

THE SUNY CHARTER SCHOOLS INSTITUTE

**RENEWAL RECOMMENDATION REPORT
SUCCESS ACADEMY CHARTER SCHOOLS-
NYC'S AUTHORITY TO OPERATE:**

*SUCCESS ACADEMY CHARTER SCHOOL-
BED STUY 1*

*SUCCESS ACADEMY CHARTER SCHOOL-
UPPER WEST*

Report Date: February 4, 2019

Visit Dates: December 11, 2018

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A: Education Corporation Overview

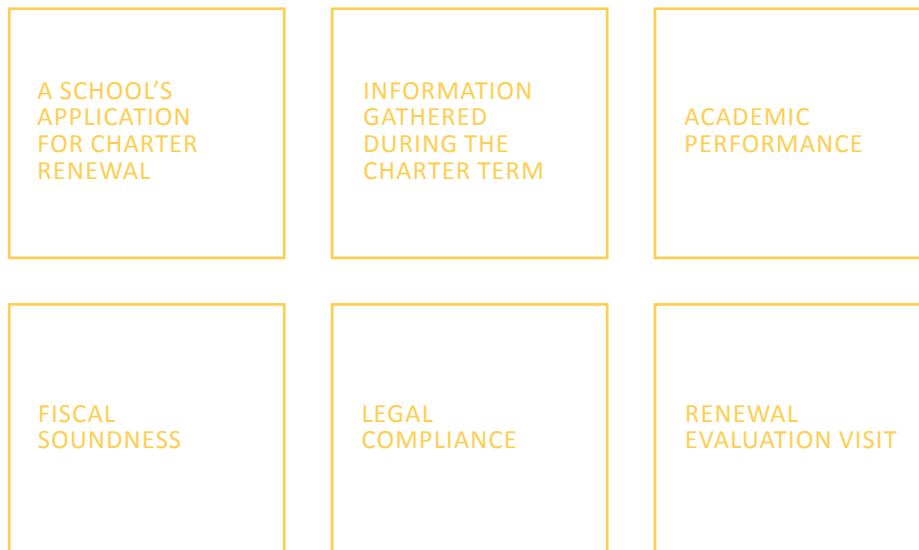
B: Education Corporation Fiscal Dashboard

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding the education corporation’s Applications for Charter Renewal for all schools under renewal consideration during the current school year, and more broadly, details the merits of the schools’ cases for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



Based on these elements, the Institute is confident in the education corporation’s capacity to ensure that each school within the education corporation, and especially the charter schools under renewal consideration during this school year, continues to produce high student achievement results.

This renewal report presents the evidence for and merits of the renewal recommendations for two schools operating under a single education corporation. The evidence supporting the renewal recommendations for several schools is presented under a single cover when the schools all operate under one education corporation and the academic program at each school

1. Revised September 4, 2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

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is substantively the same both in design and in implementation. Most importantly, the Institute presents the evidence for multiple schools under a single cover when the academic program at each school has produced a track record of meeting or coming close to meeting the academic goals in each school's Accountability Plan. The Institute uses multiple measures to determine the education corporation has demonstrated capacity throughout the charter term to support its schools in meeting or coming close to meeting their Accountability Plan goals and that it is likely to do so in a subsequent charter term.

REPORT FORMAT

For a high performing education corporation, the renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the "SUNY Renewal Benchmarks"),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. For the purposes of multiple schools within the education corporation under renewal consideration at the same time, the Institute slightly modifies the questions below to reflect the capacity of the education corporation and the supports it provides to its schools. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if an education corporation has made an adequate case for renewal for each of its schools.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the "Act") are available on the Institute's website at: www.newyorkcharters.org/renewal.

RENEWAL QUESTIONS

- 1. IS EACH SCHOOL AN ACADEMIC SUCCESS?**
- 2. IS EACH SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?**
- 3. IS THE EDUCATION CORPORATION FISCALLY SOUND?**
- 4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH SCHOOL, ARE ITS PLANS FOR ITS SCHOOLS REASONABLE, FEASIBLE, AND ACHIEVABLE?**

Because the education corporation implements a replicated program across all of its sites, and that program posts an overall record of high academic performance, the Institute confirms that each school under renewal consideration implements the replicated program through classroom visits, interviews, and document reviews. For schools under renewal consideration, the Institute completes compliance related checks and meets with school leaders, teachers, and families. The Institute also meets with members of the education corporation board of trustees.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

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In this report, information about the education corporation and the academic program found across all its schools precedes information regarding each individual renewal school, which includes student performance information, copies of any school district comments on the Applications for Charter Renewal, and the SUNY Fiscal Dashboard information for each school. The appendices that follow offer statistical information on each school in the education corporation and the SUNY Fiscal Dashboard information for the education corporation.



RENEWAL RECOMMENDATION

Full-Term Renewal. The Institute recommends that the SUNY Trustees approve the two Applications for Charter Renewal:

- Success Academy Charter School – Bed Stuy 1; and,
- Success Academy Charter School – Upper West.

If each school is renewed, Success Academy Charter Schools – NYC will be granted the authority to continue to operate each school for a period of five years with authority to provide instruction to students in such configurations as set forth in each school’s Application for Charter Renewal. The table below presents more information about the schools due for renewal this year.

SCHOOL	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
Success Academy Charter School – Bed Stuy 1 (“Success BedStuy 1”)	K-12	1,055	Five-Year Subsequent
Success Academy Charter School – Upper West (“Success Upper West”)	K-12	1,078	Five-Year Subsequent



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether each school has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the Act:

- 1: each school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate each school in an educationally and fiscally sound manner in the next charter term; and,

3. SUNY Renewal Policies
(p. 14).

3: given the programs they will offer, their structure and purpose, approving each school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all open and operating charter schools. Charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students.

Success Academy Charter Schools – NYC (“SACS – NYC” or the “education corporation”) makes good faith efforts to meet its enrollment and retention targets. SACS – NYC contracts with the not-for-profit charter management organization (“CMO”) Success Academy Charter Schools, Inc. (“Success Academy” or the “network”), for, among other things, support with monitoring the enrollment and retention targets of the schools within SACS – NYC. Success Upper West meets its enrollment target for students with disabilities and retention target for economically disadvantaged students and comes close to meeting its target for ELLs. Although Success BedStuy 1 does not yet meet all targets, the network’s recruitment and retention strategies are focused on strategies to make progress toward its targets. Overall, the network’s efforts have led to increased enrollment of economically disadvantaged students and ELLs. Network leaders plan to continue using the following strategies to meet targets in the next charter term:

- distributing targeted mailings to residents of the school’s New York City Community School District (“CSD”), to residents in low income housing in district communities, to residents in mixed income in district communities;
- advertising materials using languages other than English to target ELLs within the CSD, as determined by each school;
- implementing a lottery preference for ELLs in its admission policies;
- recruiting at local pre-school and pre-Kindergarten programs that serve students with disabilities;
- providing advertisements, flyers, and marketing materials in local newspapers, supermarkets, community centers, and apartment complexes; and,

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

For additional information on each school's enrollment and retention target progress, see the School Overviews, below.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter schools are located regarding the schools' Applications for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has not received district comments for Success BedStuy 1 or Success Upper West in response to the renewal applications. A summary of public comments submitted to the Institute for Success Upper West, appears in the School Overview section below.

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

SUCCESS ACADEMY CHARTER SCHOOLS – NYC

This section of the report provides an overall description of the highly successful model and aggregate analysis of SACS – NYC student achievement results. A detailed, school by school analysis highlighting individual school background, student performance, and fiscal information, is presented in the School Overview sections.

BACKGROUND

SACS – NYC, a not-for-profit charter school education corporation, is currently authorized to operate 38 charter schools. Thirty-one of these authorized schools are currently open. The SUNY Trustees approved the original charters for Success BedStuy 1 and Success Upper West on October 10, 2010. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1) (b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations.

SACS – NYC’s mission is:



To provide students in New York City with an exceptionally high quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards, and the resources to lead and succeed in school, college, and a competitive global economy.

SACS – NYC Schools seek to provide this exceptionally high quality education to all of their students, including English language learners and students with special education needs, irrespective of socioeconomic, racial, ethnic, and/or other status.

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EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

Success Academy, a Delaware not-for-profit charter management organization based in New York City, serves as the CMO for the 31 schools operated by SACS – NYC. By contract, Success Academy provides all schools with academic, operational, finance, and back-office assistance. Schools utilize the network’s curriculum and assessment materials, all of which the network curriculum teams purchase and/or design. The network is also responsible for managing and evaluating the performance of each school and school leader with network managing directors serving in supervisory roles for principals. Each SACS – NYC school implements an academic program consistent with all other SACS – NYC schools, all of which are high performing.

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Success BedStuy 1 and Success Upper West are academic successes, having met their Accountability Plan goals. Both Success BedStuy 1 and Success Upper West demonstrate high levels of performance as evidenced by:

- The schools under renewal consideration have consistently outperformed their districts and New York State in English language arts (“ELA”) and mathematics in 3rd – 8th grade. In 2017-18, the two schools each outperformed at least 99% of schools in ELA and over 99% of schools in mathematics in the state. Similarly, the schools far surpass their district proficiency rates in ELA and mathematics, with Success BedStuy 1 outperforming CSD 14 by more than 50 percentage points in each content area and Success Upper West outperforming CSD 3 by at least 30 percentage points in each content area.
- Notably in 2017-18, 100% of 3rd and 7th grade students at Success Upper West and 7th grade students at Success BedStuy 1 scored at or above proficiency in ELA. In mathematics, 100% of 3rd grade students at Success Upper West and 100% of 4th and 7th grade students at Success BedStuy 1 scored at or above proficiency.
- On the state’s 4th and 8th grade science assessments, the two schools exceeded the absolute target of 75% of students in their second year at the schools performing at or above proficiency as each school had 100% of 4th and 8th grade students score at or above proficient for the past three years.
- In 2017-18, the two schools’ students with disabilities scored at or above proficiency on the ELA state assessment at a rate at least double the rate of each of the individual school’s comparison district’s students with disabilities.
- In 2017-18, the network launched the Success Academy Education Institute, and began sharing its high quality curricula and training materials as open source materials online. Shortly thereafter, the network opened the Robertson Center at 500 West 41st Street, New York, NY, that offers free professional development and education focused events to educators across the nation.
- In 2018-19, SACS – NYC initiated a new observation tool with Torsh TALENT, a camera that records teachers and an accompanying online platform that allows leaders and peers to comment in real time on the video. The platform archives feedback over time so leaders and teachers can easily access historical feedback to track progression each teachers’ development.

Based on visits to the schools, the Institute finds that SACS – NYC, with support from the network, ensures that the education program is implemented with fidelity across each school as evidenced by academic achievement and corroborated by classroom observations, interviews with staff members, and document reviews. A review of network level supports demonstrates the network has the capacity to maintain support of the educational program of all schools within SACS – NYC. The network and each individual school provide high quality professional development to teachers and leaders. The schools prioritize regularly analyzing academic and non-academic data to support the success of every student. Each school's focus on providing a high quality academic experience to all students has led to the schools' meeting or exceeding their Accountability Plan goals.

Based on the Institute's review of each school's performance as posted over the charter term; a review of the two Applications for Charter Renewal submitted by SACS – NYC; a review of academic, organizational, governance, and financial documentation; and renewal visits to each school within the education corporation, the Institute finds that the schools meet the required criteria for charter renewal.

The Institute recommends the SUNY Trustees grant Success BedStuy 1 and Success Upper West each a Subsequent Full-Term Renewal.

NOTEWORTHY - SUCCESS ACADEMY CHARTER SCHOOLS – NYC

Of the 6,800 students enrolled in SACS – NYC schools that took the NYS ELA and mathematics assessment in 2017-18, 91% were proficient in ELA and 98% were proficient in mathematics. Notably, students with disabilities and ELLs at SACS – NYC schools outperformed general education students statewide.

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ACADEMIC PERFORMANCE



IS EACH SCHOOL AN ACADEMIC SUCCESS?

Success BedStuy 1 and Success Upper West are each an academic success. Each school meets all of its Accountability Plan goals.

At the beginning of the Accountability Period,⁵ each school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁶ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁷ for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY’s required measures include measures that present schools’:

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

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

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

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

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. SACS – NYC did not include any additional measures of success in the Accountability Plan it adopted for Success BedStuy 1 and Success Upper West.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success including the extent to which each school due for renewal this year has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, as applicable) in the Performance Summaries appearing in each of the individual School Overview sections.

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The Institute analyzes all measures under a school's ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of each school coming to renewal and all SACS – NYC schools combined relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, a school's performance on the measure is not relative to the test, but relative to the strength of the school's demonstrated student learning compared to other schools' demonstrated student learning. Notwithstanding the validity of the measures within a given school year, it is important to recognize changes in the administration of the state exams and cautiously interpret year over year trends in achievement scores.

The Institute uses the state's growth percentile analysis as a measure of comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes a science goal and a goal for performance under the former the No Child Left Behind ("NCLB"), accountability system, which will be replaced by Every Student Succeeds Act ("ESSA") goals in the future. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

For the purposes of this report, the Institute presents the education corporation's aggregate data for all schools across the network to demonstrate the high levels of performance, presenting its aggregate absolute measure, its growth measure, and a comparative measure as compared to a composite district. The composite district represents each district where SACS – NYC are located. The composition gives proportional weight to each district based on the size of its student enrollment. The Performance Summaries for each individual school due for renewal are available in the individual School Overview sections following the education corporation overview section.

**SUNY
RENEWAL
BENCHMARK
1A****HAS EACH SCHOOL MET OR COME CLOSE TO MEETING
ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?**

The SACS – NYC education corporation produced a record of high performance in ELA and mathematics during 2015-16, 2016-17, and 2017-18. In 2017-18, all SACS – NYC aggregated, 3rd – 8th grade students achieved a 92% proficiency rate in ELA and a 98% proficiency rate in mathematics. The two education corporation schools for renewal consideration, Success BedStuy 1 and Success Upper West, produced similarly commendable results over the three years in their second charter term. Notably, both schools outperformed 99% of all schools statewide in ELA and mathematics from 2015-16 through 2017-18. The schools also met their science and NCLB goals throughout the charter term.

SACS – NYC schools demonstrated performance among the highest in New York State in ELA from 2015-16 through 2017-18. Success BedStuy 1 and Success Upper West exceeded the targets for nearly all absolute, comparative, and growth measures over the Accountability Period. The education corporation’s students enrolled in at least their second year posted proficiency rates above the target of 75% and above the composite district performance in each year. In 2017-18, 96% of Success BedStuy 1’s students enrolled in at least their second year scored at or above proficiency, exceeding the absolute target by 21 percentage points and the district performance by 53 percentage points. Further, SACS – NYC schools posted average effect sizes far above the target of 0.3, indicating that they performed higher than expected to a large degree compared schools across the state enrolling similar percentages of economically disadvantaged students. The schools up for renewal both exceeded the comparative effect size target from 2015-16 to 2017-18, performing higher than expected to a large degree compared to demographically similar schools. SACS – NYC schools also demonstrated growth rates on target with those included in each Accountability Plan, posting mean growth percentiles above the target of 50 in each year. Success Upper West posted growth scores at or above 50 in 2015-16, 2016-17, and 2017-18. In 2016-17, Success BedStuy 1 posted a growth score that dipped below the target. However, the school maintained a laudable absolute proficiency rate of 96% in that year. The following year, the school improved its growth score to exceeding the target by one percentile point.

SACS – NYC schools also posted a strong record of achievement in mathematics from 2015-16 through 2017-18. The schools up for renewal also met their mathematics Accountability goal over those years. Students across the education corporation enrolled in at least their second year posted proficiency rates far above the absolute target of 75% and the composite district each year. Notably, 100% of Success BedStuy 1’s students enrolled in at least their second year scored at or above proficiency in 2016-17. Additionally, SACS – NYC schools and the two schools up for renewal posted strong achievement on the comparative effect size measure.

From 2015-16 through 2017-18, the schools performed higher than expected to a large degree in comparison to schools across New York enrolling similar proportions of economically disadvantaged students. Although the schools up for renewal posted mean growth percentiles that fell slightly below the target of 50 during some years of the Accountability Period, the schools consistently maintained superlative absolute performance.

While Success BedStuy 1 and Success Upper West did not yet enroll students in high school grades during 2017-18, the education corporation graduated its first cohort that year. SACS – NYC met the graduation and college preparation goals in 2017-18 with 89% of the 2014 Cohort graduating at the end of the school year. While only one year of data is available, the education corporation demonstrated strong performance on key leading indicators of continued strong graduation rates in the future. Notably, over 86% of the first and second year Graduation Cohorts were promoted to the next grade in 2017-18. Additionally, SACS – NYC demonstrated high performance against targets for measures of college preparation. In 2017-18, 100% of graduating students from the 2014 Graduation Cohort matriculated into a two or four year college program the fall following graduation. That year, 100% of the school's 16 graduates demonstrated preparation for college by passing at least one Advanced Placement exam with a score of 3 or higher.

All SACS – NYC schools, including Success Upper West and Success BedStuy 1, demonstrated strong science performance from 2015-16 through 2017-18, exceeding the comparative and absolute targets each year. Over those years, 100% of the schools' students enrolled in at least their second year scored at or above proficiency on the state's science exam. Additionally, all SACS – NYC schools outperformed their districts of comparison during each year. Notably, 100% of Success BedStuy 1 students scored at performance Level 4 in 2017-18, indicating performance above grade level expectations.

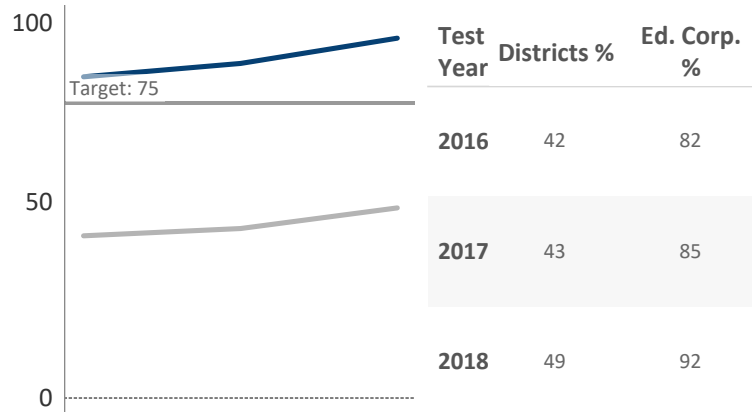
All schools remained in good standing under the state's accountability system during the charter term.

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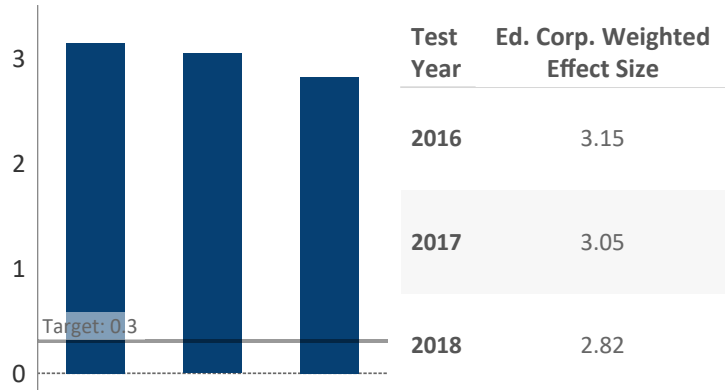
ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOLS-NYC: AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE FOR ALL SCHOOLS

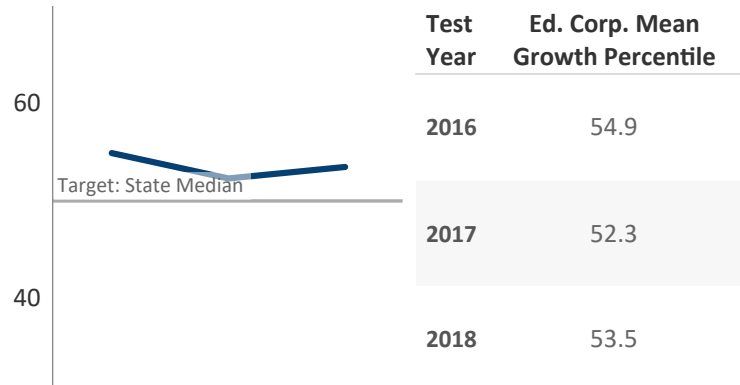
Comparative Measure: Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **SACS-NYC schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



Comparative Measure: Effect Size. Schools are expected to exceed the predicted level of performance by an effect size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. The chart shows a weighted average effect size for all **SACS-NYC schools** administering state exams.



Comparative Growth Measure: Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all tested students in grades 4-8 among **SACS-NYC schools**.



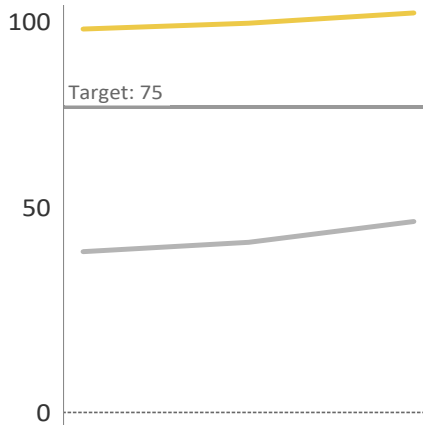
*The composite district comparison is a weighted proficiency rate including all comparison grades from New York City CSDs in which a SACS-NYC charter school is located.

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ACADEMIC PERFORMANCE

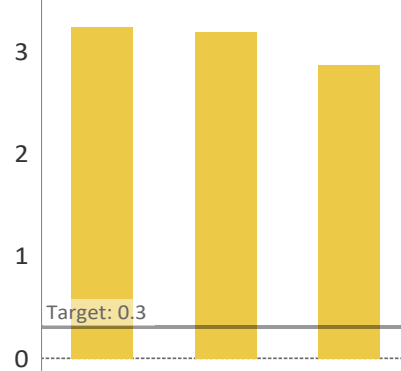
SUCCESS ACADEMY CHARTER SCHOOLS-NYC: AGGREGATE MATHEMATICS PERFORMANCE FOR ALL SCHOOLS

Comparative Measure: Composite District Comparison. The chart shows the percentage of students enrolled in at least their second year at **SACS-NYC schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



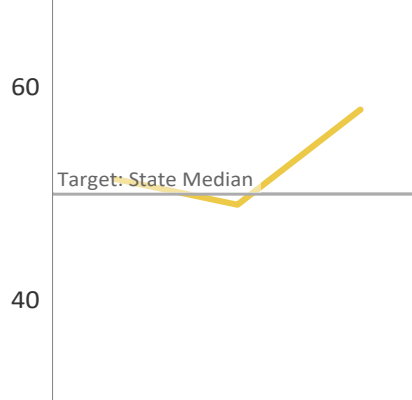
Test Year	Districts %	Ed. Corp. %
2016	40	94
2017	42	96
2018	47	98

Comparative Measure: Effect Size. Schools are expected to exceed the predicted level of performance by an effect size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. The chart shows a weighted average effect size for all **SACS-NYC schools** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2016	3.23
2017	3.19
2018	2.86

Comparative Growth Measure: Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all tested students in grades 4-8 among **SACS-NYC schools**.



