



# Renewal Recommendation Report Success Academy Charter School-Bronx 1

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# INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”) (revised September 4, 2013 and available at:

<http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf>).

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: <http://www.newyorkcharters.org/operate/existing-schools/renewal/>.

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## SUCCESS ACADEMY CHARTER SCHOOL—BRONX 1

### BACKGROUND

Opened in September 2010, Success Academy Charter School-Bronx 1 (“Success Bronx 1”) is now in its fifth year of its initial charter term. An analysis of the school’s success in meeting the academic goals in its charter combined with the qualitative data gathered by the Institute over the course of this charter term indicate Success Bronx 1 provides a high quality educational option to the families of the Bronx. The school opened as an independent not-for-profit education corporation replicating the high performing program first implemented at Success Academy Charter School–Harlem 1 (“Success Harlem 1”). Success Harlem 1 opened as a school authorized by the New York State Board of Regents (the “Board of Regents”), and later merged into the SUNY authorized charter school education corporation that became Success Academy Charter Schools–NYC (“SACS-NYC” or the “education corporation”).

The mission of Success Academy Charter School-Bronx 1 is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character and disposition to meet and exceed NY State Common Core Learning Standards, and the resources to lead and succeed in school, college and a competitive global economy.

Success Bronx 1 seeks 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.

Effective July 1, 2014, Success Bronx 1 merged into SACS-NYC. The merged education corporation now has authority to oversee the operations and finances of 24 currently operating schools and plans to open an additional 14 schools in the next several years. All schools operated by the education corporation including Success Bronx 1 contract with Success Academy Charter Schools, Inc., (“Success” or the “network”), a Delaware not-for-profit charter management organization based in New York City, for comprehensive management services.

The school currently serves 527 students in grades K-5 in a co-located facility at 339 Morris Avenue, 2<sup>nd</sup> Floor, Bronx, NY in New York City Community School District (“CSD”) 7. The New York City Department of Education’s (NYCDOE’s) P.S. 168 (pre-K – 12<sup>th</sup> grade), M.S. 203 (8<sup>th</sup> grade) and the Urban Assembly Bronx Academy of Letters (6<sup>th</sup> – 12<sup>th</sup> grade) share the Morris Street building.

### EXECUTIVE SUMMARY

In this, Success Bronx 1’s initial charter term, the school met its academic Accountability Plan goals and the Institute recommends a Full-Term renewal. In 2013-2014, Success Bronx 1 outperformed 99% of schools in New York in English language arts (“ELA”) and 98% of schools in the state in

## SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

mathematics. The school's significantly strong instructional program, along with its strong leadership and good governance leads the Institute to find Success Bronx 1 to be an effective, viable and fiscally sound organization.

Much is noteworthy about Success Bronx 1 including elements of the school design that is implemented across all Success Academy schools. Success Bronx 1's performance on state assessments, along with the instruction and learning the Institute observed occurring in classrooms indicate this school has done exceptionally well in consistently delivering to the students it serves a strong and engaging curriculum, performing and visual arts that support core content areas, significant instructional supports and high quality teaching.

The school's high academic achievement as measured by state assessments as well as the quality of student discourse and work product analyzed by the Institute as a component of the school's renewal review indicate it is likely to continue to improve student learning and achievement in the future. Success Bronx 1 benefits from strong instructional leadership, a quality instructional staff and the consistent leadership of its education corporation board of trustees (the "board"). The board, in addition to the Success network, provides effective guidance in helping the school meet its academic goals. Success Bronx 1 has generally and substantially complied with required reporting over the charter term. Fiscally the school is sound posting operating surpluses without fundraising contributions after its first three years of operation.

# RENEWAL RECOMMENDATION

## RECOMMENDATION: FULL-TERM RENEWAL

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the Success Academy Charter School–Bronx 1 and renew Success Academy Charter Schools–NYC’s authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten through 10<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 956 students.

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

- (a) have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,<sup>1</sup> is generally effective; or
- (b) have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.<sup>2</sup>

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<sup>1</sup> The Qualitative Education Benchmarks are a subset of the *State University of New York Charter Renewal Benchmarks* (version 5.0, the “SUNY Renewal Benchmarks”), available at:

<http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf>.

<sup>2</sup> SUNY Renewal Policies at p. 12.

# RENEWAL RECOMMENDATION

## REQUIRED FINDINGS

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

- The school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- The education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the school's next term of authority to operate; and,
- Given the programs it will offer, its structure and its purpose, granting the education corporation the authority to operate the school for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>3</sup>

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, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY<sup>4</sup> and the Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets or proposed targets for each school in July 2013.

Given the date the school was originally chartered, it does not have statutory targets. However, in accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its future enrollment and retention targets during the next charter term prior to recommending the renewal application for approval. The Institute found the plans to meet or exceed the targets, and the plans to educate students with disabilities, ELLs and FRPL students, satisfactory. The Institute also found the school to be making good faith efforts to attract and retain such students in accordance with the Act.

## CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

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<sup>3</sup> See New York Education Law § 2852(2).

<sup>4</sup> SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

# RENEWAL RECOMMENDATION

## REPORT FORMAT

The Institute makes the foregoing renewal recommendation based on the school's Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not for profit education corporation with the authority to operate the school. Most importantly, the Institute analyzes the school's record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the SUNY Renewal Benchmarks, which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if an education corporation has made an adequate case for renewal of a school.

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the education corporation operating the school fiscally sound?
4. If the SUNY Trustees renew the education corporation's authority to operate the school, what are the education corporation's plans for the school for the next term of authority to operate the school, and are they reasonable, feasible and achievable?

The report's Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation and additional evidence on student achievement contained in the School Performance Summaries.

# RENEWAL BENCHMARK CONCLUSIONS

## IS THE SCHOOL AN ACADEMIC SUCCESS?

Success Bronx 1 is an academic success. Over the charter term or Accountability Period,<sup>5</sup> Success Bronx 1 has met and exceeded its key Accountability Plan goals. Based on evidence the Institute compiled throughout the charter term and at the time of renewal, the school's academic program is strong, effective and supported by quality instructional and organizational leadership.

At the beginning of the Accountability Period, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. The Institute examines results for five required Accountability Plan measures to determine ELA and math goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"<sup>6</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>7</sup> for other public schools, SUNY's required accountability measures rest on performance as measured by state wide 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?; and,
- growth performance, i.e., how well did the school do in catching students up – and then keeping them up to grade level proficiency?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Success Bronx 1 did not propose or include any additional measures of success in the Accountability Plan it adopted.

Because of testing changes made by the state, the Institute has since 2009 consistently de-emphasized the two absolute measures under each goal in schools' Accountability Plans. The Institute continues to focus primarily on the two comparative measures and the growth measure while also considering any additional evidence the school presents using additional measures identified in its Accountability Plan. Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment,<sup>8</sup> comparison to local district, comparison to demographically similar schools, and student growth) in the Performance

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<sup>5</sup> 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 an initial charter term, the Accountability Period covers the first four years the school provides instruction to students.

<sup>6</sup> Education Law § 2850(2)(f).

<sup>7</sup> Education Law § 2854(1)(d).

<sup>8</sup> While the New York State Education Department ("NYSED") has recalibrated the absolute Annual Measurable Objective, the Institute will only report on the 2013-14 results, not on those for 2012-13.

# RENEWAL BENCHMARK CONCLUSIONS

Summaries appearing in the Appendix at the end of the report.

The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

**Academic Attainment.** Success Bronx 1 met its key academic Accountability Plan goals in ELA and mathematics during this, its initial term of authority to operate. During 2012-13 and 2013-14, the two years for which data are available, the school’s ELA and mathematics performance is among the strongest in New York State. In both years, Success Bronx 1 outperformed 98% of the schools across New York State in ELA. In 2013-14, 93% of the school’s students were proficient on the state’s mathematics examination outperforming 99% of the schools in the state.

The Institute analyzes key comparative and growth measures under the school’s ELA and mathematics goals to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Success Bronx 1 relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore not dependent on any changes in New York’s assessment system. As such, the measure, and the school’s performance on the measure, is not relative to the test, but relative to how strong Success Bronx 1 performs in improving student learning compared to other schools’ performance in improving student learning.

The growth measure provides an opportunity to see how Success Bronx 1 performs in catching students up to performing academically at grade level or at or above “proficiency.” It also provides a look at how well a school does at keeping students proficient, or on grade level, every year. For a student who is proficient, keeping up to grade level means the student should make one year’s progress in one year’s time. For a student below grade level, in order to reach proficiency, the school must help the student grow *more* than one grade level every year in order to catch up.

