

The background of the entire page is a solid blue color. Overlaid on this is a pattern of lighter blue squares, some of which are slightly offset to create a 3D or pixelated effect. This pattern is most prominent on the left side and bottom of the page.

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
SUCCESS ACADEMY CHARTER  
SCHOOL - HUDSON YARDS*

**Report Date: December 1, 2021**

**Review Date: September 15, 2021**

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**Charter Schools Institute**  
The State University of New York

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## CHARTER SCHOOL BACKGROUND

# SUCCESS ACADEMY CHARTER SCHOOL - HUDSON YARDS

500 West 41<sup>st</sup> Street, New York, New York | Grades: K-4 | Community School District 2



### MISSION

*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.*

*Success Academy Charter Schools - New York City 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.*

### CURRENT CHARTER

*Serves: Kindergarten – 4<sup>th</sup>*

*Chartered Enrollment:  
452*

*Charter Expiration:  
July 31, 2022*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 4<sup>th</sup>*

*Chartered Enrollment:  
367*

*Charter Expiration:  
July 31, 2027*

### KEY DESIGN ELEMENTS

A focus on student achievement;



Research-based, results-driven curriculum;



Frequent assessments produced and analyzed in real time;



Extended school day;



Charter 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).



## CHARTER SCHOOL BACKGROUND

### EDUCATION CORPORATION BACKGROUND

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Success Academy Charter School – Hudson Yards (“Success Hudson Yards”) on October 8, 2014. The charter school doors opened in fall 2017, serving 190 students in Kindergarten – 1<sup>st</sup> grade.

Success Academy Charter Schools – New York City (“SACS-NYC” or the “education corporation”), a not-for-profit charter school education corporation, is currently authorized to operate 38 charter schools. Thirty-one of these charters are currently open. The New York State Board of Regents approved the first Success charter in January 2006. The SUNY Trustees granted approval for the school to merge into a SUNY-authorized education corporation, the predecessor to SACS-NYC, on April 24, 2012. Since that time, the SUNY Trustees have approved the education corporation to replicate its program and has granted it 33 additional charters. The New York Charter Schools Act of 1998 (as amended, the “Act”) allows authorizers to grant charter school education corporations the authority to operate more than one charter under Education Law § 2853(1)(b-1) through approval of new charters as set forth in the Act, or through merger with one or more education corporations.

SACS-NYC partners with the charter management organization Success Academy Charter Schools, Inc. (“Success Academy” or the “network”), a Delaware not-for-profit corporation based in New York City, which serves the 38 charters operated by SACS-NYC. By contract, Success Academy provides all charters with academic, operational, finance, legal, and back office assistance. Charters 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 charter and instructional leader with network managing directors serving in supervisory roles for principals. Each SACS-NYC charter implements an academic program consistent with all other SACS-NYC charters, all of which are high performing.



### NOTEWORTHY

SACS-NYC highlights the academic program of Success Hudson Yards as a model charter to educators across the country through the network’s Robertson Center, which offers high quality professional development experiences free of charge. The Robertson Center at Success Academy is conveniently located in the same location at Success Hudson Yards. Before the COVID-19 pandemic, SACS-NYC opened the model charter to visitors to observe effective practices in action in the charter’s classrooms including through classrooms designed with enhanced video observation technology.

## CHARTER SCHOOL BACKGROUND

### SUMMARY OF COVID-19 RESPONSE

During the 2020-21 school year, SACS-NYC charters implemented a full synchronous learning program remotely for the entire school year. The network supported the distribution of over 10,000 devices to students in addition to mailing home mathematics manipulative kits and science experiment kits to enhance the continuity of learning students experienced in those subjects. Each charter across the education corporation implemented the SACS-NYC remote instructional model with a high degree of fidelity to provide rigorous learning opportunities to students in a remote, synchronous format. In considering feedback from leaders, teachers, students, and families, the education corporation adjusted aspects of its programming to ensure sustainability and high expectations for learning. Through Success Academy's Education Institute and The Robertson Center at Success Academy, SACS-NYC and the network provided high quality professional development experiences for educators transitioning to remote learning. Educators across the country took advantage of various professional learning sessions on promising practices for the effective delivery of remote instruction free of charge.

## RENEWAL RECOMMENDATION

### FULL-TERM RENEWAL

**Initial Full-Term Renewal.** *The SUNY Charter Schools Institute (the “Institute”) recommends that the SUNY Trustees Charter Schools Committee approve the Application for Charter Renewal of Success Academy Charter School - Hudson Yards through July 31, 2027. The Institute makes this recommendation as Success Academy Charter School - Hudson Yards meets the requirements for renewal set forth in the Policies for 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”).<sup>1</sup>*

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



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>2</sup> is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

### REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the “Act”):

1:

the charter, 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 the charter in an educationally and fiscally sound manner in the next charter term; and,

3:

given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>3</sup>

1. SUNY Renewal Policies (p. 12) are available on the [Institute’s website](#).

2. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks (“SUNY Renewal Benchmarks”) which are available on the [Institute’s website](#).

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

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

During its five year charter term, Success Hudson Yards is an academic success having implemented a particularly strong and effective program on the ground as measured by consistently high achievement on internal exams. The table below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

### FINDINGS & INFORMATION

#### *Is the charter an academic success?*

Success Hudson Yards is an academic success. The Institute's monitoring visits and assurances from the network confirm that Success Hudson Yards implements SACS-NYC's rigorous, high quality academic program with fidelity to its design. This is the same program found in all SACS-NYC charters that produce high academic achievement as measured by the state exams and the network's internal assessments. Success Hudson Yards' results on internal English language arts ("ELA") and mathematics assessments provide evidence that the charter is on a trajectory to meet its Accountability Plan goals in both the current charter term, and, if renewed, a subsequent charter term.

#### *Is the charter an effective, viable organization?*

Success Hudson Yards is an effective, viable organization. The charter operations team ensures that all logistical and operational aspects of the charter run smoothly so instructional leaders can focus time and efforts on supporting the academic program. The network provides effective support to ensure the smooth running of the charter.

#### *Is the charter fiscally sound?*

Success Hudson Yards is fiscally sound based on the evidence collected through renewal review. The education corporation has met its fiscal benchmarks throughout the charter term, and presents a reasonable and appropriate fiscal plan for the next charter term.

#### *If the SUNY Trustees renew the education corporation's authority to operate the charter, are its plans for the charter reasonable, feasible, and achievable?*

Success Hudson Yard's plans for the future, if renewed, are reasonable, feasible, and achievable. The charter plans to continue implementing its successful elementary program and expand to middle school grades with fidelity to the SACS-NYC design during the next charter term.



## EXECUTIVE SUMMARY

Based on the Institute's review of the charter's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and, a renewal review of the charter's academic program, the Institute finds that the charter school meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Success Hudson Yards an Initial Full Term renewal of five years.



