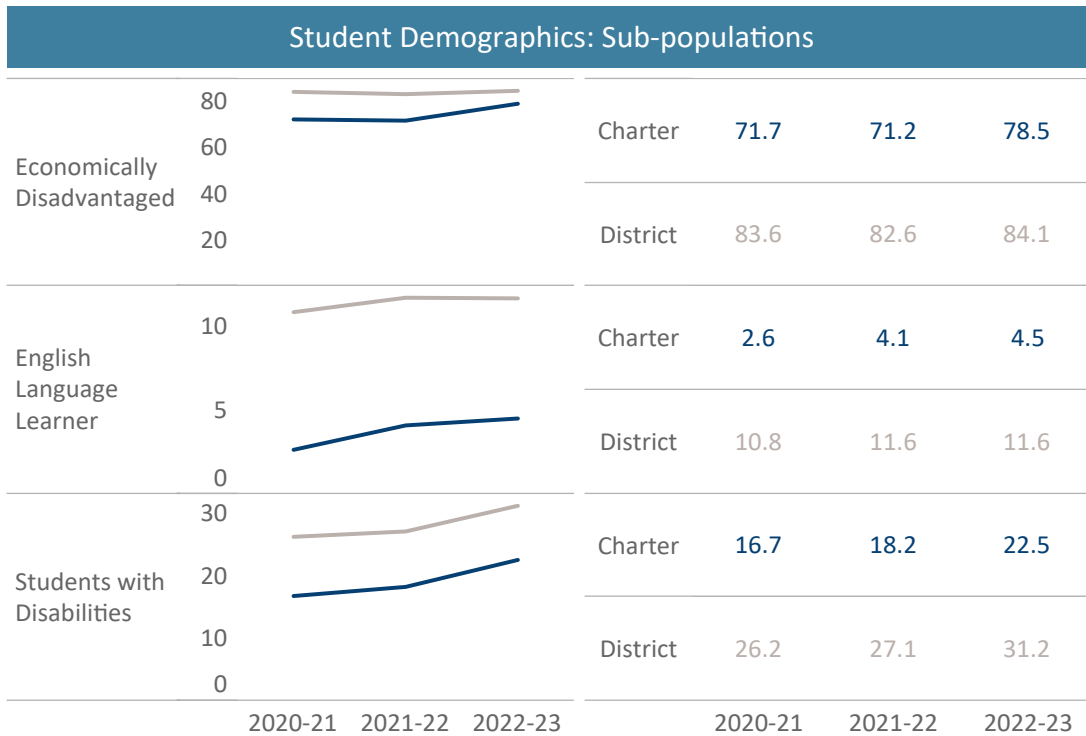
Manhattan CSD 5



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Harlem 3

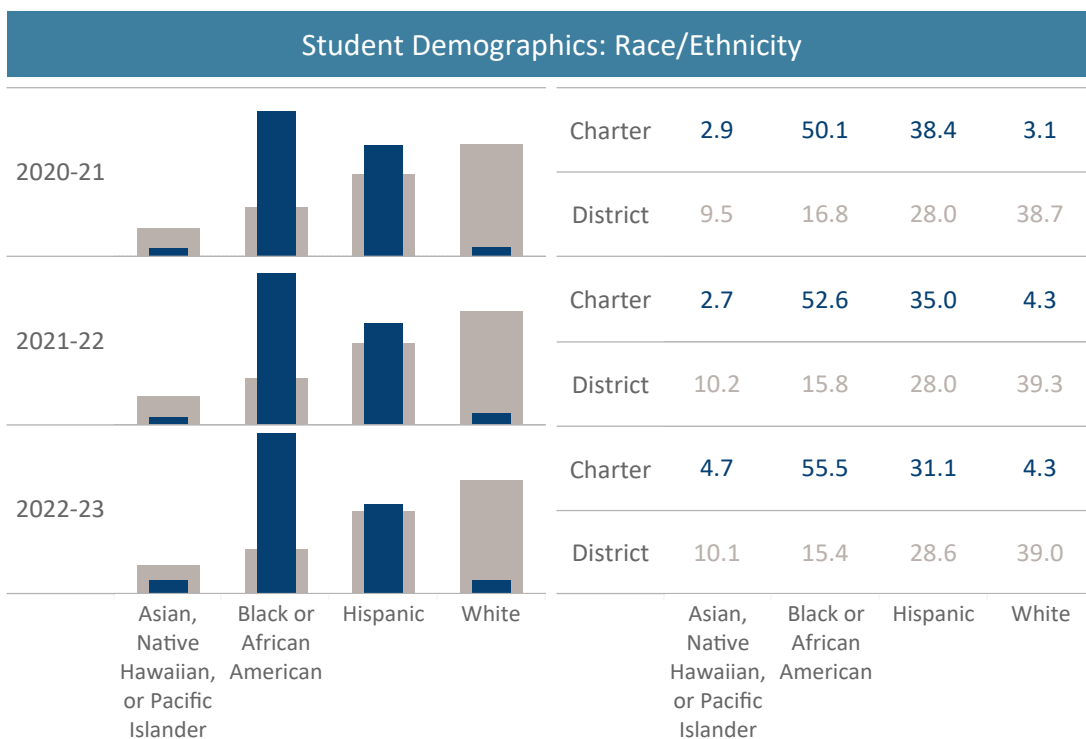
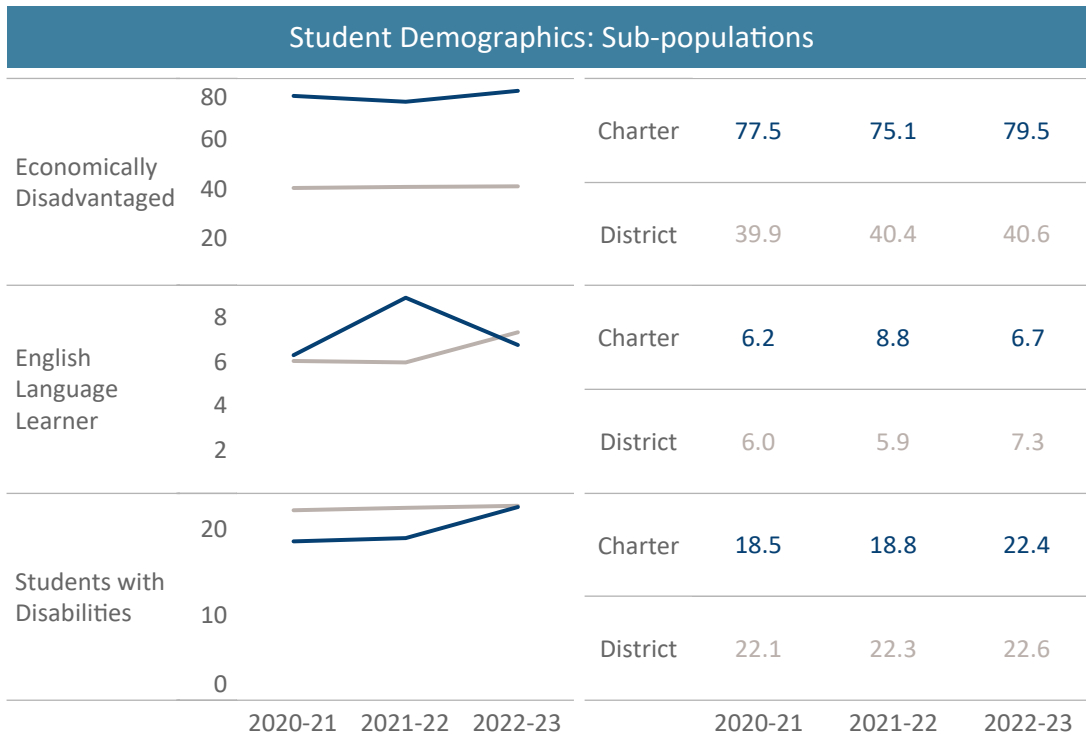
Manhattan CSD 4



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Harlem 4

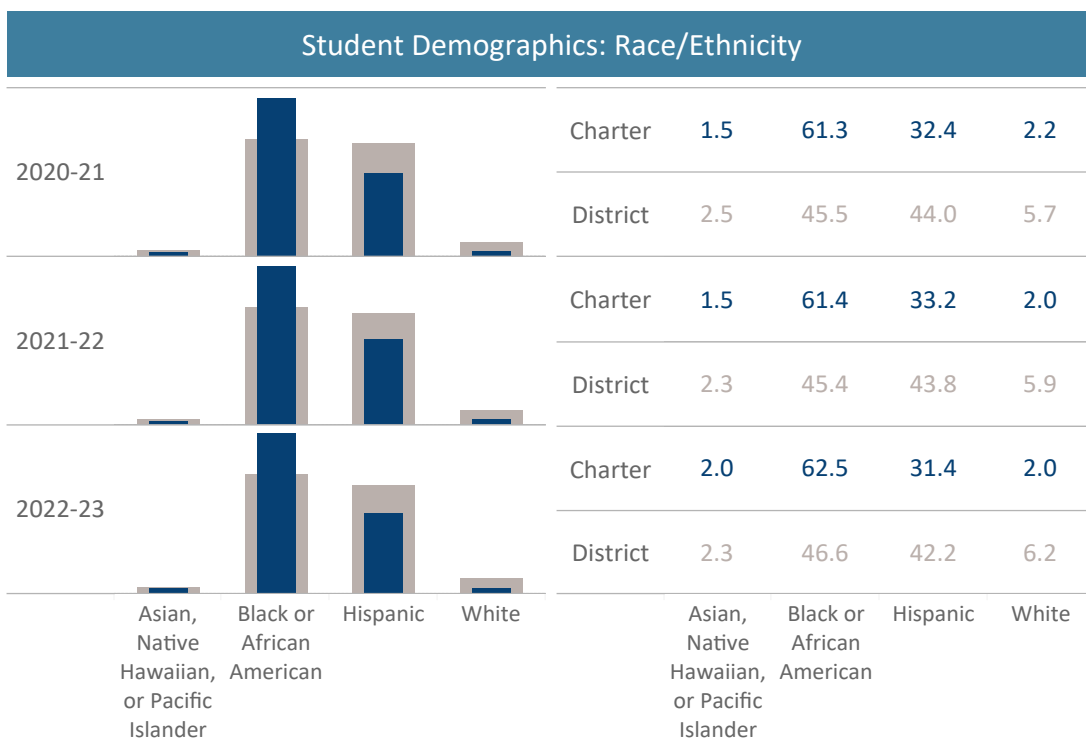
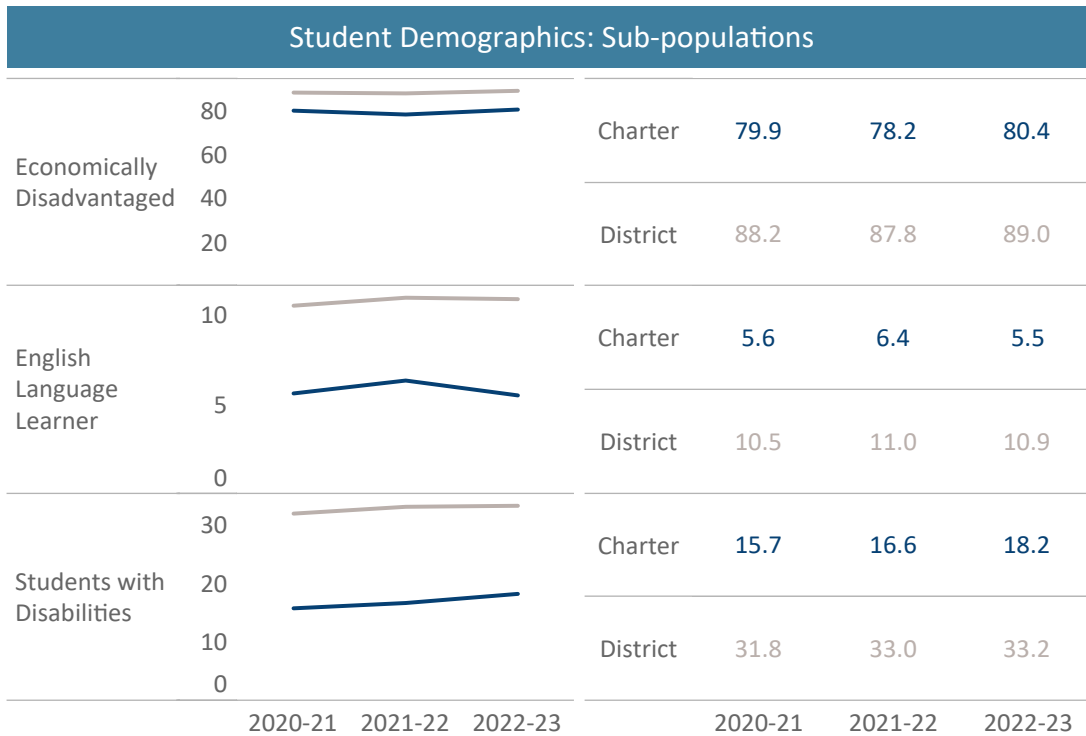
Manhattan CSD 3