The Institute uses the state’s mean growth percentiles as a measure of a school’s 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 last year’s assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> 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 catching students who were previously below grade level up to grade level proficiency, the school must post a percentile performance that exceeds 50. A percentile performance below 50 indicates that students are losing ground, not catching up or keeping up with grade level proficiencies.

The school exceeded the district’s ELA performance by at least 51 percentage points during both

## RENEWAL BENCHMARK CONCLUSIONS

2012-13 and 2013-14. Further, the school outperformed 98 percent of schools throughout New York State in ELA during both 2012-13 and 2013-14. Also during 2012-13 and 2013-14, Success Bronx 1 posted comparative effect sizes in ELA that exceeded 98 percent of schools throughout New York State. While the school's ELA growth percentile fell below the state median during 2013-14, the school came close to meeting the measure and it is important to note that growth measures are limited as absolute scores near 100% proficient.

The school's math performance also ranks among the highest in New York State. With 93 percent of its students proficient in mathematics during 2013-14, the school outperformed the local district by 77 percentage points. Throughout New York State, only 16 schools performed higher than Success Bronx 1 in mathematics, placing the school's mathematics performance in the 99<sup>th</sup> percentile. The school posted its first growth score in mathematics during 2013-14 when it exceeded the state median by 12 percentile points.

# RENEWAL BENCHMARK CONCLUSIONS

## SUCCESS ACADEMY CHARTER SCHOOL—BRONX 1

DESCRIPTION	ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL	MATHEMATICS ACCOUNTABILITY PLAN GOAL
<p><b>Comparative Measure: District Comparison.</b> Each year, the percent of students enrolled at Success Bronx 1 in at least their second year performing at or above proficiency in <b>ELA</b> and <b>mathematics</b> will be greater than that of students in the same tested grades in the <b>local school district</b>.</p>	<p>69 61</p> <p>10 10</p> <p>2013 2014</p>	<p>90 93</p> <p>12 16</p> <p>2013 2014</p>
<p><b>Comparative Measure: Effect Size.</b> Each year, Success Bronx 1 will exceed its predicted level of performance by an Effect Size of 0.3 or above in <b>ELA</b> and <b>mathematics</b> according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	<p>3.77 2.80</p> <p>2013 2014</p>	<p>3.94 3.34</p> <p>2013 2014</p>
<p><b>Comparative Growth Measure:</b> Mean Growth Percentile. Each year, Success Bronx 1's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile in <b>ELA</b> and <b>mathematics</b>.</p>	<p>47.7</p> <p>2014</p>	<p>62.8</p> <p>2014</p>

# RENEWAL BENCHMARK CONCLUSIONS

**Instructional Leadership.** With assistance from the network, Success Bronx 1 continues to have strong instructional leadership. The school leader establishes clear expectations for teacher performance, coming together with teachers at the beginning of the year to discuss big goals and end-of-year benchmarks she expect the school to reach. These goals include both academic and cultural benchmarks, such as 97% of students being present and on time in classrooms every day.

- Success Bronx 1 leaders continue to build a culture of excellence where teachers believe all students can succeed. Leaders hold teachers responsible for student achievement, communicating expectations for student performance in weekly planning and student work study meetings. During these meetings leaders also check-in to gauge if teachers are on track to meeting specific yearly benchmarks. For example, the principal specifically noted that one of the school's goals is to have Kindergarten students reading above grade level by the end of the year, and she periodically checks-in with teachers to see how students are progressing to meeting this goal.
- Success Bronx 1 operates with a single principal for both its elementary and middle academies. To compensate for having a single senior leader, the school has two leadership residents and two deans of students that serve particular grade levels. The school leader notes that leadership resident and dean of students responsibilities can sometimes overlap, and that both deans of students have teaching experience that gives them the ability to understand the level of instructional rigor they should see in classrooms. The make-up of the school leadership team, both in size and overall experience, effectively supports the development of teachers.
- School leaders are in classrooms daily at Success Bronx 1, providing in the moment feedback to teachers during lessons and after lessons at the end of the day. Leaders may also follow-up this feedback with written feedback on observations and next steps.
- Success Bronx 1 includes weekly planning and student work study meetings in its schedule, allowing leaders the opportunity to give instructional feedback to teachers and grade-teams, help teachers internalize and plan the implementation of lessons or to talk about recent student assessment data the school collects from the Success network's Student Management System ("SMS").
- The network continues to provide pre-service and ongoing professional development activities to leaders and teachers during the summer and throughout the school year. Success Bronx 1 provides additional professional development opportunities for its staff each Wednesday when they are not at network professional development sessions. While the network divides professional development activities by content, the school leader has the ability to gear school-specific professional development activities to address the needs of Success Bronx 1 classrooms. For example, during a series of classroom observations the principal and leadership residents noticed students struggling to understand the process of identifying the main idea of a text, causing them to create a specific professional development session to help them set up students to be able to better master this skill.
- Daily classroom observations, in addition to the regular, collaborative study of student work by leaders and teachers, help to ensure professional development interrelates with classroom practice and student outputs.

## RENEWAL BENCHMARK CONCLUSIONS

- School leaders conduct mid and end-of-year teacher evaluations using the Qualities of Excellent Teaching (“QET”) rubric the network provides. Leaders also gauge teacher growth using goals teachers set at the beginning of the year that they track during the year through the use of classroom observations and teacher one-on-ones. Formal evaluations take into account student performance and the rate at which teachers met specific academic benchmarks, thereby holding them accountable for student achievement.

**Curriculum and Assessment.** As has been the case throughout the charter term, the curriculum at Success Bronx 1 supports teachers in their instructional planning. In addition, the school continues to have an assessment system that improves instructional effectiveness and student learning.

- Success Bronx 1 continues to use scope and sequences, assessment calendars, unit plans and lesson plans the network develops to guide the planning and delivery of lessons. Instructional leaders report that network content area teams provide teachers with these guiding documents for ELA, math, science, and project based learning (social studies).
- According to school leaders, network content area teams are responsible for selecting, developing, and reviewing or revising curriculum documents, resources and assessments that support delivery of the curriculum and monitoring of student learning. School leaders and documents confirm that the school relies upon some commercial materials in its Kindergarten classrooms to support the development of early literacy skills. The site visit team observed, and a review of scholar work revealed, that the network develops all other curriculum materials, which school leaders and teachers may adjust. Across grade levels these materials support students in acquiring the skills and knowledge necessary to meet and exceed the demands of state standards.
- The school continues to regularly administer valid and reliable assessments that align to the network’s curriculum and state performance standards. For example, a review of Success Bronx 1’s assessment calendar found that in addition to administering the New York State Testing Program’s assessments, the school also administers a range of assessments including weekly and interim assessments the network creates and other commercial assessments to gauge student growth in reading and math. In addition, the site visit team reviewed sample student work for scholars in Kindergarten through grade 4, and found evidence of network created writing prompts and rubrics assessing students’ knowledge and writing skills in several project based learning/social studies lessons.
- Success Bronx 1, as with all schools implementing the Success design, makes assessment data accessible to teachers, school leaders and other stakeholders. School leaders report that the network uses the SMS that collects and reports on all student data and samples of scholar work. Leaders reported that it is particularly helpful to have access to exemplar scholar work from other schools that have outperformed Success Bronx 1, so that they may compare the quality of student work from other schools to that of Success Bronx 1 students and adjust accordingly.
- Teachers are responsible for adjusting lesson plans to meet the needs of the individual students within their classrooms, based on student achievement data. For example, teachers on a weekly basis to identify the big goal of the unit, and review the task.

# RENEWAL BENCHMARK CONCLUSIONS

Teachers work with the school leader to determine whether the task is compelling and the goal is appropriate for the students. If it is not, teachers make specific adjustments to meet the needs of the students.

- School leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies. Assessment results inform teacher goals. Leaders and coaches provide teachers with in-the-moment coaching and feedback on the strategies that they use to support students in their learning and academic growth. Teacher, leader and network goals all include quantitative measures of student performance.
- The school regularly communicates to parents/guardians about their students' progress and growth. Teachers have in-person conversations with students' families during arrival and dismissal times and school action plans all include a role and responsibility for family members to support student learning. The school provides parents and guardians with progress reports three times a year.

**Pedagogy.** Strong instruction is evident throughout Success Bronx 1. As shown in the chart below, during the renewal visit, Institute team members conducted 14 classroom observations following a defined protocol used in all school renewal visits.

## CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

		GRADE						Total
		K	1	2	3	4	5	
CONTENT AREA	ELA		3		1	2	1	7
	Math	1		1	2	1	1	6
	Writing							
	Science						1	1
	Soc Stu							
	Specials							
Total		1	3	1	3	3	3	14

- Most Success Bronx 1 teachers continue to deliver purposeful lessons with objectives that are generally clear and that align to the school's curriculum (12 out of 14 classroom observations). In most classes observed with co-teachers, both teachers have clear roles, with a second teacher often working one-on-one with a small group of students or assisting a particular struggling student during a whole-group lesson.
- Teachers regularly and effectively use techniques to check for student understanding (13 out of 14 classroom observations). Checks such as classroom circulation and one-on-one conferencing help teachers gauge what re-teaching may be necessary during a lesson. For example, in several ELA classrooms there was an intentional focus on revision. In renewal

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visit observations, teachers assigned students an article or question for response, monitored those responses for both content and grammar, asked students to discuss their answers in small groups, called on students for responses. Teachers highlighted and reviewed areas where the class generally made mistakes. They then charged students to go back and revise their responses based on class discussion and re-teaching.

- In 71% of classrooms observed at the time of the renewal visit, teachers challenged students to defend and elaborate on their answers. In addition, the school culture encourages encouraged students to be accountable for their own learning, with students across grade levels respectfully calling out and asking their peers to explain the answers they state or expressing their disagreement with the answers they provide.
- Teachers continue to establish and maintain environments with a consistent focus on academic achievement across Success Bronx 1 classrooms (12 out of 14 classroom observations). Teachers have a sense of urgency for learning, which they communicate through the consistent use of timers and point and deduction behavior management systems. In rare cases these behavior management techniques caused lessons to become disjointed, such as in one math class where the constant redirection of students and awarding of points and deductions interrupted the flow of the lesson.

**At-Risk Students.** Success Bronx 1 continues to meet the needs of at-risk students within and outside of the regular education classrooms. The school's data-driven approach to monitoring student-learning and delivering instruction ensures that students requiring special education services, ELLs and other at-risk students perform higher than statewide averages.

- The school continues to implement generally accepted procedures for identifying at-risk students including students with disabilities, ELLs and those struggling academically. According to school leaders, teachers are able to refer struggling students to a school-based support team. There are two teams – one for Kindergarten through 2<sup>nd</sup> grade, and one for grades 3-5 – each consisting of the school principal, leadership resident(s), education coordinator, Special Education Teacher Support Services (“SETSS”) teacher, and school psychologist. Leaders report that the team will review the student's data and work to identify suggested interventions to improve student learning. At the end of the intervention period, school staff evaluates the student's progress through evaluation of the student's interim assessment data and reading levels. In the event that the student has not made sufficient progress, the school refers the student for evaluation for special education services. In addition, the school's assessment calendar indicates that Success Bronx 1 administers the New York State Identification Test for English Language Learners and the New York State English as a Second Language Test, as required.
- Success Bronx 1 has adequate intervention programs to meet the needs of at-risk students. Students requiring special education services receive push-in and pull out supports available through the SETSS teacher as needed or required by students' Individualized Education Programs (“IEPs”). As is the case throughout the network, Success Bronx 1 implements an immersion model to serve ELLs; this model emphasizes early literacy skills and increasing learner confidence. The network provides appropriate materials through the use of its research-based phonics program, among other supports and techniques, to

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provide assistance to this specific population of students. School leaders report that the school has 1.5 FTE psychologist positions to provide social/emotional counseling and support to Success Bronx 1’s students. Lastly, school leaders report that they monitor the effectiveness of interventions for at-risk students by disaggregating subgroup data on a regular basis.

- Teachers receive support in their efforts to meet the needs of struggling students through network-based, school level, and external professional development opportunities. Although the renewal site visit team reviewed the network-wide professional development calendar and did not find evidence of professional development aimed at preparing teachers to meet the needs of students with disabilities, ELLs or other students with significant learning or behavioral challenges, school leaders report that the network provides ample professional development opportunities for teachers to learn effective strategies for meeting the needs of special education students. For example, school leadership reports that teachers have participated in several conference calls focused on how to maximize the school’s leveled literacy program to support the learning of, and effective interventions for students with disabilities.

	2011-12	2012-13	2013-14
<b>Enrollment (N) Receiving Mandated Academic Services</b>	(30)	(52)	47
<b>RESULTS</b>			
Tested on State Exams (N)	(N/A)	(3)	(19)
Percent Proficient on ELA Exam	N/A	S <sup>9</sup>	36.8
Percent Proficient Statewide	15.2	5.0	5.2

	2011-12	2012-13	2013-14
<b>ELL Enrollment (N)</b>	(8)	(22)	(43)
<b>RESULTS</b>			
Tested on NYSESLAT <sup>10</sup> Exam (N)	(N/A)	(N/A)	(37)
Percent ‘Proficient’ or Making Progress <sup>11</sup> on NYSESLAT	N/A	N/A	32.4

<sup>9</sup> In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students.

<sup>10</sup> New York State English as a Second Language Achievement Test, a standardized state exam.

<sup>11</sup> Defined as moving up at least one level of proficiency. Student scores fall into four categories/proficiency levels: Beginning; Intermediate; Advanced; and, Proficient.

# RENEWAL BENCHMARK CONCLUSIONS

## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Success Bronx 1 is an effective and viable organization that produces high levels of student achievement. The SACS-NYC board carries out its oversight responsibilities with an unrelenting focus on student achievement. The school organization effectively supports the delivery of the educational program. During the current term of authority to operate the school, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

## ORGANIZATIONAL STRUCTURE

**Board Oversight.** The SACS-NYC board maintains unwavering focus on student achievement and works effectively to support the school in meeting its academic Accountability Plan goals. The trustees of Success Bronx 1 also oversee the 23 other operating schools within the merged education corporation, each of which maintains an informal advisory committee. The board requires detailed reports from network representatives and school leaders, which it uses to effectively provide rigorous oversight of the educational program of the school.

- The composition of the education corporation board includes members with a diverse set of skills relevant to school governance. The board delegates day-to-day management of the schools to the Success network.
- The board carefully reviews regular reports on academic performance and fiscal status of the school. The detailed data equip the board to provide rigorous oversight of the educational program. In addition to reviewing individual school data and trends, the board compares the school's performance to other schools within the network and across the state. The network generally supplies these reports prior to each board meeting, and school leaders present information directly to the board several times a year.
- The board establishes clear priorities and long-range goals. It is well-versed in the school's Accountability Plan and the metrics used to evaluate performance against those goals. The board directs ample resources to school leaders and schools to ensure achievement of those goals.
- The board holds school leaders and the network accountable for high student achievement. The board selects school leaders based largely on network recommendations then delegates ongoing leader evaluation to the network. It does not have a self-evaluation in place.

**Organizational Capacity.** Success Bronx 1's organization effectively supports the delivery of the educational program. The positioning of both the elementary and middle academies in the same school building, under the leadership of the same principal, allows for closer collaboration between elementary and middle academy staff.

## RENEWAL BENCHMARK CONCLUSIONS

- With assistance from network elementary and middle academy managing directors, who visit the school regularly, Success Bronx 1 continues to have an administrative structure with sound systems and procedures that allow the school to implement its academic program. The school has an organizational structure including instructional leaders and operational staff that provide a clear accountability system and reporting protocol that teachers and leaders follow.
- Success Bronx 1 uses a point and deduction system to enforce student behavior policies across the school. This system, in addition to other classroom specific techniques, helps to uphold school behavioral expectations set by the network and school leaders.
- The principal reported three teachers not returning, by choice, after the 2013-14 school year. Other than these departures, the leader reported relatively low teacher turnover over the course of the charter term, citing leader transparency and an overall joyful environment as key factors in keeping teachers at the school.
- As has been the case in previous years of the charter term, Success Bronx 1 allocates sufficient resources in meeting the school's goals. The network provides teachers with all teaching materials they need to implement the academic program. The network also provides students with all school supplies, outside of school uniforms, they require throughout the year.
- Success Bronx 1 maintained adequate student enrollment with 527 students enrolled out of a 537 chartered enrollment, and reported 2,842 students on its waitlist.
- The school has procedures in place to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs and FRPL students, and recruits students through the use of flyers and other forms of advertising.
- Success Bronx 1 continues to regularly monitor and evaluate the academic program and consults with network staff to ensure the school implements the academic program with fidelity. Leaders also report the network SMS and student work study meetings as essential to monitoring program effectiveness, using them to gauge how programmatic pieces translate from paper to actual implementation in classrooms and to assess how students ultimately respond to the academic material teachers are teaching.

### FAITHFULNESS TO CHARTER & PARENT SATISFACTION

As part of their initial applications and their Applications for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish their schools. The table below reflects the intended Key Design Elements and indicates for each if the school is implementing the element as included in the school's charter.