# DP

DATA PRESENTATION

PAGES: 8-16

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

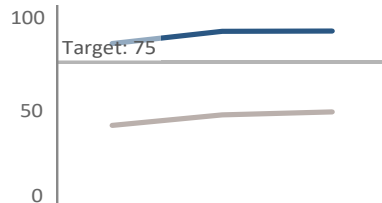
SD

STUDENT  
DEMOGRAPHICS

## ACADEMIC PERFORMANCE

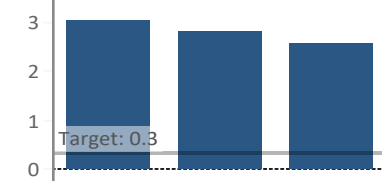
### SUCCESS ACADEMY CHARTER SCHOOLS-NYC: AGGREGATE ENGLISH LANGUAGE ARTS AND MATHEMATICS PERFORMANCE FOR ALL SCHOOLS

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



Test Year	District %	Ed.Corp. %
2017	42	85
2018	48	92
2019	49	92

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



Test Year	Ed. Corp. Weighted Effect Size
2017	3.05
2018	2.82
2019	2.60

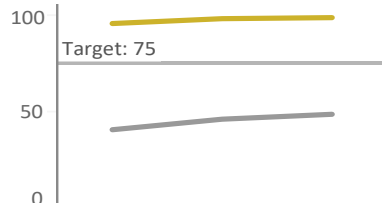
**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2017	52.3
2018	53.5
2019	46.1

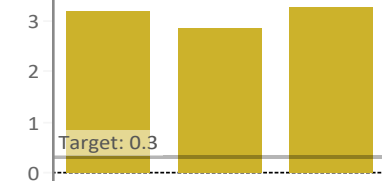
#### EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

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



Test Year	District %	Ed.Corp. %
2017	41	96
2018	46	98
2019	49	99

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



Test Year	Ed. Corp. Weighted Effect Size
2017	3.19
2018	2.86
2019	3.25

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



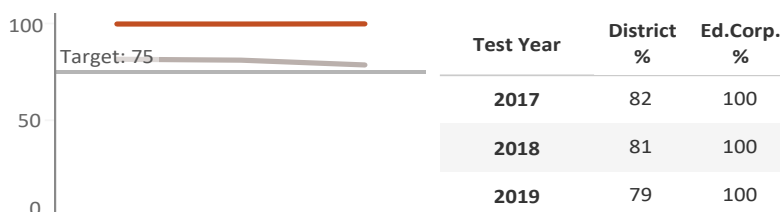
Test Year	Ed. Corp. Mean Growth Percentile
2017	49.0
2018	58.0
2019	48.7

\* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.

## ACADEMIC PERFORMANCE

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

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

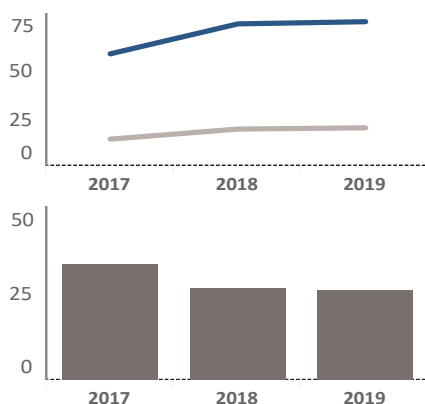


#### BASELINE INTERNAL ASSESSMENT RESULTS 2020-21 ELA AND MATHEMATICS - INTERNALLY DEVELOPED\*

		Success Academy Charter Schools - NYC		
Measure	Subgroup	Target	Tested	Results
Growth	All students	75.0%	10,643	89.7%
Equity	English Language Learners	75.0%	348	15.8%

		Success Academy Charter Schools - NYC		
Measure	Subgroup	Target	Tested	Results
Absolute	2+ students	75.0%	731	81.4%

#### AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION\*\*



Ed. Corp. Enrollment Receiving Mandated Academic Services	2,275	2,858	2,824
Tested on State Exam	953	1,257	1,255
Ed. Corp. Percent Proficient on ELA Exam	59.2	74.9	76.1
Composite District Percent Proficient	14.3	19.6	20.2
Ed. Corp. ELL Enrollment	592	659	627
Tested on NYSESLAT Exam	498	578	558
Ed. Corp. Percent 'Commanding' or Making Progress on NYSESLAT	33.3	26.5	26.2

\* For description of internal assessments, see section 1A.

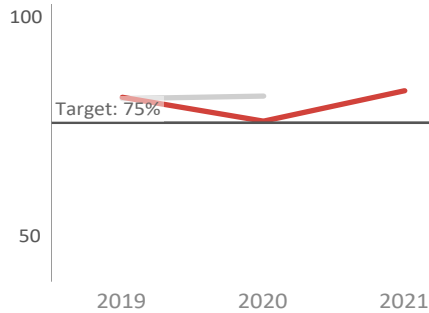
\*\*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making 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.

## ACADEMIC PERFORMANCE

### SUCCESS ACADEMY CHARTER SCHOOLS-NYC: AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL SCHOOLS

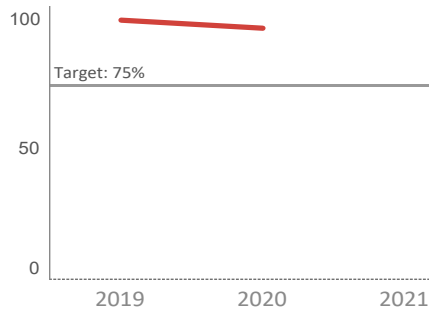
#### HIGH SCHOOL GRADUATION RATE

**Comparative Measure: Graduation Rate.** Each year, the percentage of the education corporation's charter schools' students graduating after completion of their fourth year will exceed the composite district.

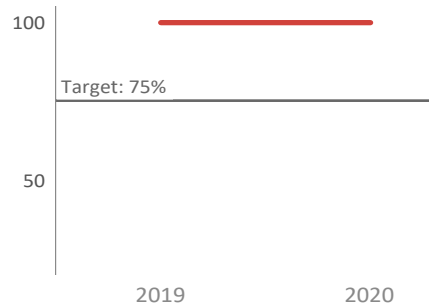


#### COLLEGE PREPARATION AND ATTAINMENT

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



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



#### ENGLISH LANGUAGE ARTS AND MATHEMATICS

**Comparative and Absolute Measure: District Comparison.** Each year, the education corporation's ELA Accountability Performance Index and the math PI will exceed the composite district's PI and the state's MIP.

N/A\*

\*The state does not calculate performance indices for cohorts that enroll less than 30 students. As such, the ELA and mathematics PIs are not reported here.



## ACADEMIC PERFORMANCE



### HAS THE CHARTER MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Success Hudson Yards first enrolled students in state testing grades during the 2019-20 school year and, therefore, did not produce New York State exam results in ELA, mathematics, or science during its initial charter term following the state's cancellation of the assessments during the COVID-19 pandemic. Although the charter has yet to produce state exam results suitable for analysis, the elementary program replicates the same effective academic program found at other SACS-NYC charter schools, which have demonstrated a consistent record of high achievement. From 2016-17 to 2018-19, the education corporation's students enrolled in at least their second year posted aggregate proficiency rates in ELA and mathematics that exceeded the absolute target of 75% and the composite district achievement (a metric that combines the achievement of each district where SACS-NYC students reside proportionally) each year. In 2018-19, each of the 28 charters in the education corporation that enrolled students in state testing grades outperformed at least 97% of all public schools in ELA and 98% of all public schools in mathematics. In comparison to all public schools across New York State enrolling similar percentages of economically disadvantaged students, SACS-NYC charters consistently performed higher than expected to a large degree in both subjects. Notably, 100% of students across the education corporation scored at or above proficiency on the state science exam each year.

In the absence of reliable and credible performance data from the state's 3<sup>rd</sup> – 8<sup>th</sup> grade exams in 2020-21, the Institute worked with charters to collect and evaluate internal assessment results. During that year, SACS-NYC charter schools administered the Fountas and Pinnell Benchmark Assessment System ("F&P") assessment to monitor student growth and achievement. During 2020-21, 91% of Success Hudson Yards' students enrolled in 3<sup>rd</sup> and 4<sup>th</sup> grade met or exceeded expectations on the F&P. The education corporation also administered an internally developed mathematics assessment aligned to the New York State Algebra I Regents exam to its 8<sup>th</sup> grade students. In 2020-21, 81% of students across the education corporation met the proficiency equivalent.

## COMPLIANCE REPORTING



### HAS THE CHARTER 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. During the current charter term, the charter demonstrated a clear record of compliance with the terms of its charter.*

#### SUCCESS ACADEMY CHARTER SCHOOL - HUDSON YARDS

##### **Teacher Certification**

The Act allows charters to hire up to 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

Success Hudson Yards employs eight uncertified teachers more than allowed by the Act, and several of those individuals do not meet the exceptions outlined in the Act. The Institute is working with the charter on its plans for coming into compliance.