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Harlem 5

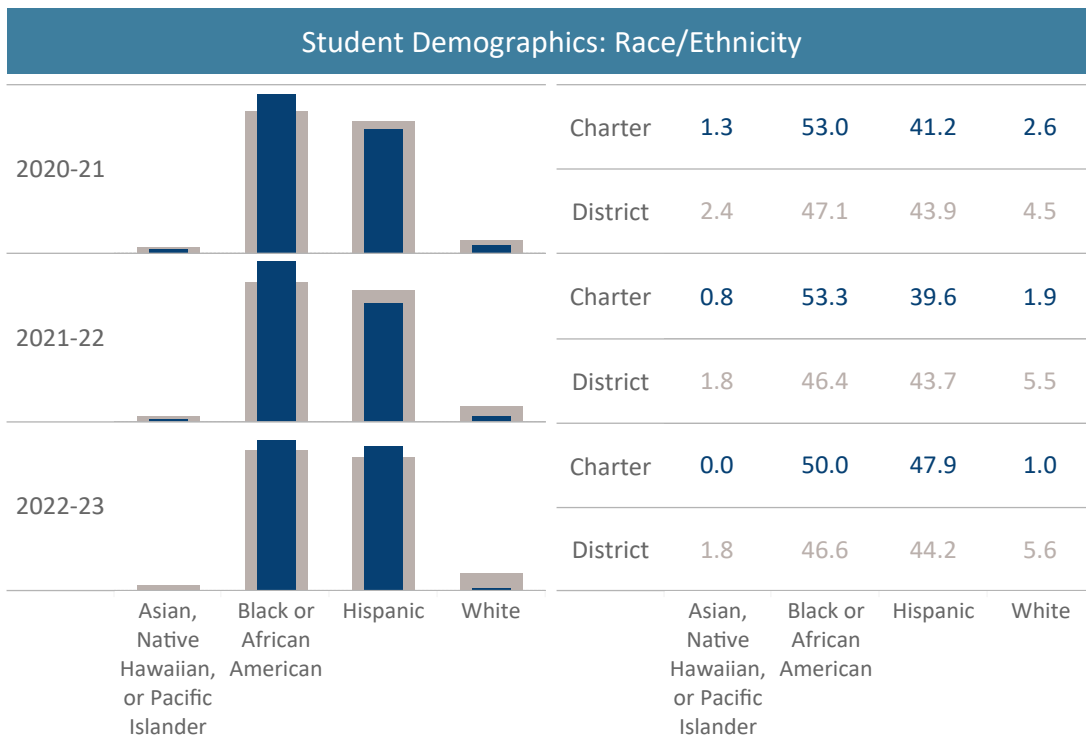
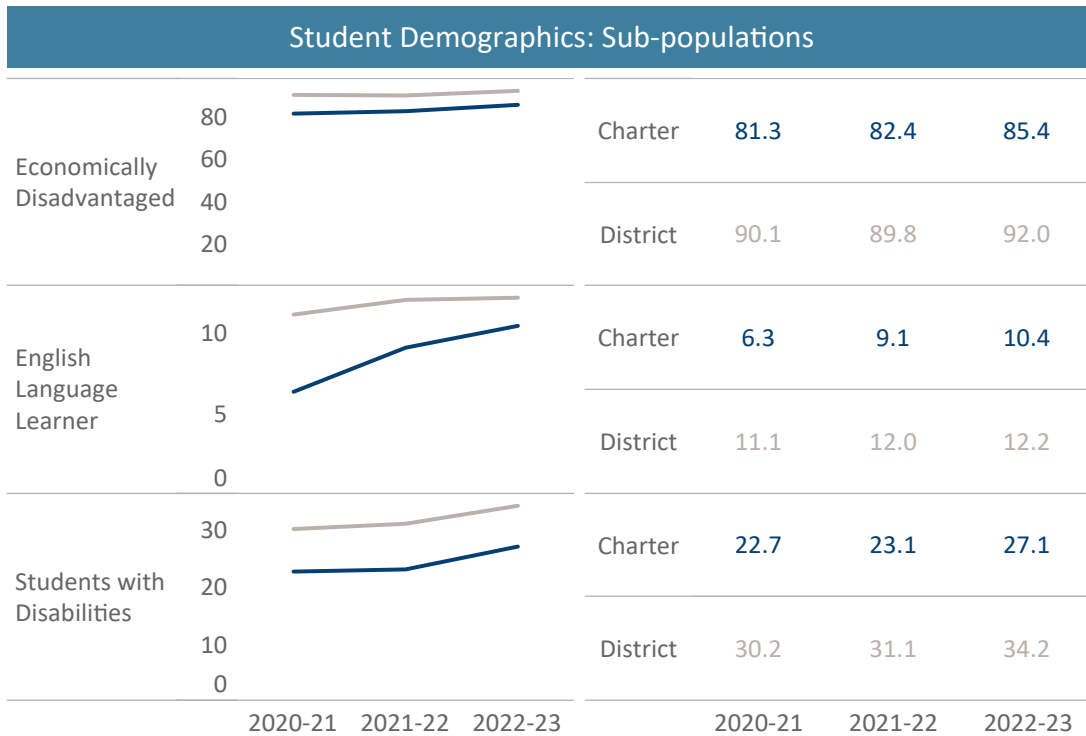
Manhattan CSD 5



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Harlem 6

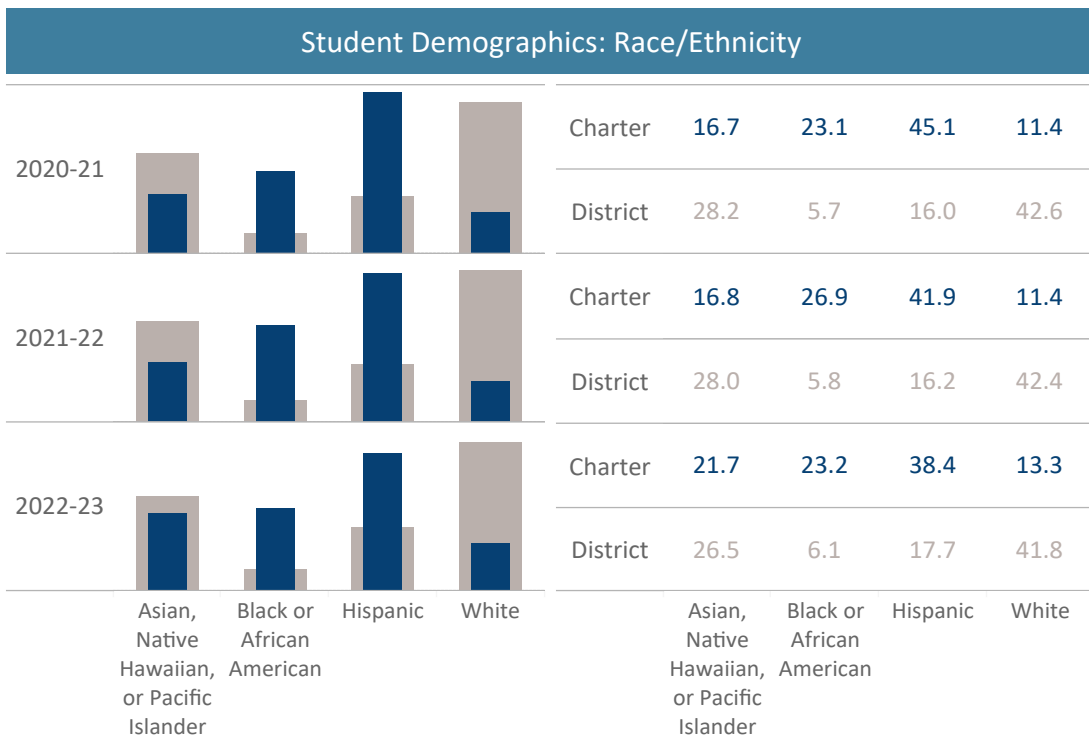
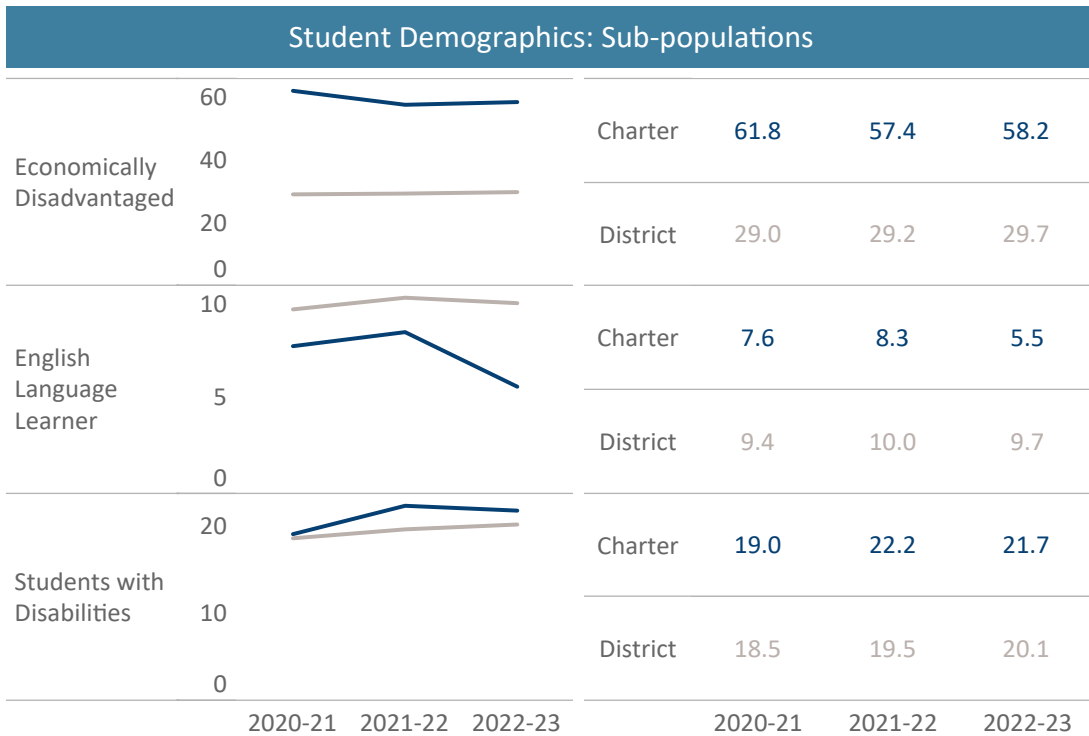
Manhattan CSD 5