# RENEWAL BENCHMARK CONCLUSIONS

Key Design Elements	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, highly trained staff; and,	+
Strong school culture, including reinforcement of ACTION principles (Agency, Curiosity, Try and Try, Integrity, Others and No Shortcuts).	+

**Parent Satisfaction.** Parents/guardians and students are satisfied with the school.<sup>12</sup> The Institute compiled data from NYCDOE’s 2013-2014 NYC School Survey. NYCDOE distributes the survey to families each year to compile data about school culture, instruction, and systems for improvement. Results from the 2013-2014 survey indicate parents/guardians and students are satisfied with the school. The survey response rate is sufficient enough that it is useful in framing the results as representative of the school community.

2013-14
Response Rate: 44%
Instructional Core: 99%
Systems for Improvement: 98%
School Culture: 99%

**Persistence in Enrollment.** The Institute derived the following statistical information from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD for context. As such, the information is presented for information purposes but does not allow for comparative analysis.

	2011-12	2012-13	2013-14
Percent of Eligible Students Returning From Previous Year	93.7	88	90.6

<sup>12</sup> Source: NY School Survey 2013-14 Report.

# RENEWAL BENCHMARK CONCLUSIONS

## COMPLIANCE

**Governance.** In material respects, the education corporation board has implemented and abided by adequate and appropriate systems, processes, policies and procedures to ensure the effective governance and oversight of the school. Many of these structures are in place at other Success network schools. The board demonstrates a thorough understanding of its role in holding Success and the school leadership accountable for both academic results and fiscal soundness.

- The board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts exist, the board has managed those conflicts in a clear and transparent manner through recusal.
- The board has materially complied with the terms of its by-laws.
- The board has a functioning committee structure.
- The board receives specific and extensive reports on academics, finance, facilities and development of the school as well as its academic and fiscal performance.
- The board appropriately sought to merge the school into the larger education corporation in 2014.
- The board successfully sought an expansion of all schools it has the authority to operate to full K-12 models dependent upon the successful meeting of renewal outcomes.

**Legal Requirements.** The education corporation generally and substantially complies with applicable state and federal laws, rules and regulations and the provisions of its charter.

- **Complaints.** The school has generated several informal complaints regarding promotion and retention of students and the banning of disruptive parents/guardians from school property. Another informal complaint, referred to SUNY and translated by the NYCDOE, alleged that a student with good grades was not disciplined while a student with lower grades was disciplined. No formal complaints to be handled by SUNY under the Act resulted from these informal complaints.
- **Violations.** The Institute issued no violation letters to the education corporation on behalf of the school.
- **Charter Amendments.** The education corporation has properly amended its charter to change admissions at-risk designations and to amend its management contract with Success.

# RENEWAL BENCHMARK CONCLUSIONS

## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, Success Bronx 1 is fiscally sound. The Institute also analyzed the financial status of the school's merged education corporation, SACS-NYC, and found it too to be sound.

Effective July 1, 2014, Success Bronx 2 merged into SACS-NYC. Although, the Success Bronx 1 pre-merger education corporation had relied upon contributions distributed from the Success network's fundraising activities during its initial start up years, the pre-merger education corporation had consistently generated net operating revenue surpluses in every year, and the post-merger education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations. SACS-NYC engages in realistic budgeting practices and conducts routine monitoring of revenues and expenses, making appropriate adjustments when necessary.

The education corporation contracts with the Success network to provide educational management and operational services. Additionally, the network supports Success Bronx 1 in the areas of educational management and operational services. The network provides fiscal operations by securing adequate facilities, fundraising, preparing financial reports and budgets, recording and tracking income and expenses related to grants and contracts, recording accounts payable invoices and cash receipts, preparing vendor checks, providing payroll services, reconciling bank accounts, safeguarding the school's assets, and managing all year-end financial and compliance reporting. The network management fee structure is 15% of general education per pupil funding. While the Success financial model intends that all fully enrolled schools be financially sustainable, operating its program solely on public funding, the pre-merger Success Bronx 1 education corporation received approximately \$900k in contributions during its first three years of operation.

**Budgeting and Long-Range Planning.** Working in partnership with the network, SACS-NYC employs clear budgetary objectives and budget preparation procedures for Success Bronx 1. The network finance team coordinates the development of annual and long-term budgets with input from the school leadership staff including the business operations manager and the board finance committee. Staff members present the annual budget to the full board for consideration and approval.

- The education corporation develops realistic budgets and monitors them continually.
- The network works closely with the school's business operations manager in preparing extensive financial reports that are reviewed on a continual basis.
- The board finance committee reviews the financial reports.
- The projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment growth as the school expands through grade 10 by the fifth year of the term of authority to operate the school.

# RENEWAL BENCHMARK CONCLUSIONS

- The education corporation prepares a long-term budget for the school, which it updates on an annual basis.
- Success Bronx 1 has been located in shared NYCDOE facility space since opening in 2010. Success Bronx 1 is not responsible for rent, utilities, custodial services, maintenance or school safety services.
- Effective July 1, 2014, Success Bronx 1 and six other education corporations managed by Success, merged into SACS-NYC. The merger allowed for operating efficiencies, increased purchasing power, shared expenses with the SACS–NYC’s 23 other schools under common management.

**Internal Controls.** Success Bronx 1 and the merged education corporation, SACS-NYC, have a history of sound fiscal policies, procedures and practices and maintain appropriate internal controls.

- SACS-NYC’s Financial Policies and Procedures Manual guide all internal controls and procedures at Success Bronx 1. The manual contains fiscal policies and procedures and undergoes ongoing reviews, with substantive updates requiring board approval.
- SACS-NYC provides the individual school’s business operations manager and other key administrative staff members with professional development activities throughout the school year.
- Success Bronx 1 audit reports for June 30, 2014 and 2013 had no findings of deficiencies. With the effective merger dated July 1, 2014, future audit reports for Success Bronx 1 will be contained within the merged education corporation financial statements.
- Success Bronx 1 had established a Dissolution Reserve Fund of \$75,000 in accordance with SUNY authorized charter agreements that require the separate fund to be established for the purpose of covering legal and administrative costs associated with a closure. The merged education corporation, SACS-NYC, also has established the required \$350,000 reserve for a merged education corporation pursuant to its charter agreement.

**Financial Reporting.** Success Bronx 1 and the merged education corporation SACS-NYC have complied with financial reporting requirements by providing SUNY, NYSED and the NYCDOE with required financial reports that were on time, complete and followed generally accepted accounting principles (“GAAP”).

- The pre-merger Success Bronx 1 education corporation and SACS-NYC both presented their annual financial statements in accordance with GAAP and the independent audits of those statements have received unqualified opinions.
- The pre-merger education corporation and SACS-NYC have generally filed key reports timely and accurately including: audit reports, budgets, cash-flow statements, unaudited reports of revenue, expenses and enrollments.

# RENEWAL BENCHMARK CONCLUSIONS

**Financial Condition.** The pre-merger Success Bronx 1 education corporation and the merged education corporation, SACS-NYC, have maintained adequate financial resources to ensure stable operations.

- The pre-merger Success Bronx 1 education corporation, and the school as part of SACS-NYC, have both posted fiscally strong composite scores on the Institute’s fiscal dashboard.<sup>13</sup>
- As of June 30, 2014, Success Bronx 1 had total net assets of approximately \$2.6M.
- In June 2011, Success Bronx 1 signed a loan agreement with the network in the amount of \$550,000 with annual interest of 1% on any unpaid balance. Bronx 1 received \$250,000 from the network through June 30, 2014. The loan will be repaid in three annual installments starting January 2016 through January 2018. The proceeds were used to finance startup operations.
- Success Bronx 1 has maintained adequate cash flow over its charter term (now SACS-NYC’s term of authority to operate the school) and on average 4.2 months of cash reserves to cover current bills and those coming due shortly. The recommended cash reserve would be a minimum of one month reserve therefore the dashboard reflects a low risk in this category for the school.
- The merged education corporation, SACS-NYC, has posted a fiscally strong composite score on the Institute’s fiscal dashboard.
- The merged education corporation, SACS-NYC, had total net assets of approximately \$18M.

The SUNY Fiscal Dashboard, provided in the Appendix, presents color-coded tables and charts indicating that Success Bronx 1 and the merged education corporation SACS-NYC have consistently demonstrated fiscal soundness over the course of its charter term.<sup>14</sup>

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<sup>13</sup> The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school’s performance on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

<sup>14</sup> 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.

# RENEWAL BENCHMARK CONCLUSIONS

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

To the extent that Success Bronx 1 has met and, in many cases, exceeded its academic Accountability Plan goals, has in place an effective educational program that supports achieving those goals, operates as an effective and viable organization and the education corporation is fiscally sound, the plans to implement the school's educational program as proposed during the next term of authority to operate the school are reasonable, feasible and achievable.