The education corporation provides a comprehensive plan to get teachers certified partnering with Touro College to provide teachers with a pathway to certification by funding graduate level coursework. SACS-NYC re-initiated this partnership in January 2020. SACS-NYC pays for tuition as long as the teacher remains employed at a SACS-NYC charter school.

##### **Complaints**

The Institute did not receive any formal complaints regarding this charter during the charter term.

##### **Annual Reports**

Although the education corporation submitted its annual reports to the Institute and New York State Education Department ("NYSED") on time, it has not posted the annual reports on the Success Academy website in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.

## COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey results and data regarding persistence in enrollment.

### **Parent Survey Data**

The Institute compiled data from SACS-NYC’s 2019-20 family survey for Success Hudson Yards. In spring 2020, SACS-NYC distributed a family satisfaction survey to all charters within the education corporation specifically gathering satisfaction information about the charter’s program during remote learning. In 2019-20, across all SACS-NYC charters, 76% of families who received the survey responded. Among respondents, 93% are satisfied with the charters’ core academic program and their transition to remote learning. Families expressed dissatisfaction with the charter’s electives program, and SACS-NYC adjusted its program to develop a more effective program for electives.

### **Public Comments**

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the charter’s Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The New York City Department of Education held its required hearing on Success Academy Charter School – Hudson Yards’ renewal application on December 17, 2020 by videoconference. No one spoke in favor or opposition to the application. A member of Community Educational Counsel 2 requesting more information regarding the application including student demographics, enrollment, student performance and resources provided students.

**Persistence in Enrollment** An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 91% of Success Hudson Yards students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

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

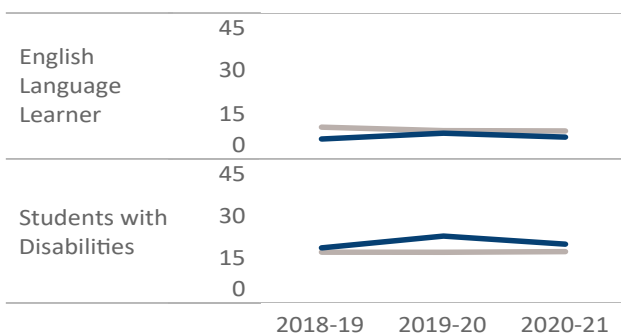


## STUDENT DEMOGRAPHICS

### Success Academy Charter School - Hudson Yards

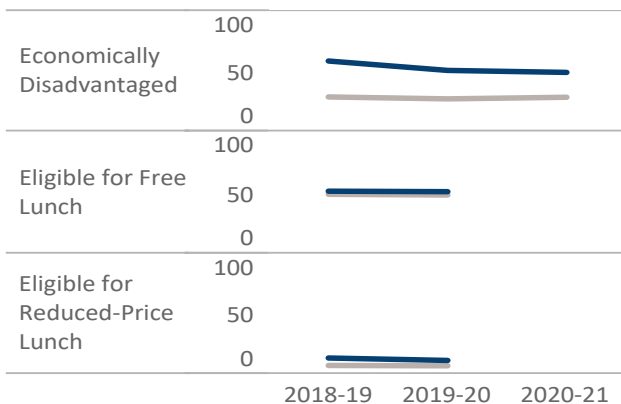
Manhattan CSD 2

#### Student Demographics: Special Populations



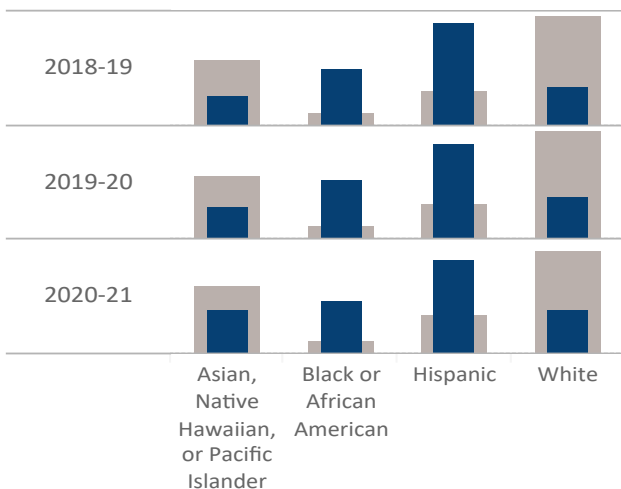
District	10.4	9.2	9.1
Charter	6.3	8.3	6.9
District	17.3	17.3	17.5
Charter	18.8	23.0	20.1
	2018-19	2019-20	2020-21

#### Student Demographics: Free/Reduced Lunch



Charter	62.3	53.4	51.5
District	28.0	26.2	27.7
Charter	53.8	53.4	
District	50.9	50.2	
Charter	10.3	8.0	
District	3.2	2.9	
	2018-19	2019-20	2020-21

#### Student Demographics: Race/Ethnicity

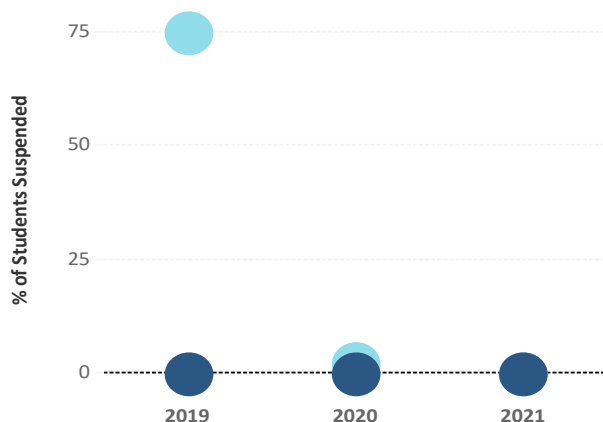


Charter	12.6	23.8	43.0	15.7
District	27.2	5.0	14.7	45.8
Charter	13.4	24.9	40.6	17.6
District	26.7	5.1	15.1	45.6
Charter	18.0	22.1	39.1	18.0
District	28.2	5.7	16.1	42.7
	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White

\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

## STUDENT DEMOGRAPHICS

Success Academy Charter School - Hudson Yards



Manhattan CSD 2

ISS Rate OSS Rate

2019	74.7	0.0
2020	2.2	0.0
2021	0.0	0.0

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

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



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

2019 2020 2021

0 0 0

Success Academy Charter School - Hudson Yards's  
Enrollment and Retention Status: 2020-21

			Target	Charter School
enrollment	economically disadvantaged		39.2	52.6
	English language learners		12.4	6.9
	students with disabilities		15.9	19.1
retention	economically disadvantaged		95.4	62.0
	English language learners		93.6	80.8
	students with disabilities		96.1	80.6

\* Data reported in these charts reflect information reported by the charter and validated by the Institute.

## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter 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, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

SACS-NYC makes good faith efforts to meet its enrollment and retention targets. SACS-NYC contracts with Success Academy for, among other things, support with monitoring the enrollment and retention targets of the charters within SACS-NYC. Overall, the network makes efforts to increase charters' enrollment of students in these categories. Network leaders plan to continue using the following strategies to meet targets in the next charter term:

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

## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*SACS-NYC is fiscally sound as is its charter, Success Hudson Yards based on the Institute's review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Success Hudson Yards and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>4</sup> The fiscal dashboard for Success Hudson Yards and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the SACS-NYC education corporation because a charter is not a legally distinct fiscal entity.*



Success Hudson Yards has the 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 charter and finds it too is fiscally sound. During the charter term, the network provided full support services to the charter in the areas of academics, operations, technology, facilities, and financial operations under the terms of a management contract for a fee of approximately 17%. The SACS – NYC financial model is intended to ensure that all fully enrolled charters are financially sustainable and operate solely through public funding. The model generally assumes cost-free public space for facilities. At the end of 2019-20, the actual enrollment of the overall merged education corporation reached 82% of chartered enrollment, which is slightly above the enrollment collar of 20% below chartered enrollment. As enrollment drives fiscal strength, the SACS – NYC board should continue to monitor actual enrollment versus chartered enrollment of each open charter with the understanding that SACS-NYC has sufficient net assets to cover short term enrollment drops. The Institute is working with SACS – NYC to revise chartered enrollment numbers to more accurately reflect the space available to each charter. To support the opening of additional charters, the SACS-NYC board must ensure sufficient funds are in place for charter start-up.



### DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT THE EDUCATION CORPORATION MONITORS AND ADJUSTS WHEN APPROPRIATE?

***The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:***

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for the charter.	+

4. 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 charter.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

## FISCAL ANALYSIS

Education corporation board members, charter management, and staff members contribute to the budget process for the charter, as appropriate.

+

The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts the plan to meet changing conditions.

+

The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.

+

Actual expenses are equal to, or less than, actual revenue with no material exceptions.

+

Success Hudson Yards projected five year budget reflects anticipated revenues and expenses associated with the planned enrollment. The school has been under chartered enrollment in each year since the school opened, a result of facility constraints. The network closely monitors the enrollment at each charter operated by the education corporation to ensure that the under enrollment of Success Hudson Yards does not adversely affect the education corporation's aggregate actual enrollment goals. The education corporation's enrollment across all charters closely aligns with budgeted enrollment. Year end financials from 2020-21 report fiscal strength and overall enrollment growth as the charters fill out planned grades.

## DOES THE CHARTER MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures, which the charter implements. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls at the charter.	+
The most recent education corporation audit report, which covers fiscal operations of the charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures manual, which covers the charter, on a regular basis.	MAY 2019

## FISCAL ANALYSIS

### DOES THE CHARTER COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and the NYSED with required financial reports that are on time, complete and follow generally accepted accounting principles. The following reports, which include information about the charter, will have generally been filed in a timely, accurate and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to the NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

### DOES THE CHARTER MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources for the charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills for the charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+

## FISCAL ANALYSIS

The education corporation prepares and monitors cash flow projections for the charter.	+
If the education corporation includes philanthropy in its budget for the charter, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with the NYSED to ensure adequate per pupil funding for the charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to the charter.	+

Since opening in fall 2017, Success Hudson Yards has reported both operating surpluses and deficits during the charter term. The deficits have been offset against the surpluses of the merged education corporation. The charter's net assets as of June 30, 2021 were (\$452,000). However, this is offset by the merged education corporations net assets of \$121 million for the same time period. The merged education corporation fiscal dashboard is fiscally strong with 1.8 months of cash on hand to pay liabilities due shortly. The education corporation has also funded and maintained the required \$350,000 in an escrow account in case of dissolution of any of the charters within the education corporation.

## FISCAL ANALYSIS

### SUCCESS ACADEMY CHARTER SCHOOL - HUDSON YARDS

NOTE: Effective 2017-18, the charter merged finances with the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION

##### BALANCE SHEET

###### Assets

###### Current Assets

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

###### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net  
Other Assets

###### Total Assets - **GRAPH 1**

###### Liabilities and Net Assets

###### Current Liabilities

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

###### Total Current Liabilities - **GRAPH 1**

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

###### Total Liabilities - **GRAPH 1**

###### Net Assets

Without Donor Restrictions  
With Donor Restrictions

###### Total Net Assets

###### Total Liabilities and Net Assets

##### ACTIVITIES

###### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

###### Grants and Contracts

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

###### Total Operating Revenue

###### Expenses

Regular Education  
SPED  
Other

###### Total Program Services

Management and General  
Fundraising

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

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

###### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

###### Total Support and Other Revenue

###### Total Unrestricted Revenue

###### Total Temporally Restricted Revenue

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

###### Change in Net Assets

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

Prior Year Adjustment(s)

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

	MERGED		MERGED		MERGED		Opened 2017-18 MERGED	
	2016-17	2017-18	2018-19	2019-20	2020-21			
Current Assets								
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-	-	-	-
Accounts Receivable	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-	-	-	-
Net Assets								
Without Donor Restrictions	-	-	-	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-	-	-	-
Operating Revenue								
Resident Student Enrollment	-	1,445,040	3,392,128	4,861,162	6,461,857			
Students with Disabilities	-	114,808	314,275	773,735	968,028			
Grants and Contracts								
State and local	-	231,376	-	-	-			
Federal - Title and IDEA	-	471,774	254,741	224,978	180,575			
Federal - Other	-	22,251	(401,667)	-	315,553			
Other	-	-	-	-	-			
NYC DoE Rental Assistance	-	421,306	985,809	1,442,841	1,930,828			
Food Service/Child Nutrition Program	-	83,915	96,578	-	-			
<b>Total Operating Revenue</b>	-	2,790,471	4,641,865	7,302,716	9,856,840			
Expenses								
Regular Education	-	3,004,591	3,668,161	4,307,646	5,677,354			
SPED	-	1,111,287	1,498,263	1,759,461	1,794,545			
Other	-	-	-	-	-			
<b>Total Program Services</b>	-	4,115,878	5,166,424	6,067,106	7,471,899			
Management and General	-	331,669	461,548	593,505	808,321			
Fundraising	-	-	-	-	-			
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	4,447,547	5,627,971	6,660,611	8,280,220			
<b>Surplus / (Deficit) From School Operations</b>	-	(1,657,076)	(986,106)	642,105	1,576,620			
Support and Other Revenue								
Contributions	-	3,097	-	-	-			
Fundraising	-	-	-	-	-			
Miscellaneous Income	-	7,754	3,684	-	(66,453)			
Net assets released from restriction	-	-	-	-	-			
<b>Total Support and Other Revenue</b>	-	10,851	3,684	-	(66,453)			
Total Unrestricted Revenue	-	2,801,322	4,645,549	7,302,716	9,790,388			
Total Temporally Restricted Revenue	-	-	-	-	-			
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	2,801,322	4,645,549	7,302,716	9,790,388			
Change in Net Assets	-	(1,646,225)	(982,422)	642,105	1,510,168			
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	(1,622,808)	(2,605,230)	(1,963,125)			
Prior Year Adjustment(s)	-	-	-	-	-			
<b>Net Assets - End of Year - GRAPH 2</b>	-	(1,646,225)	(2,605,230)	(1,963,125)	(452,958)			



## FISCAL ANALYSIS

### SUCCESS ACADEMY CHARTER SCHOOL - HUDSON YARDS

NOTE: Effective 2017-18, the charter merged finances with the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION - (Continued)

##### Functional Expense Breakdown

Personnel Service  
Administrative Staff Personnel  
Instructional Personnel  
Non-Instructional Personnel  
Personnel Services (Combined)  
**Total Salaries and Staff**  
Fringe Benefits & Payroll Taxes  
Retirement  
Management Company Fees  
Building and Land Rent / Lease / Facility Financing  
Staff Development  
Professional Fees, Consultant & Purchased Services  
Marketing / Recruitment  
Student Supplies, Materials & Services  
Depreciation  
Other