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

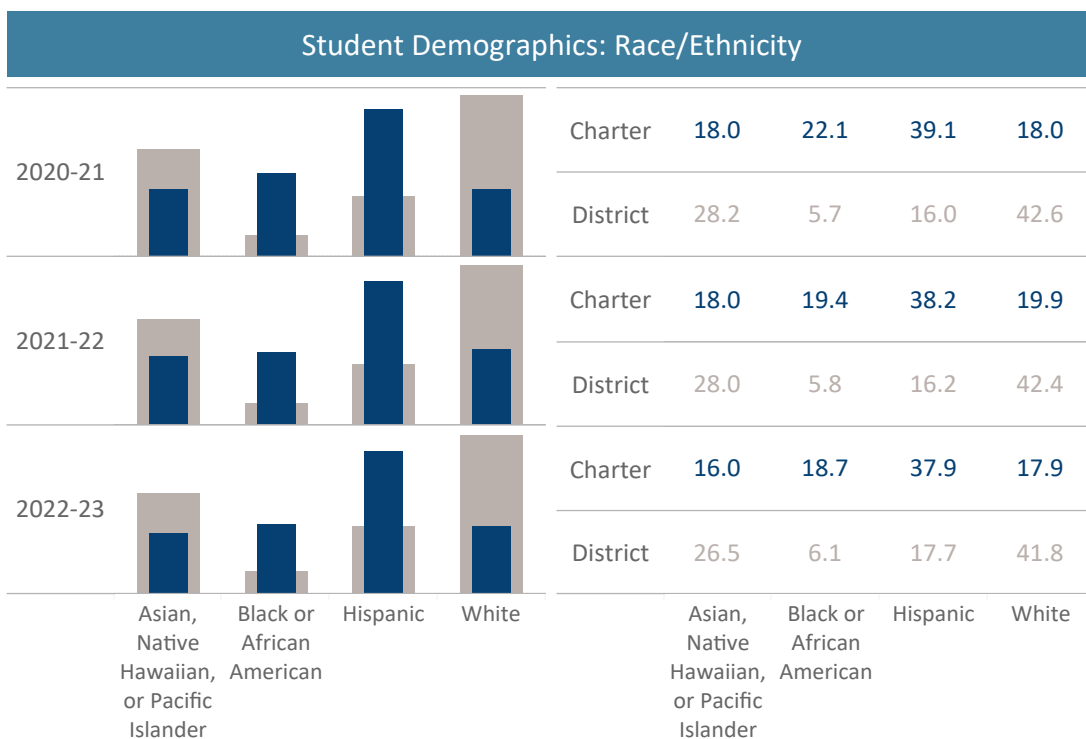
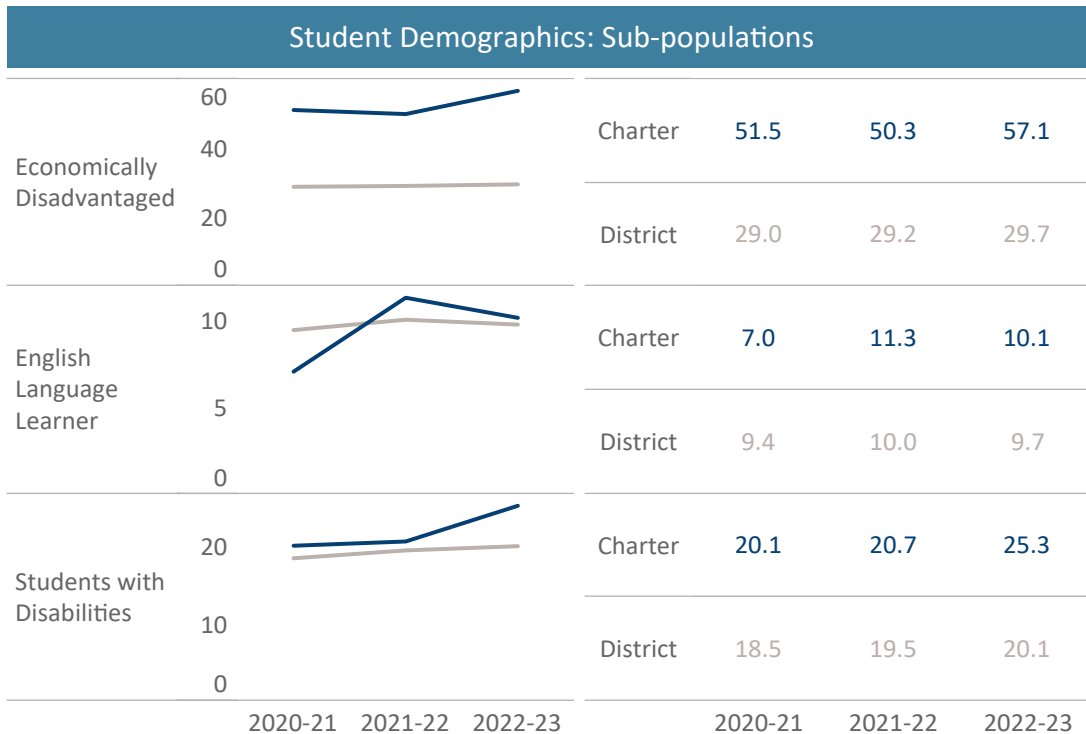
Success Academy Charter School - Hell's Kitchen

Manhattan CSD 2



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

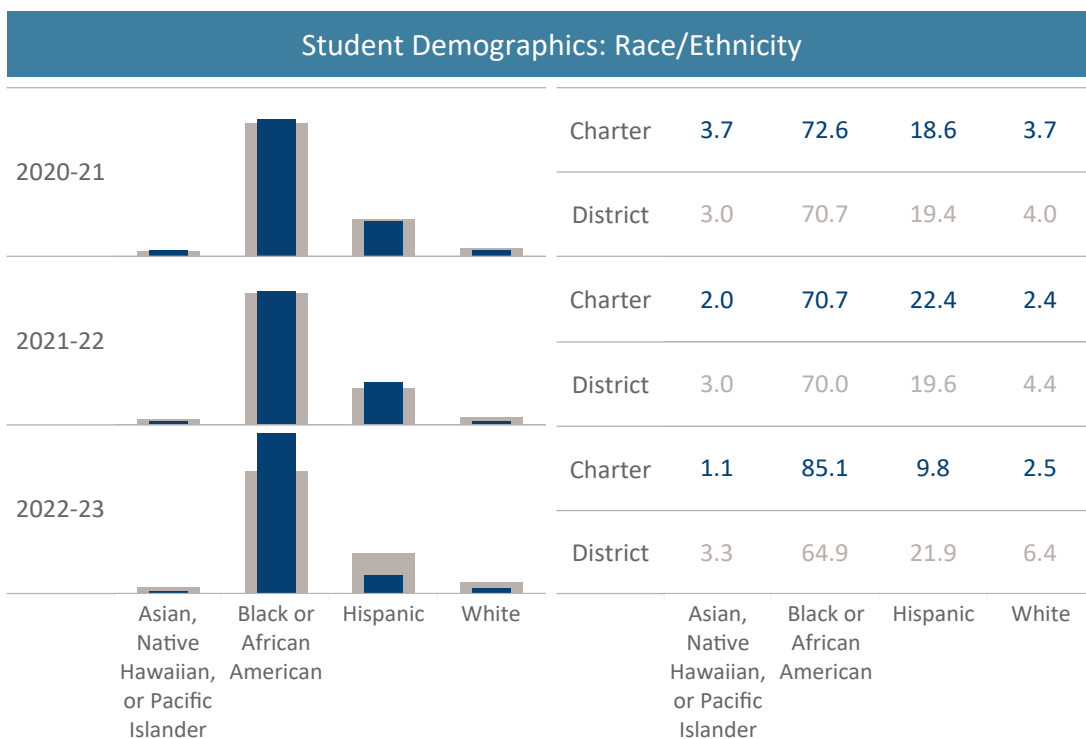
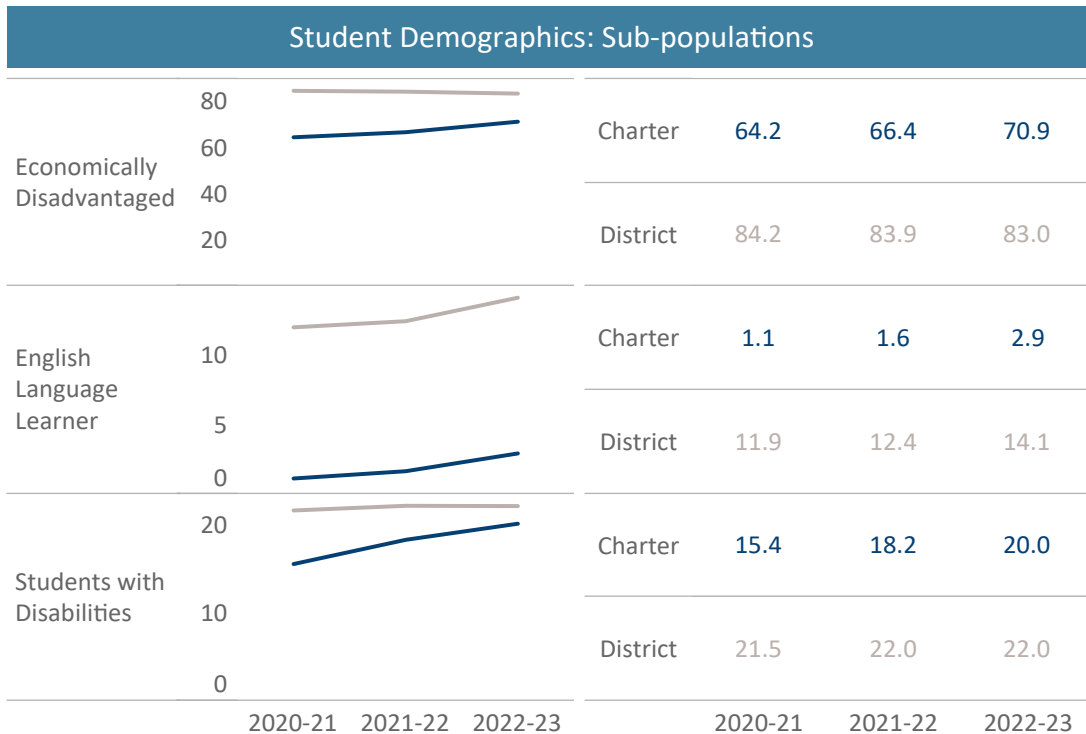
Success Academy Charter School - Hudson Yards Manhattan CSD 2