**Plans for the School's Structure.** The education corporation has provided all of the key structural elements for a renewal of its authority to operate Success Bronx 1, and those elements are reasonable, feasible and achievable.

## MISSION FOR THE NEXT CHARTER TERM

*The mission of Success Academy Charter School-Bronx 1 is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character and disposition to meet and exceed NY State Common Core Learning Standards, and the resources to lead and succeed in school, college and a competitive global economy.*

*Success Bronx 1 seeks 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.*

**Plans for the Educational Program.** Success Bronx 1 plans to expand the current program through 10<sup>th</sup> grade using the Success model, which has been effective in other SUNY authorized schools. The high school program would eventually be a full 9-12 program (assuming further renewal) and would likely be housed in a co-located facility.

	Current Charter Term	End of Next Charter Term
Enrollment	537	956
Grade Span	K-5	K-10
Teaching Staff	35 (Grades K-5)	65 (Grades K-10)
Days of Instruction	181	181

## RENEWAL BENCHMARK CONCLUSIONS

**Plans for Board Oversight and Governance.** Board members express an interest in continuing to serve SACS-NYC in the next charter term and may add additional members in the future.

**Fiscal & Facility Plans.** Success Bronx 1 plans to continue providing instruction for Kindergarten through 8<sup>th</sup> grade in the school's current NYCDOE facility. The school plans to seek NYCDOE co-located space to serve future high school grades.

The education corporation's Application for Charter Renewal for the school contains all necessary elements as required by the Act for the education corporation to renew its authority to operate the school. 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. The education corporation has amended or will amend other key aspects of the renewal application -- including bylaws and code of ethics -- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

## APPENDIX: SCHOOL OVERVIEW

### Mission Statement

The mission of Success Academy Charter School-Bronx 1 is to provide students in New York City with an exceptionally high-quality education that gives them knowledge, skills, character and disposition to meet and exceed NY State Common Core Learning Standards, and the resources to lead and succeed in school, college and a competitive global economy.

Success Bronx 1 seeks 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.

### Board of Trustees<sup>15</sup>

Board Member Name	Position
Samuel Cole	Chair
Bryan Binder	Vice Chair
Scott Friedman	Treasurer
Greg Sawers	Secretary
Rich Barrera	Trustee
Derrell Bradford	Trustee
Sam Chainani	Trustee
Suleman Lunat	Trustee
David Nanus	Trustee
Graham Officer	Trustee
Jarrett Posner	Trustee
Lance Rosen	Trustee
Cate Shinker	Trustee
Khadijah Pickel	Ex-officio Parent Representative

<sup>15</sup> Source: The Institute's Board records at the time of the Renewal Review.

# APPENDIX: SCHOOL OVERVIEW

## School Characteristics

School Year	Proposed Enrollment	Actual Enrollment <sup>16</sup>	Proposed Grades	Actual Grades
2010-11	180	188	K-1	K-1
2011-12	249	248	K-2	K-2
2012-13	398	338	K-3	K-3
2013-14	462	450	K-4	K-4
2014-15	537	536	K-5	K-5

## Student Demographics

	2011-12		2012-13		2013-14 <sup>17</sup>
	% of School Enrollment	% of NYC CSD 7 Enrollment	% of School Enrollment	% of NYC CSD 7 Enrollment	% of School Enrollment
<b>Race/Ethnicity</b>					
American Indian or Alaska Native	0	0	1	1	1
Black or African American	58	29	54	28	53
Hispanic	36	69	41	69	43
Asian, Native Hawaiian, or Pacific Islander	1	1	1	1	1
White	1	1	1	1	0
Multiracial	3	0	1	0	2
<b>Special Populations</b>					
Students with Disabilities	12	22	14	21	10
English Language Learners	3	20	6	19	8
<b>Free/Reduced Lunch</b>					
Eligible for Free Lunch	71	88	74	88	-- <sup>18</sup>
Eligible for Reduced-Price Lunch	14	5	13	4	--
Economically Disadvantaged	88	93	89	95	86

<sup>16</sup> Source: The Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

<sup>17</sup> The Institute derived the 2013-14 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2013 student enrollment report to NYSED (2013-14 BEDS Report). District data are not yet available. Because NYSED releases data up to a full year after the conclusion of any one school year, the data presented in this table may differ from current information reported by the school and included in this report.

<sup>18</sup> No school free and reduced priced lunch data is available for the 2013-14 school year.

# APPENDIX: SCHOOL OVERVIEW

## School Leaders

School Year(s)	Name(s) and Title(s)
2010-11 to 2012-13	Michele Caracappa, Principal
2013-14 to Present	Elizabeth Vandlick, Principal

## School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
<b>2010-11</b>	First Year Visit	Institute	April 5, 2011
<b>2014-15</b>	Initial Renewal Visit	Institute	December 11, 2014

## Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
<b>December 11, 2014</b>	Aaron Campbell	Senior Analyst
	Kim Wechtenhiser	External Consultant

# APPENDIX: FISCAL DASHBOARD



## Success Academy Charter School - Bronx 1

### SCHOOL INFORMATION

#### FINANCIAL POSITION

##### 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**

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  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
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 2010-11				
	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	1,167,550	1,906,028	1,035,393	1,662,517
Grants and Contracts Receivable	-	427,269	142,097	271,494	211,460
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	129,525	132,202
Contributions and Other Receivables	-	794	-	-	-
<b>Total Current Assets - <b>GRAPH 1</b></b>	-	1,595,613	2,048,125	1,436,412	2,006,180
Property, Building and Equipment, net	-	324,060	251,570	829,421	935,357
Other Assets	-	25,049	50,192	75,000	75,000
<b>Total Assets - <b>GRAPH 1</b></b>	-	1,944,722	2,349,887	2,340,833	3,016,536
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	82,373	14,836	42,618	47,434
Accrued Payroll and Benefits	-	103,033	57,040	-	50,119
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	250,000	250,000	-	-
Other	-	81,066	99,246	92,963	70,722
<b>Total Current Liabilities - <b>GRAPH 1</b></b>	-	516,472	421,122	135,581	168,275
L-T Debt and Notes Payable, net current maturities	-	-	-	250,000	250,000
<b>Total Liabilities - <b>GRAPH 1</b></b>	-	516,472	421,122	385,581	418,275
<b>Net Assets</b>					
Unrestricted	-	1,428,250	1,928,764	1,955,252	2,598,262
Temporarily restricted	-	-	-	-	-
<b>Total Net Assets</b>	-	1,428,250	1,928,764	1,955,252	2,598,262
<b>Total Liabilities and Net Assets</b>	-	1,944,722	2,349,887	2,340,833	3,016,536
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	-	2,539,306	3,318,173	4,992,731	6,179,019
Students with Disabilities	-	123,049	264,864	-	471,892
<b>Grants and Contracts</b>					
State and local	-	132,460	-	-	-
Federal - Title and IDEA	-	159,488	191,808	329,149	226,242
Federal - Other	-	595,462	45,214	-	-
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	-	3,549,765	3,820,059	5,321,880	6,877,153
<b>Expenses</b>					
Regular Education	-	2,035,334	2,261,493	3,300,363	4,334,194
SPED	-	389,934	484,317	988,048	591,027
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Program Services</b>	-	2,425,268	2,745,810	4,288,411	4,925,221
Management and General	-	633,925	594,053	1,029,074	1,309,035
Fundraising	-	-	-	-	-
<b>Total Expenses - <b>GRAPHS 2, 3 &amp; 4</b></b>	-	3,059,193	3,339,863	5,317,485	6,234,256
<b>Surplus / (Deficit) From School Operations</b>	-	490,572	480,196	4,395	642,897
<b>Support and Other Revenue</b>					
Contributions	-	862,800	20,000	21,252	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	74,878	318	841	113
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	937,678	20,318	22,093	113
Total Unrestricted Revenue	-	4,412,443	3,840,377	5,343,973	6,877,265
Total Temporarily Restricted Revenue	-	75,000	-	-	-
<b>Total Revenue - <b>GRAPHS 2 &amp; 3</b></b>	-	4,487,443	3,840,377	5,343,973	6,877,265
<b>Change in Net Assets</b>	-	1,428,250	500,514	26,488	643,009
<b>Net Assets - Beginning of Year - <b>GRAPH 2</b></b>	-	-	1,428,250	1,928,764	1,955,251
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - <b>GRAPH 2</b></b>	-	1,428,250	1,928,764	1,955,252	2,598,260