##### Total Expenses

	2016-17	2017-18	2018-19	2019-20	2020-21
-	-	362,587	487,254	657,736	730,121
-	-	906,467	1,423,545	1,921,620	2,555,752
-	-	-	-	-	-
-	-	-	-	-	-
-	-	1,269,053	1,910,799	2,579,355	3,285,872
-	-	236,750	357,927	467,722	650,018
-	-	36,448	46,928	68,277	86,335
-	-	210,653	492,905	721,421	1,106,962
-	-	1,409,404	1,719,192	1,755,808	1,873,870
-	-	73,846	48,565	66,223	31,905
-	-	5,781	919	19,822	90,829
-	-	127,895	60,738	84,385	61,301
-	-	378,463	296,123	183,800	106,134
-	-	44,656	58,395	77,029	91,227
-	-	654,596	635,480	636,768	895,766
-	-	4,447,547	5,627,971	6,660,611	8,280,220

#### CHARTER ANALYSIS

##### ENROLLMENT

Original Chartered Enrollment  
Final Chartered Enrollment (includes any revisions)  
Actual Enrollment - **GRAPH 4**  
Chartered Grades  
Final Chartered Grades (includes any revisions)

2016-17	2017-18	2018-19	2019-20	2020-21
250	380	510	675	510
-	190	250	380	510
-	93	203	298	399
K-2	K-3	K-4	K-5	K-5
Planning Year	K-1	K-2	K-3	K-3

##### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

-	-	14,527	15,307	16,150
0.0%	0.0%	100.0%	5.1%	5.2%

##### PER STUDENT BREAKDOWN

###### Revenue

Operating  
Other Revenue and Support

###### TOTAL - GRAPH 3

###### Expenses

Program Services  
Management and General, Fundraising

###### TOTAL - GRAPH 3

% of Program Services  
% of Management and Other

###### % of Revenue Exceeding Expenses - GRAPH 5

###### % of Revenue Expended on Facilities

-	30,005	22,866	24,522	24,692
-	117	18	-	(166)
-	30,122	22,884	24,522	24,526
-	44,257	25,450	20,373	18,718
-	3,566	2,274	1,993	2,025
-	47,823	27,724	22,366	20,743
0.0%	92.5%	91.8%	91.1%	90.2%
0.0%	7.5%	8.2%	8.9%	9.8%
0.0%	-37.0%	-17.5%	9.6%	18.2%
#DIV/0!	50.5%	37.0%	24.0%	19.0%

###### Student to Faculty Ratio

-	9.3	9.3	8.3	9.3
---	-----	-----	-----	-----

###### Faculty to Admin Ratio

-	2.5	2.9	3.1	5.4
---	-----	-----	-----	-----

###### Financial Responsibility Composite Scores - GRAPH 6

Score  
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
N/A	N/A	N/A	N/A	N/A

###### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

###### Quick (Acid Test) Ratio

Score  
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

###### Debt to Asset Ratio - GRAPH 7

Score  
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)  
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

###### Months of Cash - GRAPH 8

Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)

#### CHARTER INFORMATION

##### BALANCE SHEET

###### Assets

###### Current Assets

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

###### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net  
Other Assets

###### Total Assets - **GRAPH 1**

###### Liabilities and Net Assets

###### Current Liabilities

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

###### Total Current Liabilities - **GRAPH 1**

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

###### Total Liabilities - **GRAPH 1**

###### Net Assets

Without Donor Restrictions  
With Donor Restrictions

###### Total Net Assets

###### Total Liabilities and Net Assets

##### ACTIVITIES

###### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

###### Grants and Contracts

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

###### Total Operating Revenue

###### Expenses

Regular Education  
SPED  
Other

###### Total Program Services

Management and General  
Fundraising

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

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

###### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

###### Total Support and Other Revenue

###### Total Unrestricted Revenue

###### Total Temporally 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**

2016-17	2017-18	2018-19	2019-20	2020-21
5,713,520	91,795	11,088,935	33,058,593	49,249,879
14,017,217	19,520,440	8,522,223	10,730,964	16,733,785
-	-	-	-	-
3,882,364	5,660,659	2,740,045	1,583,551	5,983,930
-	-	-	-	-
23,613,101	25,272,894	22,351,203	45,373,108	71,967,594
41,916,057	47,203,294	52,562,869	41,880,440	36,236,373
342,000	-	-	350,000	45,000,000
65,871,158	72,476,188	74,914,072	87,603,548	153,203,967

3,709,198	7,234,456	14,038,164	7,430,623	2,422,187
1,769,268	2,470,431	2,990,511	4,962,899	11,014,031
-	-	-	-	-
-	3,617,779	-	-	-
1,950,000	-	5,887,957	3,615,452	8,619,884
31,722,351	39,758,489	20,642,768	5,321,513	2,981,313
39,150,817	53,081,155	43,559,401	21,330,487	25,037,415
-	2,173,683	3,251,498	3,114,496	1,670,519
5,550,000	5,527,572	5,366,156	7,264,171	5,255,228
44,700,817	60,782,410	52,177,054	31,709,154	31,963,162

21,170,341	11,693,778	22,384,818	55,894,394	121,240,805
-	-	352,200	-	-
21,170,341	11,693,778	22,737,018	55,894,394	121,240,805
65,871,158	72,476,188	74,914,072	87,603,548	153,203,967

186,894,948	217,023,301	247,606,042	287,276,780	328,057,554
23,689,396	29,525,533	30,637,131	30,978,227	37,182,586

967,780	481,202	720,000	-	-
5,629,226	11,941,032	11,882,183	10,401,522	11,049,365
6,126,807	686,808	130,000	716,053	10,641,038
-	-	-	-	-
-	964,391	2,148,873	2,980,281	3,916,172
2,478,353	2,550,955	3,541,922	-	-
225,786,510	263,173,222	296,666,152	332,352,863	390,846,716

184,131,782	182,962,870	186,033,590	191,074,432	220,116,378
25,108,876	67,671,199	75,985,551	78,044,485	69,576,218
-	-	-	-	-
209,240,659	250,634,069	262,019,141	269,118,917	289,692,596
18,338,924	23,256,083	24,397,628	30,527,886	32,957,214
-	-	-	-	-
227,579,583	273,890,152	286,416,769	299,646,803	322,649,810
(1,793,073)	(10,716,930)	10,249,382	32,706,059	68,196,906

2,066,006	467,922	-	-	-
-	-	-	-	-
704,522	772,422	793,664	451,519	(2,850,495)
-	-	-	-	-
2,770,528	1,240,344	793,664	451,519	(2,850,495)

228,557,038	264,413,566	297,459,815	332,804,381	387,996,221
-	-	-	-	-
228,557,038	264,413,566	297,459,815	332,804,381	387,996,221

977,456	(9,476,586)	11,043,046	33,157,578	65,346,411
20,192,887	21,170,337	11,693,778	22,736,816	55,894,394
-	-	-	-	-
21,170,343	11,693,751	22,736,824	55,894,394	121,240,804

## FISCAL ANALYSIS

### SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)

#### CHARTER INFORMATION - (Continued)

##### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

2016-17	2017-18	2018-19	2019-20	2020-21
23,013,530	28,250,961	34,107,934	38,644,059	36,022,872
86,103,852	99,473,376	99,648,669	112,901,270	126,096,264
-	-	-	-	-
-	-	-	-	-
109,117,382	127,724,337	133,756,603	151,545,329	162,119,136
19,620,130	23,902,313	25,781,734	26,641,977	31,030,491
2,569,914	2,985,767	2,994,130	3,727,652	4,027,510
27,172,471	31,695,869	36,035,414	42,678,091	54,642,885
-	3,247,791	3,637,327	3,518,524	6,648,550
2,876,125	3,520,654	3,017,574	3,013,619	1,593,185
1,224,353	609,012	168,300	4,584,365	3,826,298
4,023,767	5,018,389	5,594,568	5,108,127	3,328,049
13,528,905	20,205,032	18,127,105	12,654,793	8,081,430
16,241,135	18,205,477	20,112,701	19,363,530	18,756,749
31,205,409	36,775,511	37,191,313	26,810,796	28,595,526
227,579,591	273,890,152	286,416,769	299,646,803	322,649,810