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

## Success Academy Charter School - Prospect Heights

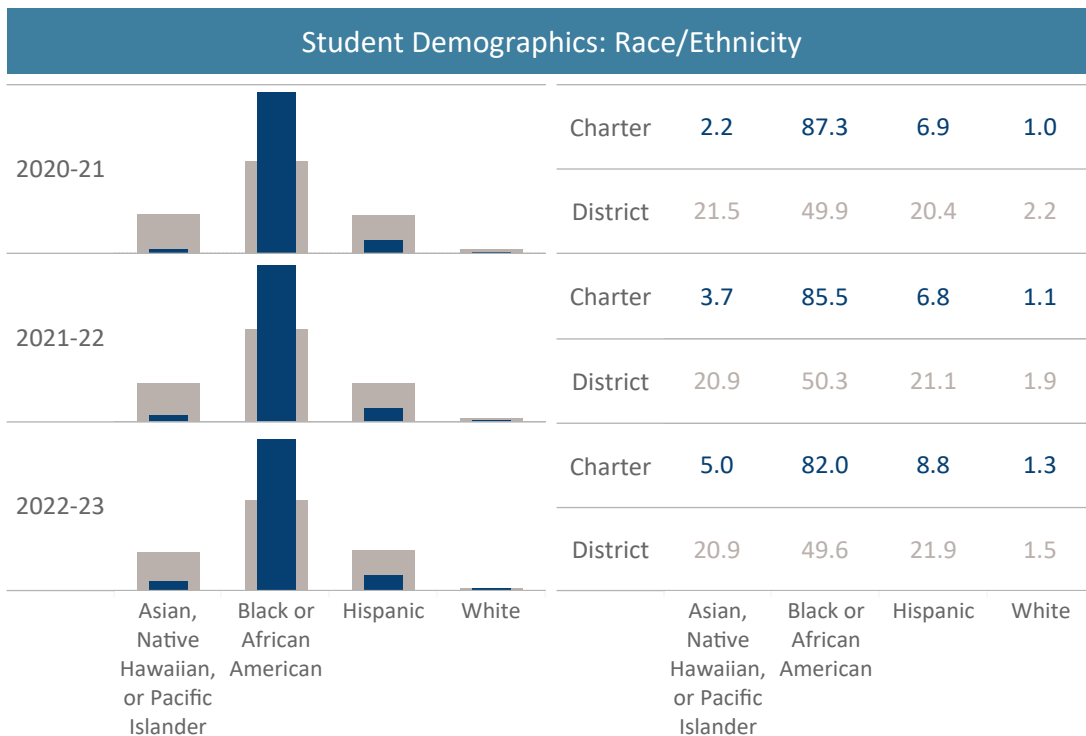
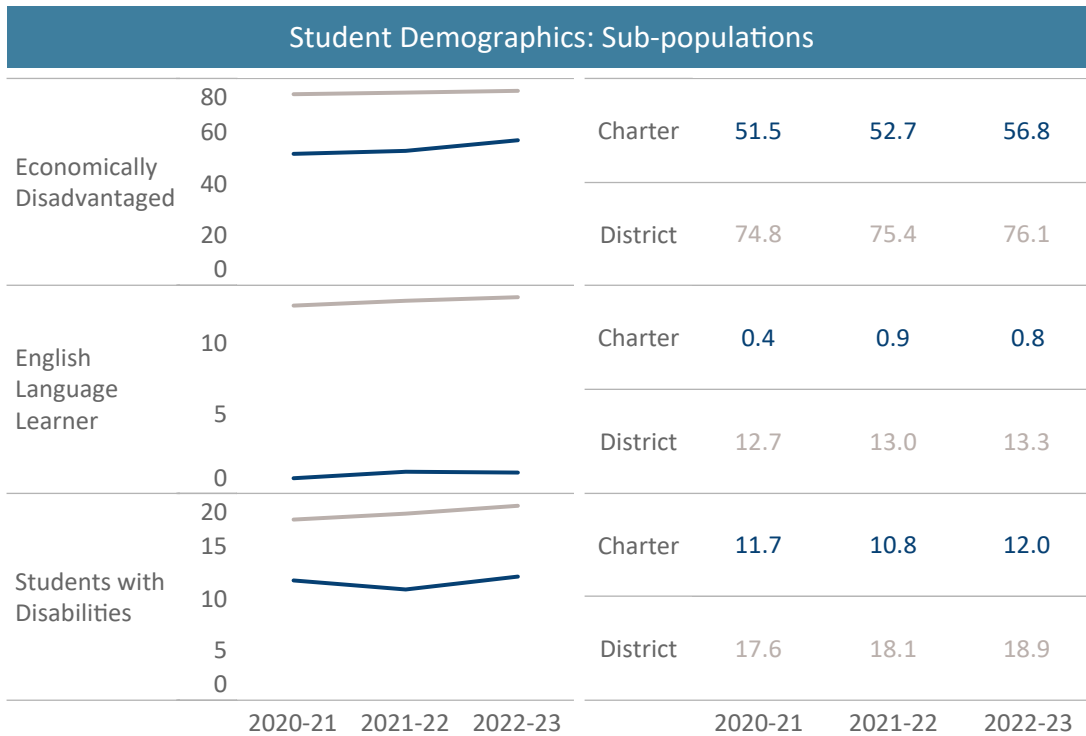
Brooklyn CSD 17



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Rosedale

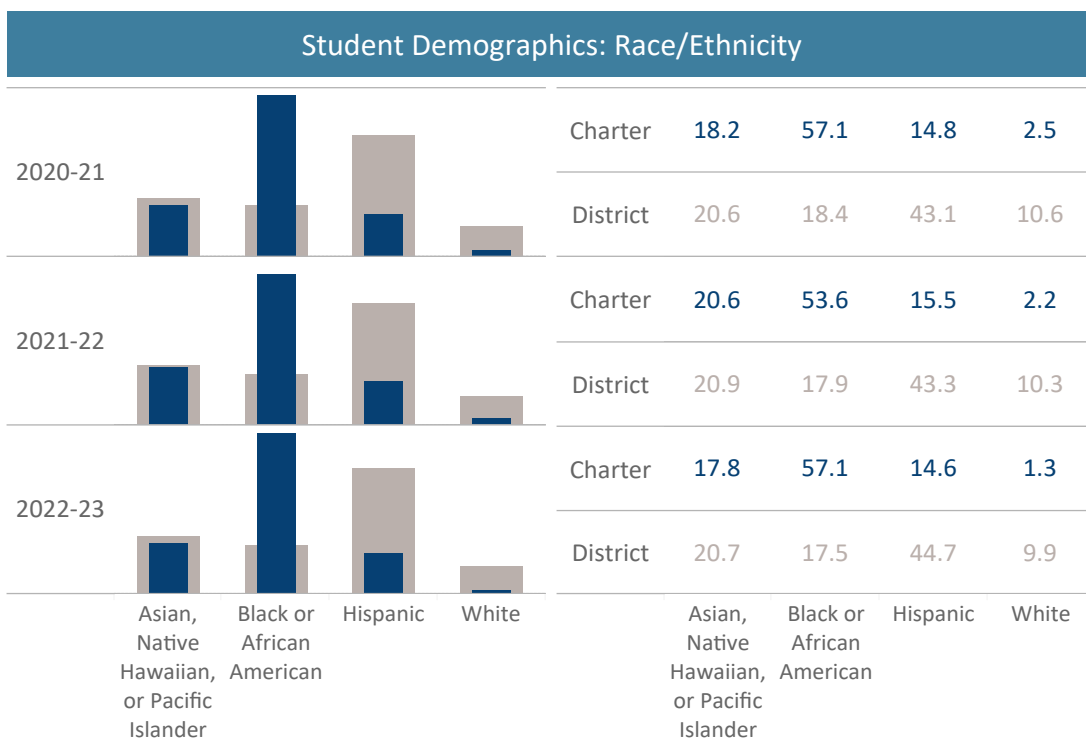
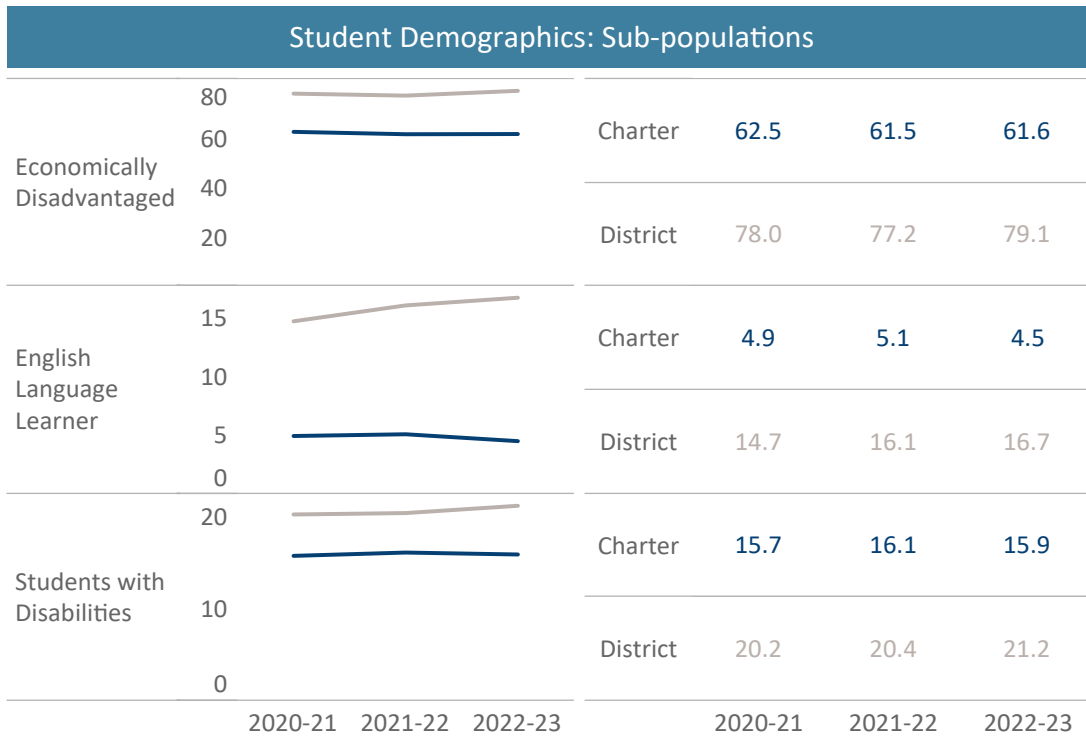
Queens CSD 29