# APPENDIX: FISCAL DASHBOARD



## Success Academy Charter School - Bronx 1

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2009-10	2010-11	2011-12	2012-13	2013-14
Personnel Service					
Administrative Staff Personnel	-	231,300	472,743	676,598	602,178
Instructional Personnel	-	1,056,561	1,186,273	2,091,018	2,675,031
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	<b>1,287,861</b>	<b>1,659,016</b>	<b>2,767,616</b>	<b>3,277,209</b>
Fringe Benefits & Payroll Taxes	-	277,139	304,071	561,884	648,737
Retirement	-	24,345	36,977	-	58,973
Management Company Fees	-	253,867	331,734	687,628	749,264
Building and Land Rent / Lease	-	-	-	17,890	-
Staff Development	-	117,753	79,791	63,738	132,568
Professional Fees, Consultant & Purchased Services	-	107,816	19,401	36,740	11,548
Marketing / Recruitment	-	222,816	157,199	147,741	69,761
Student Supplies, Materials & Services	-	408,611	236,994	352,611	440,860
Depreciation	-	48,744	174,080	308,609	274,647
Other	-	310,241	340,598	373,028	570,691
<b>Total Expenses</b>	-	<b>3,059,193</b>	<b>3,339,863</b>	<b>5,317,485</b>	<b>6,234,256</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2009-10	2010-11	2011-12	2012-13	2013-14
Chartered Enroll	-	180	249	398	482
Revised Enroll	-	-	-	-	462
Actual Enroll - GRAPH 4	-	188	248	338	450
Chartered Grades	Planning	K-1	K-2	K-3	K-4
Revised Grades	-	K-1	K-2	K-3	K-4

#### Primary School District: NYC

Per Pupil Funding (Weighted Avg of All Districts)	2009-10	2010-11	2011-12	2012-13	2013-14
	-	13,527	13,527	13,527	13,527
Increase over prior year	0.0%	8.7%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

	2009-10	2010-11	2011-12	2012-13	2013-14	Average - 5 Yrs. OR Charter Term
Operating	-	18,910	15,402	15,745	15,283	16,335
Other Revenue and Support	-	4,995	82	65	0	1,286
<b>TOTAL - GRAPH 3</b>	-	<b>23,905</b>	<b>15,484</b>	<b>15,811</b>	<b>15,283</b>	<b>17,620</b>

##### Expenses

	2009-10	2010-11	2011-12	2012-13	2013-14	Average - 5 Yrs. OR Charter Term
Program Services	-	12,920	11,070	12,688	10,945	11,906
Management and General, Fundraising	-	3,377	2,395	3,045	2,909	2,931
<b>TOTAL - GRAPH 3</b>	-	<b>16,296</b>	<b>13,466</b>	<b>15,732</b>	<b>13,854</b>	<b>14,837</b>
% of Program Services	0.0%	79.3%	82.2%	80.6%	79.0%	80.3%
% of Management and Other	0.0%	20.7%	17.8%	19.4%	21.0%	19.7%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	46.7%	15.0%	0.5%	10.3%	18.8%

#### Student to Faculty Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14
	-	7.7	10.9	9.4	10.0

#### Faculty to Admin Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14
	-	5.4	3.5	4.5	5.0

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2009-10	2010-11	2011-12	2012-13	2013-14	Average - 5 Yrs. OR Charter Term
Score	0.0	3.0	3.0	2.5	3.0	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong				

#### Working Capital - GRAPH 7

	2009-10	2010-11	2011-12	2012-13	2013-14	Average - 5 Yrs. OR Charter Term
Net Working Capital	0	1,079,141	1,627,003	1,300,831	1,837,905	1,461,220
As % of Unrestricted Revenue	0.0%	24.5%	42.4%	24.3%	26.7%	29.5%
Working Capital (Current) Ratio Score	0.0	3.1	4.9	10.6	11.9	7.6
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Excellent	Excellent	Excellent	Excellent	Excellent

#### Quick (Acid Test) Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14	Average - 5 Yrs. OR Charter Term
Score	0.0	3.1	4.9	9.6	11.1	7.2
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Excellent	Excellent	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

	2009-10	2010-11	2011-12	2012-13	2013-14	Average - 5 Yrs. OR Charter Term
Score	0.0	0.3	0.2	0.2	0.1	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent	Excellent

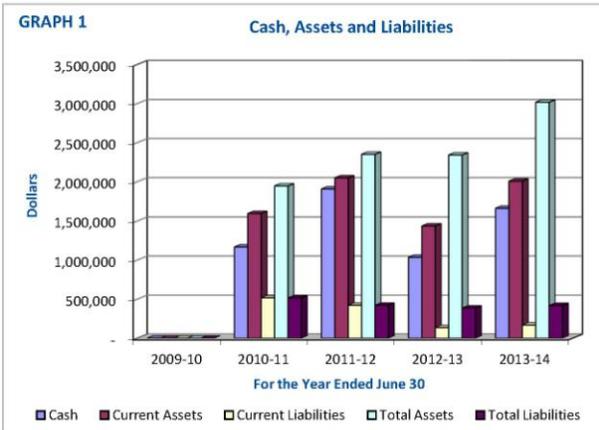
#### Months of Cash - GRAPH 8

	2009-10	2010-11	2011-12	2012-13	2013-14	Average - 5 Yrs. OR Charter Term
Score	0.0	4.6	6.8	2.3	3.2	4.2
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	LOW	LOW	MEDIUM	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Excellent	Excellent	Good	Excellent	Excellent

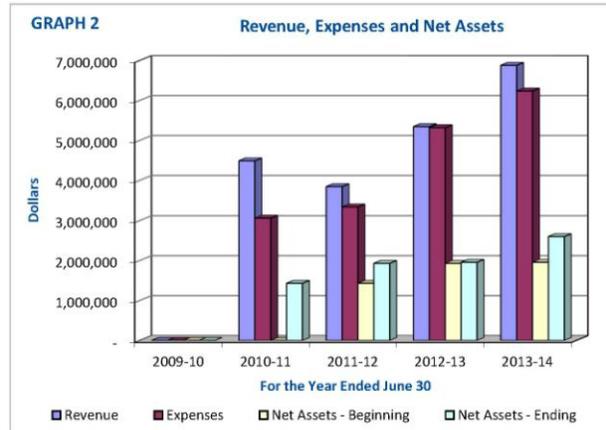
# APPENDIX: FISCAL DASHBOARD



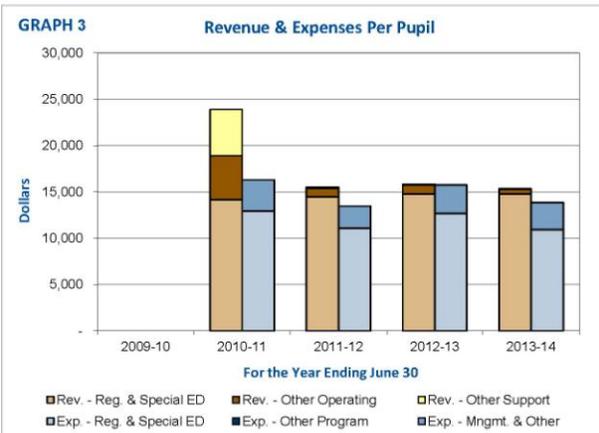
## Success Academy Charter School - Bronx 1



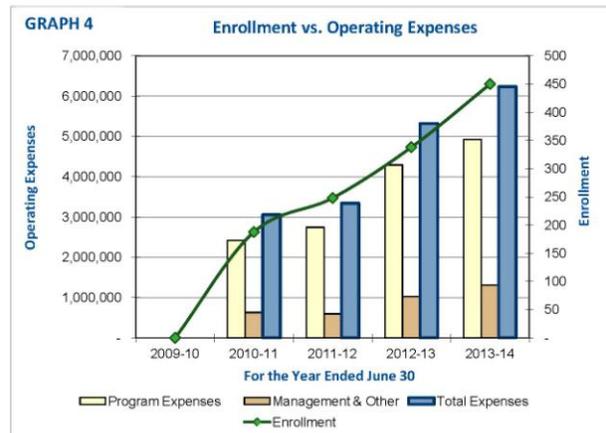
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This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different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