Total Expenses

#### CHARTER ANALYSIS

##### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - <b>GRAPH 4</b>
Chartered Grades
Final Chartered Grades (includes any revisions)

2016-17	2017-18	2018-19	2019-20	2020-21
17,103	19,930	23,103	25,872	27,451
15,111	17,869	18,219	21,310	23,614
12,627	14,053	15,357	17,617	20,290
-	-	-	-	-
-	-	-	-	-

##### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)  
Increase over prior year

-	14,027	14,527	15,307	16,150
0.0%	100.0%	3.4%	5.1%	5.2%

##### PER STUDENT BREAKDOWN

###### Revenue

Operating
Other Revenue and Support

**TOTAL - GRAPH 3**

17,881	18,727	19,318	18,865	19,263
219	88	52	26	(140)
18,101	18,815	19,370	18,891	19,123

###### Expenses

Program Services
Management and General, Fundraising

**TOTAL - GRAPH 3**

% of Program Services
% of Management and Other

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

16,571	17,835	17,062	15,276	14,278
1,452	1,655	1,589	1,733	1,624
18,023	19,490	18,651	17,009	15,902
91.9%	91.5%	91.5%	89.8%	89.8%
8.1%	8.5%	8.5%	10.2%	10.2%
0.4%	-3.5%	3.9%	11.1%	20.3%
0.0%	1.2%	1.2%	1.1%	1.7%

##### Student to Faculty Ratio

10.5	10.6	9.1	9.1	9.7
------	------	-----	-----	-----

##### Faculty to Admin Ratio

3.8	3.9	3.7	4.0	5.4
-----	-----	-----	-----	-----

##### Financial Responsibility Composite Scores - **GRAPH 6**

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

0.8	0.1	1.1	2.2	3.0
Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Adequate	Fiscally Strong	Fiscally Strong

##### Working Capital - **GRAPH 7**

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

(15,537,716)	(27,808,261)	(21,208,198)	24,042,621	46,930,179
-6.8%	-10.5%	-7.1%	7.2%	12.1%
0.6	0.5	0.5	2.1	2.9
HIGH	HIGH	HIGH	MEDIUM	MEDIUM
Poor	Poor	Poor	Good	Good

##### Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.5	0.4	0.5	2.1	2.6
HIGH	HIGH	HIGH	MEDIUM	LOW
Poor	Poor	Poor	Good	Excellent

##### Debt to Asset Ratio - **GRAPH 7**

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.7	0.8	0.7	0.4	0.2
MEDIUM	MEDIUM	MEDIUM	LOW	LOW
Good	Good	Good	Excellent	Excellent

##### Months of Cash - **GRAPH 8**

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.3	0.0	0.5	1.3	1.8
HIGH	HIGH	HIGH	MEDIUM	MEDIUM
Poor	Poor	Poor	Good	Good

## FUTURE PLANS



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

*Success Hudson Yards implements the replicated SACS-NYC academic program, which is an academic success. The charter operates as an effective and viable organization. SACS-NYC plans to continue to operate the charter in the same manner, making its plans for the charter's future sound.*

#### SUCCESS ACADEMY CHARTER SCHOOL - HUDSON YARDS

**Plans for the Charter'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 Hudson Yards plans to continue to implement the same core elements of its educational program that aligns with the SACS-NYC educational approach across all charters in the education corporation. These core elements allow charters across the education corporation to achieve their Accountability Plan goals year after year.

**Plans for Board Oversight & Governance.** Trustees express interest in continuing to serve SACS-NYC 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 charter for the next charter term including charter budgets that are feasible and achievable.

Success Hudson Yards plans to continue instruction and operation in its current NYCDOE space for the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	452	367
<b>Grade Span</b>	K-4	K-4
<b>Teaching Staff</b>	34	34
<b>Days of Instruction</b>	180	180



Success Hudson Yards

# Ax

## APPENDICES

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## APPENDIX A: CHARTER SCHOOL OVERVIEW

### SUCCESS ACADEMY CHARTER SCHOOLS NYC BOARD OF TRUSTEES

#### CHAIR

Lorenzo Smith

#### TREASURER

Scott Friedman

#### TRUSTEES

Suleman Lunat

Aaron Kinnari

Derrell Bradford

Robin Pzena

Sam Cole

Kamilah Mitchell-Thomas

Lizette St. Hilaire

Edwin Cespedes, non-voting parent representative

Catherine Shainker, non-voting trustee emeritus

### CHARTER LEADERS

#### PRINCIPAL

*Kaleigh Maines (2021 to present)*

*Will Loskoch (2017-18 to 2020-21)*

### CHARTER SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	190	93*	49%	K-1
2018-19	250	203	81%	K-2
2019-20	380	298	78%	K-3
2020-21	510	399	78%	K-4
2021-22	452	354	78%	K-4

\*Due to facility constraints, Success Hudson Yards could only accommodate this enrollment. In the second year, the charter had the facility space to increase enrollment and come closer to its chartered enrollment.

## TIMELINE OF CHARTER SCHOOL RENEWAL



## CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2017-18	First Year	May 29, 2018
2021-22	Renewal Review	September 15, 2021

## CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 15, 2021	Andrew Kile	Managing Director of School Evaluation

## BENCHMARK SUMMARY

For high performing SUNY authorized charter schools that implement a common academic program design across multiple charters, the Institute provides an analysis and description of the charters' academic design structured using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on assessment, curriculum, pedagogy, leadership, at-risk programs, organizational capacity, and board oversight. The following program description analyzes and reports on the charter design that produced the high quality outcomes captured in the body of this renewal report.

### ASSESSMENT

SACS-NYC implements a rigorous and comprehensive assessment system that improves instructional effectiveness and student learning. SACS-NYC charters 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 charters administer the Fountas & Pinnell Benchmark Assessment System ("F&P") and Success for All ("SFA") assessments, both of which have demonstrated success as academic interventions with urban and low-income students. Charters administer network-developed interim assessments in ELA, mathematics, and science as well as monthly tests in vocabulary and weekly tests in spelling and mathematics facts. The network's process for creating assessments is rigorous; it includes opportunities to field test new items in order to assess their validity and reliability before incorporating into summative assessments.

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, which ensures grading consistency. Charter-based data coordinators work in conjunction with network staff members to provide thorough analyses of assessment data at the student, class, grade, and charter levels using the network's robust student information system ("SIS"). This portal serves as a repository for student data and allows charters and the network to analyze results across classrooms, grades, and charters. SIS performance reports allow leaders to review other charters' data, which enables charter to charter 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 charter whose students are performing exceptionally well in an area that students within his or her charter find challenging. Thus, instructional leaders can plan teachers' peer observations of instruction across charters. 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 charters continually uses assessment data to evaluate teacher and program effectiveness.

### CURRICULUM

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 charters prepare students for success on state assessments and in college and career. Beyond considering performance of students at its charters 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 instructional leaders who pass the information to network teams. Charter leaders complete annual surveys of the curriculum's effectiveness. Network content area teams manage revision of curricular materials by reviewing feedback from charters 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, so 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 charters supplement its internally developed 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 charters use TERC Investigations, a program that centers on teaching fundamental ideas of numbers, operations, data, and measurement, along with Cognitively Guided Instruction, an instructional approach that builds from students' mathematical problem solving ability in the elementary grades. In the middle grades, charters use a network-developed program adapted from Mathematics in Context, 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 charters offer an array of specials classes including chess, theater, and dance.

## PEDAGOGY

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 charters. Across first year visits, mid-charter term visits, and renewal visits to SACS-NYC charters, Institute evaluation teams 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 typically sets out a sample problem and asks students to solve it. The teacher may then ask students to explain to each other how they solved it and 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 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 the 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.