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

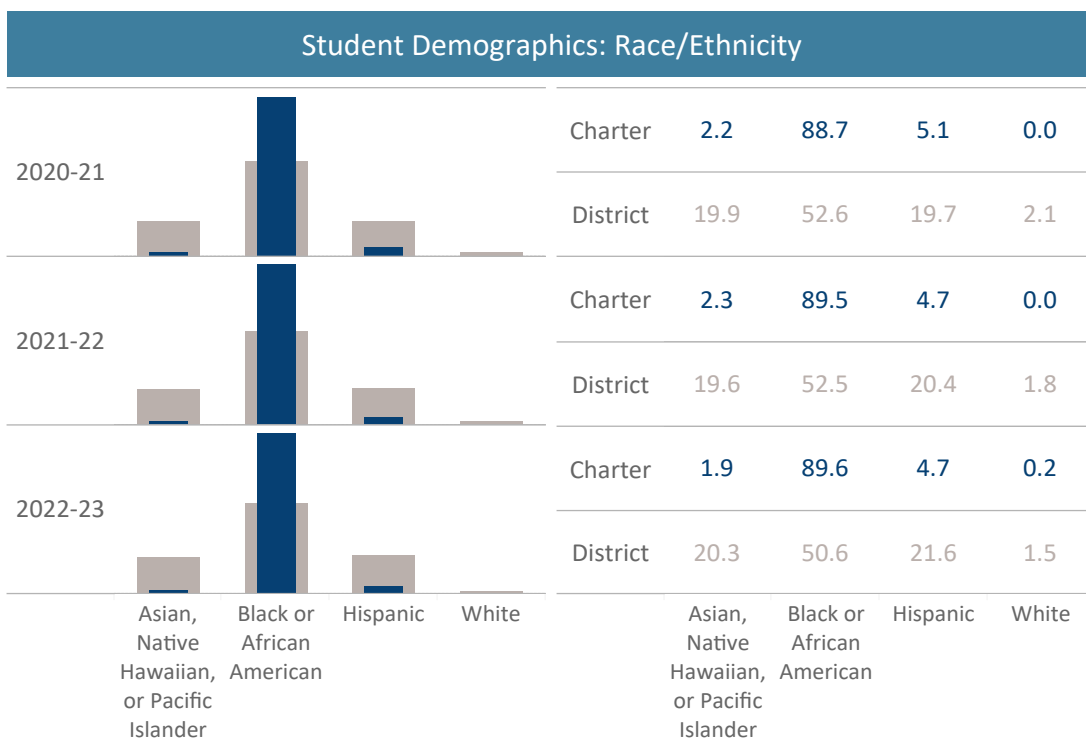
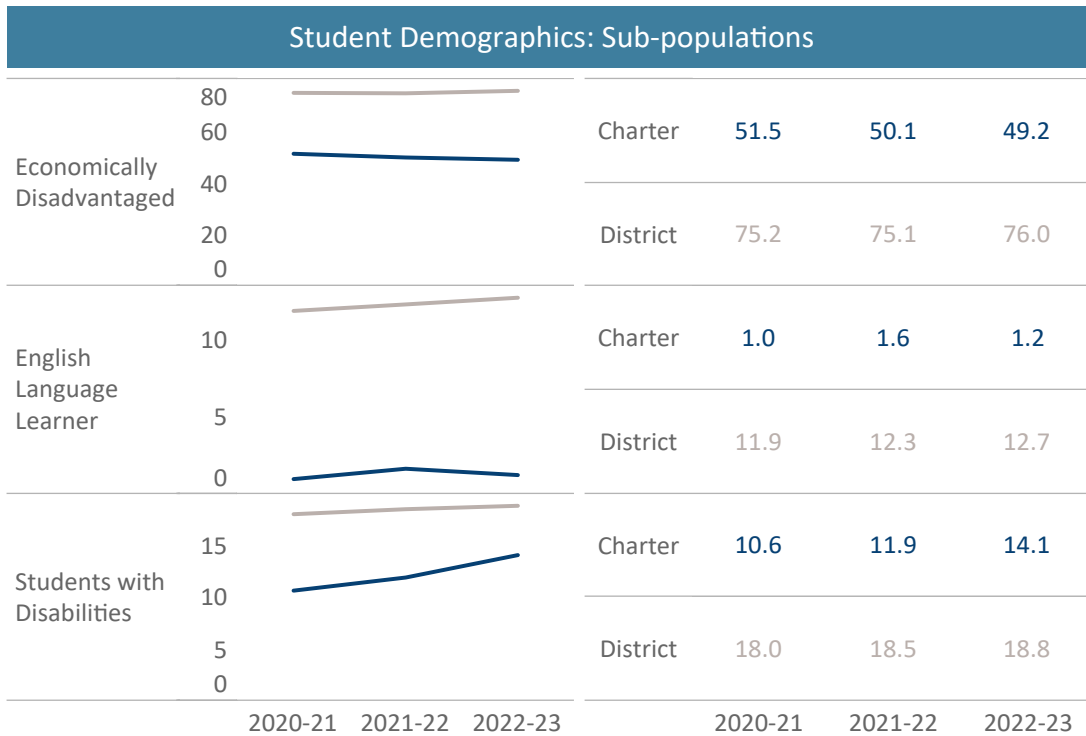
Success Academy Charter School - South Jamaica

Queens CSD 27



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

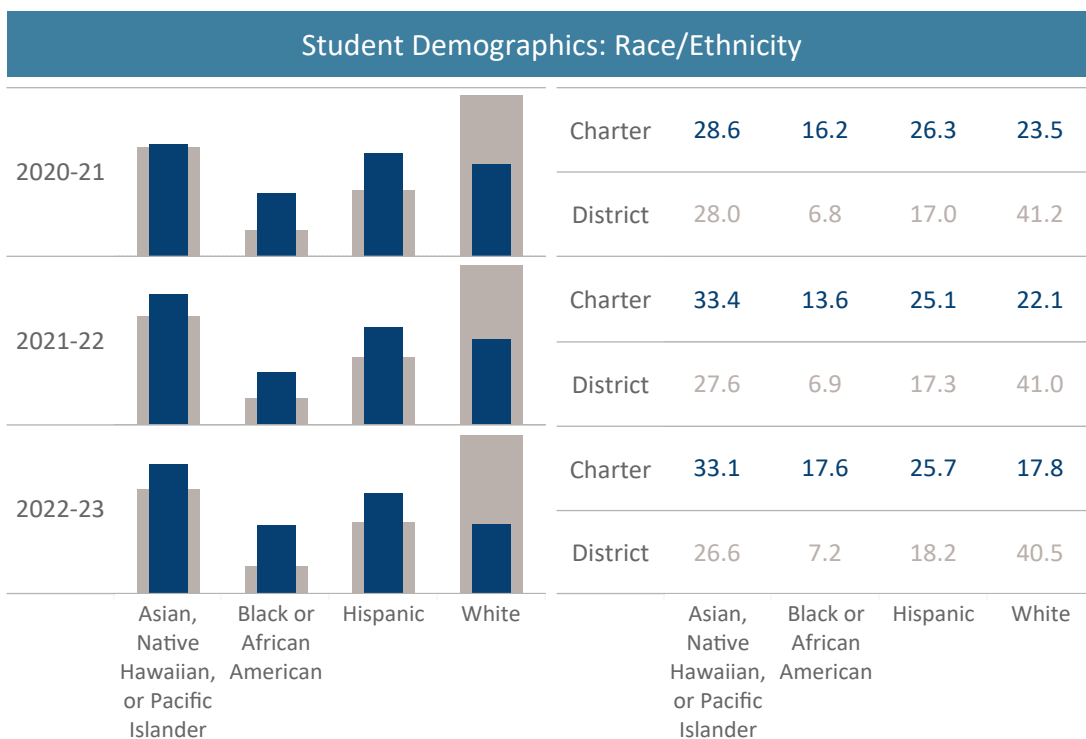
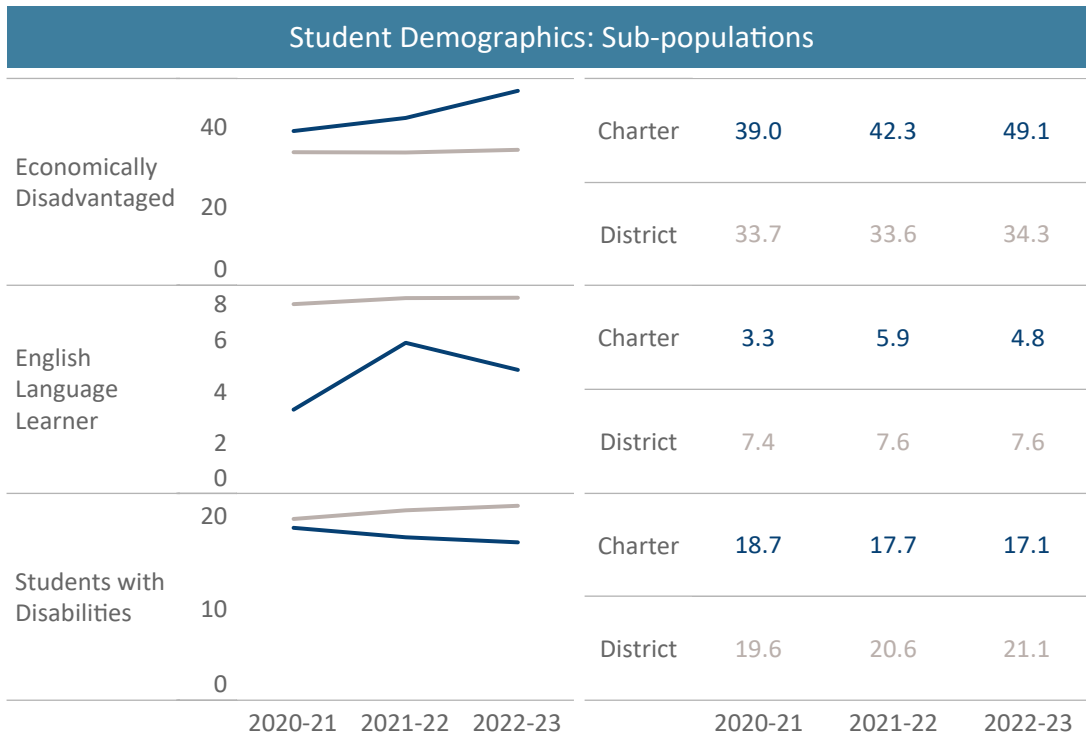
Success Academy Charter School - Springfield Gardens Queens CSD 29