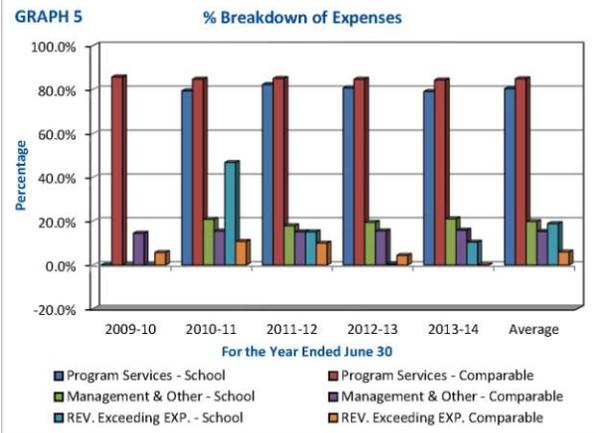
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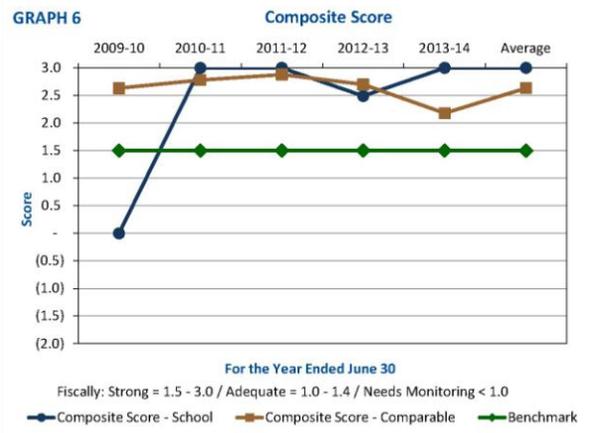
## Success Academy Charter School - Bronx 1

Comparable School, Region or Network: New York City & Long Island Schools

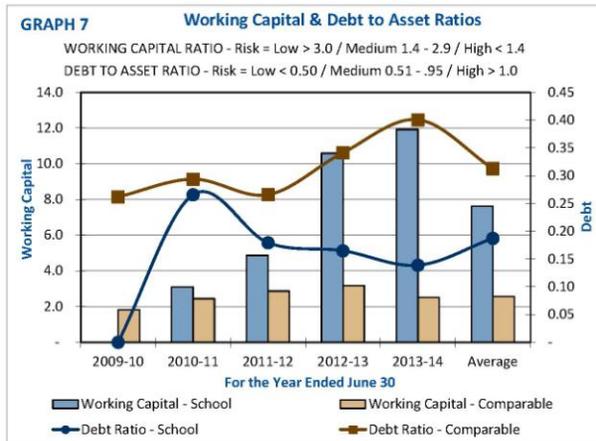
\* Average = Average - 5 Yrs. OR Charter Term



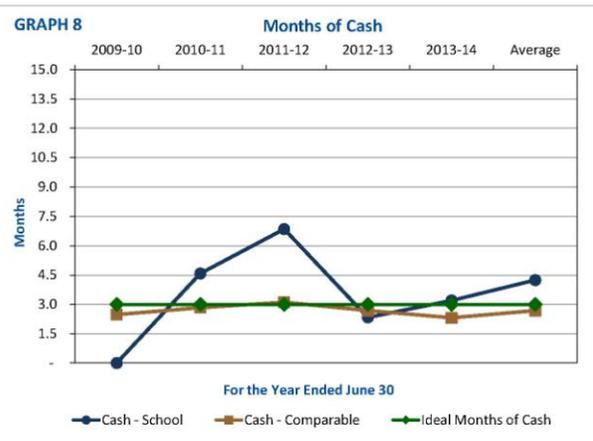
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This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate 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. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset 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.

# APPENDIX: FISCAL DASHBOARD



## Success Academy Charter Schools - NYC (Merged)

### SCHOOL INFORMATION

#### FINANCIAL POSITION

##### 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**

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  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
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 2012-13

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Total Current Assets - GRAPH 1</b>	-	-	-	8,553,599	11,375,756
Property, Building and Equipment, net	-	-	-	3,985,758	10,153,572
Other Assets	-	-	-	11,522,347	3,234,700
<b>Total Assets - GRAPH 1</b>	-	-	-	24,061,704	24,764,028
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	2,462,202	3,998,383
L-T Debt and Notes Payable, net current maturities	-	-	-	1,450,000	2,700,000
<b>Total Liabilities - GRAPH 1</b>	-	-	-	3,912,202	6,698,383
<b>Total Net Assets</b>	-	-	-	20,149,502	18,065,645
<b>Total Liabilities and Net Assets</b>	-	-	-	24,061,704	24,764,028
<b>Total Operating Revenue</b>	-	-	-	44,639,837	64,625,611
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	-	45,985,516	67,884,306
<b>Surplus / (Deficit) From School Operations</b>	-	-	-	(1,345,679)	(3,258,695)
<b>Total Support and Other Revenue</b>	-	-	-	322,342	1,174,837
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	-	44,962,179	65,800,448
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	-	21,172,839	20,149,500
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	-	20,149,502	18,065,642

# APPENDIX: FISCAL DASHBOARD



## Success Academy Charter Schools - NYC (Merged)

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2009-10	2010-11	2011-12	2012-13	2013-14
Personnel Service	-	-	-	-	-
Administrative Staff Personnel	-	-	-	-	-
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	23,085,127	32,608,159
Total Salaries and Staff	-	-	-	23,085,127	32,608,159
Fringe Benefits & Payroll Taxes	-	-	-	5,314,524	6,789,542
Retirement	-	-	-	-	-
Management Company Fees	-	-	-	5,632,591	8,389,463
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	-	612,312	1,277,601
Professional Fees, Consultant & Purchased Services	-	-	-	161,247	536,383
Marketing / Recruitment	-	-	-	2,060,051	1,858,928
Student Supplies, Materials & Services	-	-	-	3,180,756	5,816,891
Depreciation	-	-	-	1,753,768	3,247,644
Other	-	-	-	4,185,140	7,359,695
<b>Total Expenses</b>	-	-	-	<b>45,985,516</b>	<b>67,884,306</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2009-10	2010-11	2011-12	2012-13	2013-14
Chartered Enroll	-	-	-	2,217	4,575
Revised Enroll	-	-	-	-	476
Actual Enroll - GRAPH 4	-	-	-	1,830	3,157
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

#### Primary School District: New York City

Per Pupil Funding (Weighted Avg of All Districts)	2009-10	2010-11	2011-12	2012-13	2013-14
	-	-	-	13,527	13,527
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

	2009-10	2010-11	2011-12	2012-13	2013-14	Average - 5 Yrs. OR Charter Term
<b>Revenue</b>						
Operating	-	-	-	24,393	20,471	22,432
Other Revenue and Support	-	-	-	176	372	274
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>24,569</b>	<b>20,843</b>	<b>22,706</b>
<b>Expenses</b>						
Program Services	-	-	-	20,515	17,146	18,831
Management and General, Fundraising	-	-	-	4,614	4,357	4,485
<b>TOTAL - GRAPH 3</b>	-	-	-	<b>25,129</b>	<b>21,503</b>	<b>23,316</b>
% of Program Services	0.0%	0.0%	0.0%	81.6%	79.7%	80.7%
% of Management and Other	0.0%	0.0%	0.0%	18.4%	20.3%	19.3%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	0.0%	-2.2%	-3.1%	-2.6%

#### Student to Faculty Ratio

2009-10	2010-11	2011-12	2012-13	2013-14
-	-	-	-	-

#### Faculty to Admin Ratio

2009-10	2010-11	2011-12	2012-13	2013-14
-	-	-	-	-

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Score	0.0	0.0	0.0	2.5	2.3	2.4
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Net Working Capital	0	0	0	6,091,397	7,377,373	6,734,385
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	13.5%	11.3%	12.4%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	3.5	2.8	3.2
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	LOW	MEDIUM	LOW
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	Excellent	Good	Excellent

#### Quick (Acid Test) Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Score	0.0	0.0	0.0	2.8	2.1	2.5
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	LOW	MEDIUM	LOW
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	Excellent	Good	Excellent

#### Debt to Asset Ratio - GRAPH 7

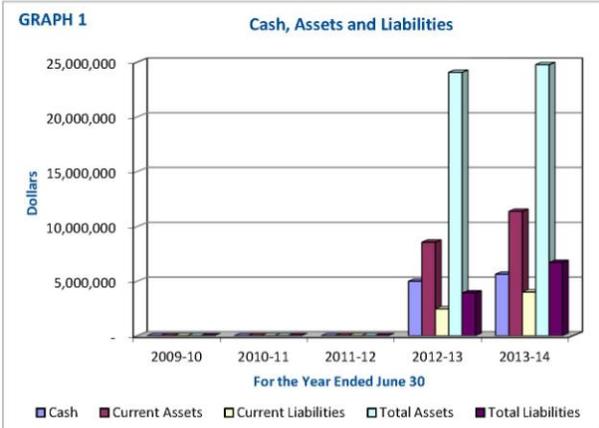
	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Score	0.0	0.0	0.0	0.2	0.3	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	Excellent	Excellent	Excellent