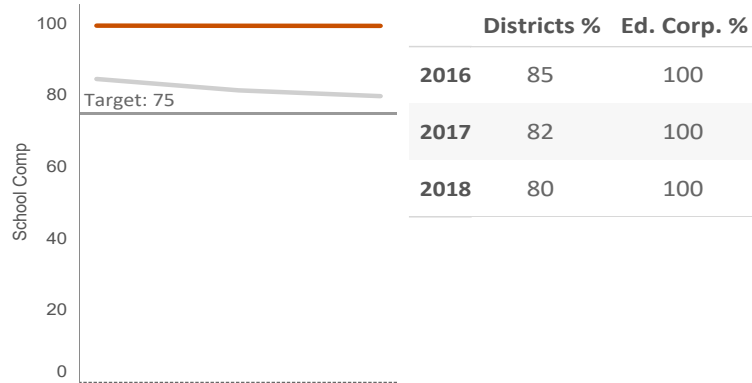
Test Year	Ed. Corp. Mean Growth Percentile
2016	51.4
2017	49.0
2018	58.0

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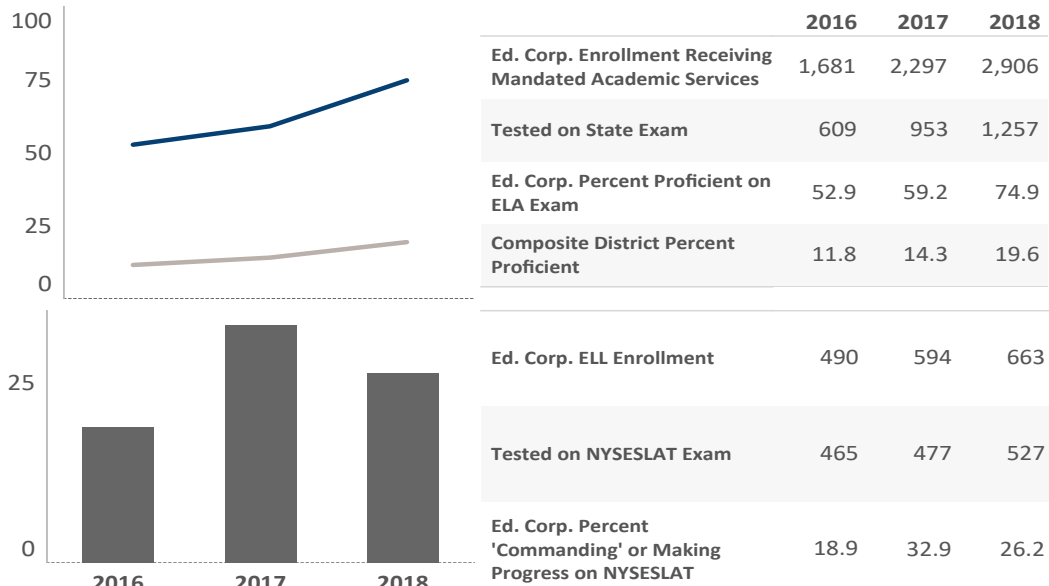
ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOLS-NYC: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS

Comparative Measure: Composite District. The chart shows the percentage of students enrolled in at least their second year at **SACS-NYC** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR ALL SCHOOLS

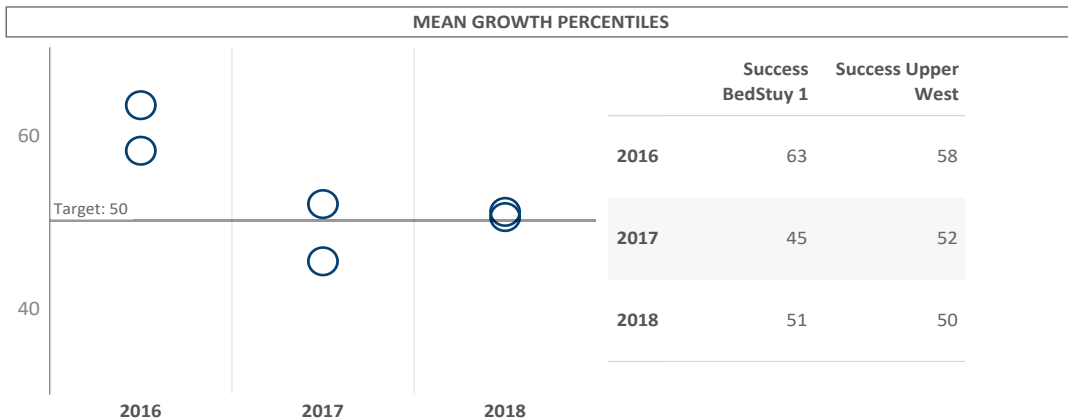
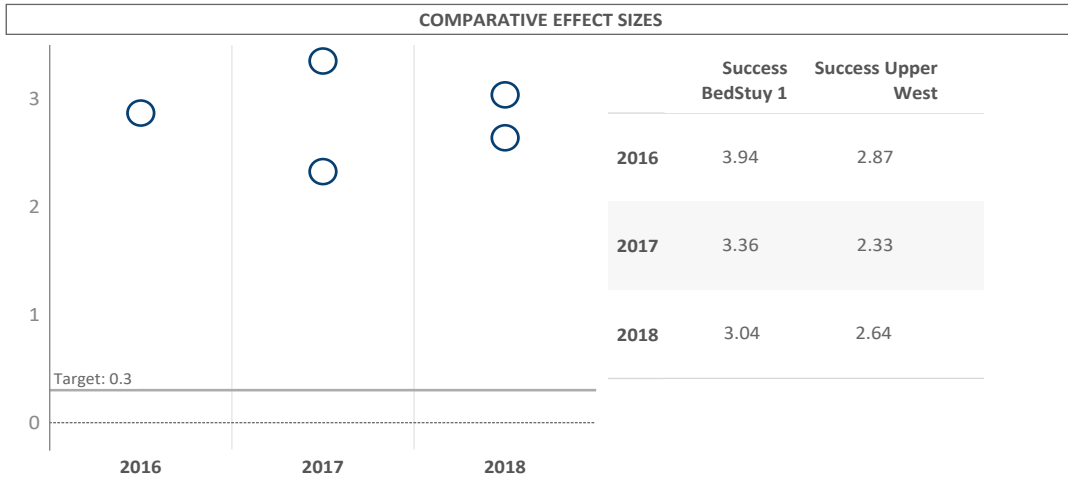
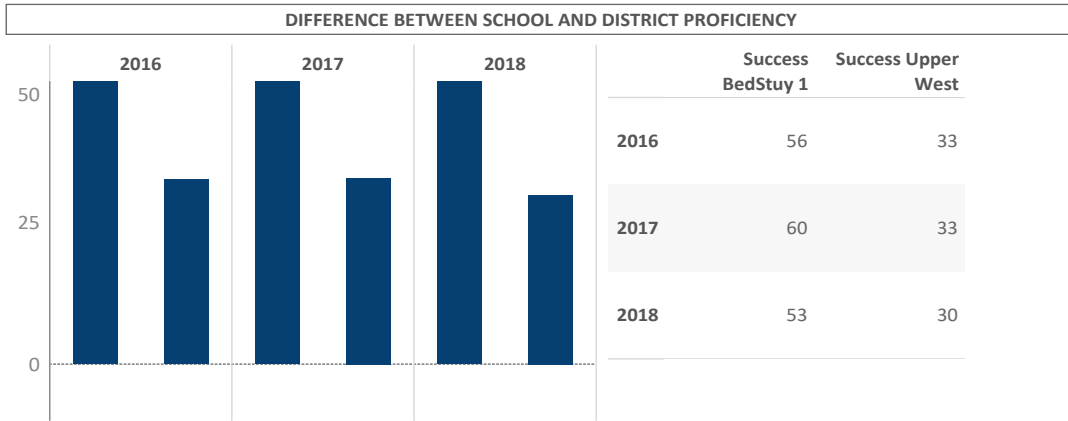


The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making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

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ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOLS-NYC: 2018-19 RENEWAL COHORT ENGLISH LANGUAGE ARTS GOAL ATTAINMENT

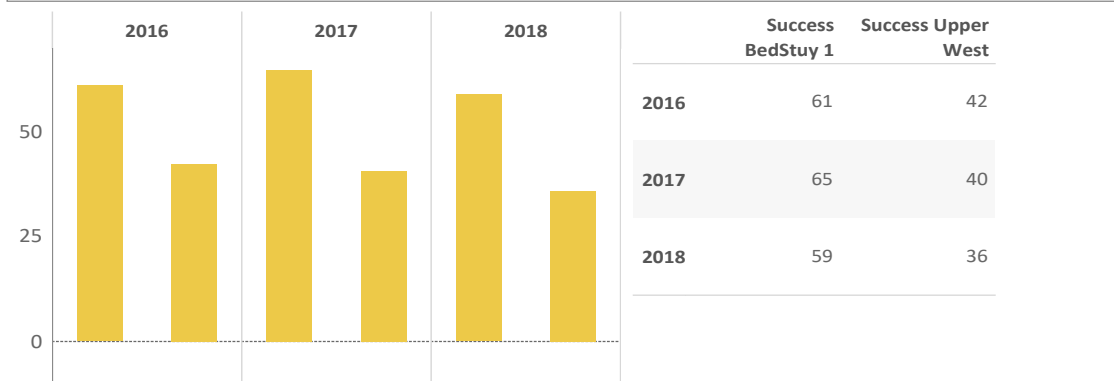


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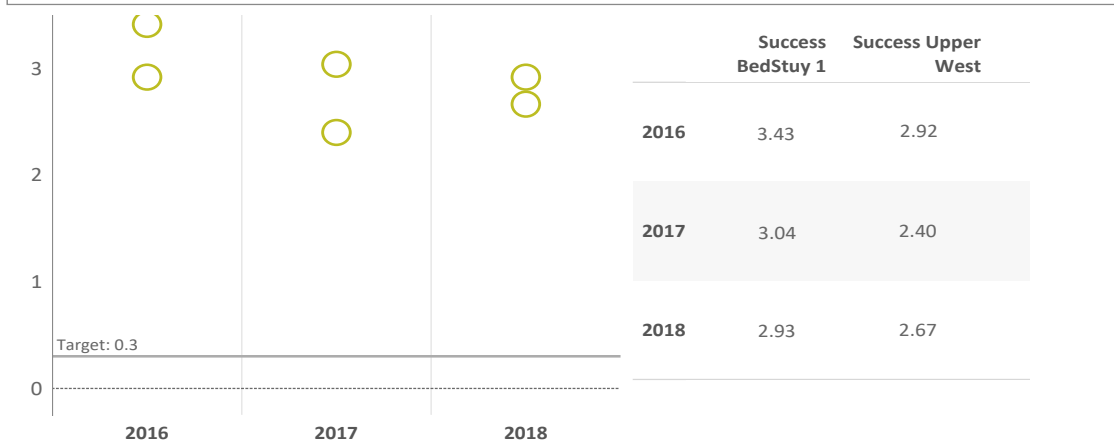
ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOLS-NYC: 2018-19 RENEWAL COHORT MATHEMATICS GOAL ATTAINMENT

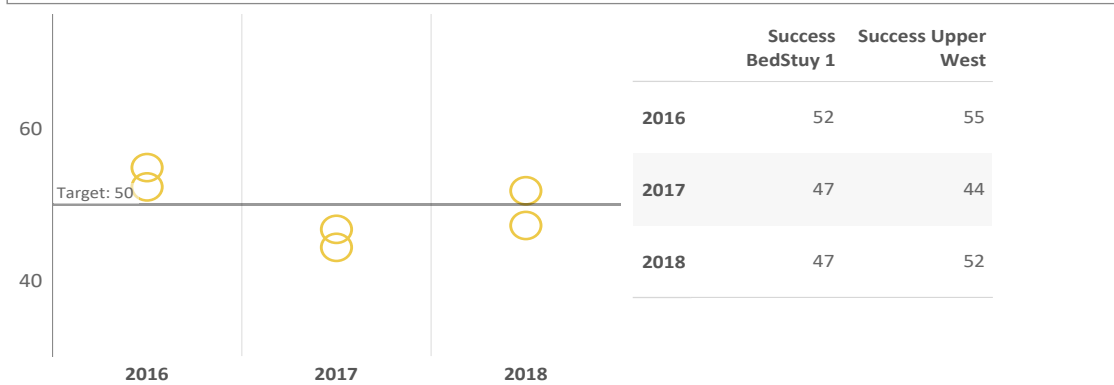
DIFFERENCE BETWEEN SCHOOL AND DISTRICT PROFICIENCY



COMPARATIVE EFFECT SIZES



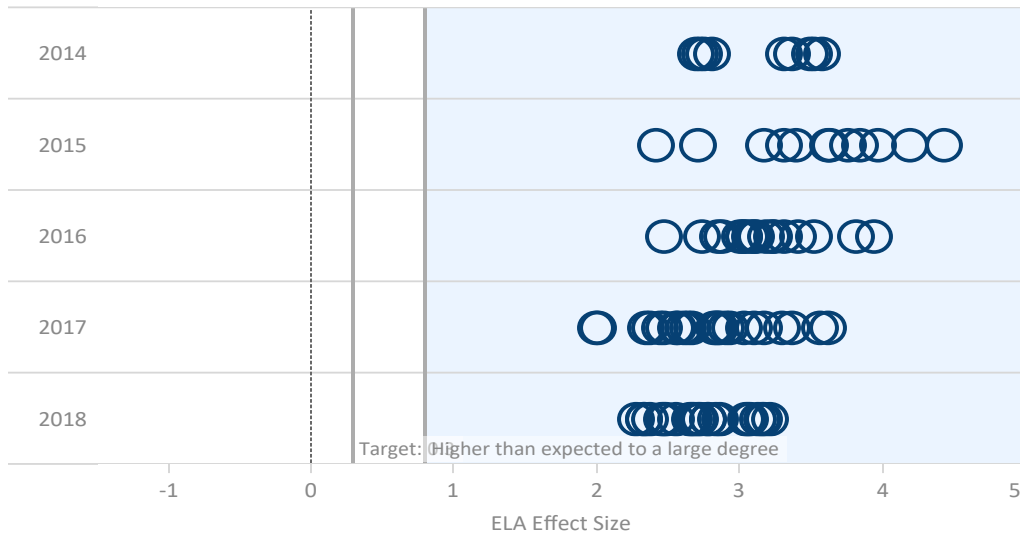
MEAN GROWTH PERCENTILES



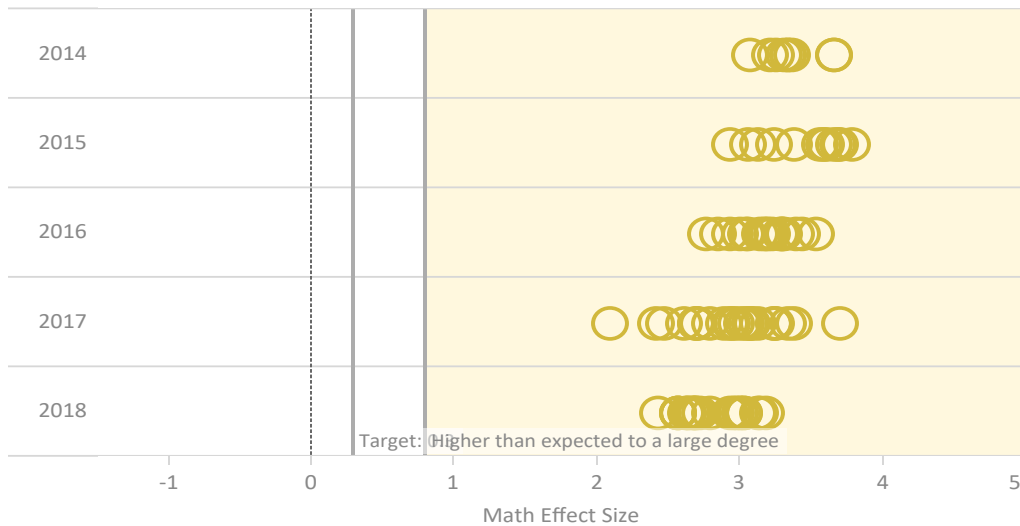
ACADEMIC PERFORMANCE

ELA AND MATH EFFECT SIZE DOT PLOTS: 2013-14 THROUGH 2017-18

ELA Effect Size by Year and School



Math Effect Size by Year and School



The charts illustrate the comparative effect size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

ACADEMIC PERFORMANCE

DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

ACADEMIC PERFORMANCE

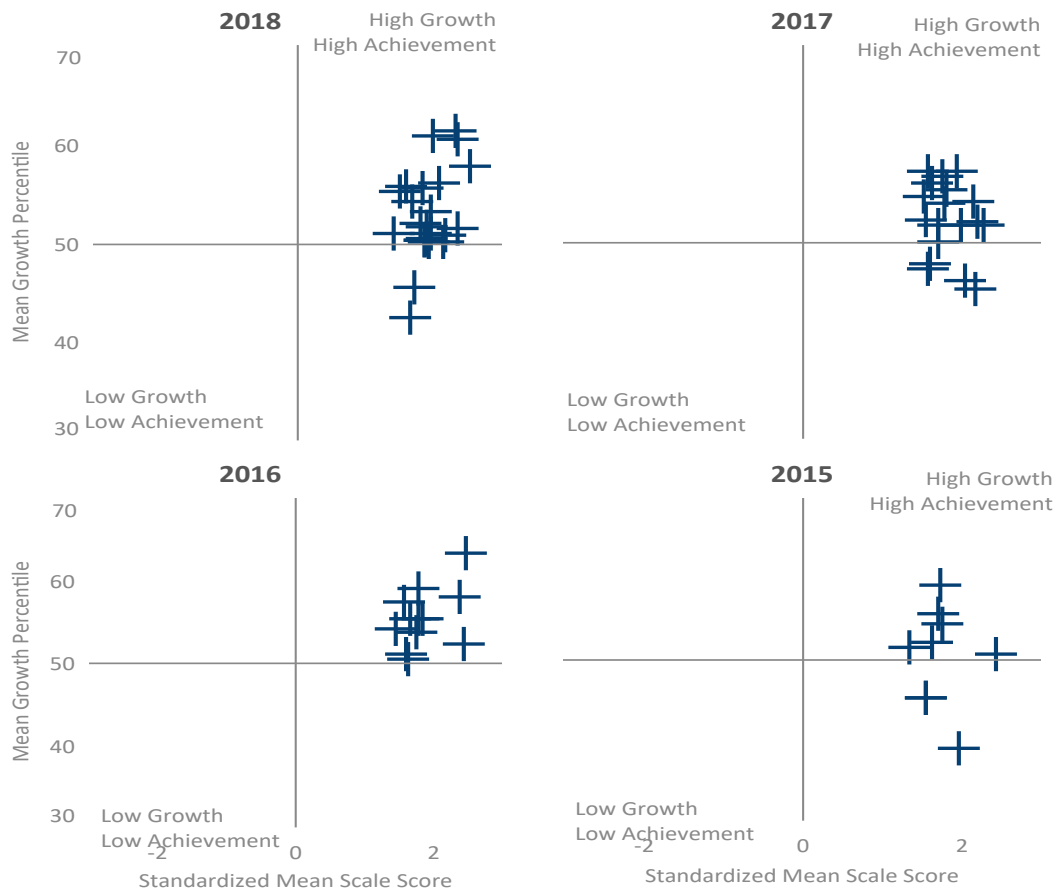
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

ACADEMIC PERFORMANCE

ELA GROWTH AND ACHIEVEMENT: 2014-15 THROUGH 2017-18

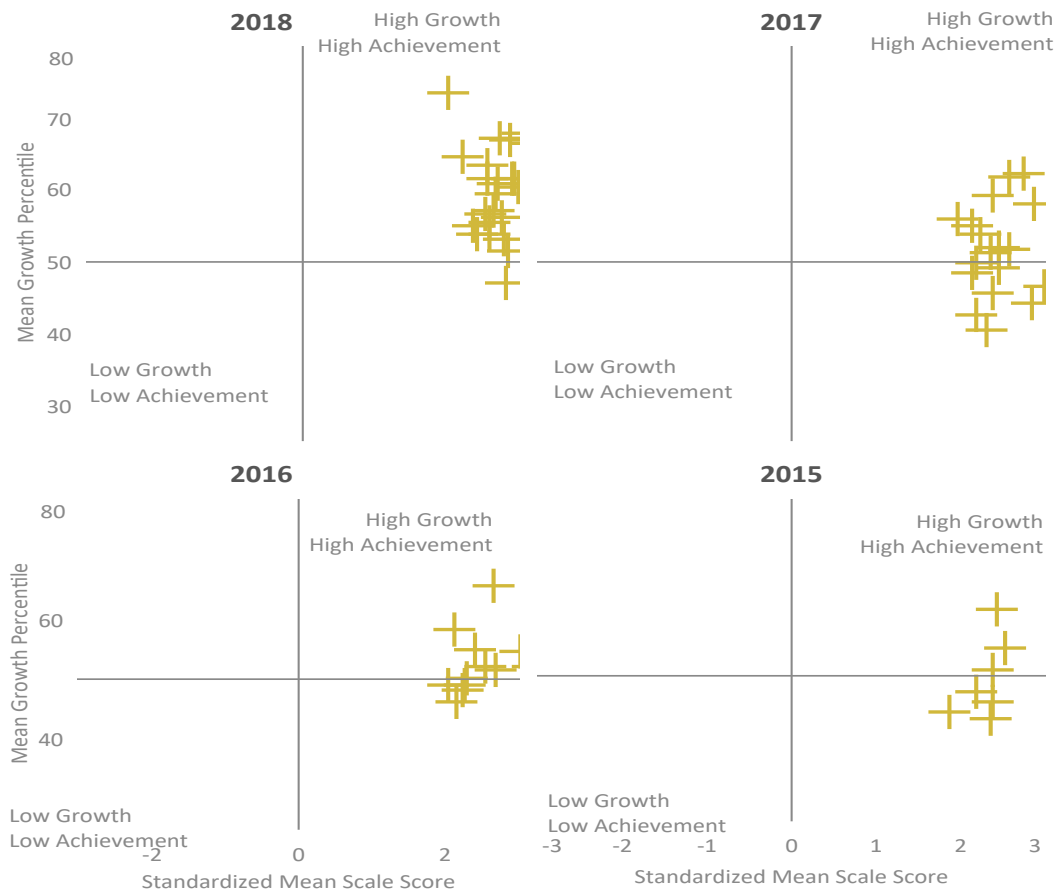


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

ACADEMIC PERFORMANCE

MATH GROWTH AND ACHIEVEMENT: 2014-15 THROUGH 2017-18

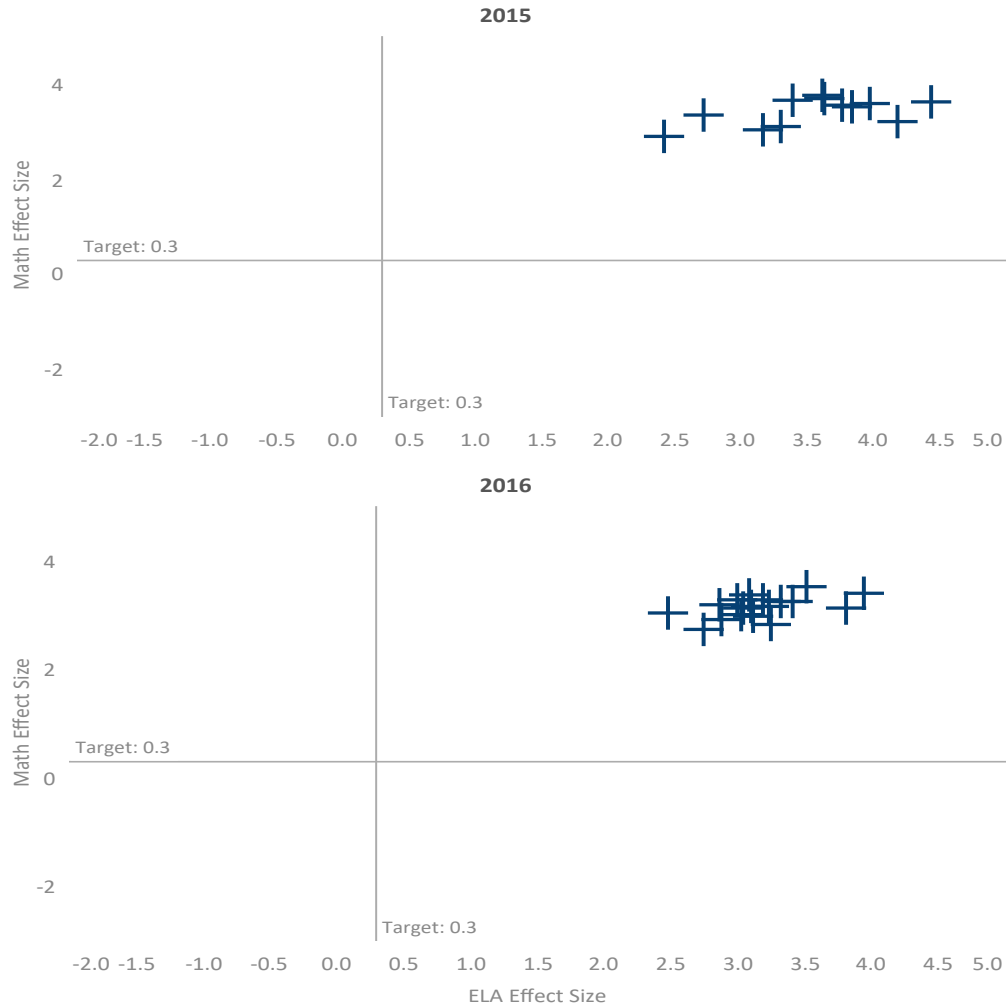


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ACADEMIC PERFORMANCE

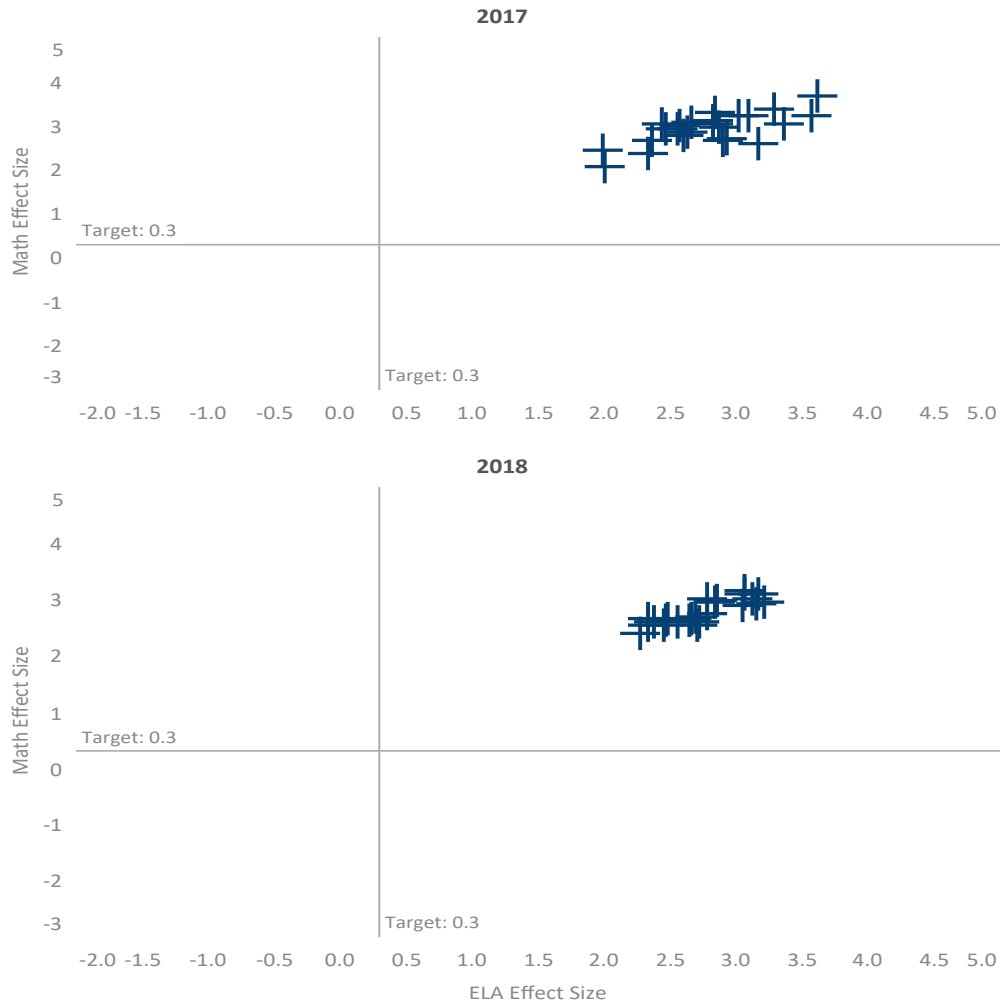
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

ACADEMIC PERFORMANCE

ELA AND MATH EFFECT SIZE SCATTER PLOTS 2016-17 THROUGH 2017-18



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

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SUNY RENEWAL BENCHMARK 1B

DOES SUCCESS ACADEMY CHARTER SCHOOLS – NYC HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

SACS – NYC implements a rigorous and comprehensive assessment system that improves instructional effectiveness and student learning. SACS – NYC schools administer a variety of diagnostic, formative, and benchmark assessments throughout the school year in order to determine students’ level of mastery and identify intervention needs. To measure students’ literacy skills, the schools administer the Fountas & Pinnell⁸ (“F&P”) and Success for All⁹ (“SFA”) assessments, both of which have demonstrated success as academic interventions with urban and low-income students. Schools administer network-developed interim assessments in ELA, mathematics, and science as well as weekly tests in vocabulary, spelling, and no hesitation mathematics facts.