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Union Square

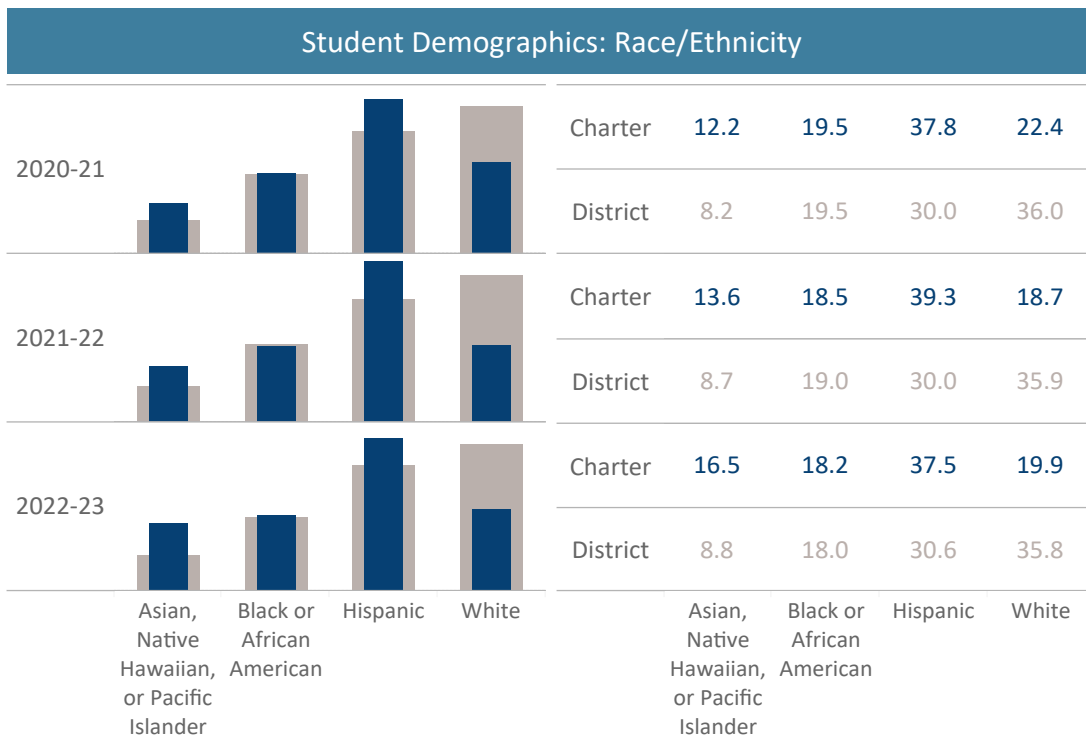
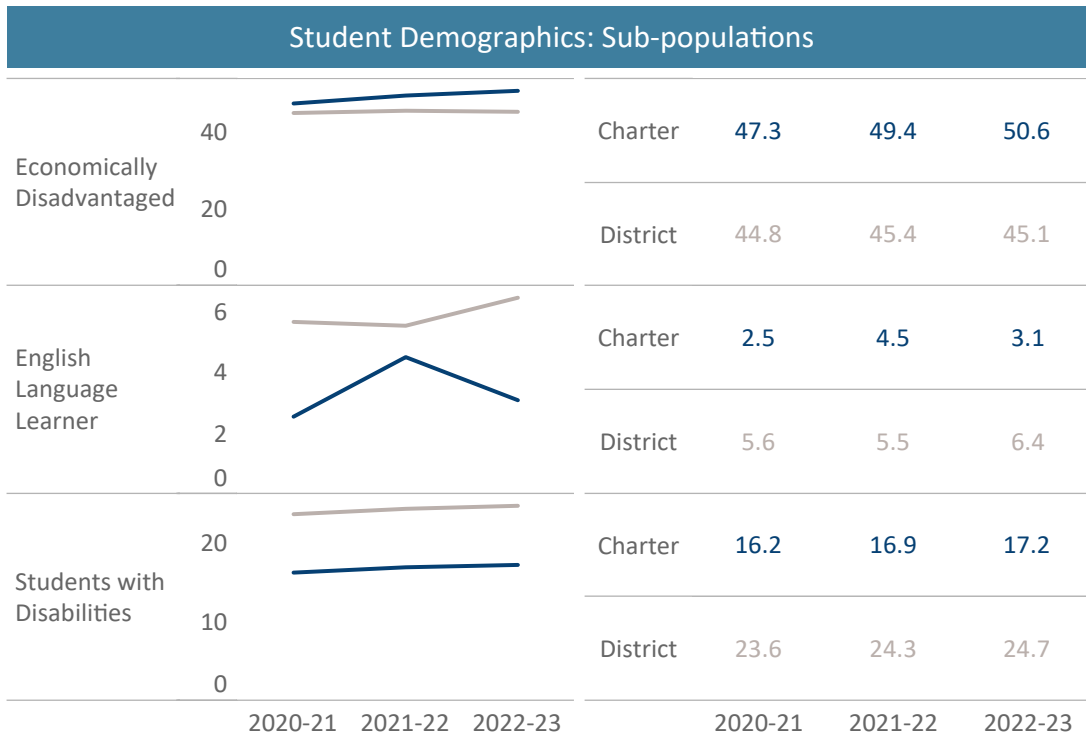
Manhattan CSD 2



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

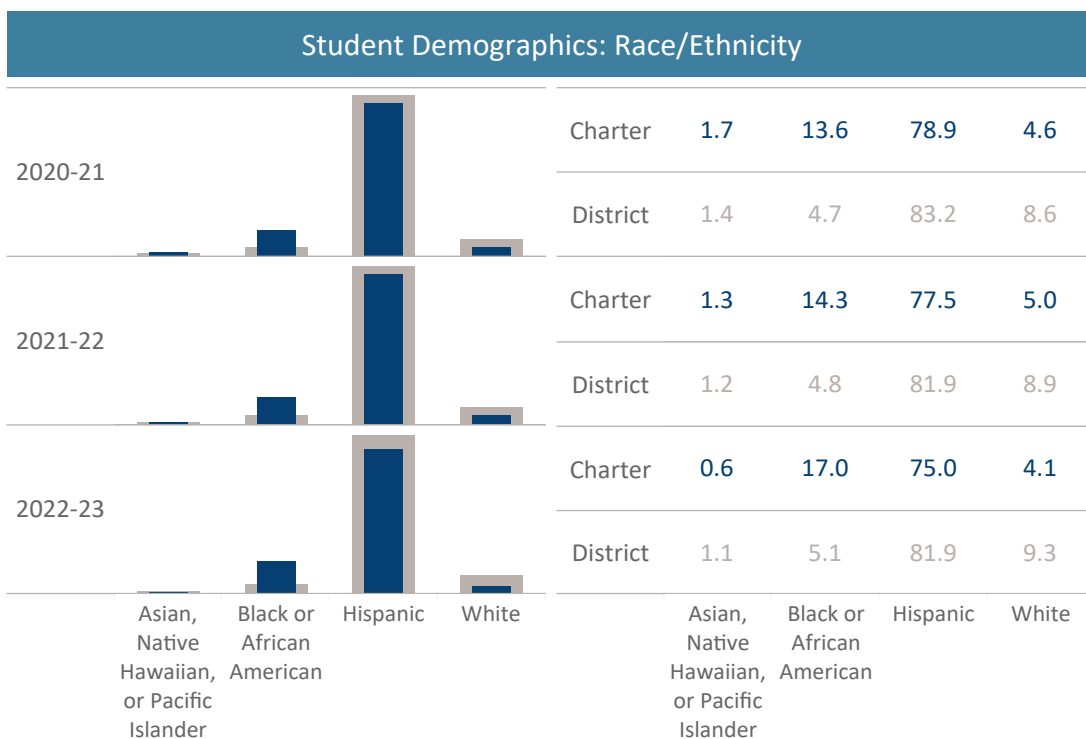
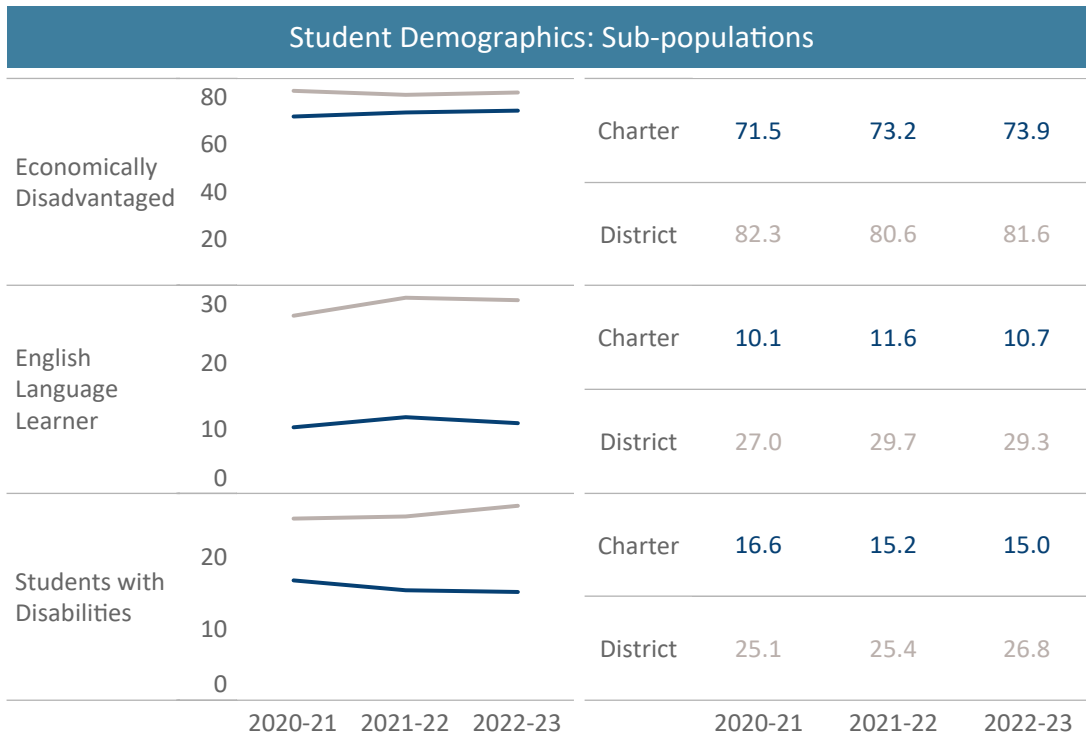
Success Academy Charter School - Upper West