#### Months of Cash - GRAPH 8

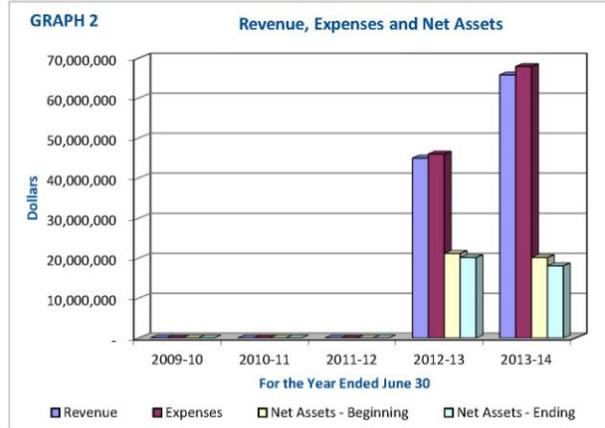
	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Score	0.0	0.0	0.0	1.3	1.0	1.1
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	Good	Good	Good

# APPENDIX: FISCAL DASHBOARD

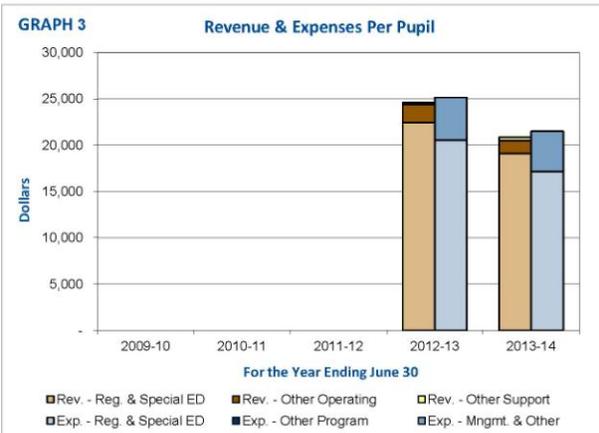
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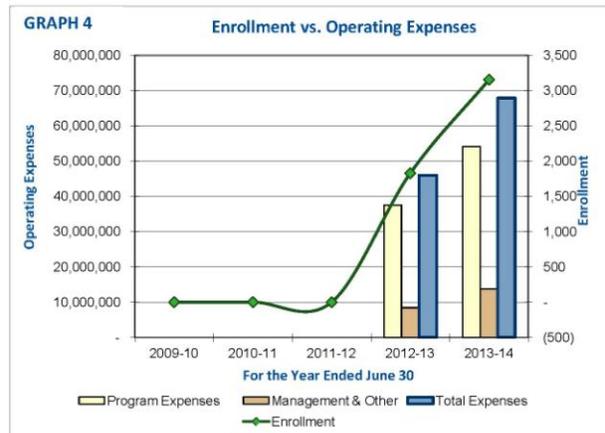
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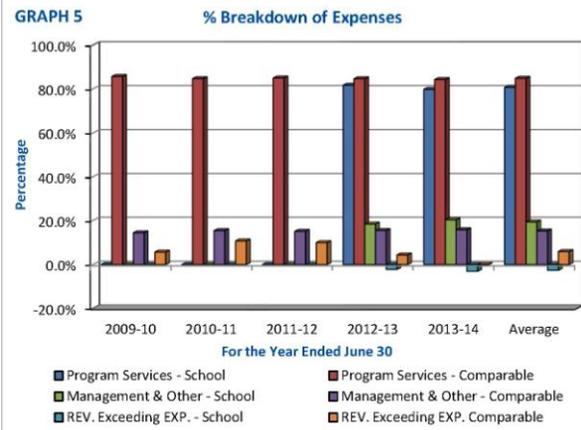
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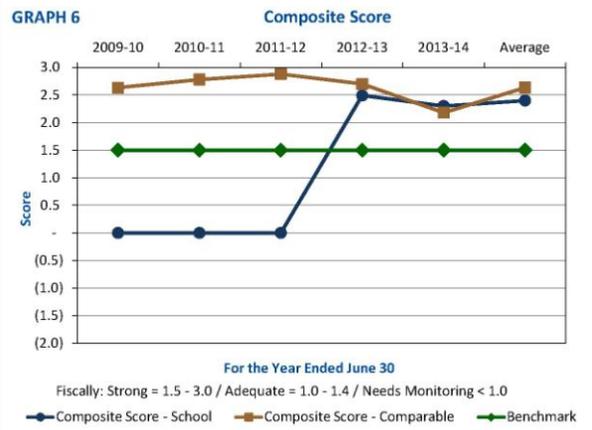
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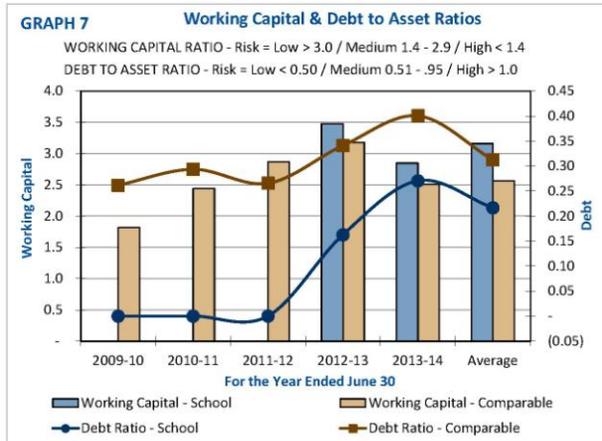
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# APPENDIX: PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: English Language Arts Success Academy Charter School - Bronx 1



	2011-12			MET	2012-13			MET	2013-14			MET		
	Grades Served: K-2				Grades Served: K-3				Grades Served: K-4					
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)			
<b>ABSOLUTE MEASURES</b>														
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	0	(0)		3	67.4 (89)	68.6 (86)		3	50.6 (83)	51.9 (77)			
	4	0	(0)		4	0	(0)		4	70.1 (77)	70.1 (77)			
	5	0	(0)		5	0	(0)		5	0	(0)			
	6	0	(0)		6	0	(0)		6	0	(0)			
	7	0	(0)		7	0	(0)		7	0	(0)			
	8	0	(0)		8	0	(0)		8	0	(0)			
	All	0	(0)		All	67.4 (89)	68.6 (86)	NA	All	60.0 (160)	61.0 (154)	NA		
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 NCLB accountability system.	Grades	PI	AMO		Grades	PLI	AMO		Grades	PI	AMO			
					3	163			3-4	153	89	NA		
<b>COMPARATIVE MEASURES</b>														
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:				Comparison: Bronx District 7				Comparison: Bronx District 7					
	Grades	School	District		Grades	School	District		Grades	School	District			
				NA	3	68.6	10.3	YES	3-4	61.0	10.0	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.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size		
					83.7	67.4	20.5	3.77	YES	84.6	60.0	22.0	2.80	YES
<b>GROWTH MEASURE</b>														
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State			
	4				4				4	47.7				
	5				5				5	0.0				
	6				6				6	0.0				
	7				7				7	0.0				
	8				8				8	0.0				
	All		50.0		All				All	47.7	50.0	NO		

# APPENDIX: PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: Mathematics

### Success Academy Charter School - Bronx 1



	2011-12 Grades Served:			MET	2012-13 Grades Served: K-3			MET	2013-14 Grades Served: K-4			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)	
<b>ABSOLUTE MEASURES</b>												
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	0	0		3	89.9 (89)	89.5 (86)		3	89.2 (83)	88.3 (77)	
	4	0	0		4	0	0		4	97.4 (77)	97.4 (77)	
	5	0	0		5	0	0		5	0	0	
	6	0	0		6	0	0		6	0	0	
	7	0	0		7	0	0		7	0	0	
	8	0	0		8	0	0		8	0	0	
	All	0	0		All	89.9 (89)	89.5 (86)	NA	All	93.1 (160)	92.9 (154)	NA
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 NCLB accountability system.	Grades	PI	AMO		Grades	PLI	AMO		Grades	PI	AMO	
					3	190			3-4	193	86	NA
<b>COMPARATIVE MEASURES</b>												
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:				Comparison: Bronx District 7				Comparison: Bronx District 7			
	Grades	School	District		Grades	School	District		Grades	School	District	
				NA	3	89.5	11.8	YES	3-4	92.9	16.0	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.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size
	83.7	89.9	24.0	3.94	YES	84.6	93.1	30.4	3.34	YES		
<b>GROWTH MEASURE</b>												
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State	
	4				4				4	62.8		
	5				5				5	0.0		
	6				6				6	0.0		
	7				7				7	0.0		
	8				8				8	0.0		
	All				All				All	62.8	50.0	YES

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