Extensive training prepares teachers to implement valid and reliable processes for scoring assessments and evaluating results. For example, following each administration of interim assessments, grade level teachers exchange student work and set a consistent performance standard across classrooms; this norming practice ensures grading consistency. School-based data coordinators work in conjunction with network central staff members to provide thorough analyses of assessment data at the student, class, grade, and school levels using the network’s robust student information system (“SIS”). This portal serves as a repository for student data and allows schools and the network to analyze results across classrooms, grades, and schools. SIS performance reports allow leaders to review other schools’ data, which enables school to school comparisons across grade levels and assists in developing leaders’ plans for targeted coaching of teachers. In reviewing network-wide results, leaders can identify a teacher at another school whose students are performing exceptionally well in an area that students within his or her school find challenging. Thus, principals can plan teachers’ peer observations of instruction across schools. Additionally, leaders and the network’s instructional management team use data to identify topics for professional development and to identify strategies needed for general coaching. SACS – NYC schools continually uses assessment data to evaluate teacher and program effectiveness.

8. The F&P assessment system is both formative and summative. It provides baseline information on students’ independent and assisted reading levels and enables progress monitoring against grade level standards.

For additional information, please visit www.heinemann.com/collection/bas/.

9. Originally developed by researchers at Johns Hopkins University, the SFA program is now implemented in approximately 1,000 schools nationwide. For additional information, please visit www.successforall.org.

SUNY RENEWAL BENCHMARK 1C

DOES SUCCESS ACADEMY CHARTER SCHOOLS – NYC’S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

SACS – NYC’s rigorous, research based curriculum supports teachers in their instructional planning within and across grades. The network conducts ongoing reviews of its curricular materials to ensure that its schools prepare students for success on state assessments and in college and career. Beyond considering performance of students at its schools and across New York State, SACS – NYC reviews the practices of high performing schools (district, charter, and private) nationwide and education research developments while assessing its curricular strengths and weaknesses. During the school year, teachers work in grade level study teams to adjust instructional plans and provide feedback to network teams. School leaders complete annual surveys of the curriculum’s effectiveness. Network content area teams manage revision of curricular materials by reviewing feedback from schools and piloting instructional materials in classrooms.

In addition to a curricular framework that details what students will learn in each grade, teachers use a variety of supporting tools including scope and sequence documents, unit plans, and individual lesson plans that provide a bridge between the framework and daily lessons. These materials detail what students should learn and be able to do throughout the school year; therefore, teachers know what to teach and when to teach it. Importantly, the framework creates a multitude of opportunities for interdisciplinary instruction with thematic units, which cover common themes in different content area lessons.

The academic program relies on a combination of network developed and commercial curricula. For ELA, SACS – NYC schools supplement its THINK Literacy framework with the SFA program, which uses a research based approach to enhance students’ literacy skills through methods such as cooperative learning and frequent assessment of student understanding. In mathematics, the schools use TERC Investigations,¹⁰ a program that centers on the teaching of fundamental ideas of numbers, operations, data, and measurement, and Cognitively Guided Instruction, an instructional approach that builds from students’ mathematical reasoning in the elementary grades. In the middle grades, schools use a network-developed program adapted from Math in Context,¹¹ a module based program that challenges students to solve real world problems largely through peer discussion. Students develop higher order thinking and problem solving skills as they apply mathematical thinking to answer questions rich with realistic context that engages students. In addition to internally developed science and technology programs, SACS – NYC schools offer an array of specials classes including chess, theater, and dance.

10. For additional information, please visit investigations.terc.edu.

11. For additional information, please visit www.mathincontext.eb.com.

**SUNY
RENEWAL
BENCHMARK
1D**

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT SUCCESS ACADEMY CHARTER SCHOOLS – NYC?

High quality instruction that creates consistent focus on academic achievement and develops students' higher-order thinking and problem-solving skills is evident across SACS – NYC schools. Across first year visits, mid charter term visits, and renewal visits to SACS – NYC schools, Institute teams who conducted classroom observations consistently found well crafted lessons that feature student-to-student interaction in solving real world problems, skillful questioning, and ongoing informal assessment of students' progress toward concept mastery.

Typically, lessons limit the amount of time spent on direct instruction while maximizing opportunities for students to work independently or in small groups. In a mathematics lesson, for example, the teacher might model the steps necessary to solve a sample problem then assess the need for additional examples by asking individual students direct questions and checking for whole class understanding with a thumbs up/thumbs down prompt. Once the teacher determines students are ready to move on, students will then participate in a challenging activity that builds on students' previous knowledge and features the recently introduced concept. In addition to circulating around the classroom to monitor students' progress as they work collaboratively, the teacher might have students independently complete a brief task at the end of the planned lesson, in order to adjust future instruction based on student responses. Across content areas, SACS – NYC teachers' artful questions challenge students to deepen their understanding of concepts and engage in rich peer-to-peer discussions. With students responsible for most of the talking during a lesson, teachers encourage students to be active learners capable of handling the heavy cognitive lifting required to develop higher-order thinking skills.

A pervasive sense of urgency for learning is part of SACS – NYC approach to instruction. Teachers maximize learning time with appropriate lesson pacing and effective classroom management techniques. Routines for transitioning students from one lesson to the next or one topic to the next within a lesson ensure students remain focused on learning tasks. Silent hand signals generally enable teachers to redirect any low level misbehavior without disrupting the learning environment.

**SUNY
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 1E**

DOES SUCCESS ACADEMY CHARTER SCHOOLS – NYC HAVE STRONG INSTRUCTIONAL LEADERSHIP?

SACS – NYC schools’ strong instructional leadership practices include providing teachers with extensive coaching and professional development opportunities designed to catalyze accelerated student learning and achievement. Robust instructional teams at the school and network level support the development of teachers with daily sustained and systemic coaching and professional development activities that interrelate with classroom practice. Teachers receive over 400 hours, on average, of professional development throughout the year, including inter-visitation opportunities for teachers and leaders to observe strong teaching across network schools, and data analysis days where staff members analyze benchmark assessments.

Schools throughout the education corporation set high expectations for teacher performance, measured largely by student achievement results. All schools use the SIS to monitor progress toward meeting network-wide performance goals as well as school-wide goals set by the leader. For example, a principal could set growth, or improvement, targets in addition to a network goal of 90 percent proficiency in a particular skill area.

SACS – NYC’s particularly strong professional development program begins with summer “Teacher School,” a three week pre-service training often referred to as “T-School.” School leaders and network staff collaborate to determine topics and trainings designed to address student achievement and teacher pedagogical needs based on observation and student data. In addition to network-wide activities, school leaders conduct weekly professional development sessions that build on topics and skills introduced in T-School, frequently differentiated by content area or grade level, in order to target teacher and student needs most precisely. In addition to gearing professional development activities toward specific grades, leaders often conduct different sessions for varying levels of experience.

**SUNY
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 BENCHMARK
 1F**

DOES SUCCESS ACADEMY CHARTER SCHOOLS – NYC MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

SACS – NYC schools have a wide range of strong supports in place to meet the needs of at-risk students. Teachers and leaders implement clear procedures for identifying and serving students with disabilities, ELLs and students at risk of academic failure. During the 2017-18 school year, students with special needs represented 13.9 percent of enrollment across the network (while current and former students with special needs represented 16.7 percent of

enrollment across the network), and ELLs comprised 4.0 percent of total enrollment (while current and former ELLs represented 8.0 percent of enrollment). Schools disaggregate student performance data on an ongoing basis to assess the effectiveness of instructional and behavioral interventions. Teachers across the network receive extensive professional development designed to prepare them to meet the needs of all students.

SACS – NYC schools use a tiered Response to Intervention (“RTI”) process to identify students struggling academically and to modify interventions as necessary. The SFA curricular program embeds initial interventions within schools’ curricula in that the program emphasizes early oral language development through rich peer-to-peer discussions as well as connections to students’ lives outside of school. Teachers combine whole class instruction with flexible, ability-based groupings to respond to individual needs. Students identified as performing below grade level based on regular internal assessments receive progressive supports within the classroom setting and through pull-out tutoring. School staff identifies specific learning gaps and monitors students’ progress in meeting performance goals at the end of each intervention cycle, usually aligning with network benchmark assessments. If a student does not make sufficient progress, school-based student support teams determine next steps including additional small group or individualized interventions and referral to the district Committee on Special Education (“CSE”) as necessary. As charter schools are considered part of the district under federal law for the purposes of providing settings and services to students with disabilities, the CSE holds statutory responsibility for evaluating special service needs and making Individualized Education Program (“IEP”) determinations. Charter schools must then implement the IEPs approved by the CSE.

SACS – NYC schools educate students with disabilities in the least restrictive environment in accordance with each student’s IEP while offering additional supports embedded in its existing programming. The schools offer students with disabilities related services (e.g., speech/language, occupational, physical and psychological therapy), special education teacher support services (“SETSS”), integrated co-teaching (“ICT”) classrooms, individual and group counseling, behavior intervention plans and programming within the RtI framework. For students requiring a self-contained setting, SACS-NYC offers 16 12:1:1 classrooms across the operating schools. Of the 2210 students with disabilities enrolled on or about December 19, 2018, approximately 181 received SETSS services, 1449 learned in ICT classrooms, 145 attended a 12:1:1 program; and 1569 students received related services. Teachers are well aware of students’ IEP goals and collaborate with at-risk program staff to plan instruction and monitor progress. Student support teams meet regularly to discuss students’ progress toward meeting IEP goals using disaggregated data from the network SIS, classroom assignments, and teacher observations.

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SACS – NYC schools use the Home Language Identification Survey and the New York State Identification Test for English Language Learners (“NYSITELL”) to identify students requiring English acquisition supports. SACS – NYC implements a comprehensive English language immersion program, focused on increasing early literacy skills. The schools serve ELLs within the core academic program, which provides abundant opportunities for oral and written communication through its research-based curriculum. Schools monitor student progress annually with the New York State English as a Second Language Achievement Test (“NYSESLAT”) and informally throughout the school year. Network professional development activities develop teachers’ skills in supporting ELLs with strategies such as intentional seating, visual demonstrations, and the use of supplementary audio materials. These supports prove to be successful, with many ELLs reaching English proficiency and performing better than district peers on state ELA assessments.

ORGANIZATIONAL PERFORMANCE



IS THE EDUCATION CORPORATION AN EFFECTIVE, VIABLE ORGANIZATION?

SACS – NYC is an effective and viable organization that ensures its schools have in place the key design elements identified across the charter. The education corporation’s board provides rigorous oversight to ensure that students demonstrate high levels of success.

SUNY RENEWAL BENCHMARK 2A

IS SUCCESS ACADEMY CHARTER SCHOOLS – NYC FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTERS?

The schools within SACS – NYC are faithful to the mission and key design elements. These can be found in the Education Corporation Background section at the beginning of the report and Appendix A, respectively. Each school within SACS – NYC demonstrates a relentless focus on holding high expectations for student achievement. In addition to high quality core content offerings, SACS – NYC schools offer a variety of specials classes such as chess, theater, and dance.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH SUCCESS ACADEMY CHARTER SCHOOLS – NYC?

To report on parent satisfaction with each school’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from NYCDOE’s 2017-18 NYC School Survey for all schools due for renewal this year. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2017-18, across each of the renewal schools 17% of families who received the survey responded. Among respondents, 93% are satisfied with the school’s program. The survey response rate, however, is not high enough to be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. For a high performing education corporation, the Institute speaks with a representative set of parents across all schools due for renewal this year. A representative set includes parents of students in attendance at the schools for multiple years, parents of students new to the schools, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with three parents representative of the two renewal charter schools. Parents expressed satisfaction with the schools’ structure and routines, the quality of the academic program and the individualized support students receive from teachers.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. Persistence data for each individual school due for renewal this year is available in Appendix A. Across the education corporation, 87% of students returned from the previous school year in 2017-18. For the schools due for renewal this year, 89% of students returned from the previous school year in 2017-18.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

DOES SUCCESS ACADEMY CHARTER SCHOOLS – NYC EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

SACS – NYC establishes well functioning organizational structures with staff, systems, and procedures that support high levels of student achievement and effective delivery of the comprehensive educational program. Clear roles and responsibilities at both the school and network level allow school leaders to focus on student learning, instructional practice, and teacher development. Principals serve as primary instructional leaders and receive considerable support from assistant principals. Deans focus largely on school culture and operations staff members manage the day-to-day business of schools. Strong network supports and clearly established career paths assist SACS – NYC in recruiting and retaining high quality staff. Network level managing directors visit schools regularly to conduct classroom observations, coach teachers and develop leaders’ communication, management, and data analysis skills.

SACS – NYC has developed a leadership residency program that prepares internal and external candidates to take on future principal positions with ongoing training while managing a variety of instructional and general academic program responsibilities including teacher coaching. School leaders and network staff use student achievement results, classroom observations, coaching feedback, and other data to identify particularly strong teachers and staff for the leadership residency program. This one to two year program serves as a leadership pipeline to retain quality talent and as a feeder system to support the network’s increasing portfolio of schools. Network leaders report this pipeline provides more than 90 percent of the future leader candidate pool. SACS – NYC schools invest in its teaching teams. Historically, the schools have entered into partnerships with Touro College and Hunter college whereby SACS – NYC teachers earn a master’s degree from a graduate school of education at no cost while teaching full time. SACS – NYC would pay teachers’ tuition. In the summer of 2018, SUNY approved SACS – NYC’s teacher certification program under newly promulgated SUNY regulations and SACS – NYC prepared to certify its teachers for the 2018-19 school year. The lowest level state court invalidated the regulations and SUNY has appealed to the first appellate level of state court. SACS – NYC remains ready to certify its teachers if the lawsuit is favorably resolved. In the mean time, SACS – NYC is in discussions with SUNY to develop a plan to support teachers to gain certification. The network has also developed an informal peer learning process that provides less experienced teachers opportunities to observe master teachers across network schools. As master teachers possess exceptionally strong instructional delivery and classroom management skills, school leaders may send teachers struggling to develop their own pedagogical practice in similar grade levels and/or content areas to observe one or more master teachers for live demonstration of effective strategies.

The network centrally manages student recruitment and efforts to meet enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants to the FRPL program. (See charts below for information on enrollment and retention targets across the network). Efforts to recruit at-risk students include multilingual advertisements, informational sessions, and canvassing of local CSDs. SACS-NYC implements an ELL lottery preference to bolster its efforts to meet enrollment targets for ELLs.

SACS-NYC continually monitors its programs and makes changes as necessary. The network instructional team, like school leaders, regularly uses the SIS to analyze student assessment data in order to identify which objectives students have mastered and which they have not. This determination may result in adjustments to pacing documents and/or other curricular

materials. While school leaders have some discretion over implementation of certain program aspects, major changes are mainly driven by network analyses of data gathered from assessments, leaders' daily observations of classrooms, feedback from teachers and school leaders provided in annual surveys, and informal communications throughout the year. Previous analyses have resulted in changes to existing curricular materials, development of supplementary materials, and modifications to professional development plans.

DOES THE SUCCESS ACADEMY CHARTER SCHOOLS – NYC BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOLS' ACCOUNTABILITY PLAN GOALS?

SUNY RENEWAL BENCHMARK 2D

The SACS-NYC board, equipped with a diverse skill set relevant to governance, provides rigorous oversight of all its schools with a central focus on student outcomes. Though deeply knowledgeable about the schools' educational program, progress toward meeting Accountability Plan goals, enrollment levels, and facility plans, it maintains appropriate distance from the day-to-day management of schools, which it delegates to Success Academy. The board establishes clear priorities to support the education program, and monitors progress toward achieving these goals while holding the network and school leaders accountable for student achievement with annual evaluations.

The board requires detailed reports on schools' academic, financial, and operations data from Success Academy prior to each of its board meetings. It reviews these reports thoroughly for clear understanding of individual school status and of the network as a whole. In addition to these written reports, the board receives information directly from school leaders in presentations specific to individual schools on matters such as student performance, student attendance, or staff concerns. The board also receives information on litigation and other legal matters from Success Academy counsel. The board clearly understands the schools' Accountability Plan goals and the multiple performance measures within the goals. The board directs an abundance of resources to schools to ensure high levels of student achievement. The board works with the network to ensure schools have what they need to support and retain high quality staff and to purchase technology and other learning tools to implement the Success Academy program with fidelity.

**SUNY
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BENCHMARK
2E**

**DOES THE SUCCESS ACADEMY CHARTER SCHOOLS –
NYC BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY
APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?**

The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership and partner organization accountable for both academic results and fiscal soundness.

- During the current charter term, the board works on overseeing its growth as well as innovation and sharing of best practices with the rest of the education community.
- The board works with the network at securing facilities for growth exploring various options but its philosophy of generally not paying for space has slowed network growth with no new schools (charters) opening next school year.
- The board has overseen the establishment and growth of its programming into high school, which required several changes to structure based on data, and a new facility. The board has visited the site to see improvements first hand.
- The board receives reports on where high school graduates attend college as well as certain program changes that emphasize independence to better align to the college experience.
- The board oversaw the expansion of the Ed Institute as well as the Robertson Center to ensure the mission of sharing best practices with those outside SACS – NYC.
- The board oversaw the transformation of its professional development program into a teacher preparation program that was one of the first charter schools to submit and gain approval of SUNY as a SUNY teacher certification option. SACS – NYC carried out this program despite a court’s removal of the certification aspect. The court’s decision is on appeal.
- The board receives reports on finance and academics as well as extracurricular programming including summer programming for students.
- The board consistently reviews and amends policy.
- The board has materially complied with the terms of its by-laws and code of ethics.

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- The board has overseen litigation defending the education corporation against allegations related to students with disabilities at a few schools using both in-house and outside counsel. The board also successfully prosecuted an action against the NYCDOE and NYSED regarding pre-Kindergarten funding and oversight, which ended up with a favorable decision from New York’s highest court in November 2018. At this time, the board is evaluating the resources available including time, talent, and classroom space, to determine if it will re-start its pre-Kindergarten programming.

SUNY
RENEWAL
BENCHMARK
2F

HAS SUCCESS ACADEMY CHARTER SCHOOLS – NYC
SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS,
RULES AND REGULATIONS, AND PROVISIONS OF ITS
CHARTER?

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter with a few minor exceptions across the schools due for renewal this year. In each of the areas out of compliance, the Institute will work with the education corporation to ensure compliance before the start of the next charter term.

- **Annual Reports.** Although the education corporation submitted its annual reports to the Institute and NYSED on time, it has not posted the annual reports on the Success Academy website in accordance with the charter and the New York Education law. The Institute will ensure compliance prior to the start of the next charter term.
- **Board Meeting Minutes.** The education corporation has been late in submission of board meeting minutes over the past year. The Institute discussed this issue with the education corporation, and it provided assurances that the education corporation has rectified this issue.
- **Complaints.** Over the past two years, the Institute received no formal complaints regarding the education corporation as a whole (as opposed to individual school complaints).
- **Compliance.** The Institute issued one violation letter for the education corporation in regards to teacher certification. The education corporation had been approved to conduct its own SUNY approved teacher certification program wherein the education corporation would have been in compliance. Due to current litigation regarding the underlying SUNY regulations, the teacher certification program cannot currently provide teacher certifications. The Institute has discussed, and requested, a plan from the

education corporation to come into compliance with the Act’s provisions around teacher certification and exemption. Given the ongoing litigation, and the length of time it takes to be certified or meet the Act’s requirements for certification exemption, the Institute continues to address these issues with SACS – NYC.

- **Revisions.** The Institute has requested for the education corporation to pathway its sites in conjunction with the facilities SACS – NYC has been able to receive from NYCDOE. As the education corporation has not received all of its requested space this has caused the education corporation to shift students to what is available. As the district’s decisions come late in the year this has caused delay in the appropriate requests and approvals for changes. The Institute and the education corporation have worked on a plan to ensure the most timely request within the timeline provided by the district over which the Institute and the education corporation have little control.

Please refer to the School Overviews for information on each individual school.

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FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, SACS – NYC is fiscally sound but needs monitoring as are Success BedStuy 1 and Success Upper West. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the schools and the education corporation have demonstrated fiscal soundness over the majority of the charter term but, during the last fiscal year, the Institute has noted soft enrollment and weaker financial condition.¹² (The SUNY Fiscal Dashboard for each school is included in the corresponding School Overview and the Fiscal Dashboard for the SACS – NYC merged education corporation is included in Appendix B). The discussion that follows relates mainly to the merged education corporation because a school is not a legally distinct fiscal entity.

Success BedStuy 1 and Success Upper West have the financial resources to ensure stable operations. In addition to analyzing the soundness of the individual charter schools, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate each school and finds it too is fiscally sound. The network provides full support services to the schools in the area of academic, operations, technology, facilities and financial operations under the terms of a management contract for a fee of 15%. The SACS – NYC financial model is intended to ensure that all fully enrolled schools are financially sustainable and operating solely through public funding. The model generally assumes cost-free public space for facilities. At the end of 2017-18, the actual enrollment of the overall merged education corporation reached 79% of chartered enrollment, which is slightly under the lower enrollment allowable collar of 20% below chartered enrollment. As enrollment drives fiscal strength the SACS – NYC board must, in this next charter term, continue to monitor actual enrollment versus chartered enrollment, analyzing the interest in, and therefore fiscal soundness, of each open charter. The Institute is working with SACS – NYC to revise chartered enrollment numbers to more accurately reflect the space available. The SACS – NYC board must monitor both alignment of projected versus actual enrollments and ensure any funds necessary for start up of additional charters are in place, and ongoing, to support the opening of additional schools.

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

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SUNY RENEWAL BENCHMARK 3A

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

Working in partnership with the network, Success BedStuy 1 and Success Upper West have employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- School and network financial leadership form the budget team for SACS – NYC. Each school’s budget is developed using a model designed to achieve self-sufficiency of unique requirements of the program. The budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment and capacity that the school feels is appropriate for the site. SACS – NYC budget enrollment at appropriate levels not using the chartered enrollment for schools, which do not reflect all space limitations.

Please refer to the School Overviews below for budgeting and long range planning information for each individual school.

SUNY RENEWAL BENCHMARK 3B

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The individual schools and SACS – NYC have a history of sound fiscal policies, procedures and practices, and maintain appropriate internal controls.

- SACS – NYC Financial Policies and Procedures Manual guides all internal controls and procedures for the schools. The manual contains fiscal policies and procedures that undergo ongoing reviews. Most recently, the board approved changes to the purchase approval limits to increase efficiencies and reflect the growth of the organization and the increased sophistication of leadership. Another recent update to the manual included federal guidelines for grant management.
- SACS – NYC audit reports have had no findings of deficiencies. The most recent audit for June 30, 2018 was received by the November 1, 2018 due date and reported a weakening fiscal condition, which can be attributed to lower enrollments and facility challenges.

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SUNY RENEWAL BENCHMARK 3C

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The schools and SACS – NYC have complied with financial reporting requirements.

- Over the charter term, the schools have provided the Institute, NYSED and NYCDOE with required financial reports that are on time, complete and follow generally accepted accounting principles.
- Independent audits of annual financial statements have received unqualified opinions with no material weaknesses or instances of non-compliance observed.
- The schools and SACS – NYC have generally filed key reports timely including: audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment. The Institute is working with the schools and network to monitor facility and enrollment concerns.

SUNY RENEWAL BENCHMARK 3D

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

The schools and SACS – NYC maintain the financial resources to ensure stable operations. The schools' annual audits provide the information used to create the fiscal dashboard. The SACS – NYC fiscal condition as reflected in the Institute's financial dashboard trends downward over the last three years. The Institute continues to monitor SACS – NYC fiscal stability.

- For merged education corporations there is one balance sheet that contains the combined assets and liabilities of all the schools within the merged entity. In order to review the operations of each individual school's operating activities, the revenues and expenditures are reflected in individual dashboards to show operating surpluses and deficits.
- The merged education corporation financial audit reports total assets increased from \$66M to \$72M over the most recent audited fiscal year. Specifically, grants and contracts receivables and technology equipment asset balances increased on the balance sheet.

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- The merged education corporation SACS – NYC had total net assets, which is total assets minus total liabilities, decrease from approximately \$21M to \$11.7M as of the most recent audit report. For the fiscal year 2017-18, SACS – NYC reported an operating deficit of (\$10.7 million). The Institute is monitoring the fiscal trend of the merged education corporation and working with the network and schools to ensure a fiscal plan is in place to make improvements.
- For the year ended June 30, 2018, SACS – NYC incurred approximately \$39M in management fees and other expenses paid by the network on behalf of SACS – NYC. Each new charter is supported in the planning and startup period from the merged education corporation. Historically, a startup can cost upwards of \$1 million. SACS – NYC does not plan on opening any new schools in the next school year.

The Institute has ongoing conversations with the management organization as well as the SACS – NYC board to monitor the education corporation’s fiscal condition. The education corporation has experienced lower enrollment at the middle school grades driven by challenges associated with SACS – NYC’s ability to secure public school facilities space in its originally projected timeframe. The education corporation currently projects the delay in identifying adequate space for the middle school programs will resolve in two to three years adjusting for the longer timeframe to access public school space. Also during this charter term, SACS – NYC has begun to locate in market rent private facilities and is in the process of securing additional private space to enable enrollment expansion. Philanthropic funds raised by SACS – NYC’s management organization are used to support all SACS – NYC schools but do not appear directly on the education corporation’s financials. The Institute will continue, in a future charter term, to support the SACS – NYC board with regular updates reflecting the education corporation’s quarterly financials as applied to the SUNY financial dashboard and fiscal health indicators and regular reviews with the management organization’s fiscal team.

Please refer to the School Overviews for information on each individual school’s financial condition.

Success Academy Charter School – Bed Stuy 1

So

SCHOOL OVERVIEW

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PS
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FP
FUTURE PLANS

SUCCESS ACADEMY CHARTER SCHOOL – BED STUY 1

DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Success Academy Charter School Bed Stuy 1 fully implements the academic program as outlined in the education corporation overview and is an academic success, having met its key Accountability Plan goals.

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Success BedStuy 1 in October 2010. The school opened its doors in the fall of 2011 initially serving 188 students in Kindergarten and 1st grade. The school is authorized to serve 901 students in Kindergarten – 8th grade during the 2018-19 school year. If renewed, the school will grow to serve students in Kindergarten – 12th grade with a projected total enrollment of 1,055 students.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. The school is co-located in a NYCDOE building at 70 Tompkins Avenue, 2nd and 3rd Floors, Brooklyn, NY 11206, in New York City Community School District ("CSD") 14. The building also houses P.S. 368, a district school serving Kindergarten – 12th grade.

NOTEWORTHY - SUCCESS BEDSTUY 1

In 2018, The U.S. Department of Education recognized Success BedStuy 1 as a National Blue Ribbon Award School, which is granted to schools across the United States based on a school's overall academic excellence and progress in closing the achievement gaps among student subgroups.