Manhattan CSD 3



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

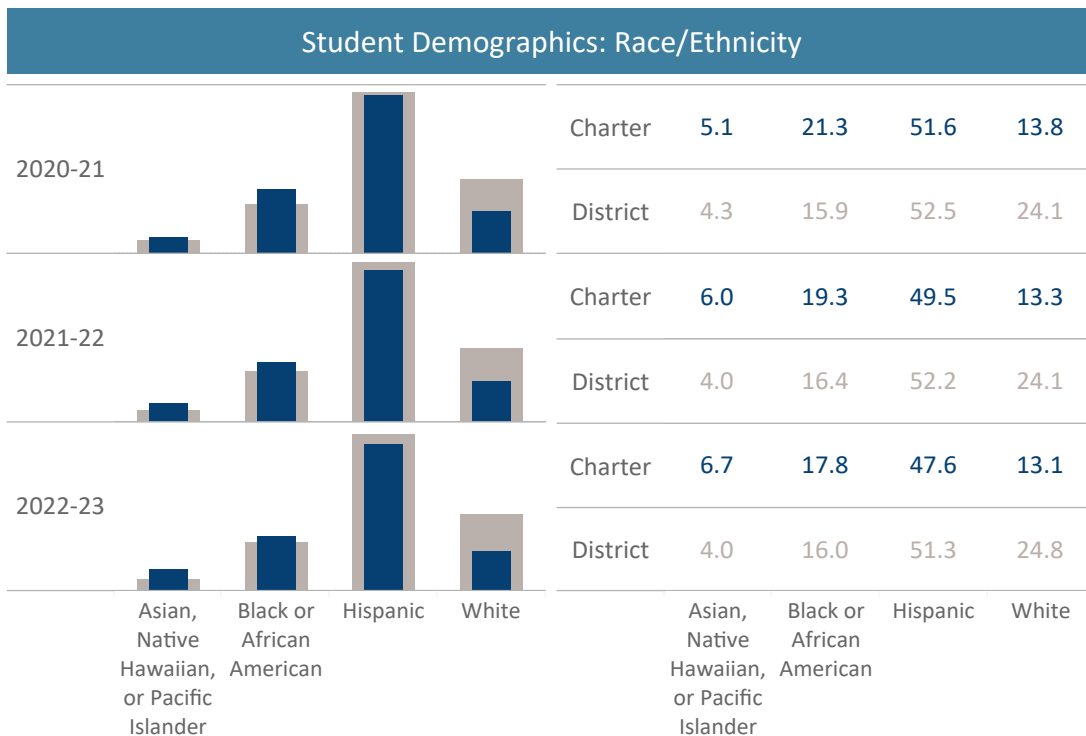
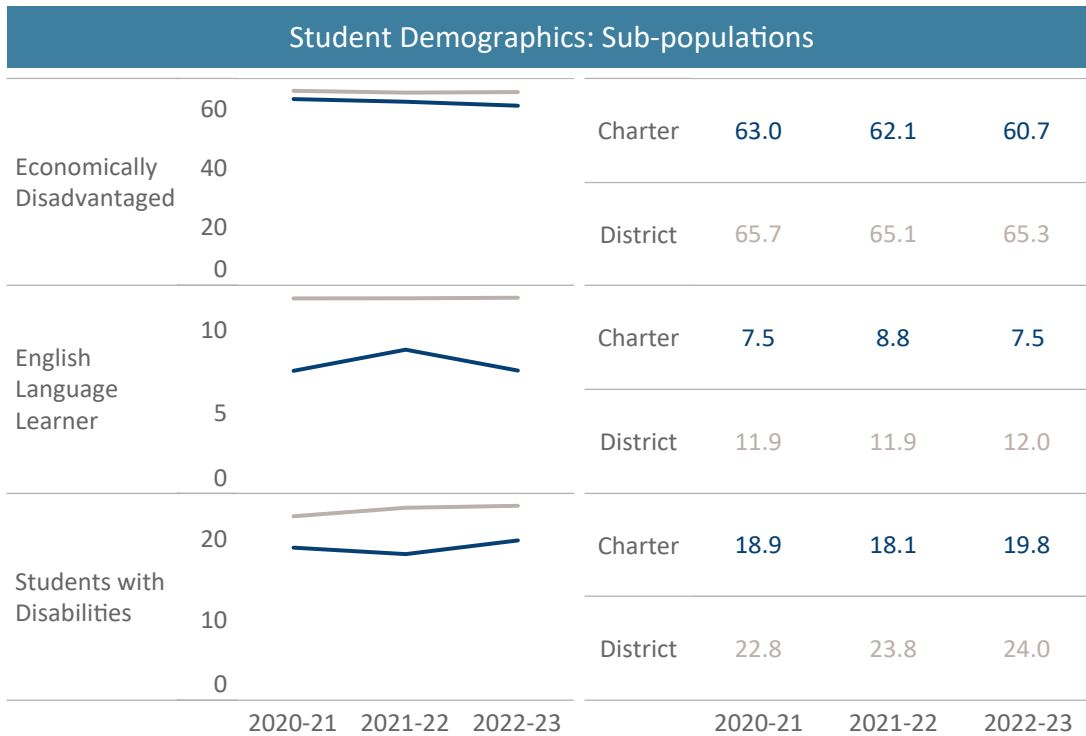
## Success Academy Charter School - Washington Heights Manhattan CSD 6



# APPENDIX B: EXISTING SCHOOL PERFORMANCE

Success Academy Charter School - Williamsburg

Brooklyn CSD 14



# APPENDIX C: FISCAL DASHBOARD

## SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)

### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

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

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other  
Total Program Services  
Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

##### Total Unrestricted Revenue

##### Total Temporarily Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

	MERGED 2018-19	MERGED 2019-20	MERGED 2020-21	MERGED 2021-22	MERGED 2022-23
Cash and Cash Equivalents - <b>GRAPH 1</b>	11,088,935	33,058,593	49,249,879	45,232,596	16,049,821
Grants and Contracts Receivable	8,522,223	10,730,964	16,733,785	21,496,507	29,112,699
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	2,740,045	1,583,551	5,983,930	8,582,343	4,201,194
Contributions and Other Receivables	-	-	-	-	8,152,697
<b>Total Current Assets - GRAPH 1</b>	<b>22,351,203</b>	<b>45,373,108</b>	<b>71,967,594</b>	<b>75,311,446</b>	<b>57,516,411</b>
Property, Building and Equipment, net	52,562,869	41,880,440	36,236,373	29,770,184	68,327,314
Other Assets	-	350,000	45,000,000	107,325,685	180,000,000
<b>Total Assets - GRAPH 1</b>	<b>74,914,072</b>	<b>87,603,548</b>	<b>153,203,967</b>	<b>212,407,315</b>	<b>305,843,725</b>

Accounts Payable and Accrued Expenses	14,038,164	7,430,623	2,422,187	8,305,220	8,361,784
Accrued Payroll and Benefits	2,990,511	4,962,899	11,014,031	14,131,618	3,501,650
Deferred Revenue	-	-	-	-	8,369,976
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	5,887,957	3,615,452	8,619,884	7,135,844	-
Other	20,642,768	5,321,513	2,981,313	4,394,620	13,128,767
<b>Total Current Liabilities - GRAPH 1</b>	<b>43,559,401</b>	<b>21,330,487</b>	<b>25,037,415</b>	<b>33,967,302</b>	<b>33,362,177</b>
Deferred Rent/Lease Liability	3,251,498	3,114,496	1,670,519	-	32,433,985
All other L-T debt and notes payable, net current maturities	5,366,156	7,264,171	5,255,228	4,563,111	2,186,853
<b>Total Liabilities - GRAPH 1</b>	<b>52,177,054</b>	<b>31,709,154</b>	<b>31,963,162</b>	<b>38,530,413</b>	<b>67,983,015</b>

Without Donor Restrictions	22,384,818	55,894,394	121,240,805	173,876,902	237,860,746
With Donor Restrictions	352,200	-	-	-	-
<b>Total Net Assets</b>	<b>22,737,018</b>	<b>55,894,394</b>	<b>121,240,805</b>	<b>173,876,902</b>	<b>237,860,746</b>
<b>Total Liabilities and Net Assets</b>	<b>74,914,072</b>	<b>87,603,548</b>	<b>153,203,967</b>	<b>212,407,315</b>	<b>305,843,761</b>

Resident Student Enrollment	247,606,042	287,276,780	328,057,554	328,267,242	328,864,178
Students with Disabilities	30,637,131	30,978,227	37,182,586	33,842,741	32,987,816

State and local	720,000	-	-	-	-
Federal - Title and IDEA	11,882,183	10,401,522	11,049,365	9,475,521	7,854,344
Federal - Other	130,000	716,053	10,641,038	3,169,320	2,904,469
Other	-	-	-	-	-
NYC DoE Rental Assistance	2,148,873	2,980,281	3,916,172	3,971,942	4,134,002
Food Service/Child Nutrition Program	3,541,922	-	-	-	-
<b>Total Operating Revenue</b>	<b>296,666,152</b>	<b>332,352,863</b>	<b>390,846,716</b>	<b>378,726,765</b>	<b>376,744,810</b>

Regular Education	186,033,590	191,074,432	220,116,378	221,008,619	233,672,822
SPED	75,985,551	78,044,485	69,576,218	86,705,909	73,772,846
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>262,019,141</b>	<b>269,118,917</b>	<b>289,692,596</b>	<b>307,714,528</b>	<b>307,445,668</b>
Management and General	24,397,628	30,527,886	32,957,214	34,547,926	39,005,819
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>286,416,769</b>	<b>299,646,803</b>	<b>322,649,810</b>	<b>342,262,454</b>	<b>346,451,487</b>

<b>Surplus / (Deficit) From School Operations</b>	<b>10,249,382</b>	<b>32,706,059</b>	<b>68,196,906</b>	<b>36,464,311</b>	<b>30,293,323</b>
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Contributions	-	-	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	793,664	451,519	(2,850,495)	16,171,787	35,563,290
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>793,664</b>	<b>451,519</b>	<b>(2,850,495)</b>	<b>16,171,787</b>	<b>35,563,290</b>

Total Unrestricted Revenue	297,459,815	332,804,381	387,996,221	394,898,551	412,308,100
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>297,459,815</b>	<b>332,804,381</b>	<b>387,996,221</b>	<b>394,898,551</b>	<b>412,308,100</b>

<b>Change in Net Assets</b>	<b>11,043,046</b>	<b>33,157,578</b>	<b>65,346,411</b>	<b>52,636,097</b>	<b>65,856,613</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>11,693,778</b>	<b>22,736,816</b>	<b>55,894,394</b>	<b>121,240,804</b>	<b>173,876,902</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>22,736,824</b>	<b>55,894,394</b>	<b>121,240,804</b>	<b>173,876,901</b>	<b>239,733,515</b>