### INSTRUCTIONAL LEADERSHIP

SACS-NYC charters' 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 charter and network level support the development of instructional leaders and 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 intervisitation opportunities for teachers and leaders to observe strong teaching across network charters and data analysis days where staff members analyze benchmark assessments.

Charters throughout the education corporation set high expectations for teacher performance, measured largely by student achievement results. All charters use the SIS to monitor progress toward meeting network-wide performance goals as well as schoolwide goals set by the leader. For example, a principal could set growth 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." Charter 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, charter 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.

## AT-RISK PROGRAM

SACS-NYC charters 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 2018-19 school year, students with special needs represented 16.5 percent of enrollment across the network (while current and former students with special needs represented 17.0 percent of enrollment across the network), and ELLs comprised 3.6 percent of total enrollment (while current and former ELLs represented 9.1 percent of enrollment). Charters 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 charters 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 charters’ curricula in that the program emphasizes early oral language development through rich peer-to-peer discussions. 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 and daily classwork receive progressive supports within the classroom setting and through pull out tutoring. Charter staff members identify specific learning gaps and monitor 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, charter-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 charters 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 charters offer students with disabilities related services (e.g., speech/language, occupational, physical and psychological therapy), integrated co-teaching (“ICT”) classrooms, individual and group counseling, behavior intervention plans, and additional supports within the RTI framework. For students requiring a self-contained setting, SACS-NYC offers 11 12:1:1 classrooms across its operating charters. Of the 2,615 students with disabilities enrolled on or about March 9, 2020, approximately 1,824 learned in ICT classrooms and 130 attended a 12:1:1 program. 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.

SACS-NYC charters 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 charters serve ELLs within the core academic program, which provides abundant opportunities for oral and written communication through its curriculum. Charters 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 CAPACITY

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 charter and network level allow charter leaders to focus on student learning, instructional practice, and teacher development. Principals serve as primary instructional leaders and receive considerable support from assistant principals. Assistant principals focus largely on school culture, and operations staff members manage the day-to-day business of charters. Strong network supports and clearly established career paths assist SACS-NYC in recruiting and retaining high quality staff. Network level managing directors visit charters regularly to conduct classroom observations, coach teachers, and develop leaders’ communication, management, and data analysis skills.

SACS-NYC has revised the assistant principal role in order to focus on retaining assistant principals in place, developing relationships with parents, and managing a variety of other academic functions at each charter. Network staff members use student achievement results, classroom observations, coaching feedback, and other data to professionally develop assistant principals in place. When opportunities arise, assistant principals apply for and move into charter leadership positions. SACS-NYC charters invest in teaching teams. Historically, the charters 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. SACS-NYC prepared to certify its teachers for the 2018-19 school year. The courts have recently decided against the underlying SUNY regulations. Therefore, SACS-NYC is unable to certify its teachers as planned. SACS-NYC is developing a plan to support teachers to earn certification through several pathways and partnerships with local colleges. SACS-NYC had to put some of this work on hold to concentrate on the COVID-19 pandemic, but the board and network are moving forward to solidify plans and provide a clear tracking system to come into compliance with teacher certification requirements. The network has also developed an informal peer learning process that provides less experienced teachers opportunities to observe master teachers across network charters. As master teachers (known as labsite teachers) possess exceptionally strong instructional delivery and classroom management skills, charter 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 demonstrations of effective strategies. Master teachers also support the professional development of new teachers, often providing training to new teachers over the summer.

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 in Appendix A 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.

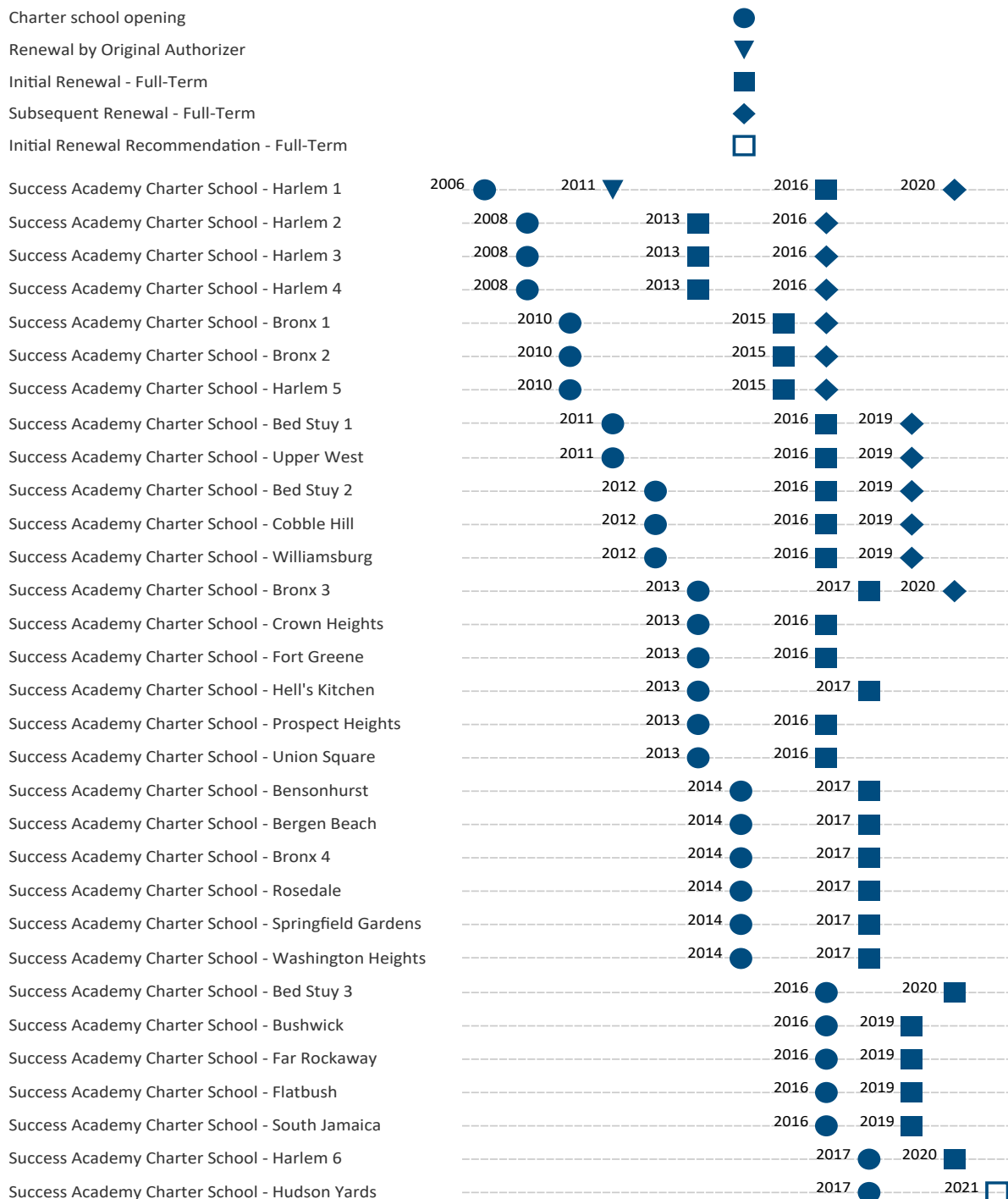
SACS-NYC continually monitors its programs and makes changes as necessary. The network instructional team, like charter leaders, regularly uses the SIS to analyze student assessment data in order to identify which objectives students have mastered and which they have not. This determination may result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

#### BOARD OVERSIGHT AND GOVERNANCE

The SACS-NYC board, equipped with a diverse skill set relevant to governance, provides rigorous oversight of all its charters with a central focus on student outcomes. Though deeply knowledgeable about the charters' educational program, progress toward meeting Accountability Plan goals, enrollment levels, and facility plans, it maintains appropriate distance from the day-to-day management of charters, 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 charter leaders accountable for student achievement with annual evaluations.