ACADEMIC PROGRAM

The elementary and middle level leaders at Success BedStuy 1 set priorities that build off the network-wide goals each year. For the 2018-19 school year, the network identified improving the quality of student writing and increasing the level of rigor in mathematics classes as priorities. To support these priorities the network made curricular shifts, specifically with the mathematics curriculum, requiring students to take on the cognitive lift earlier in the year and incorporating daily opportunities for students to justify their mathematical thinking in writing. Similarly, the network has refined the rubric schools use to assess student writing. As a result, teachers provide higher quality writing feedback to students, which is leading students to make rapid progress with their writing.

Teachers and leaders at Success BedStuy 1 analyze academic and non-academic data regularly to support students. This includes interim assessment data every six weeks, attendance, and homework completion rates. Prior to regularly scheduled data meetings with teachers, elementary and middle school level leaders analyze data within their respective leadership teams, look for trends, diagnose problems, and present their findings to teachers for feedback. Teachers and leaders then work together to create action plans for the next six weeks.

At the elementary level, an additional area of focus is leveraging grade team leaders. In the previous year, many of these leaders were new to their positions. Now in their second year as grade team leaders, the elementary principal and assistant principals are empowering these teacher leaders with additional responsibilities, such as leading data meetings, and providing informal observations, strengthening the school's internal leader pipeline and freeing up time for the principal and assistant principals to focus on additional responsibilities

An additional priority at the middle school level is investing students in their GPAs. In 2018-19, the school initiated an advisory block for students with a dedicated teacher advisor. Students get progress reports each week to track their GPAs, complete weekly reflections, conference with their advisors, and share reflections with their parents. The school celebrates strong GPAs through weekly individual and classroom wide competitions and provides positive incentives such as schoolwide trips for students meeting GPA goals each trimester.

LEGAL REQUIREMENTS

With the exception of being under enrolled by two percent (discussed immediately below), Success BedStuy 1 substantially complies with applicable laws, rules and regulations, and provisions of the charter. The Institute has not received any formal complaints regarding the school.

FINANCIAL CONDITION

Success BedStuy 1's projected five year budget reflects anticipated stable revenues and expenses associated with the planned enrollment. The school requested a charter revision for chartered enrollment for 2017-18 to 2020-21. The first quarter of the 2018-19 school year reports actual enrollment of 78%, which is 2% under the allowable lower collar. The Institute is working with the school to monitor the enrollment situation. The school continues to grow to serve Kindergarten – 12th grade. SACS – NYC is confident that all of the school's academies will have the opportunity to remain in their current spaces for the full course of the next charter term.

Success BedStuy 1 opened in 2011-12 and merged with the other SACS – NYC schools on July 1, 2014. The school has consistently reported operating deficits which were offset against accumulated operating surpluses of the merged education corporation. The net assets of the school as of June 30, 2018 were (\$3,581,672).

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SCHOOL OVERVIEW

K-4 SCHOOL LEADERS

Marni Aronson, K-4 Principal (2016-17 to Present)

Javeria Khan, Principal (2014-15 to 2015-16)

Monica Burress, Principal (2011-12 to 2013-14)

5-8 SCHOOL LEADERS

Michael Battle, 5-8 Principal (2018-19 to Present)

Rishabh Agarwal, 5-8 Principal (2016-17 to 2017-18)

SCHOOL CHARACTERISTICS - SUCCESS BEDSTUY 1

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	443	396	89%	K-4	K-4
2015-16	554	446	81%	K-5	K-5
2016-17	601	530	88%	K-6	K-6
2017-18	753	607	81%	K-7	K-7
2018-19	901	699	78%	K-8	K-8

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
15%	92%	90%	93%	93%

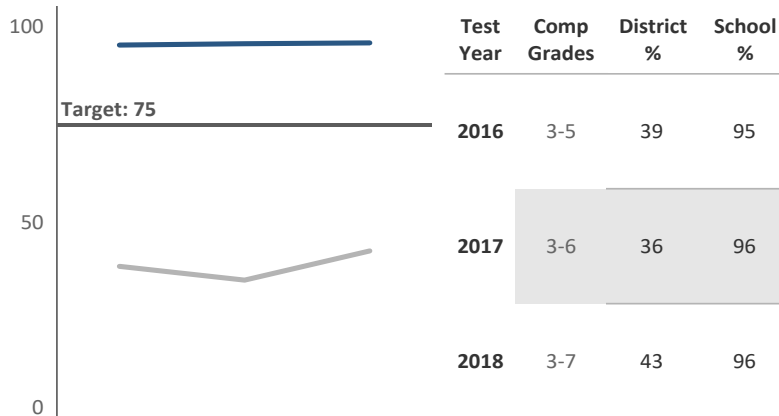
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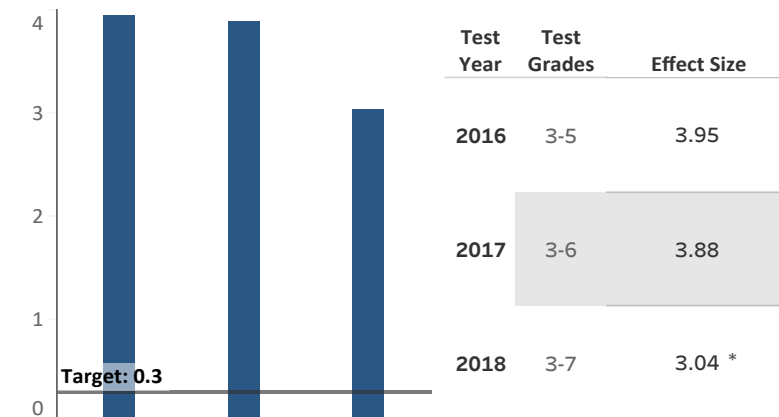
SUCCESS ACADEMY CHARTER SCHOOL – BED STUY 1

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

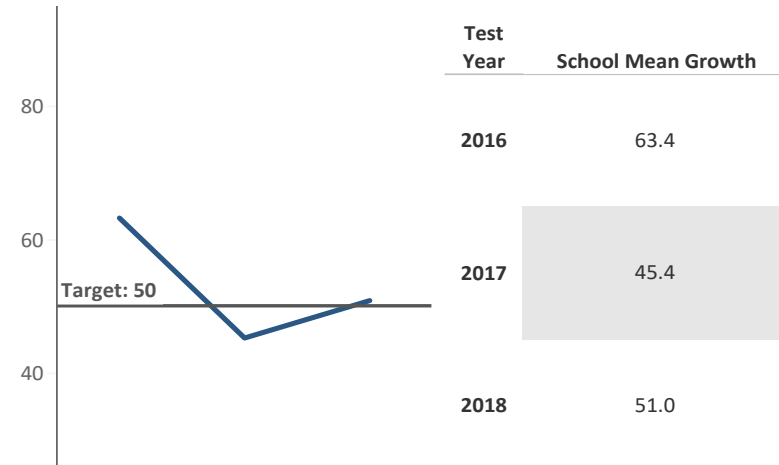
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above 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. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



*This draft effect size is based on preliminary data available for 2017-18.

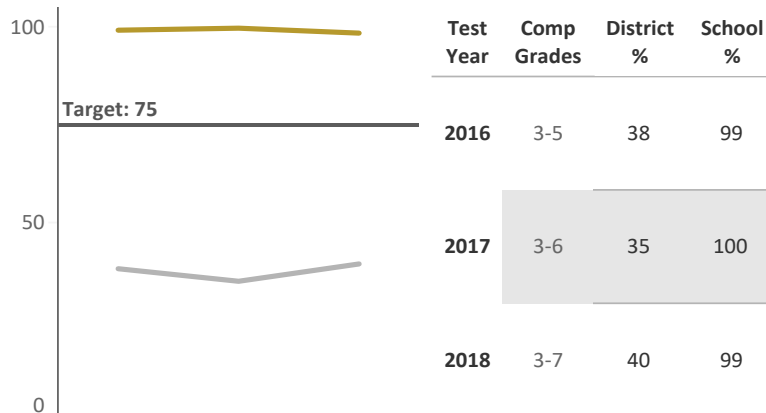
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SCHOOL OVERVIEW

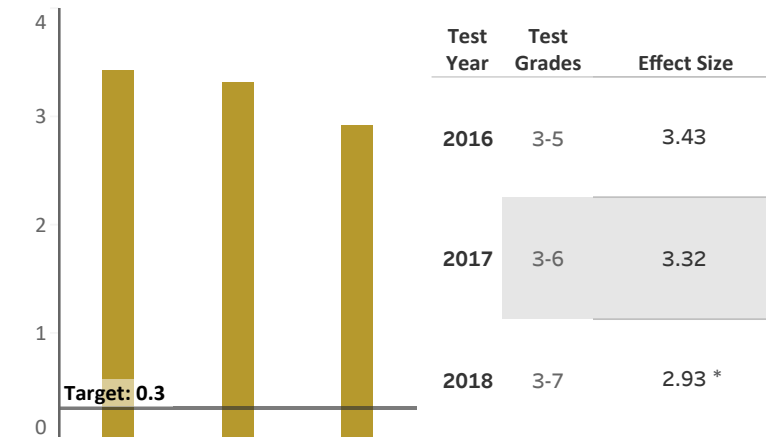
SUCCESS ACADEMY CHARTER SCHOOL – BED STUY 1

MATHEMATICS ACCOUNTABILITY PLAN GOAL

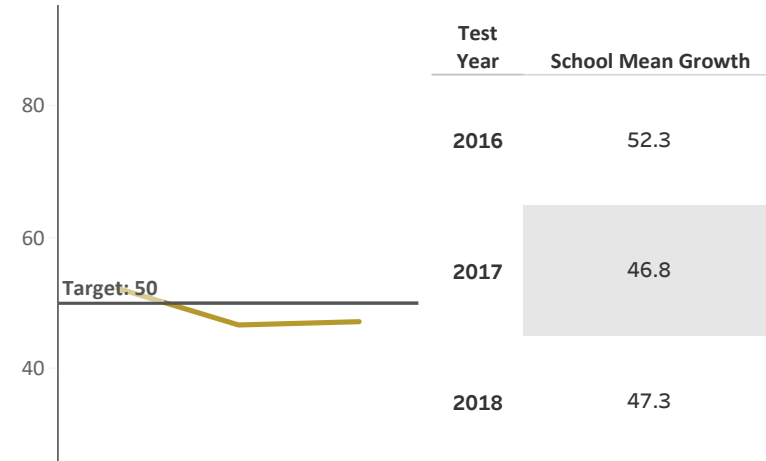
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above 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. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **Mathematics**.



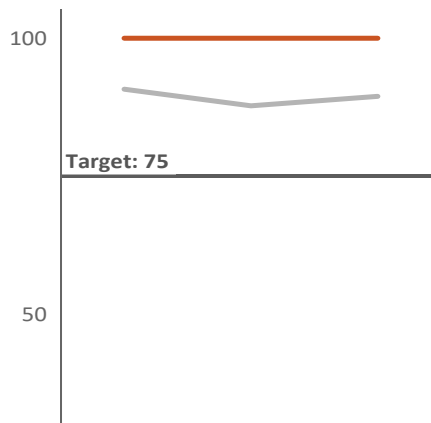
*This draft effect size is based on preliminary data available for 2017-18.

SCHOOL OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOL – BED STUY 1

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in **the district**.



Test Year	District %	School %
2016	91	100
2017	88	100
2018	90	100

SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	64	88	131
Tested on State Exam	26	44	85
School Percent Proficient on ELA Exam	76.9	79.5	72.9
District Percent Proficient	9.4	8.4	14.5

	2016	2017	2018
ELL Enrollment	17	21	13
Tested on NYSESLAT Exam	17	16	11
School Percent 'Commanding' or Making Progress on NYSESLAT	5.0	50.0	45.5

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

NO COMMENTS RECEIVED

ENROLLMENT AND RETENTION

Success Academy Charter School - Bed Stuy 1's Enrollment and Retention Status: 2017-18

			District Target	School
Enrollment	Economically disadvantaged		88.1	79.5
	English language learners		13.2	5.7
	Students with disabilities		19.0	16.3
Retention	Economically disadvantaged		93.2	87.3
	English language learners		93.9	78.8
	Students with disabilities		94.1	84.0

PERFORMANCE SUMMARIES



SCHOOL PERFORMANCE SUMMARY: English Language Arts Success Academy Charter School - Bed Stuy 1

	2015-16 Grades Served: K-5				2016-17 Grades Served: K-6				2017-18 Grades Served: K-7				MET	
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students			
	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)		
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	93.4 (76)	92.8 (69)	98.8 (80)	98.6 (70)	98.8 (80)	98.6 (70)	95.3 (254)	95.3 (304)	95.3 (254)	95.9 (318)	95.9 (318)	YES	
	4	97.2 (71)	97.1 (69)	98.6 (73)	98.6 (71)	98.6 (73)	98.6 (71)	95.3 (254)	95.3 (304)	95.3 (254)	95.9 (318)	95.9 (318)	YES	
	5	96.4 (56)	96.4 (56)	81.8 (99)	85.9 (64)	81.8 (99)	85.9 (64)	95.3 (254)	95.3 (304)	95.3 (254)	95.9 (318)	95.9 (318)	YES	
	6	(0)	(0)	98.1 (52)	98.0 (49)	98.1 (52)	98.0 (49)	95.3 (254)	95.3 (304)	95.3 (254)	95.9 (318)	95.9 (318)	YES	
	7	(0)	(0)	(0)	(0)	(0)	(0)	95.3 (254)	95.3 (304)	95.3 (254)	95.9 (318)	95.9 (318)	YES	
	8	(0)	(0)	(0)	(0)	(0)	(0)	95.3 (254)	95.3 (304)	95.3 (254)	95.9 (318)	95.9 (318)	YES	
	All	95.6 (203)	95.4 (194)	95.6 (203)	95.4 (194)	95.3 (254)	95.3 (254)	95.3 (254)	95.3 (304)	95.3 (254)	95.9 (318)	95.9 (318)	95.9 (318)	YES
	Grades	PLI	AMO	PLI	AMO	PLI	AMO	PLI	AMO	PLI	MIP	MIP		
	3-5	195	104	192	111	192	111	192	111	215	NA	NA		NA
	Comparison: Brooklyn CSD 14	School	District	School	District	School	District	School	District	School	District	School	District	
3-5	95.4	39.2	95.3	35.8	95.3	35.8	95.9	43.2	95.9	43.2	95.9	43.2	YES	
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size		
	79.5	95.6	29.8	3.95	72.1	93.1	32.1	3.88	76.9	91.5	37.0	3.04	YES	
	Grades	School	State	School	State	School	State	School	State	School	State	School	State	
	4	54.1	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	
	5	74.2	44.9	44.9	44.9	44.9	44.9	44.9	44.9	44.9	44.9	44.9	44.9	
	6	0.0	48.4	48.4	48.4	48.4	48.4	48.4	48.4	48.4	48.4	48.4	48.4	
	7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	All	63.4	50.0	50.0	50.0	45.9	50.0	50.0	50.0	51.0	50.0	50.0	50.0	YES
	GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State	School	State	School	State	School	State	School	State	School	State
4		54.1	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	
5		74.2	44.9	44.9	44.9	44.9	44.9	44.9	44.9	44.9	44.9	44.9	44.9	
6		0.0	48.4	48.4	48.4	48.4	48.4	48.4	48.4	48.4	48.4	48.4	48.4	
7		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
8		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
All		63.4	50.0	50.0	50.0	45.9	50.0	50.0	50.0	51.0	50.0	50.0	50.0	YES

PERFORMANCE SUMMARIES



SCHOOL PERFORMANCE SUMMARY: Mathematics Success Academy Charter School - Bed Stuy 1

	2015-16 Grades Served: K-5			2016-17 Grades Served: K-6			2017-18 Grades Served: K-7		
	MET			MET			MET		
	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	98.7 (76)	98.6 (69)	3	100.0 (80)	100.0 (70)	3	95.3 (85)	98.4 (64)
	4	100.0 (71)	100.0 (69)	4	100.0 (74)	100.0 (72)	4	100.0 (76)	100.0 (71)
	5	100.0 (56)	100.0 (56)	5	97.0 (99)	100.0 (64)	5	90.7 (118)	95.8 (48)
	6	(0)	(0)	6	100.0 (52)	100.0 (49)	6	98.8 (85)	98.8 (85)
	7	(0)	(0)	7	(0)	(0)	7	100.0 (48)	100.0 (48)
	8	(0)	(0)	8	(0)	(0)	8	(0)	(0)
	All	99.5 (203)	99.5 (194)	All	99.0 (305)	100.0 (255)	All	96.1 (412)	96.7 (316)
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO	Grades	PLI	AMO	Grades	PLI	MIP
	3-5	200	101	3-6	198	109	3-7	238	NA
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn CSD 14			Comparison: Brooklyn CSD 14			Comparison: Brooklyn CSD 14		
	Grades	School	District	Grades	School	District	Grades	School	District
	3-5	99.5	38.5	3-6	100.0	35.3	3-7	98.7	39.7
	% ED	Actual	Predicted	% ED	Actual	Predicted	% ED	Actual	Predicted
	79.5	99.5	33.1	72.1	99.0	36.6	76.9	96.1	37.8
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	Effect Size			Effect Size			Effect Size		
	3.43	3.43	3.43	3.32	3.32	3.32	2.93	2.93	2.93
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State	Grades	School	State	Grades	School	State
	4	48.4	50.0	4	51.9	50.0	4	46.9	50.0
	5	56.9	50.0	5	49.0	50.0	5	49.4	50.0
	6	0.0	50.0	6	38.3	50.0	6	45.6	50.0
	7	0.0	50.0	7	0.0	50.0	7	46.0	50.0
	8	0.0	50.0	8	0.0	50.0	8	0.0	50.0
	All	52.3	50.0	All	47.4	50.0	All	47.3	50.0

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FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 1

NOTE: Effective 2014-15 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL 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

Unrestricted
Temporarily restricted

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

	Opened 2011-12				
	2013-14	MERGED 2014-15	MERGED 2015-16	MERGED 2016-17	MERGED 2017-18
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	42,047	-	-	-	-
Grants and Contracts Receivable	146,657	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	74,460	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	263,164	-	-	-	-
Property, Building and Equipment, net	897,240	-	-	-	-
Other Assets	75,000	-	-	-	-
Total Assets - GRAPH 1	1,235,404	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	97,717	-	-	-	-
Accrued Payroll and Benefits	46,778	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	1,150,000	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	245,167	-	-	-	-
Total Current Liabilities - GRAPH 1	1,539,661	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	1,539,661	-	-	-	-
Net Assets					
Unrestricted	(304,257)	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	(304,257)	-	-	-	-
Total Liabilities and Net Assets	1,235,404	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	4,999,579	5,658,214	6,359,482	7,769,050	9,534,300
Students with Disabilities	295,947	361,710	467,520	811,013	1,387,930
Grants and Contracts					
State and local	-	-	102,830	-	-
Federal - Title and IDEA	123,937	204,409	329,211	280,180	498,936
Federal - Other	24,131	22,581	714,688	283,837	22,251
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	213,840	294,254
Total Operating Revenue	5,443,594	6,246,914	7,973,731	9,357,921	11,737,672
Expenses					
Regular Education	4,059,963	5,190,820	6,801,355	8,750,707	8,930,867
SPED	553,631	707,838	927,458	1,193,278	3,303,197
Other	-	-	-	-	-
Total Program Services	4,613,594	5,898,658	7,728,813	9,943,985	12,234,064
Management and General	1,098,356	480,766	575,540	768,447	1,080,194
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	5,711,950	6,379,424	8,304,353	10,712,432	13,314,258
Surplus / (Deficit) From School Operations	(268,356)	(132,510)	(330,622)	(1,354,511)	(1,576,586)
Support and Other Revenue					
Contributions	-	18,193	2,000	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	75	291	43,574	32,540	20,215
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	75	18,484	45,574	32,540	20,215
Total Unrestricted Revenue	5,443,669	6,265,398	8,019,305	9,390,460	11,757,887
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	5,443,669	6,265,398	8,019,305	9,390,460	11,757,887
Change in Net Assets	(268,281)	(114,026)	(285,048)	(1,321,971)	(1,556,372)
Net Assets - Beginning of Year - GRAPH 2	(35,976)	(304,256)	(418,283)	(703,329)	(2,025,300)
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	(304,257)	(418,282)	(703,330)	(2,025,300)	(3,581,672)

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SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 1

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SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service					
Administrative Staff Personnel	486,028	158,216	967,366	1,024,874	1,485,292
Instructional Personnel	2,361,263	2,968,432	3,189,103	3,841,124	4,729,320
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,847,291	3,126,648	4,156,469	4,865,997	6,214,612
Fringe Benefits & Payroll Taxes	556,373	651,127	804,474	870,993	1,168,126
Retirement	38,756	70,470	109,992	131,707	168,332
Management Company Fees	577,126	848,732	953,922	1,129,271	1,393,421
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	127,262	75,320	135,358	116,306	112,571
Professional Fees, Consultant & Purchased Services	11,122	42,251	33,098	6,850	5,588
Marketing / Recruitment	153,628	124,455	153,803	154,578	167,491
Student Supplies, Materials & Services	388,080	376,077	530,847	734,568	976,228
Depreciation	282,826	427,955	494,028	709,590	1,092,802
Other	729,485	636,388	932,362	1,992,571	2,015,088
Total Expenses	5,711,950	6,379,425	8,304,353	10,712,432	13,314,258

SCHOOL ANALYSIS

ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	401	574	689	601	676
Final Chartered Enrollment (includes any revisions)	353	443	554	601	753
Actual Enrollment - GRAPH 4	358	396	446	530	607
Chartered Grades	K-3	K-4	K-5	K-6	K-7
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
	13,877	13,877	13,877	14,027	14,527
Increase over prior year	2.5%	0.0%	0.0%	1.1%	3.4%

PER STUDENT BREAKDOWN

Revenue

	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	15,206	15,775	17,878	17,656	19,337
Other Revenue and Support	0	47	102	61	33
TOTAL - GRAPH 3	15,206	15,822	17,981	17,718	19,370

Expenses

	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	12,887	14,896	17,329	18,762	20,155
Management and General, Fundraising	3,068	1,214	1,290	1,450	1,780
TOTAL - GRAPH 3	15,955	16,110	18,620	20,212	21,935
% of Program Services	80.8%	92.5%	93.1%	92.8%	91.9%
% of Management and Other	19.2%	7.5%	6.9%	7.2%	8.1%
% of Revenue Exceeding Expenses - GRAPH 5	-4.7%	-1.8%	-3.4%	-12.3%	-11.7%

Student to Faculty Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
	9.2	8.0	8.6	9.8	9.3

Faculty to Admin Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
	5.6	19.8	3.7	3.9	4.1

Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
(0.7)	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Needs Monitoring	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

	2013-14	2014-15	2015-16	2016-17	2017-18
Net Working Capital	(1,276,497)	0	0	0	0
As % of Unrestricted Revenue	-23.4%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.2	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2013-14	2014-15	2015-16	2016-17	2017-18
0.1	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	HIGH	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Poor	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2013-14	2014-15	2015-16	2016-17	2017-18
1.2	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	HIGH	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Poor	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

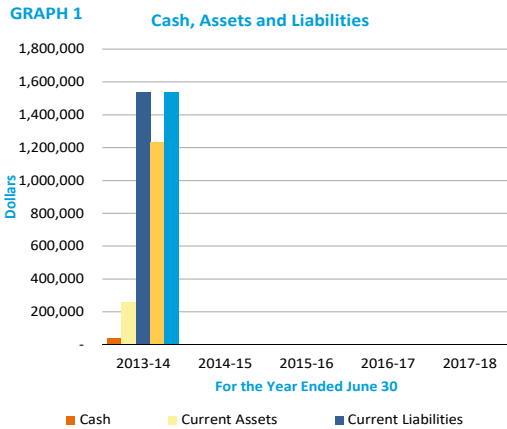
Score	2013-14	2014-15	2015-16	2016-17	2017-18
0.1	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	HIGH	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Poor	N/A	N/A	N/A	N/A

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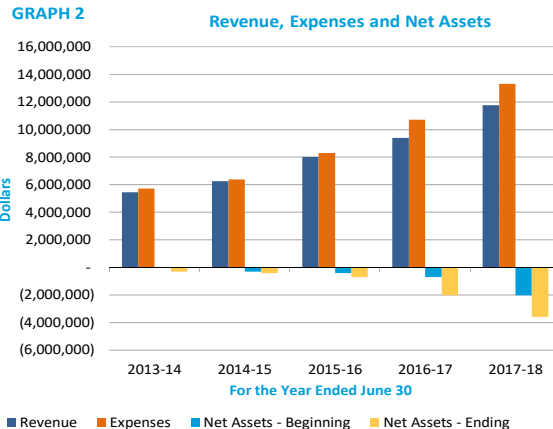
FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 1

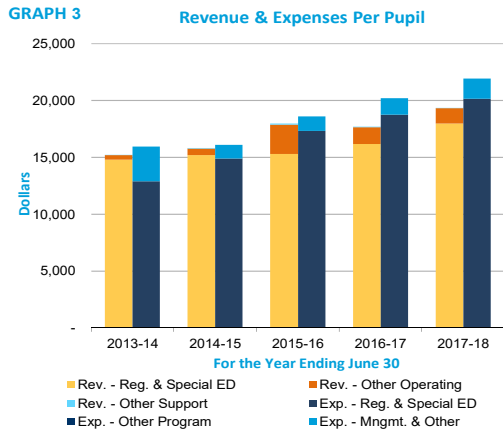
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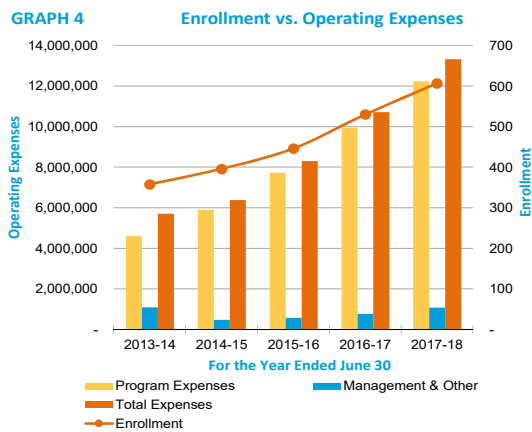
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

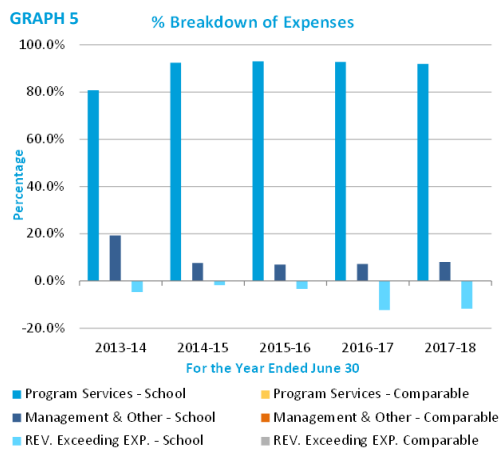
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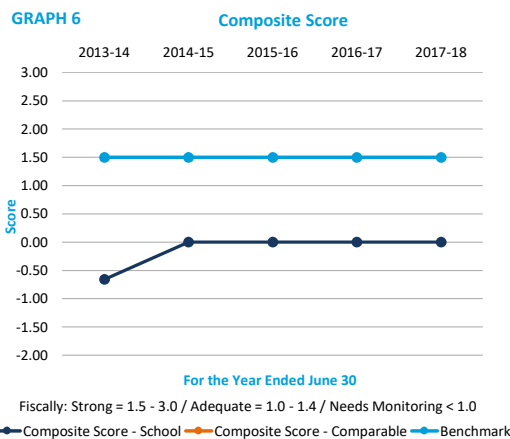
SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 1

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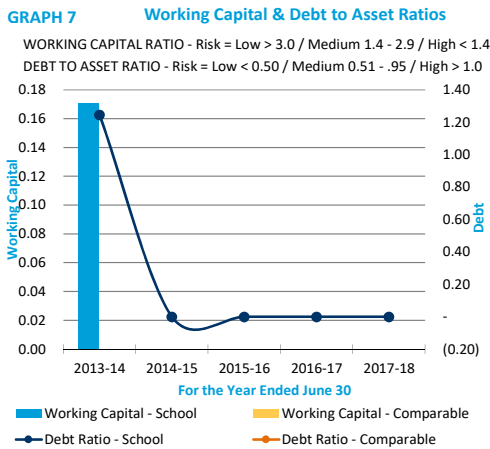
Comparable School, Region or Network: -



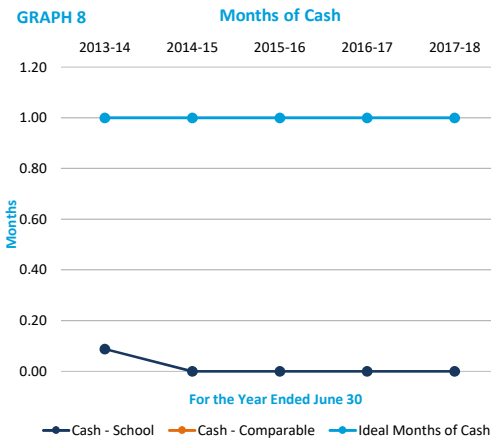
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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 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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FUTURE PLANS



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

Success BedStuy 1 is an academic success. The school operates as an effective and viable organization. SACS – NYC plans to continue to operate the school in the same manner making its plans for the school's future sound.