# APPENDIX C: FISCAL DASHBOARD

## SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel Service					
Administrative Staff Personnel	34,107,934	38,644,059	36,022,872	28,305,612	#DIV/0!
Instructional Personnel	99,648,669	112,901,270	126,096,264	131,999,804	#DIV/0!
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>133,756,603</b>	<b>151,545,329</b>	<b>162,119,136</b>	<b>160,305,416</b>	<b>#DIV/0!</b>
Fringe Benefits & Payroll Taxes	25,781,734	26,641,977	31,030,491	32,214,558	32,748,491
Retirement	2,994,130	3,727,652	4,027,510	-	-
Management Company Fees	36,035,414	42,678,091	54,642,885	63,860,044	67,907,093
Building and Land Rent / Lease / Facility Financing	3,637,327	3,518,524	6,648,550	9,519,155	11,731,453
Staff Development	3,017,574	3,013,619	1,593,185	2,300,542	3,435,473
Professional Fees, Consultant & Purchased Services	168,300	4,584,365	3,826,298	1,000,600	691,819
Marketing / Recruitment	5,594,568	5,108,127	3,328,049	5,705,582	8,471,166
Student Supplies, Materials & Services	18,127,105	12,654,793	8,081,430	14,450,658	15,291,726
Depreciation	20,112,701	19,363,530	18,756,749	19,470,658	10,478,880
Other	37,191,313	26,810,796	28,595,526	33,435,242	#DIV/0!
<b>Total Expenses</b>	<b>286,416,769</b>	<b>299,646,803</b>	<b>322,649,810</b>	<b>342,262,454</b>	<b>#DIV/0!</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2018-19	2019-20	2020-21	2021-22	2022-23
Original Chartered Enrollment	23,103	25,872	27,451	28,894	28,445
Final Chartered Enrollment (includes any revisions)	18,219	21,310	23,614	25,002	24,357
Actual Enrollment - <b>GRAPH 4</b>	15,357	17,617	20,290	18,752	18,678
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

##### Per Pupil Funding (Weighted Avg of All Districts)

	2018-19	2019-20	2020-21	2021-22	2022-23
Per Pupil Funding	15,307	16,150	16,123	16,844	17,626
Increase over prior year	5.1%	5.2%	-0.2%	4.3%	4.4%

#### PER STUDENT BREAKDOWN

##### Revenue

	2018-19	2019-20	2020-21	2021-22	2022-23
Operating	19,318	18,865	19,263	20,197	20,170
Other Revenue and Support	52	26	(140)	862	1,904
<b>TOTAL - GRAPH 3</b>	<b>19,370</b>	<b>18,891</b>	<b>19,123</b>	<b>21,059</b>	<b>22,074</b>

##### Expenses

	2018-19	2019-20	2020-21	2021-22	2022-23
Program Services	17,062	15,276	14,278	16,410	16,460
Management and General, Fundraising	1,589	1,733	1,624	1,842	2,088
<b>TOTAL - GRAPH 3</b>	<b>18,651</b>	<b>17,009</b>	<b>15,902</b>	<b>18,252</b>	<b>18,548</b>
% of Program Services	91.5%	89.8%	89.8%	89.9%	88.7%
% of Management and Other	8.5%	10.2%	10.2%	10.1%	11.3%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>3.9%</b>	<b>11.1%</b>	<b>20.3%</b>	<b>15.4%</b>	<b>19.0%</b>
<b>% of Revenue Expended on Facilities</b>	<b>1.2%</b>	<b>1.1%</b>	<b>1.7%</b>	<b>2.5%</b>	<b>3.1%</b>

#### Student to Faculty Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
Student to Faculty Ratio	9.1	9.1	9.7	9.7	10.0

#### Faculty to Admin Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
Faculty to Admin Ratio	3.7	4.0	5.4	4.7	3.6

#### Financial Responsibility Composite Scores - GRAPH 6

	2018-19	2019-20	2020-21	2021-22	2022-23
Score	1.1	2.2	3.0	3.0	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Adequate	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

	2018-19	2019-20	2020-21	2021-22	2022-23
Net Working Capital	(21,208,198)	24,042,621	46,930,179	41,344,144	24,154,234
As % of Unrestricted Revenue	-7.1%	7.2%	12.1%	10.5%	5.9%
Working Capital (Current) Ratio Score	0.5	2.1	2.9	2.2	1.7
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Good	Good	Good	Good

#### Quick (Acid Test) Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
Score	0.5	2.1	2.6	2.0	1.6
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	HIGH	MEDIUM	LOW	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Poor	Good	Excellent	Good	Good

#### Debt to Asset Ratio - GRAPH 7

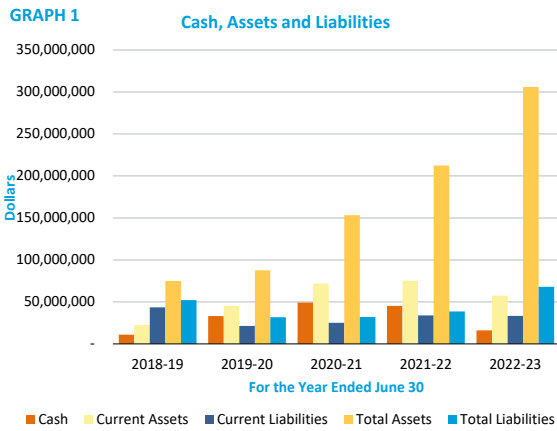
	2018-19	2019-20	2020-21	2021-22	2022-23
Score	0.7	0.4	0.2	0.2	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Excellent	Excellent	Excellent	Excellent

#### Months of Cash - GRAPH 8

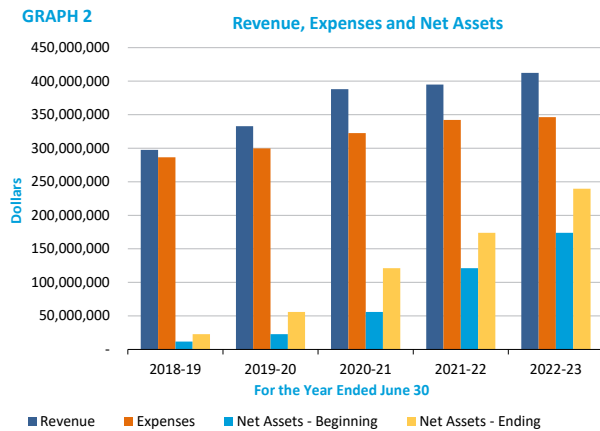
	2018-19	2019-20	2020-21	2021-22	2022-23
Score	0.5	1.3	1.8	1.6	0.6
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	HIGH	MEDIUM	MEDIUM	MEDIUM	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Poor	Good	Good	Good	Poor

# APPENDIX C: FISCAL DASHBOARD

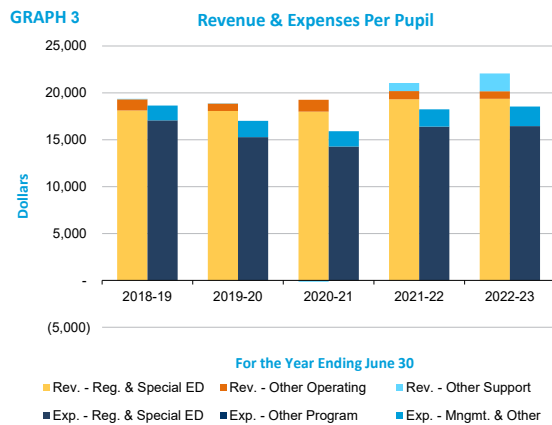
## SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)



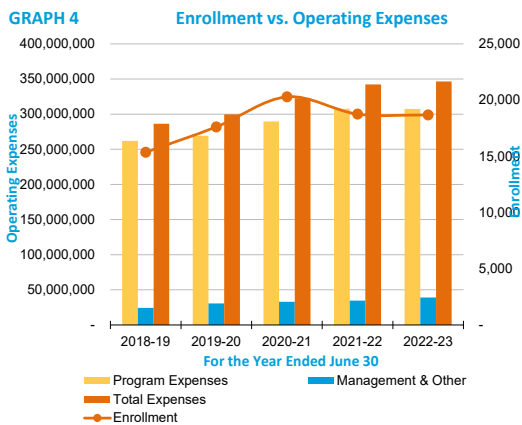
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

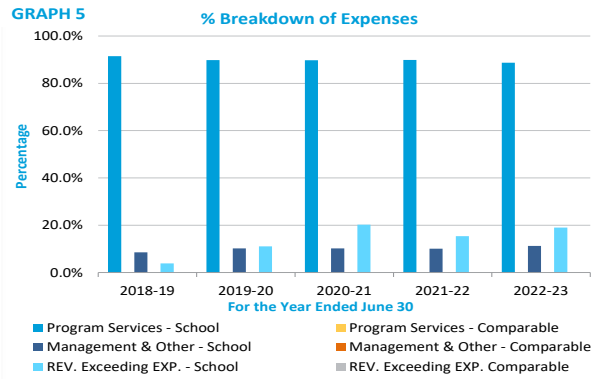


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

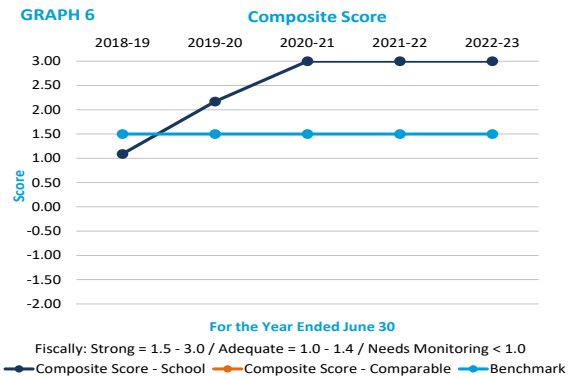
# APPENDIX C: FISCAL DASHBOARD

## SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)

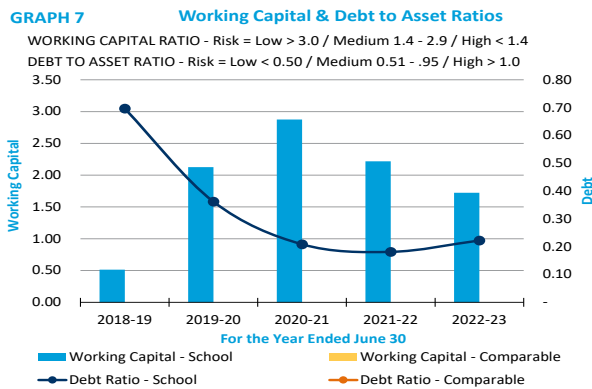
Comparable School, Region or Network: -



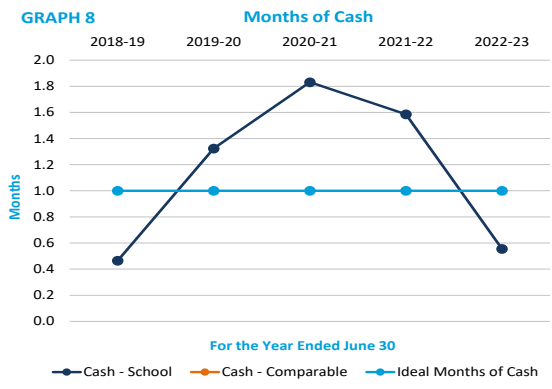
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.



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