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

Plans for the Educational Program. Success BedStuy 1 plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. The school will also implement the latest SACS – NYC high school model in the renewal term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, SACS – NYC presents a reasonable and appropriate fiscal plan for the school for the next charter term, including school budgets that are feasible and achievable if closely monitored.

SUCCESS BEDSTUY 1		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	901	1,055
Grade Span	K-8	K-12
Teaching Staff	68	87
Days of Instruction	180	180

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Success BedStuy 1 plans to continue instruction for the elementary and middle school grades in the NYCDOE co-located site. The school intends to pursue NYCDOE space for the high school grades over the next charter term.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.

Success Academy Charter School - Upper West

So

SCHOOL OVERVIEW

PAGES: 63-77

SO

SCHOOL
OVERVIEW

PS

PERFORMANCE
SUMMARIES

FD

FISCAL DASHBOARD

FP

FUTURE PLANS

SUCCESS ACADEMY CHARTER SCHOOL – UPPER WEST

DOES THE SCHOOL IMPLEMENT THE EDUCATIONAL PROGRAM WITH FIDELITY TO THE EDUCATION CORPORATION'S DESIGN?

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members, and a review of the academic program, Success Academy Charter School – Upper West fully implements the academic program as outlined in the education corporation overview and is an academic success, having met its key Accountability Plan goals.

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Success Upper West in October 2010. The school opened its doors in the fall of 2011 initially serving 188 students in Kindergarten and 1st grade. The school is authorized to serve 762 students in Kindergarten – 8th grade during the 2018-19 school year. If renewed, the school will grow to serve students in Kindergarten – 12th grade with a projected total enrollment of 1,078 students.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. Kindergarten – 4th grade is co-located in a NYCDOE building at 145 West 84th Street, 2nd Floor, New York, NY in New York City CSD 3. The building also houses The Urban Assembly School for Green Careers; The Global Learning Collaborative, and Frank Mccourt High School, all district schools serving students in 9th – 12th grade; and, Innovation Diploma Plus, a transfer school serving students in 10th – 12th grade. The 5th – 8th grade is co-located in a NYCDOE building at 439 West 49th Street, New York, NY in CSD 2. The building also houses Stephen T. Mather Building Arts & Craftsmanship High School; Business of Sports School; and, The Urban Assembly Gateway School for Technology. All district co-located schools serve students in 9th – 12th grade.

NOTEWORTHY - SUCCESS UPPER WEST

Success Upper West's 4th grade students participate in ballroom dancing and compete with schools across New York City with Dancing Classrooms, an organization that invites artists to teach dancing skills to students. The school implements the program as an additional way to build trust and respect amongst scholars and contributes to Success Upper West's goal of educating well rounded scholars.

ACADEMIC PROGRAM

At the elementary level, leaders are focused on supporting the diverse student population by providing regular training for teachers on culturally relevant pedagogical practices. Additionally, leaders actively work to recruit and hire a diverse teaching staff to help reflect the student population.

At the middle school level, leaders set a schoolwide priority to focus on tightening the school's culture with the end goal of lowering the amount of suspensions. Leaders successfully started the school year with clear and consistent expectations among teachers and have seen a lower number of suspensions as compared to the same time last school year. At the time of the renewal visit, the school was helping students prepare for the annual science fair, and students were preparing exhibitions with a focus on grade appropriate science topics including electrical current experiments, effects of natural disasters, and the creation of fossils.

LEGAL REQUIREMENTS

Success Upper West substantially complies with applicable laws, rules and regulations, and provisions of the charter with a few minor exceptions. In late 2015 and early 2016, the Institute investigated a highly publicized complaint alleging Success Upper West's failure to implement IEPs, disciplinary practices, and Family Education Rights and Privacy Act ("FERPA") violations. Many of the allegations had already been investigated by the Institute in 2013-14, and determined to be unfounded. In late October 2015, the parent at issue filed a complaint with the U.S. Department of Education ("USDOE"). As a result, the Institute took no further action on the FERPA complaint. The Institute has never been informed of the complaint's outcome. While the Institute determined the IDEA and other complaint aspects were not well founded, the former parent joined 12 other former SACS – NYC parents in an IDEA complaint to the USDOE Office of Civil Rights in January 2016. To date, the Institute does not know the outcome of the Investigation.

FINANCIAL CONDITION

Success Upper West's projected five year budget reflects anticipated stable revenues and expenses associated with the planned enrollment. The school continues to grow to serve Kindergarten – 12th grade. SACS – NYC is confident that all of the school's academies will have the opportunity to remain in their current spaces for the full course of the next charter term.

Success Upper West opened in 2011-12 and merged with the other SACS – NYC schools on July 1, 2014. The school has reported operating surpluses, which add to the other accumulated operating surpluses of the merged education corporation to assist with offsetting operating deficits of other schools.

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SCHOOL OVERVIEW

K-4 SCHOOL LEADERS

Regina Loftus, K-4 Principal (2018-19 to Present)
Jennifer Haynes, K-4 Principal (2014-15 to 2017-18)
Carolyn Roby, Principal (2011-12 to 2013-14)

5-8 SCHOOL LEADERS

Jennifer Haynes, 5-8 Principal (2018-19 to Present)
Sarah Unger, 5-8 Principal (2016-17 to 2017-18)

SCHOOL CHARACTERISTICS - SUCCESS UPPER WEST

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	454	448	99%	K-4	K-4
2015-16	565	462	82%	K-5	K-5
2016-17	622	606	97%	K-6	K-6
2017-18	695	661	95%	K-7	K-7
2018-19	764	776	102%	K-8	K-8

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
20%	93%	88%	96%	93%

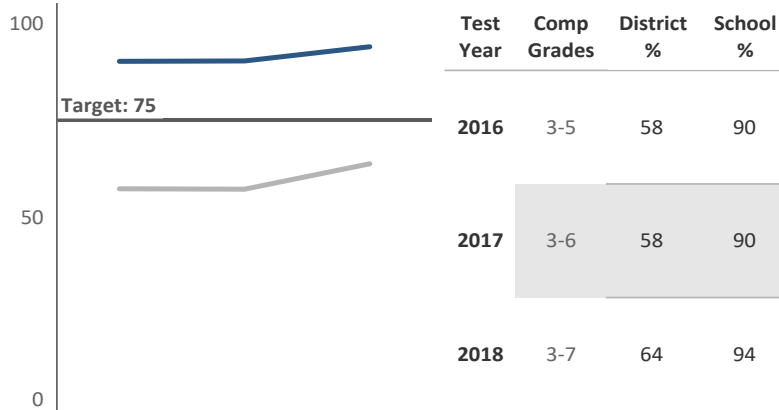
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SCHOOL OVERVIEW

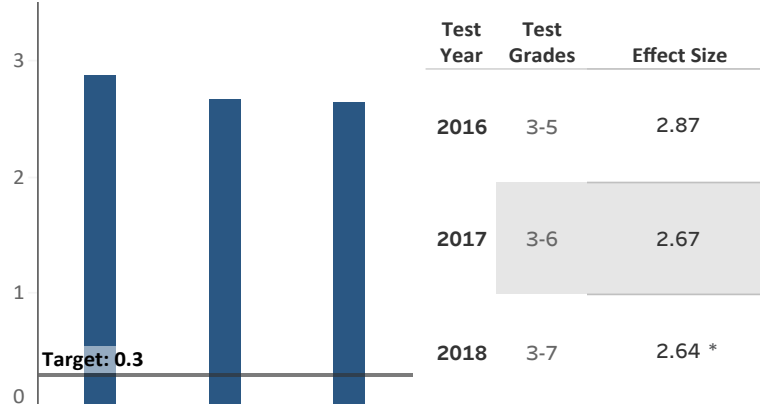
SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

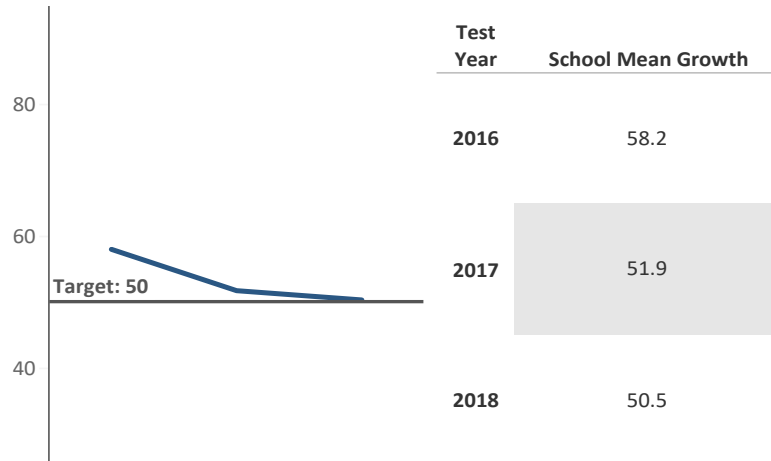
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above 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. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



*This draft effect size is based on preliminary data available for 2017-18.

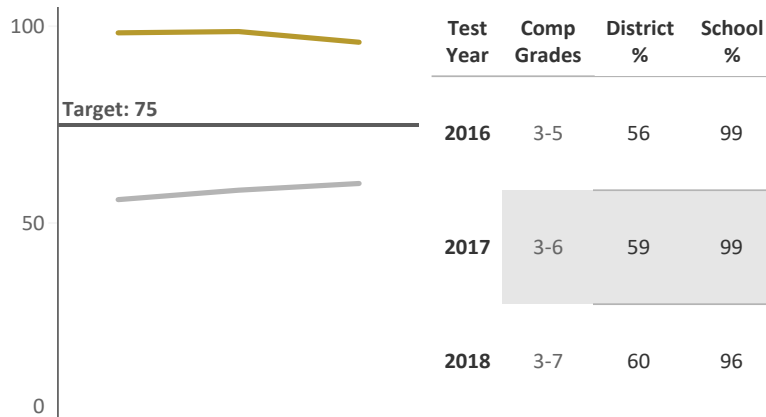
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SCHOOL OVERVIEW

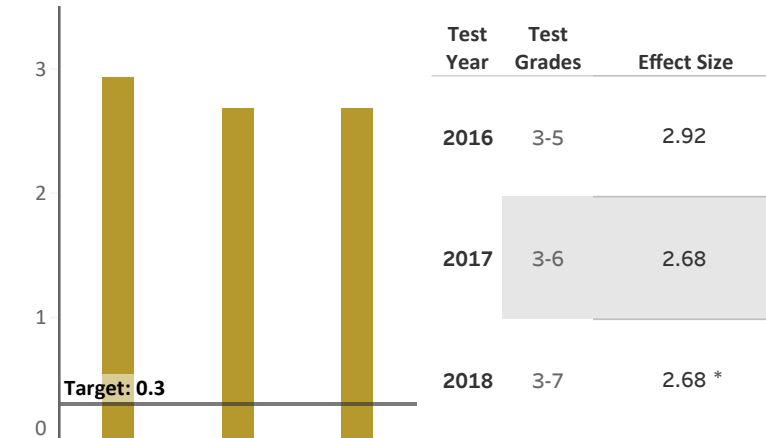
SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST

MATHEMATICS ACCOUNTABILITY PLAN GOAL

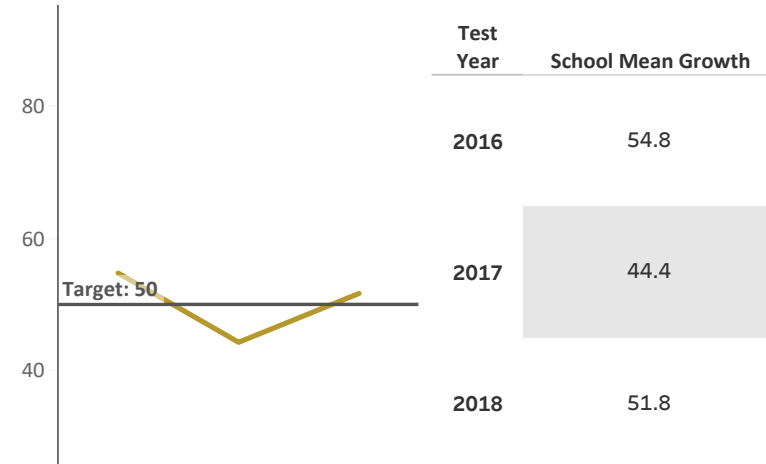
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above 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. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **Mathematics**.



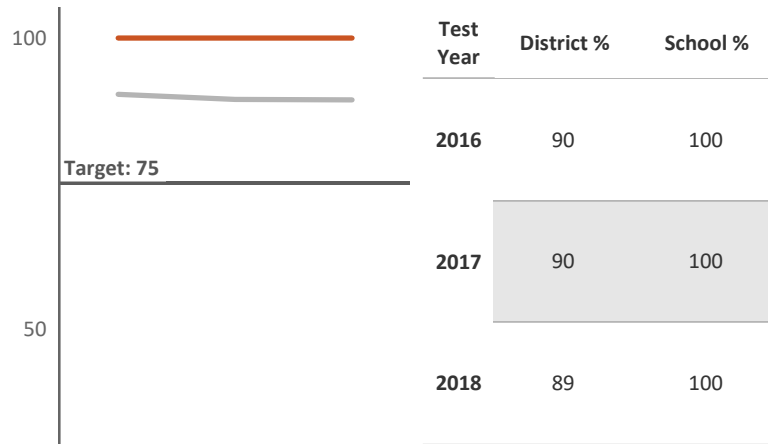
*This draft effect size is based on preliminary data available for 2017-18.

SCHOOL OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



SPECIAL POPULATIONS PERFORMANCE

	2016	2017	2018
Enrollment Receiving Mandated Academic Services	97	123	156
Tested on State Exam	47	66	97
School Percent Proficient on ELA Exam	63.8	57.6	72.2
District Percent Proficient	20.5	23.7	29.0

	2016	2017	2018
ELL Enrollment	9	18	22
Tested on NYSESLAT Exam	9	18	22
School Percent 'Commanding' or Making Progress on NYSESLAT	11.1	66.7	31.8

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.







"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

SCHOOL OVERVIEW

DISTRICT COMMENTS

The New York City Department of Education held its required hearing on Success Upper West's renewal on November 19, 2018 at the school. Forty-two people were present and 11 people spoke in opposition to the renewal application. Community members spoke against the renewal based on its limited data as the school is already renewed through 2021. Some speakers alleged the school was a bad neighbor taking space away from the district schools and creating more segregation. Speakers also alleged the school expels students with disabilities and ELLs, and has a limited record of graduating students.

ENROLLMENT AND RETENTION

Success Academy Charter School - Upper West's Enrollment and Retention Status: 2017-18			District Target	School
Enrollment	Economically disadvantaged		54.1	41.5
	English language learners		7.3	8.1
	Students with disabilities		17.1	21.0
Retention	Economically disadvantaged		91.4	79.9
	English language learners		91.6	94.4
	Students with disabilities		92.6	83.5

PERFORMANCE SUMMARIES



SCHOOL PERFORMANCE SUMMARY: English Language Arts Success Academy Charter School - Upper West

	2015-16 Grades Served: K-5			2016-17 Grades Served: K-6			2017-18 Grades Served: K-7			MET			
	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	94.2 (86)	95.1 (81)	3	91.4 (105)	92.8 (97)	3	100.0 (86)	100.0 (88)	YES			
	4	87.6 (97)	87.6 (89)	4	94.4 (89)	94.0 (83)	4	96.7 (90)	96.6 (89)				
	5	86.9 (61)	88.1 (59)	5	73.6 (106)	82.3 (79)	5	83.9 (118)	88.7 (53)				
	6	(0)	(0)	6	92.2 (51)	93.5 (46)	6	89.5 (86)	90.2 (82)				
	7	(0)	(0)	7	(0)	(0)	7	90.9 (33)	93.8 (32)				
	8	(0)	(0)	8	(0)	(0)	8	(0)	(0)				
	All	89.8 (244)	90.4 (229)	All	86.9 (351)	90.5 (305)	All	91.8 (413)	94.1 (324)				
											YES		
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO	Grades	PLI	AMO	Grades	PLI	MIP	NA			
	3-5	189	104	3-6	185	111	3-7	217	NA				
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Manhattan CSD 3			Comparison: Manhattan CSD 3			Comparison: Manhattan CSD 3			YES			
	Grades	School	District	Grades	School	District	Grades	School	District				
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	3-5	90.4	57.7	3-6	90.5	57.6	3-7	94.1	64.1	YES			
	% ED	Actual	Predicted	% ED	Actual	Predicted	% ED	Actual	Predicted	Effect Size			
	40.7	89.8	46.4	2.87	39.0	86.9	46.4	2.67	46.2	91.8	50.6	2.64	YES
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State	Grades	School	State	Grades	School	State	YES			
	4	53.3		4	61.5		4	54.8					
	5	65.8		5	46.0		5	48.6					
	6	0.0		6	46.6		6	50.0					
	7	0.0		7	0.0		7	46.5					
	8	0.0		8	0.0		8	0.0					
	All	58.2	50.0	All	51.5	50.0	All	50.5	50.0				
											YES		

PERFORMANCE SUMMARIES



SCHOOL PERFORMANCE SUMMARY: Mathematics Success Academy Charter School - Upper West

	2015-16 Grades Served: K-5				2016-17 Grades Served: K-6				2017-18 Grades Served: K-7						
	MET				MET				MET						
	Grades	All Students % (N)	2+ Years Students % (N)	AMOs	Grades	All Students % (N)	2+ Years Students % (N)	AMOs	Grades	All Students % (N)	2+ Years Students % (N)	AMOs			
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	97.7 (86)	97.5 (81)		3	99.0 (105)	100.0 (97)		3	100.0 (86)	100.0 (68)				
	4	97.9 (97)	100.0 (89)		4	98.9 (89)	98.8 (83)		4	98.9 (90)	98.9 (89)				
	5	98.4 (61)	98.3 (59)		5	90.5 (105)	97.5 (79)		5	91.5 (118)	94.3 (53)				
	6	(0)	(0)		6	100.0 (51)	100.0 (46)		6	90.7 (86)	90.2 (82)				
	7	(0)	(0)		7	(0)	(0)		7	100.0 (33)	100.0 (32)				
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)				
	All	98.0 (244)	98.7 (229)	YES	All	96.6 (350)	99.0 (305)	YES	All	95.4 (413)	96.3 (324)	YES			
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's accountability system.	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PLI	MIP				
	3-5	198	101	YES	3-6	196	109	YES	3-7	238	NA	NA			
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Manhattan CSD 3				Comparison: Manhattan CSD 3				Comparison: Manhattan CSD 3						
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-5	98.7	56.3	YES	3-6	99.0	58.7	YES	3-7	96.3	60.4	YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	Effect Size				Effect Size				Effect Size						
	% ED	Actual	Predicted		% ED	Actual	Predicted		% ED	Actual	Predicted				
	40.7	98.0	52.0	2.92	YES	39.0	96.6	53.6	2.68	YES	49.4	95.4	50.3	2.66	YES
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State				
	4	60.5			4	62.2			4	59.8					
	5	45.9			5	28.3			5	42.0					
	6	0.0			6	46.9			6	54.5					
	7	0.0			7	0.0			7	56.2					
8	0.0			8	0.0			8	0.0						
	All	54.8	50.0	YES	All	44.1	50.0	NO	All	51.8	50.0	YES			

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FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST

NOTE: Effective 2014-15 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL 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

Unrestricted
Temporarily restricted

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

	Opened 2011-12				
	2013-14	MERGED 2014-15	MERGED 2015-16	MERGED 2016-17	MERGED 2017-18
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	53,646	-	-	-	-
Grants and Contracts Receivable	111,646	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	125,592	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	290,885	-	-	-	-
Property, Building and Equipment, net	708,847	-	-	-	-
Other Assets	75,000	-	-	-	-
Total Assets - GRAPH 1	1,074,731	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	41,128	-	-	-	-
Accrued Payroll and Benefits	42,323	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	900,000	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	215,588	-	-	-	-
Total Current Liabilities - GRAPH 1	1,199,039	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	1,199,039	-	-	-	-
Net Assets					
Unrestricted	(124,307)	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	(124,307)	-	-	-	-
Total Liabilities and Net Assets	1,074,731	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	5,277,221	6,237,982	7,276,058	8,945,971	10,101,924
Students with Disabilities	462,540	668,962	1,026,607	1,512,600	1,792,029
Grants and Contracts					
State and local	-	-	117,028	-	-
Federal - Title and IDEA	74,318	91,840	117,933	155,653	429,144
Federal - Other	25,990	22,580	421,515	486,524	22,251
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	185,104	140,882
Total Operating Revenue	5,840,068	7,021,364	8,959,141	11,285,851	12,486,230
Expenses					
Regular Education	4,040,239	5,166,117	7,136,045	8,704,951	8,165,918
SPED	550,942	704,470	973,097	1,187,039	3,020,271
Other	-	-	-	-	-
Total Program Services	4,591,181	5,870,587	8,109,142	9,891,990	11,186,188
Management and General	1,133,027	469,002	611,848	823,294	1,038,177
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	5,724,208	6,339,589	8,720,990	10,715,284	12,224,366
Surplus / (Deficit) From School Operations	115,860	681,775	238,151	570,567	261,865
Support and Other Revenue					
Contributions	-	17,693	2,000	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	75	291	73,620	48,248	22,366
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	75	17,984	75,620	48,248	22,366
Total Unrestricted Revenue	5,840,143	7,039,348	9,034,761	11,334,099	12,508,597
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	5,840,143	7,039,348	9,034,761	11,334,099	12,508,597
Change in Net Assets	115,935	699,759	313,771	618,814	284,231
Net Assets - Beginning of Year - GRAPH 2	(240,243)	(124,305)	575,455	889,226	1,508,040
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	(124,307)	575,454	889,226	1,508,040	1,792,271

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST

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SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service	499,614	168,067	923,992	1,126,434	1,428,391
Administrative Staff Personnel	2,348,338	2,879,578	3,519,065	4,221,762	4,548,141
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,847,951	3,047,645	4,443,057	5,348,196	5,976,532
Fringe Benefits & Payroll Taxes	558,124	629,292	867,373	951,686	1,071,632
Retirement	45,182	59,182	98,597	128,731	150,350
Management Company Fees	636,118	931,859	1,091,409	1,300,252	1,476,230
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	139,892	83,361	127,766	123,305	163,922
Professional Fees, Consultant & Purchased Services	11,486	42,011	19,322	6,850	5,563
Marketing / Recruitment	105,464	122,579	108,962	155,394	175,449
Student Supplies, Materials & Services	357,245	429,172	522,749	646,035	849,346
Depreciation	247,899	382,125	512,141	768,374	857,357
Other	774,847	612,364	929,614	1,286,461	1,497,986
Total Expenses	5,724,208	6,339,589	8,720,990	10,715,284	12,224,366

SCHOOL ANALYSIS

ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	401	574	689	622	695
Final Chartered Enrollment (includes any revisions)	364	454	565	622	695
Actual Enrollment - GRAPH 4	383	448	462	606	661
Chartered Grades	K-3	K-4	K-5	K-6	K-7
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	13,877	13,877	13,877	14,027	14,527
	2.5%	0.0%	0.0%	1.1%	3.4%

PER STUDENT BREAKDOWN

Revenue

	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	15,248	15,673	19,392	18,624	18,890
Other Revenue and Support	0	40	164	80	34
TOTAL - GRAPH 3	15,248	15,713	19,556	18,703	18,924

Expenses

	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	11,987	13,104	17,552	16,323	16,923
Management and General, Fundraising	2,958	1,047	1,324	1,359	1,571
TOTAL - GRAPH 3	14,946	14,151	18,877	17,682	18,494
% of Program Services	80.2%	92.6%	93.0%	92.3%	91.5%
% of Management and Other	19.8%	7.4%	7.0%	7.7%	8.5%
% of Revenue Exceeding Expenses - GRAPH 5	2.0%	11.0%	3.6%	5.8%	2.3%

Student to Faculty Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
9.8	9.3	8.1	10.3	10.7

Faculty to Admin Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
5.6	19.2	4.4	3.7	3.9

Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	Fiscally Needs Monitoring	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

	2013-14	2014-15	2015-16	2016-17	2017-18
Net Working Capital	(908,154)	0	0	0	0
As % of Unrestricted Revenue	-15.6%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.2	0.0	0.0	0.0	0.0
Risk (Low \geq 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	N/A	N/A	N/A	N/A
Rating (Excellent \geq 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low \geq 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.1	0.0	0.0	0.0	0.0
Rating (Excellent \geq 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	HIGH	N/A	N/A	N/A	N/A
	Poor	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	1.1	0.0	0.0	0.0	0.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	HIGH	N/A	N/A	N/A	N/A
	Poor	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

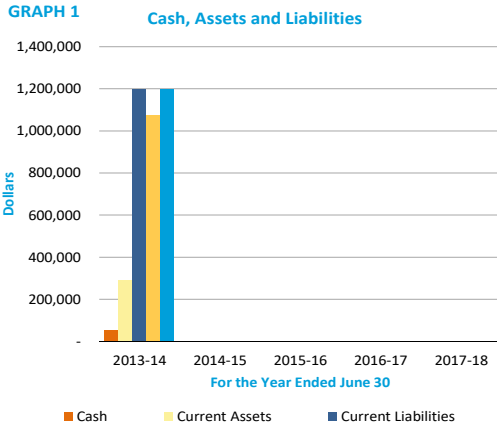
Score	2013-14	2014-15	2015-16	2016-17	2017-18
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.1	0.0	0.0	0.0	0.0
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	HIGH	N/A	N/A	N/A	N/A
	Poor	N/A	N/A	N/A	N/A

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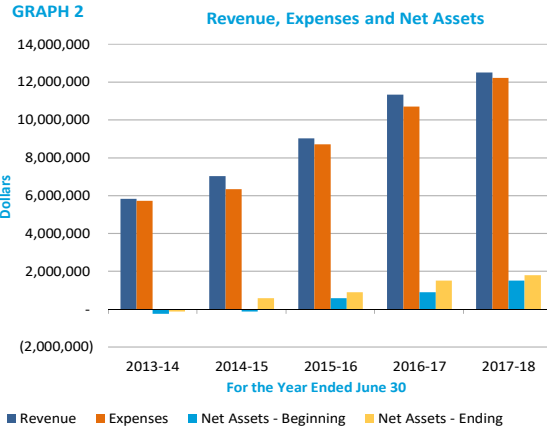
FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST

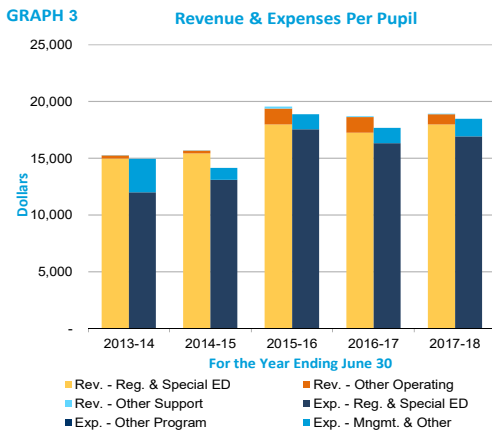
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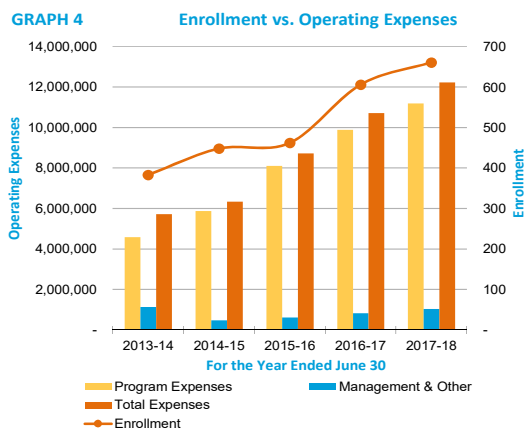
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

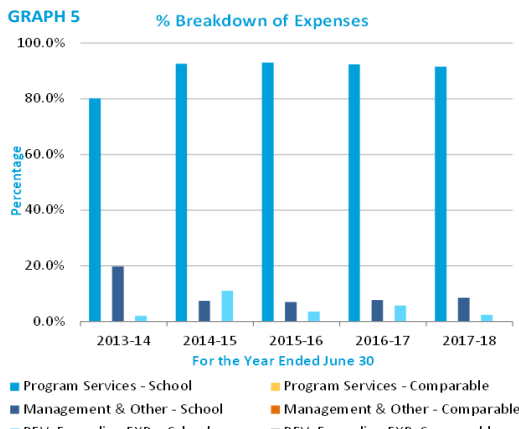
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FISCAL DASHBOARD

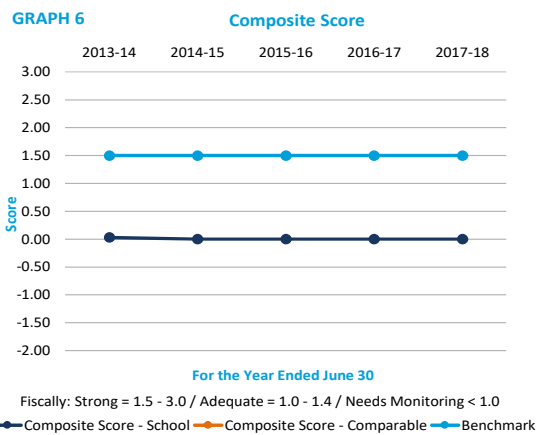
SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST

NOTE: Effective 2014-15 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

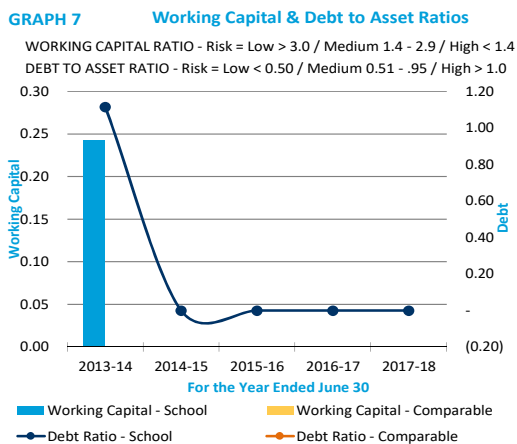
Comparable School, Region or Network: -



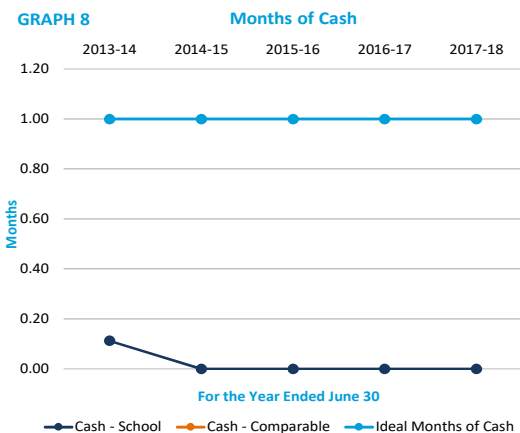
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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 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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FUTURE PLANS



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

Success Upper West is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. SACS – NYC plans to continue to operate the school in the same manner making its plans for the school's future sound.

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

Plans for the Educational Program. Success Upper West plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. The school will also implement the latest network design for its high school. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, SACS – NYC presents a reasonable and appropriate fiscal plan for the school for the next charter term including school budgets that are feasible and achievable.

SUCCESS UPPER WEST		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	764	1,078
Grade Span	K-8	K-12
Teaching Staff	68	89
Days of Instruction	180	180

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Success Upper West plans to continue instruction for the elementary and middle school grades in the NYCDOE co-located sites. The school intends to pursue NYCDOE space for the high school grades over the next charter term.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.

Success Academy
Charter Schools-NYC

Ax

APPENDICES

PAGES Ax 1-24

EO^A
ED CORP
OVERVIEW

PAGE Ax 1

EF^B
ED CORP FISCAL

PAGE Ax 21

APPENDIX A: Education Corporation Overview

SUCCESS ACADEMY CHARTER SCHOOLS – NYC BOARD OF TRUSTEES

CHAIR

Samuel Cole

VICE CHAIR

Bryan Binder

TREASURER

Scott Friedman

SECRETARY

Gregory Sawers

TRUSTEES

Catherine Shainker

Derrell Bradford

Lorenzo Smith

Robin Pzena

Suleman Lunat

Jarrett Posner

Brian Levine

Andy Stone

Edwin Cespedes, non-voting
parent representative

SUCCESS ACADEMY CHARTER SCHOOLS, INC., BOARD OF TRUSTEES

CHAIR

Steven M. Galbraith

LEAD DIRECTOR

Mary G. Berner

TREASURER

Richard S. Pzena

SECRETARY

Kent A. Yalowitz

TRUSTEES

Richard Barrera

Campbell Brown

Ravenel Curry

Joel Greenblatt

Kevin Hall

Suzie Kovner

Kevin Liles

Yen Llow

Daniel S. Loeb

Robert Niehaus

John Petry

Tall Farhadian Weinstein

NETWORK LEADERS

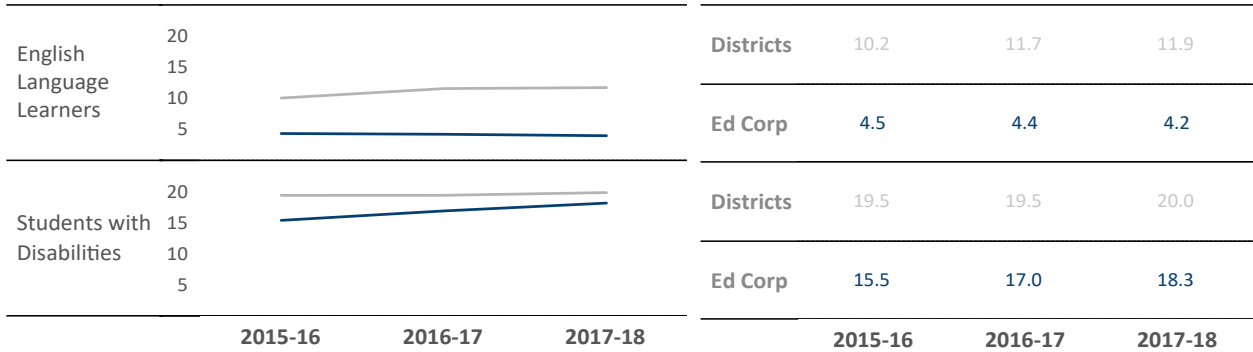
CHIEF EXECUTIVE OFFICER

Eva Moskowitz (2006-07 to Present)

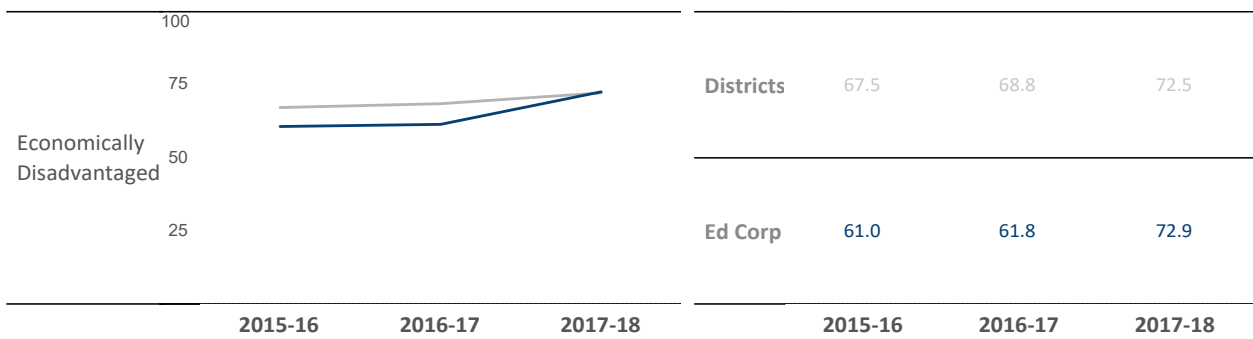
APPENDIX A: Education Corporation Overview

SACS - NYC Schools Aggregate Education Corporation Enrollment and Persistence

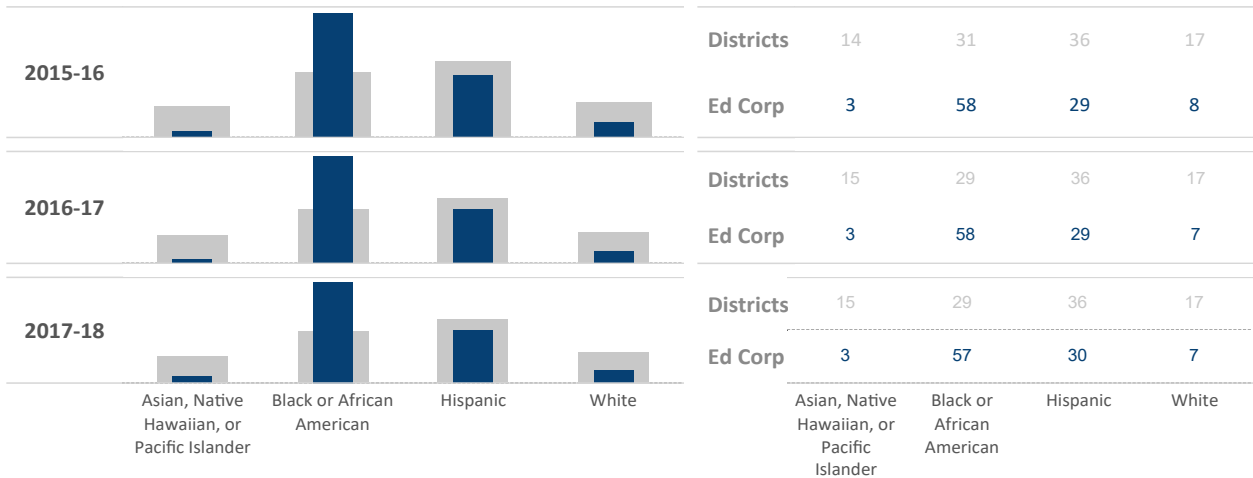
Aggregate Education Corporation Demographics: Special Populations



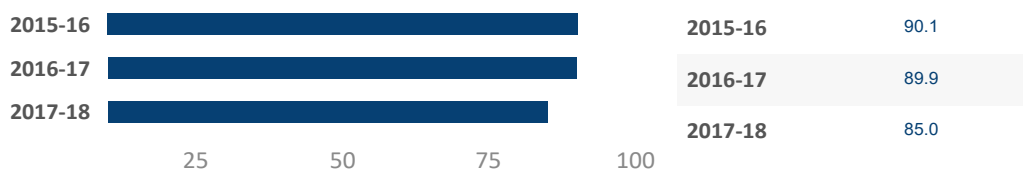
Aggregate Education Corporation Demographics: Free/Reduced Lunch



Aggregate Education Corporation Demographics: Race/Ethnicity



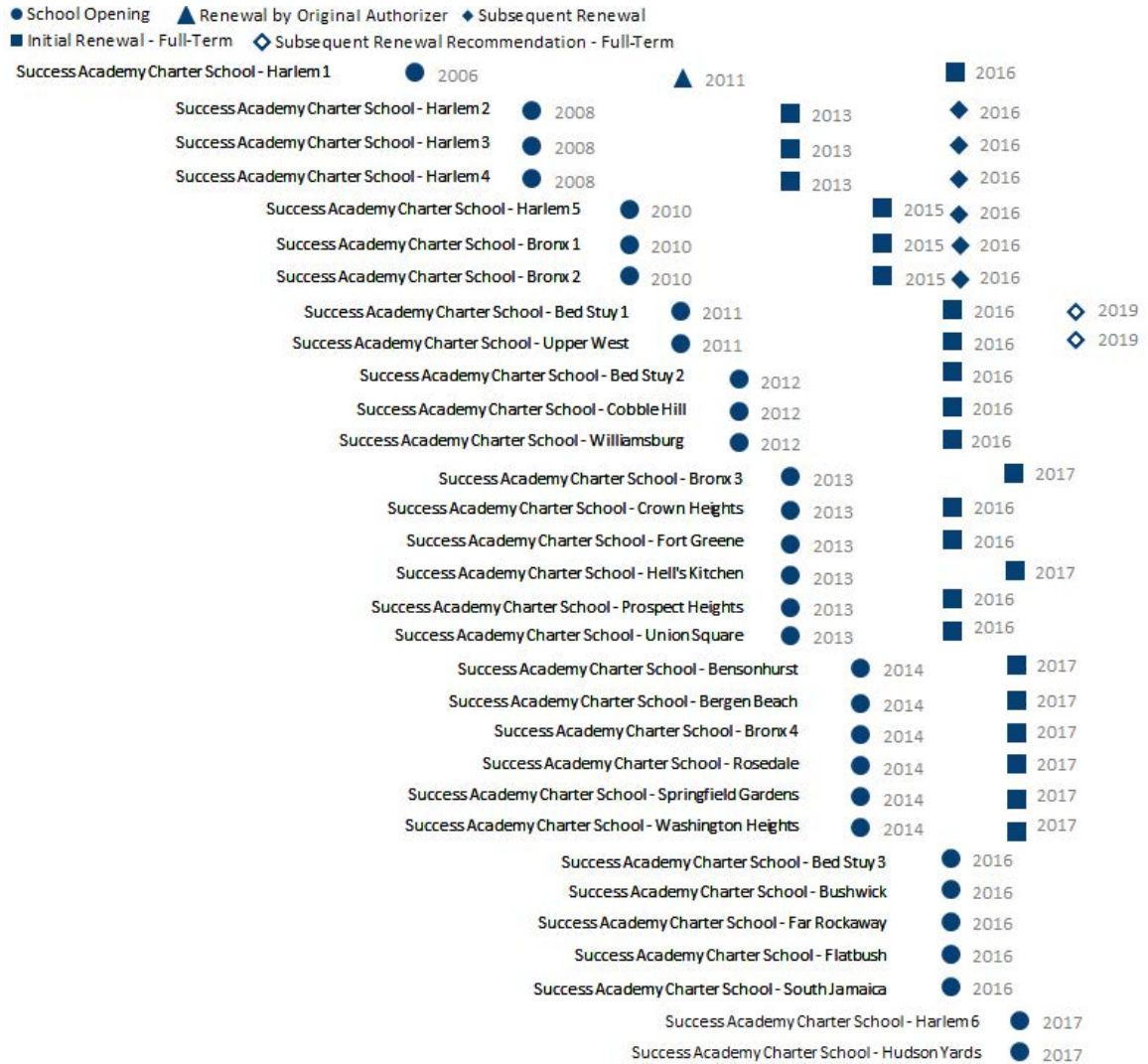
Aggregate Education Corporation Persistence in Enrollment



SACS - NYC 2018-19 Renewal Schools Demographics and Persistence											
Persistence in Enrollment			Student Demographics: Race/Ethnicity				Student Demographics: Special Populations				
2017-18	87.3	Asian, Native Hawaiian, or Pacific Islander	District	4	4	4	Economically Disadvantaged	District	64.0	63.6	70.7
			School	2	1	1	School	58.9	56.5	80.5	
2016-17	89.9	Black or African American	District	17	16	15	English Language Learners	District	13.7	13.2	12.2
			School	69	69	69	School	3.6	3.7	1.9	
2015-16	83.0	Hispanic	District	59	60	60	Students with Disabilities	District	23.9	22.8	23.0
			School	26	26	27	School	13.5	15.6	18.9	
2017-18	80.3	White	District	19	19	19	Economically Disadvantaged	District	41.7	42.1	45.0
			School	1	1	1	School	26.0	27.6	45.0	
2016-17	90.5	Asian, Native Hawaiian, or Pacific Islander	District	7	7	7	English Language Learners	District	6.2	6.2	5.9
			School	10	9	9	School	1.7	2.8	2.8	
2015-16	88.3	Black or African American	District	20	20	20	Students with Disabilities	District	21.4	20.8	21.9
			School	36	34	32	School	17.9	18.9	21.0	
		Hispanic	District	30	29	30					
			School	30	33	39					
		White	District	37	38	38					
			School	30	33	39					
				2017-18	2016-17	2015-16					
				2017-18	2016-17	2015-16					

APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



APPENDIX A: Education Corporation Overview

SCHOOL VISIT HISTORY

SCHOOL YEAR	SCHOOL AND VISIT TYPE	VISIT DATE
2008-09	Success Harlem 2 - First Year Visit	February 24, 2009
	Success Harlem 3 - First Year Visit	February 25, 2009
	Success Harlem 4 - First Year Visit	April 28, 2009
2009-10	Success Harlem 2 - Evaluation Visit	April 5-6, 2010
	Success Harlem 3 - Evaluation Visit	April 8-9, 2010
	Success Harlem 4 - Evaluation Visit	April 12-13, 2010
2010-11	Success Bronx 1 - First Year Visit	April 5, 2011
	Success Bronx 2 - First Year Visit	May 7, 2011
	Success Harlem 5 - First Year Visit	May 5, 2011
2011-12	Success BedStuy 1 - First Year Visit	May 8, 2012
	Success Upper West - First Year Visit	March 6, 2012
2012-13	Success Harlem 2 - Renewal Visit	November 27-28, 2012
	Success Harlem 3 - Renewal Visit	November 28-29, 2012
	Success Harlem 4 - Renewal Visit	November 28-29, 2012
2013-14	Success Crown Heights - First Year Visit	June 2-3, 2014
	Success Fort Greene - First Year Visit	June 2, 2014
	Success Hell's Kitchen - First Year Visit	June 5, 2014
	Success Prospect Heights - First Year Visit	June 3, 2014
	Success Union Square - First Year Visit	June 2, 2014
2014-15	Success Bronx 1 - Renewal Visit	December 11, 2014
	Success Bronx 2 - Renewal Visit	December 4, 2014
	Success Harlem 5 - Renewal Visit	December 2, 2014
2015-16	Success BedStuy 1 - Renewal Visit	September 10, 2015
	Success Bronx 3 - First Year Visit	April 13, 2015
	Success Harlem 1 - Renewal Visit	September 11, 2015
	Success Upper West - Renewal Visit	September 14, 2015



SCHOOL VISIT HISTORY, CONTINUED

SCHOOL YEAR	SCHOOL AND VISIT TYPE	VISIT DATE
2016-17	Success BedStuy 2 - Renewal Visit	September 13, 2016
	Success Bensonhurst - Renewal Visit	April 13, 2017
	Success Bergen Beach - Renewal Visit	April 13, 2017
	Success Bronx 1 - Renewal Visit	September 15, 2016
	Success Bronx 2 - Renewal Visit	September 16, 2016
	Success Bronx 4 - Renewal Visit	April 11, 2017
	Success Clinton Hill - Renewal Visit	September 14, 2016
	Success Crown Heights - Renewal Visit	September 15, 2016
	Success Fort Greene - Renewal Visit	September 14, 2016
	Success Harlem 5 - Renewal Visit	September 16, 2016
	Success Hell's Kitchen - Renewal Visit	April 12, 2017
	Success Prospect Heights - Renewal Visit	September 15, 2016
	Success Rosedale - Renewal Visit	April 14, 2017
	Success Springfield Gardens - Renewal Visit	April 14, 2017
	Success Union Square - Renewal Visit	September 19, 2016
Success Washington Heights - Renewal Visit	April 10, 2017	
Success Williamsburg - Renewal Visit	September 13, 2016	
2018-19	Success BedStuy 1 - Renewal Visit	December 11, 2018
	Success Upper West - Renewal Visit	December 11, 2018

CONDUCT OF THE VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
December 11, 2018	Jeff Wasbes	Executive Deputy Director of Accountability
	Andrew Kile	Director of School Evaluation
	Sinnjinn Bucknell	Director of Systems and Performance
	Hannah Hansen	School Evaluation Analyst
	Denise Gaffor	School Evaluation Analyst

APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Grade Span	Chartered Enrollment
Success Academy Charter School – Bed Stuy 1	CSD 14	Yes	K-8	901
Success Academy Charter School – Bed Stuy 2	CSD 14	Yes	K-4	416
Success Academy Charter School – Bed Stuy 3*	CSD 18	Not operating in 2018-19 school year	Not operating in 2018-19 school year	Not operating in 2018-19 school year
Success Academy Charter School - Bensonhurst	CSD 21	Yes	K-4	602
Success Academy Charter School - Bergen Beach	CSD 22	Yes	K-5	675
Success Academy Charter School – Bronx 1	CSD 7	Yes	K-6	739
Success Academy Charter School – Bronx 2	CSD 9	Yes	K-8	886
Success Academy Charter School – Bronx 3	CSD 8	Yes	K-6	576
Success Academy Charter School – Bronx 4	CSD 8	Yes	K-4	602
Success Academy Charter School - Bushwick	CSD 32	No – NYCDOE Leased	K-3	380
Success Academy Charter School – Cobble Hill	CSD 15	Yes	K-4	416
Success Academy Charter School – Crown Heights	CSD 17	Yes	K-6	603

*For 2018-19, due to space issues, the school had to relocate students to other SACS – NYC schools. At the time of this report, the facility issue has been resolved, and the school plans to reopen in 2019-20.

APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Grade Span	Chartered Enrollment
Success Academy Charter School – Far Rockaway	CSD 27	Yes	K-3	380
Success Academy Charter School - Flatbush	CSD 17	No – NYCDOE Leased	K-3	380
Success Academy Charter School – Fort Greene	CSD 13	Yes	K-4	444
Success Academy Charter School – Harlem 1	CSD 3 CSD 2	Yes Yes	K-8 9-12	1,393
Success Academy Charter School – Harlem 2	CSD 5	Yes	K-8	857
Success Academy Charter School – Harlem 3	CSD 4	Yes	K-10	1,111
Success Academy Charter School – Harlem 4	CSD 3	Yes	K-4	417
Success Academy Charter School – Harlem 5	CSD 5	Yes	K-8	758
Success Academy Charter School – Harlem 6	CSD 5	Yes	K-2	250
Success Academy Charter School – Hell’s Kitchen	CSD 2	Yes	K-4	415
Success Academy Charter School – Hudson Yards	CSD 2	Private space	K-2	250
Success Academy Charter School – NYC 3	Not open	Not open	Not open	Not open
Success Academy Charter School – NYC 5	Not open	Not open	Not open	Not open

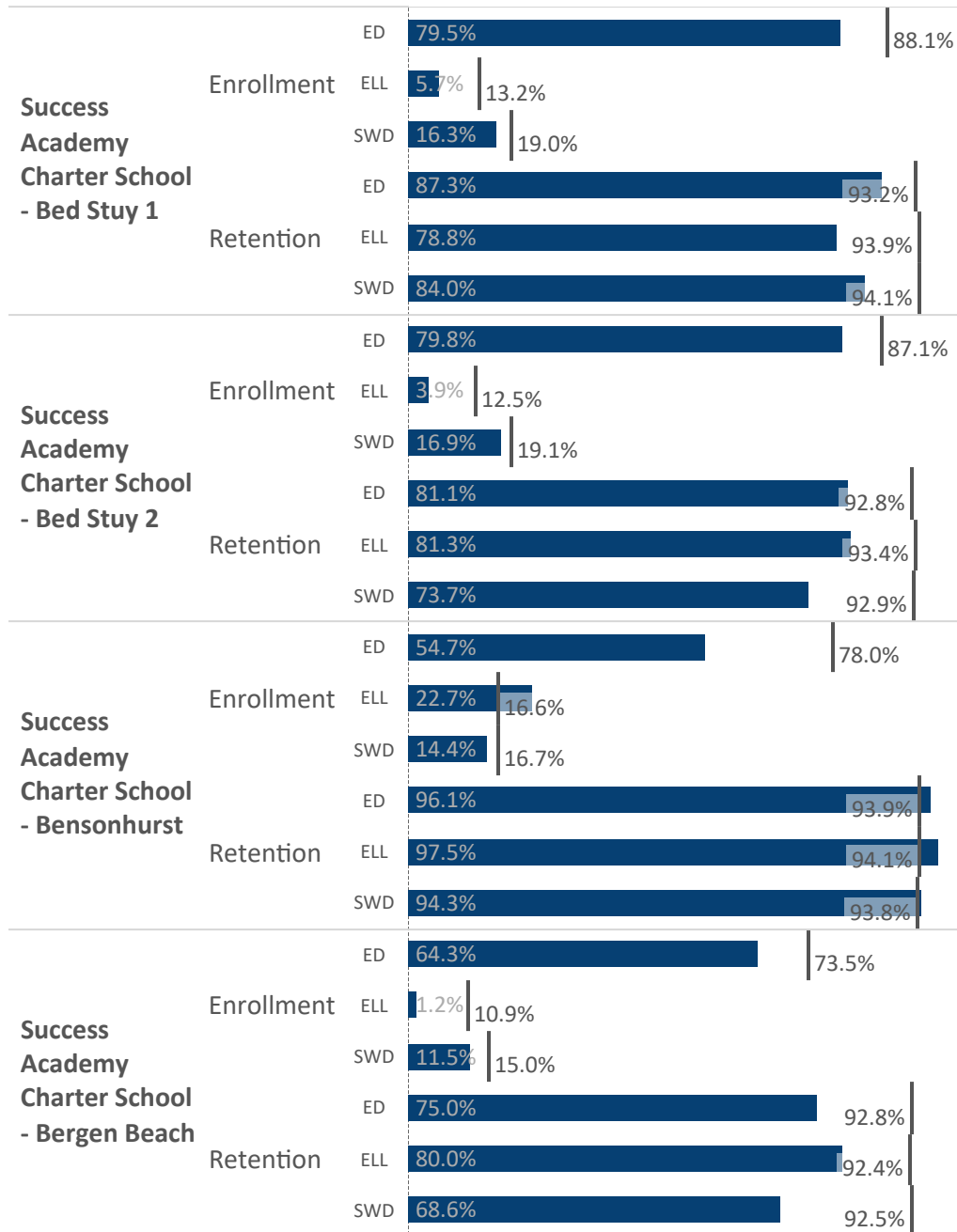
APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Grade Span	Chartered Enrollment
Success Academy Charter School – NYC 6	Not open	Not open	Not open	Not open
Success Academy Charter School – NYC 7	Not open	Not open	Not open	Not open
Success Academy Charter School – NYC 11	Not open	Not open	Not open	Not open
Success Academy Charter School – NYC 12	Not open	Not open	Not open	Not open
Success Academy Charter School – NYC 14	Not open	Not open	Not open	Not open
Success Academy Charter School – Prospect Heights	CSD 17 CSD 14	Yes Yes	K-4 5-7	581
Success Academy Charter School - Rosedale	CSD 29	No – NYCDOE Leased	K-4	602
Success Academy Charter School – South Jamaica	CSD 27	No – NYCDOE Leased	K-3	380
Success Academy Charter School – Springfield Gardens	CSD 29	Yes	K-5	675
Success Academy Charter School – Union Square	CSD 2	Yes	K-7	718
Success Academy Charter School – Upper West	CSD 3 CSD 2	Yes Yes	K-4 5-8	764
Success Academy Charter School – Washington Heights	CSD 6	No – NYCDOE Leased	K-4	602
Success Academy Charter School - Williamsburg	CSD 14	Yes	K-4	446

APPENDIX A: Education Corporation Overview

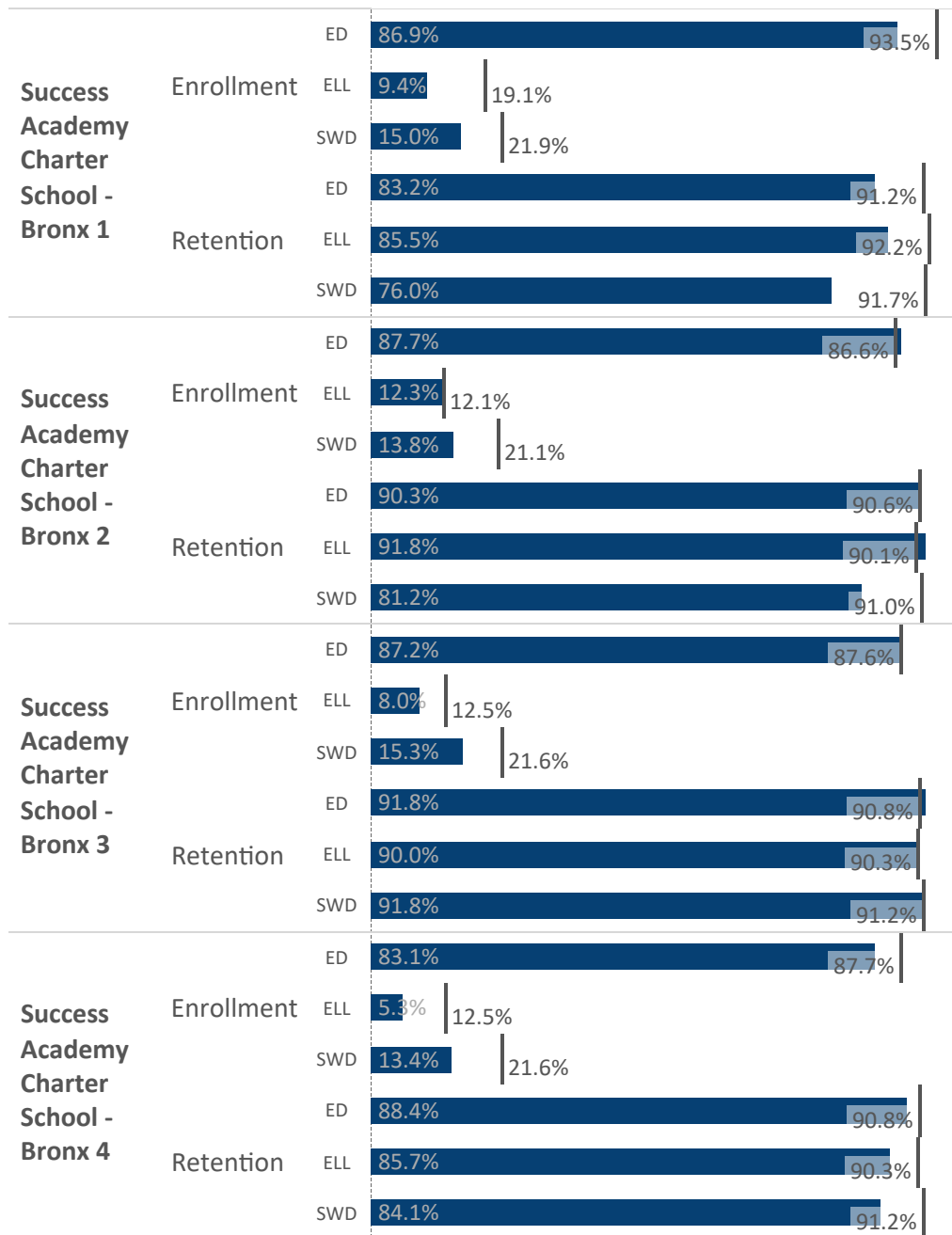
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2017-18 enrollment and retention data supplied to the Institute by the network.

APPENDIX A: Education Corporation Overview

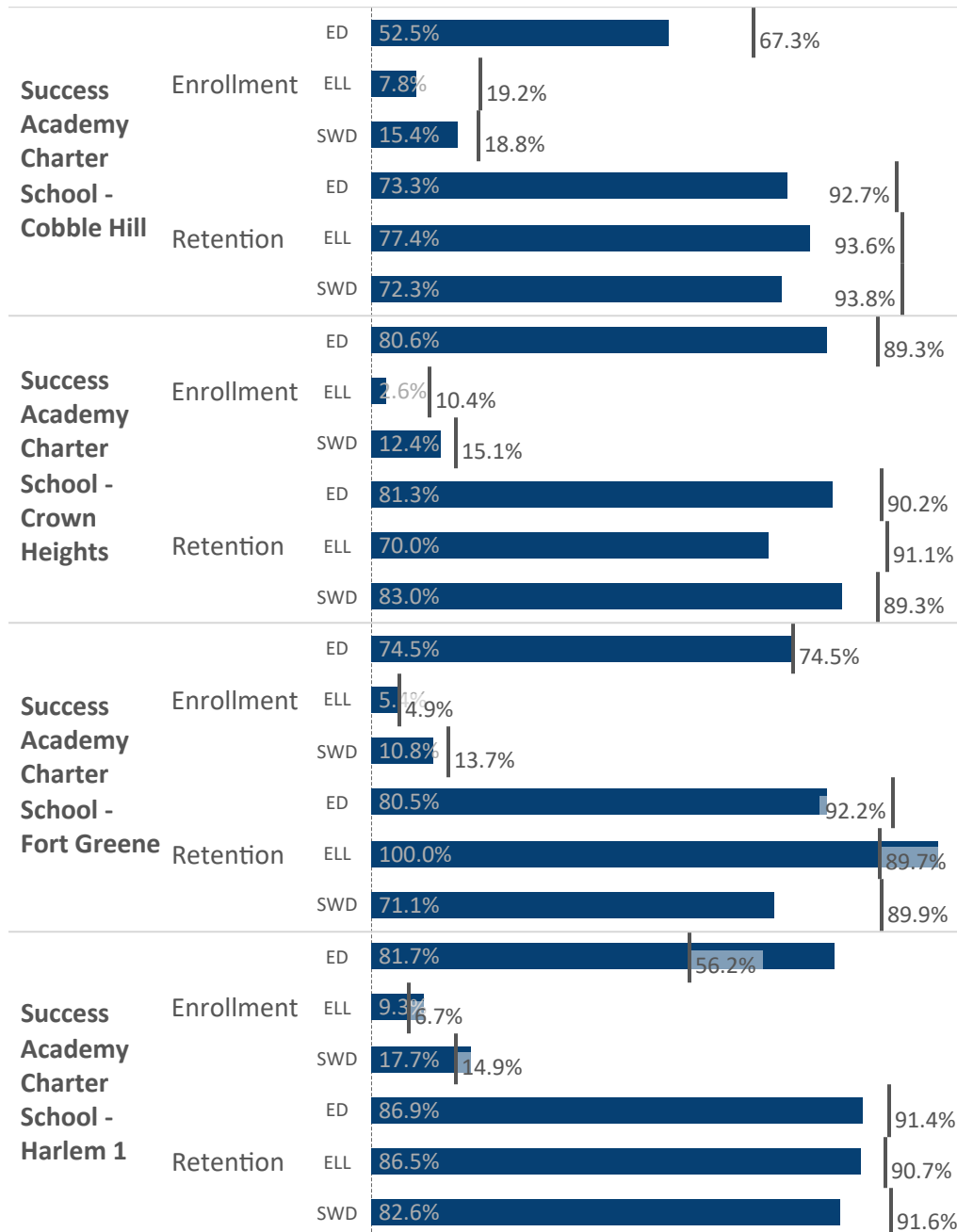
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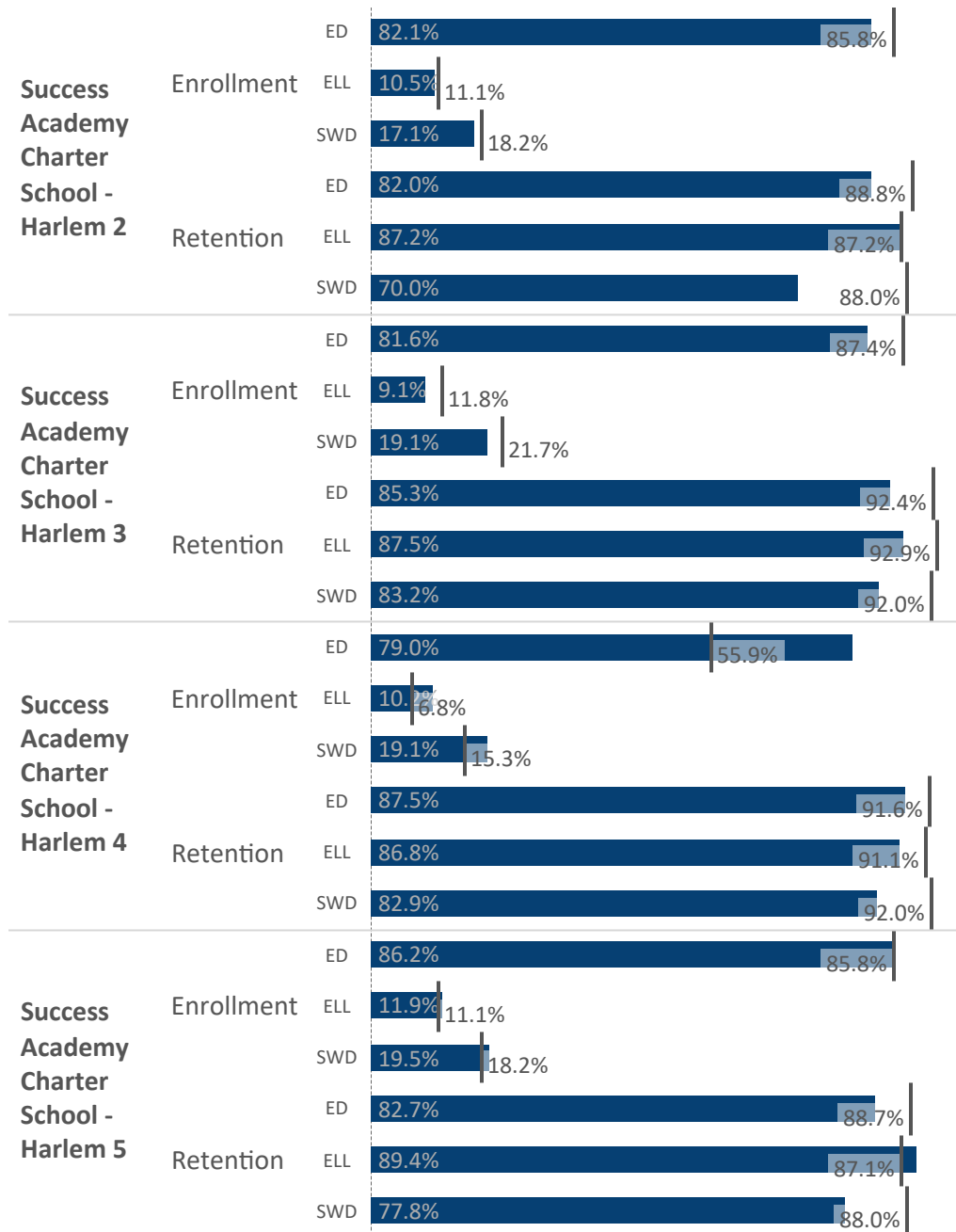
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APPENDIX A: Education Corporation Overview

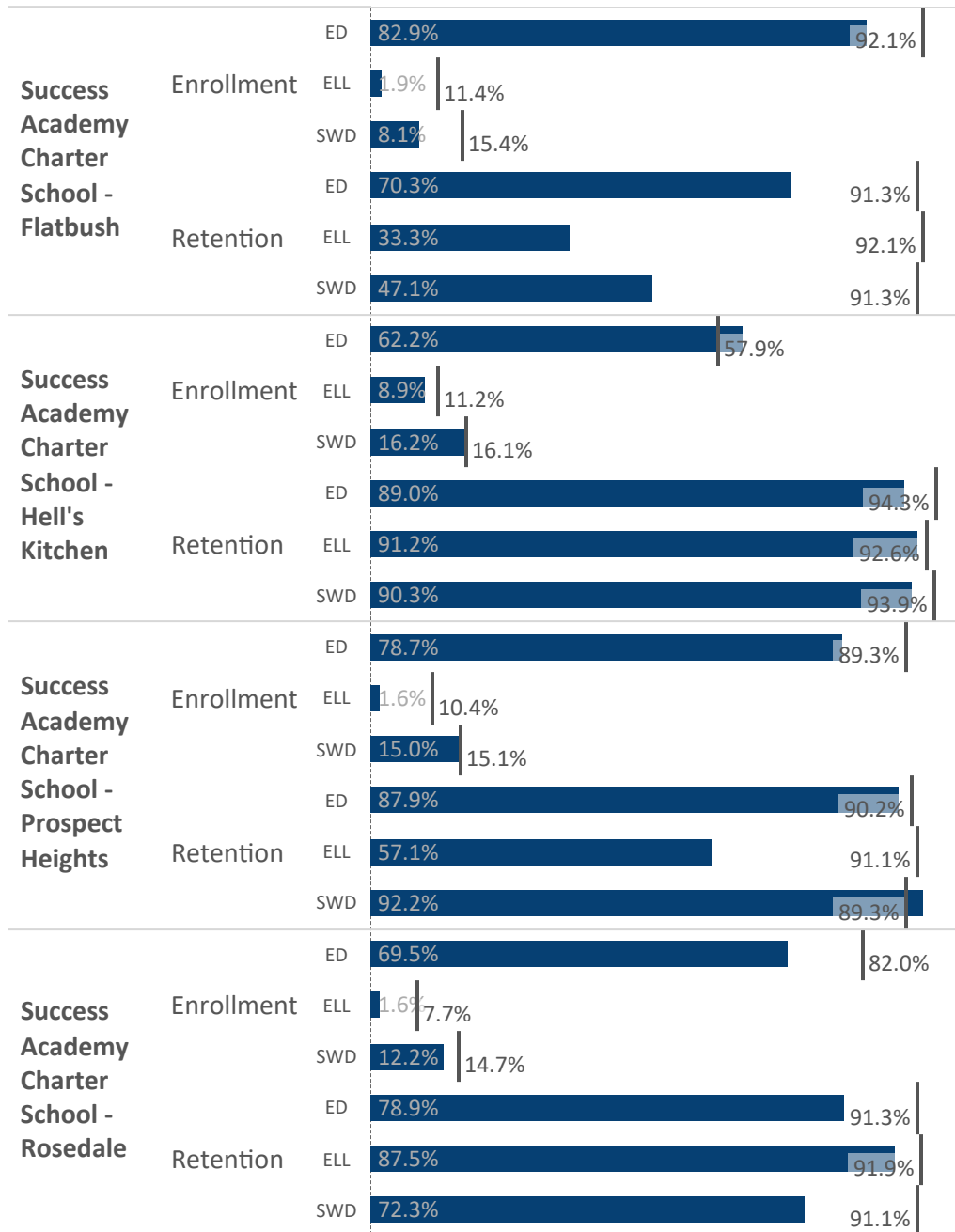
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APPENDIX A: Education Corporation Overview

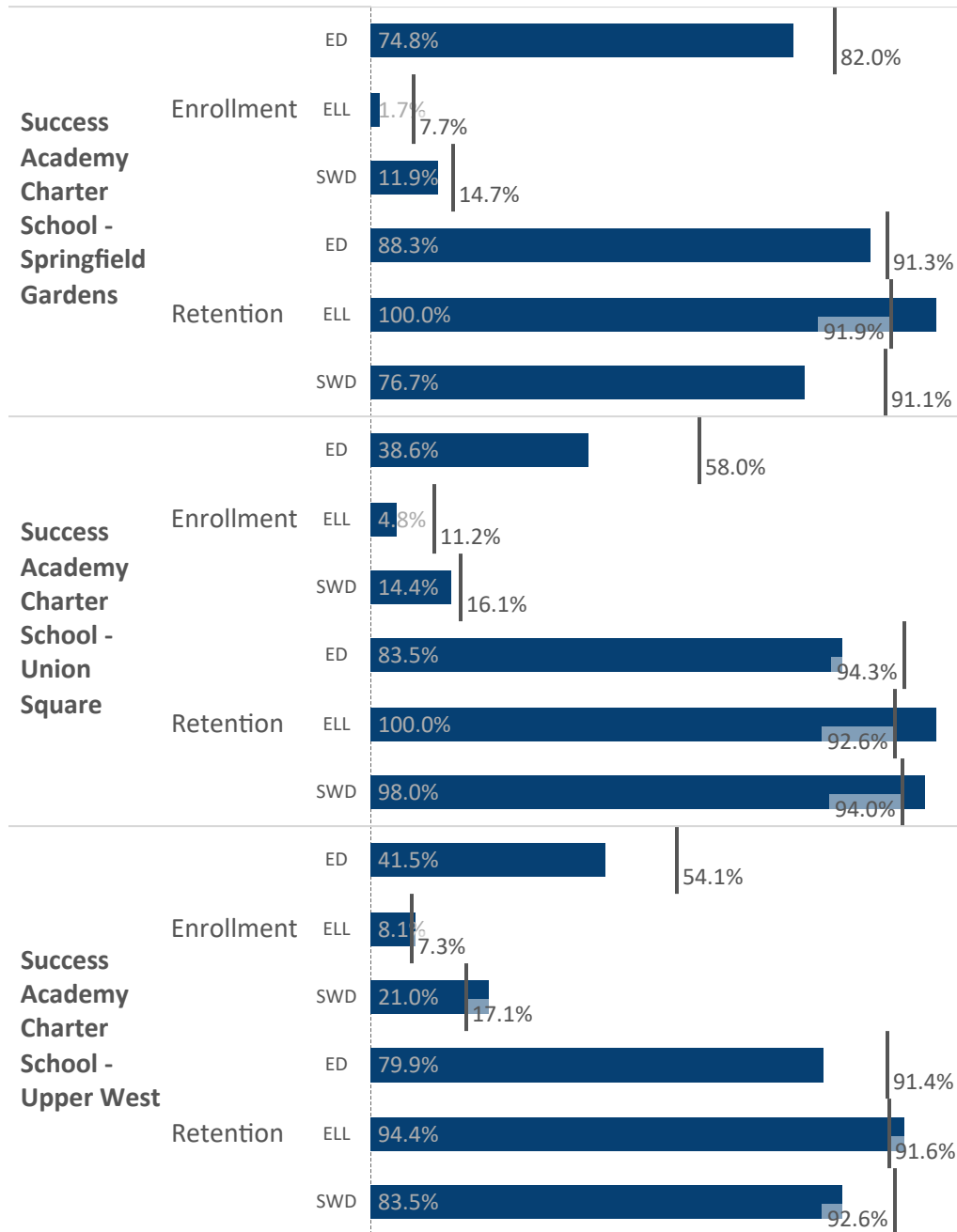
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APPENDIX A: Education Corporation Overview

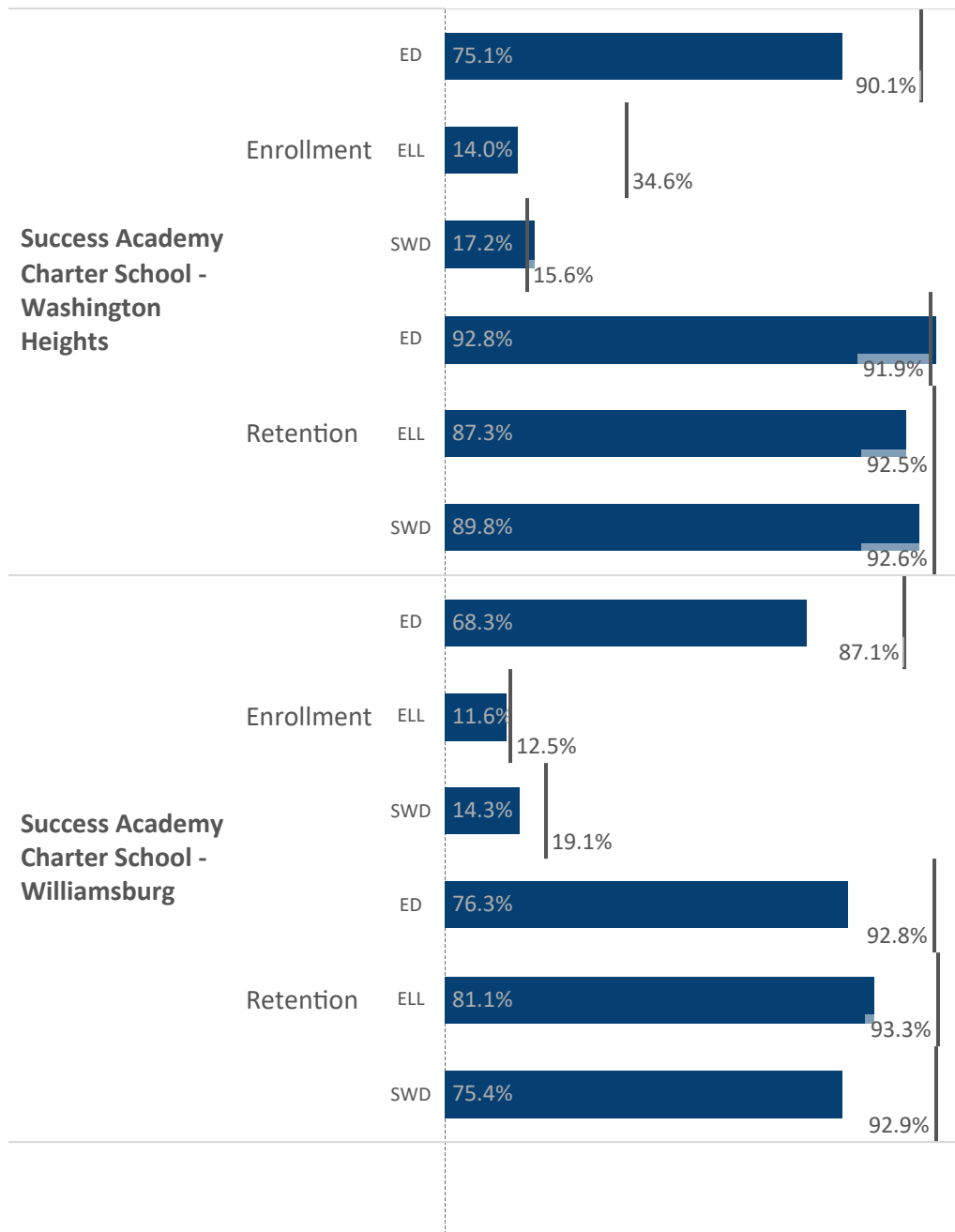
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APPENDIX A: Education Corporation Overview

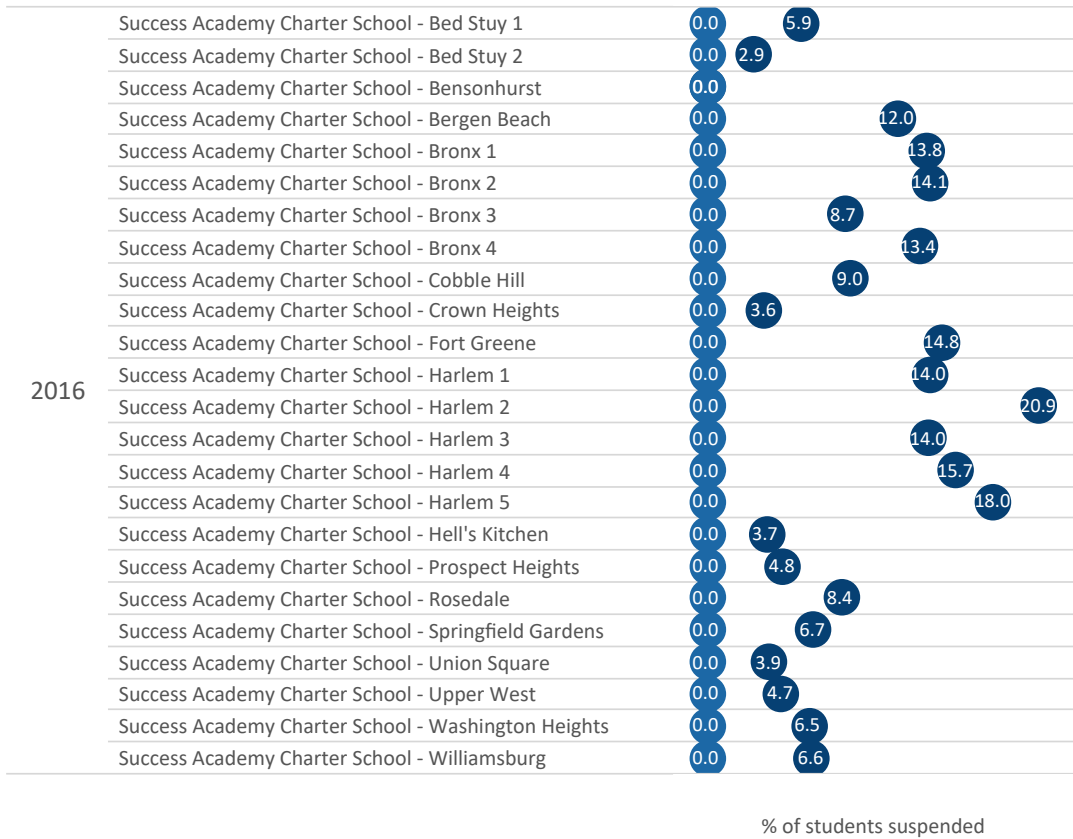
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APPENDIX A: Education Corporation Overview

Suspensions: SACS - NYC Schools' out of school suspension rate and in school suspension rate.

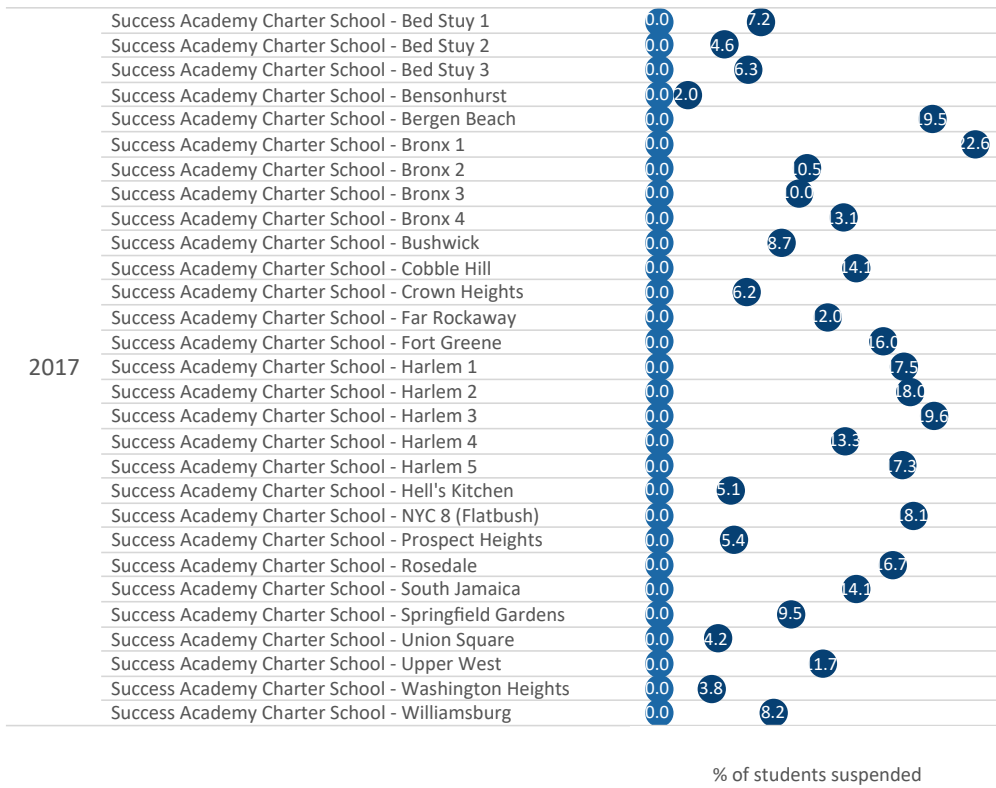


New York City Community School District data suitable for comparison is not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the 2015-16 school year, Success Academy Charter Schools-NYC expelled 0 students.

APPENDIX A: Education Corporation Overview

Suspensions: SACS - NYC Schools' out of school suspension rate and in school suspension rate.

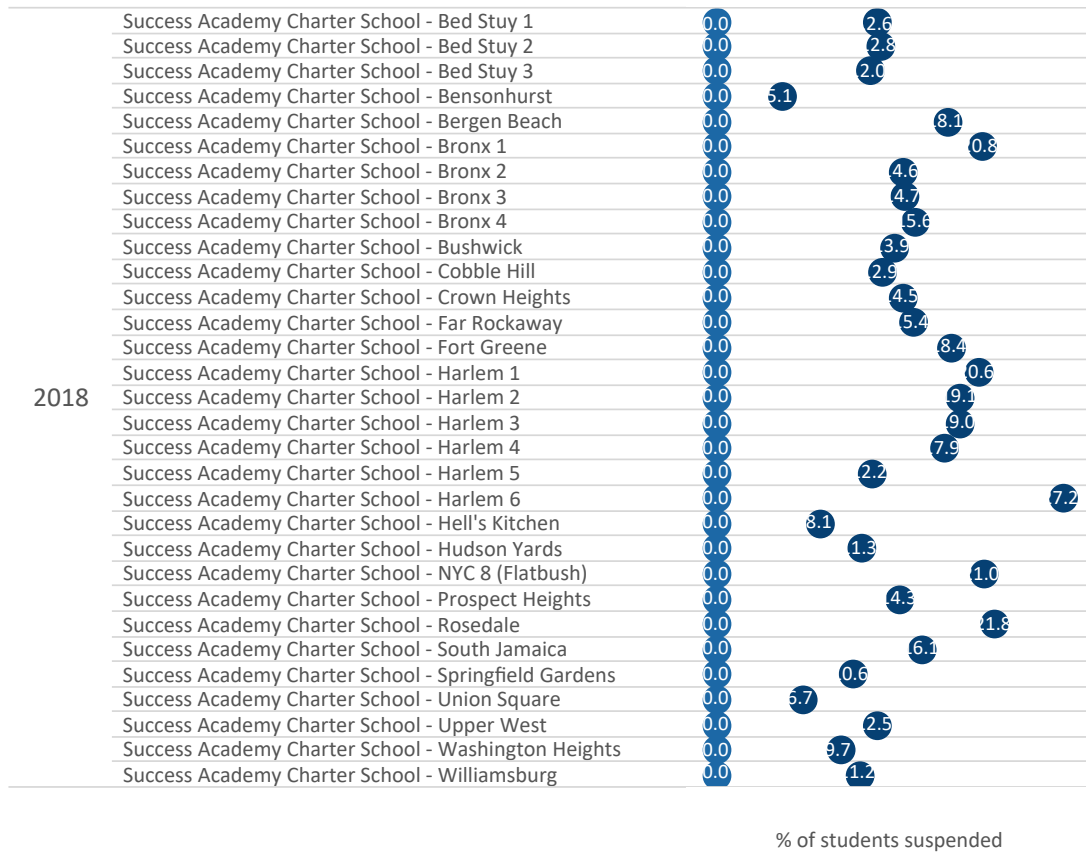


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APPENDIX A: Education Corporation Overview

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APPENDIX A: Education Corporation Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
A focus on student achievement;	+
Research-based, results-driven curriculum;	+
Frequent assessments produced and analyzed in real time;	+
Extended school day;	+
School leaders with the power to lead;	+
Highly qualified and highly trained staff; and,	+
Strong school culture including reinforcement of ACTION principles (Agency, Curiosity, Try and Try, Integrity, Others, and No Shortcuts).	+

APPENDIX B: Ed Corp Fiscal Dashboard

SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)

SCHOOL 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

Unrestricted
 Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

	MERGED 2013-14	MERGED 2014-15	MERGED 2015-16	MERGED 2016-17	MERGED 2017-18
Cash and Cash Equivalents - GRAPH 1	5,630,445	4,070,877	8,989,662	6,055,520	91,795
Grants and Contracts Receivable	2,921,408	8,283,986	14,823,909	14,017,217	19,520,440
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	2,823,903	4,090,345	5,464,767	3,882,364	5,660,659
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	11,375,756	16,445,208	29,278,338	23,955,101	25,272,894
Property, Building and Equipment, net	10,153,572	24,818,614	27,796,762	41,916,057	47,203,294
Other Assets	3,234,700	350,002	351,816	-	-
Total Assets - GRAPH 1	24,764,028	41,613,824	57,426,916	65,871,158	72,476,188

Accounts Payable and Accrued Expenses	480,918	2,244,130	2,078,759	3,709,198	7,234,456
Accrued Payroll and Benefits	601,603	48,333	55,227	1,769,268	2,470,431
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	3,617,779
Short Term Debt - Bonds, Notes Payable	-	-	-	1,950,000	-
Other	2,915,862	7,805,703	26,600,039	31,722,351	39,758,489
Total Current Liabilities - GRAPH 1	3,998,383	10,098,166	28,734,025	39,150,817	53,081,155
Deferred Rent/Lease Liability	-	-	-	-	2,173,683
All other L-T debt and notes payable, net current maturities	2,700,000	8,500,000	8,500,000	5,550,000	5,527,572
Total Liabilities - GRAPH 1	6,698,383	18,598,166	37,234,025	44,700,817	60,782,410

Unrestricted	17,405,645	22,795,658	20,192,891	21,170,341	11,693,778
Temporarily restricted	660,000	220,000	-	-	-
Total Net Assets	18,065,645	23,015,658	20,192,891	21,170,341	11,693,778
Total Liabilities and Net Assets	24,764,028	41,613,824	57,426,916	65,871,158	72,476,188

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

Resident Student Enrollment	55,929,752	122,210,419	148,916,929	186,894,944	216,931,430
Students with Disabilities	4,375,139	10,728,685	15,063,882	23,689,396	29,537,329
Grants and Contracts	-	-	3,774,716	967,780	481,202
State and local	1,889,190	4,139,842	4,846,982	5,629,226	11,986,699
Federal - Title and IDEA	2,431,533	4,805,683	4,816,820	6,126,808	689,786
Federal - Other	-	-	-	-	-
Other	-	-	-	-	982,861
NYC DoE Rental Assistance	-	-	-	-	982,861
Food Service/Child Nutrition Program	-	-	1,733,542	2,478,353	2,563,919
Total Operating Revenue	64,625,614	141,884,629	179,152,871	225,786,507	263,173,225

Expenses

Regular Education
 SPED
 Other
 Management and General
 Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Regular Education	47,634,229	117,611,180	149,519,355	184,131,784	182,962,855
SPED	6,495,579	16,037,881	20,389,000	25,108,878	67,671,201
Other	-	-	-	-	-
Total Program Services	54,129,808	133,649,061	169,908,355	209,240,662	250,634,056
Management and General	13,754,498	10,701,909	13,720,917	18,338,924	23,256,081
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	67,884,306	144,350,970	183,629,272	227,579,586	273,890,137

Surplus / (Deficit) From School Operations

(3,258,692)	(2,466,341)	(4,476,401)	(1,793,079)	(10,716,912)
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Support and Other Revenue

Contributions
 Fundraising
 Miscellaneous Income
 Net assets released from restriction

Total Support and Other Revenue

Contributions	1,137,910	2,548,977	870,064	2,025,756	467,921
Fundraising	-	-	-	-	-
Miscellaneous Income	36,925	7,516	783,570	744,773	772,428
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	1,174,835	2,556,493	1,653,634	2,770,529	1,240,349

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Total Unrestricted Revenue	65,140,449	144,881,122	180,806,505	228,557,036	264,413,574
Total Temporarily Restricted Revenue	660,000	(440,000)	-	-	-
Total Revenue - GRAPHS 2 & 3	65,800,449	144,441,122	180,806,505	228,557,036	264,413,574

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Change in Net Assets	(2,083,857)	90,152	(2,822,767)	977,450	(9,476,563)
Net Assets - Beginning of Year - GRAPH 2	20,149,502	22,925,504	23,015,658	20,192,891	21,170,341
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	18,065,645	23,015,656	20,192,891	21,170,341	11,693,778

APPENDIX B: Ed Corp Fiscal Dashboard

SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service	-	4,871,981	21,539,772	26,822,673	30,526,116
Administrative Staff Personnel	-	64,270,955	69,678,920	82,294,708	97,198,220
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	32,608,159	-	-	-	-
Total Salaries and Staff	32,608,159	69,142,936	91,218,692	109,117,381	127,724,337
Fringe Benefits & Payroll Taxes	6,789,542	13,842,538	17,684,147	19,620,728	23,902,313
Retirement	-	1,438,557	2,163,405	2,569,914	2,985,767
Management Company Fees	8,389,463	18,323,033	21,983,037	27,172,471	31,695,869
Building and Land Rent / Lease	-	-	-	-	3,247,791
Staff Development	1,277,601	1,883,087	2,840,659	2,876,125	3,520,654
Professional Fees, Consultant & Purchased Services	536,383	1,704,919	1,425,410	1,224,353	608,997
Marketing / Recruitment	1,858,928	3,154,593	2,874,164	2,861,992	5,018,389
Student Supplies, Materials & Services	5,816,891	11,303,770	11,253,433	15,889,032	20,205,032
Depreciation	3,247,644	10,154,458	13,473,388	16,241,135	18,205,477
Other	7,359,695	13,403,079	18,712,937	30,006,455	36,775,511
Total Expenses	67,884,306	144,350,970	183,629,272	227,579,586	273,890,137

SCHOOL ANALYSIS

ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	7,088	9,854	12,925	17,103	19,930
Final Chartered Enrollment (includes any revisions)	6,952	9,500	11,714	15,111	17,869
Actual Enrollment - GRAPH 4	6,365	8,715	10,420	12,627	14,053
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	13,877	13,877	13,877	14,027	14,527
	2.5%	0.0%	0.0%	1.1%	3.4%

PER STUDENT BREAKDOWN

Revenue

Operating	10,153	16,281	17,193	17,881	18,727
Other Revenue and Support	185	293	159	219	88
TOTAL - GRAPH 3	10,338	16,574	17,352	18,101	18,815

Expenses

Program Services	8,504	15,336	16,306	16,571	17,835
Management and General, Fundraising	2,161	1,228	1,317	1,452	1,655
TOTAL - GRAPH 3	10,665	16,564	17,623	18,023	19,490
% of Program Services	79.7%	92.6%	92.5%	91.9%	91.5%
% of Management and Other	20.3%	7.4%	7.5%	8.1%	8.5%
% of Revenue Exceeding Expenses - GRAPH 5	-3.1%	0.1%	-1.5%	0.4%	-3.5%

Student to Faculty Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
14.7	9.0	9.2	10.5	10.6

Faculty to Admin Ratio

2013-14	2014-15	2015-16	2016-17	2017-18
4.2	13.4	3.8	3.8	3.9

Financial Responsibility Composite Scores - GRAPH 6

Score	2013-14	2014-15	2015-16	2016-17	2017-18
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.3	2.0	1.4	1.4	0.6
	Fiscally Strong	Fiscally Strong	Fiscally Adequate	Fiscally Adequate	Fiscally Needs Monitoring

Working Capital - GRAPH 7

Net Working Capital	7,377,373	6,347,042	544,313	(15,195,716)	(27,808,261)
As % of Unrestricted Revenue	11.3%	4.4%	0.3%	-6.6%	-10.5%
Working Capital (Current) Ratio Score	2.8	1.6	1.0	0.6	0.5
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	HIGH	HIGH	HIGH
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Poor	Poor	Poor

Quick (Acid Test) Ratio

Score	2.1	1.2	0.8	0.5	0.4
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	MEDIUM	HIGH	HIGH	HIGH
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Good	Poor	Poor	Poor

Debt to Asset Ratio - GRAPH 7

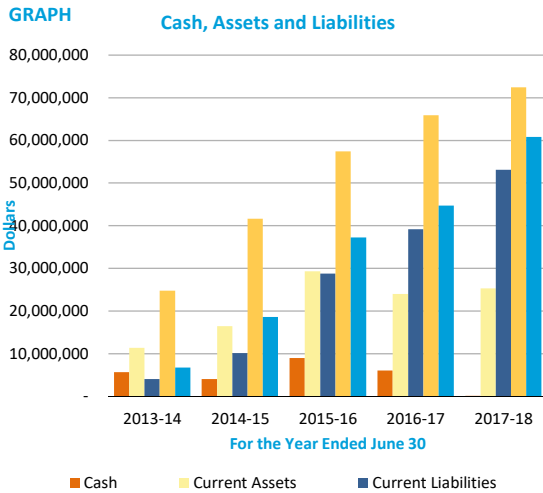
Score	0.3	0.4	0.6	0.7	0.8
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Good	Good	Good

Months of Cash - GRAPH 8

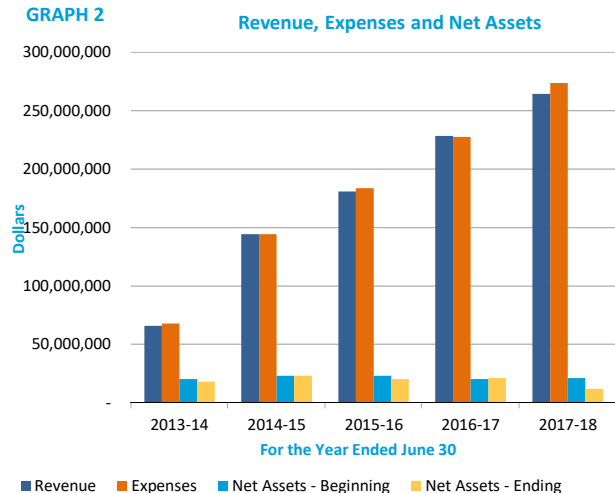
Score	1.0	0.3	0.6	0.3	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	HIGH	HIGH	HIGH	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Poor	Poor	Poor	Poor

APPENDIX B: Ed Corp Fiscal Dashboard

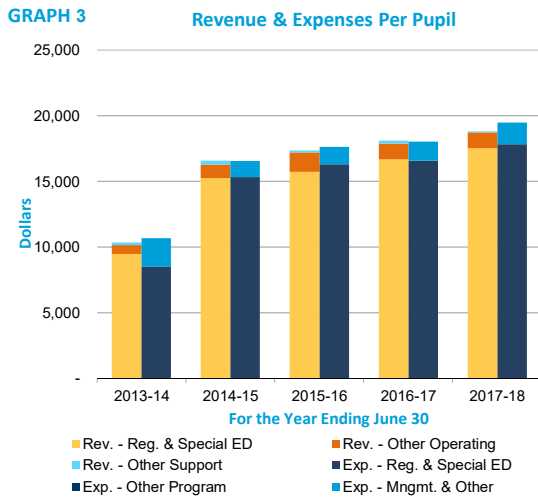
SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)



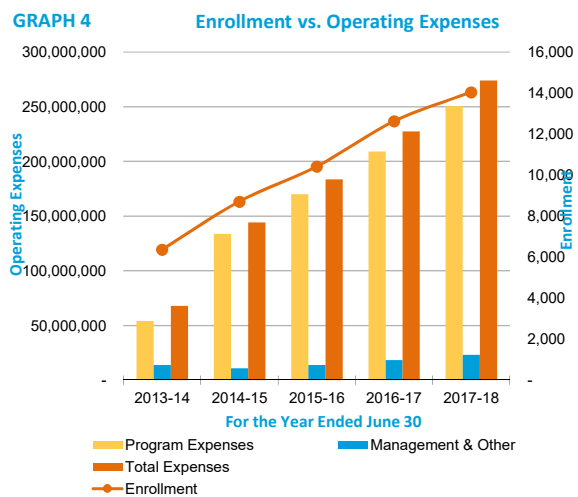
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

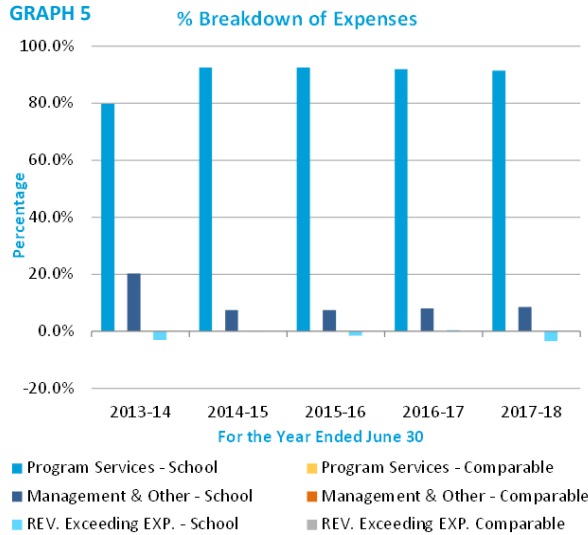


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

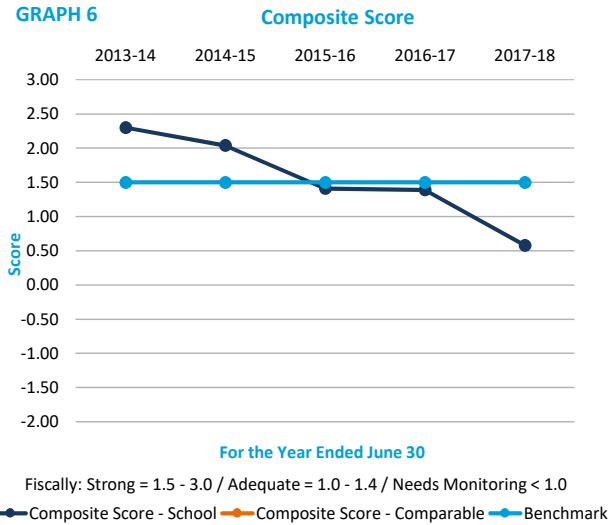
APPENDIX B: Ed Corp Fiscal Dashboard

SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)

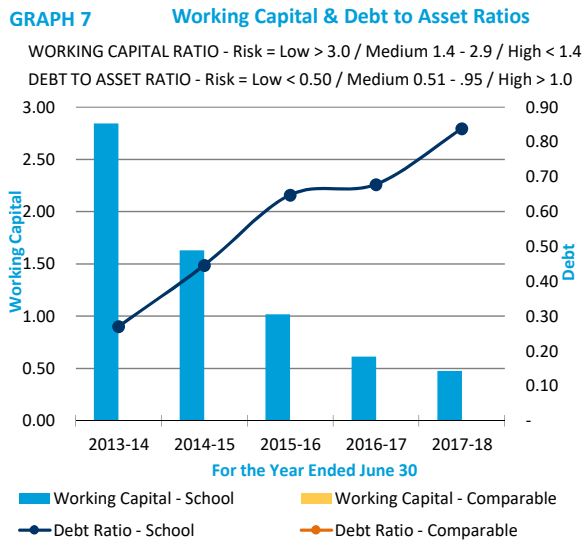
Comparable School, Region or Network: -



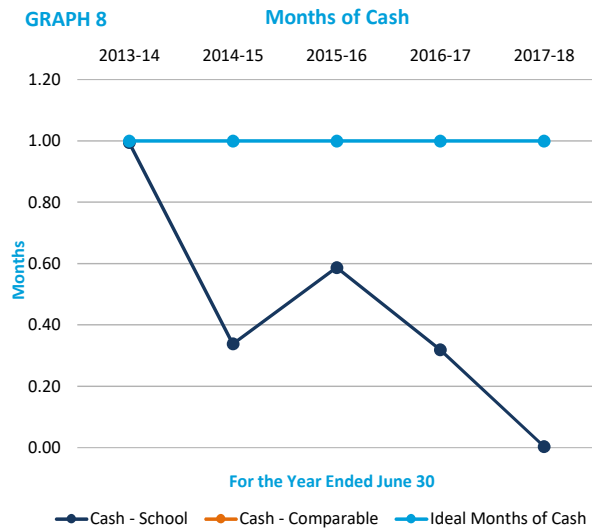
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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 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.