The board requires detailed reports on charters' 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 charter status and of the network as a whole. In addition to these written reports, the board receives information directly from network leaders in presentations specific to individual charters 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 except in cases where a potential conflict exists. In such cases, the board retains separate counsel. The board clearly understands the charters' Accountability Plan goals and the multiple performance measures within the goals. The board directs an abundance of resources to charters to ensure high levels of student achievement. The board works with the network to ensure charters 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.

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



## EDUCATION CORPORATION SCHOOL CHARACTERISTICS

SCHOOL	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Success Academy Charter School - Bed Stuy 1	Brooklyn CSD 14	Co-located	929	K-8
Success Academy Charter School - Bed Stuy 2	Brooklyn CSD 14	Co-located	283	K-4
Success Academy Charter School - Bed Stuy 3	Brooklyn CSD 18	Co-located	247	5-8
Success Academy Charter School - Bensonhurst	Brooklyn CSD 21	Co-located	645	K-4
Success Academy Charter School - Bergen Beach	Brooklyn CSD 22	Co-located	1,084	K-8
Success Academy Charter School - Bronx 1	Bronx CSD 7	Co-located	596	K-4
Success Academy Charter School - Bronx 2	Bronx CSD 9	Co-located	1,357	K-8
Success Academy Charter School - Bronx 3	Manhattan CSD 5 Bronx CSD 9	Co-located	1,742	K-9
Success Academy Charter School - Bronx 4	Bronx CSD 8	Co-located	625	K-4
Success Academy Charter School - Bushwick	Brooklyn CSD 32	No - NYCDOE Leased	456	K-4
Success Academy Charter School - Cobble Hill	Brooklyn CSD 15	Co-located	416	K-4
Success Academy Charter School - Crown Heights	Brooklyn CSD 17	Co-located	1,084	K-8
Success Academy Charter School - Far Rockaway	Queens CSD 27	Co-located	772	K-6
Success Academy Charter School - Flatbush	Brooklyn CSD 17	No - NYCDOE Leased	604	K-4
Success Academy Charter School - Fort Greene	Brooklyn CSD 13	Co-located	266	K-4
Success Academy Charter School - Harlem 1	Manhattan CSD 3	Co-located	1,820	K-12
Success Academy Charter School - Harlem 2	Manhattan CSD 5	Co-located	506	K-4
Success Academy Charter School - Harlem 3	Manhattan CSD 4	Co-located	1,923	K-12
Success Academy Charter School - Harlem 4	Manhattan CSD 3	Co-located	417	K-4
Success Academy Charter School - Harlem 5	Manhattan CSD 5	Co-located	1,252	K-8
Success Academy Charter School - Harlem 6	Manhattan CSD 5	Co-located	402	K-4
Success Academy Charter School - Hell's Kitchen	Manhattan CSD 2	Co-located	415	K-4

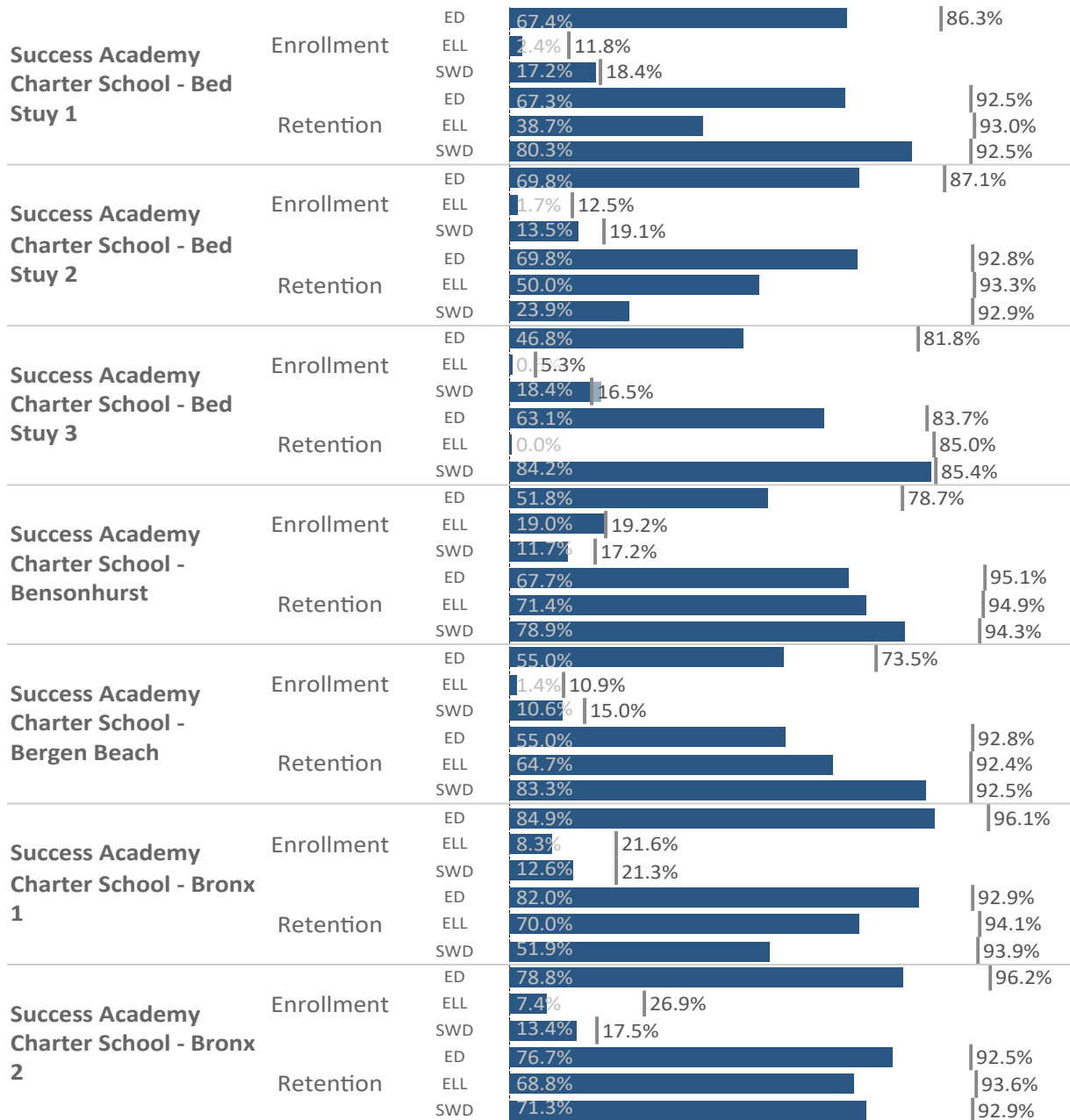
### EDUCATION CORPORATION SCHOOL CHARACTERISTICS

SCHOOL	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Success Academy Charter School - Hudson Yards	Manhattan CSD 2	Private	452	K-4
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
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	Brooklyn CSD 17	Co-located	899	K-8
Success Academy Charter School - Rosedale	Queens CSD 28 Queens CSD 29	No - NYCDOE Leased	1,089	K-6
Success Academy Charter School - South Jamaica	Queens CSD 27	No - NYCDOE Leased	504	K-4
Success Academy Charter School - Springfield Gardens	Queens CSD 29	Co-located	1,032	K-8
Success Academy Charter School - Union Square	Manhattan CSD 2	Co-located	1,230	K-8
Success Academy Charter School - Upper West	Manhattan CSD 3	Co-located	964	K-8
Success Academy Charter School - Washington Heights	Manhattan CSD 6	No - NYCDOE Leased	545	K-4
Success Academy Charter School - Williamsburg	Brooklyn CSD 14	No - NYCDOE Leased	446	K-4



## APPENDIX C: EDUCATION CORPORATION OVERVIEW

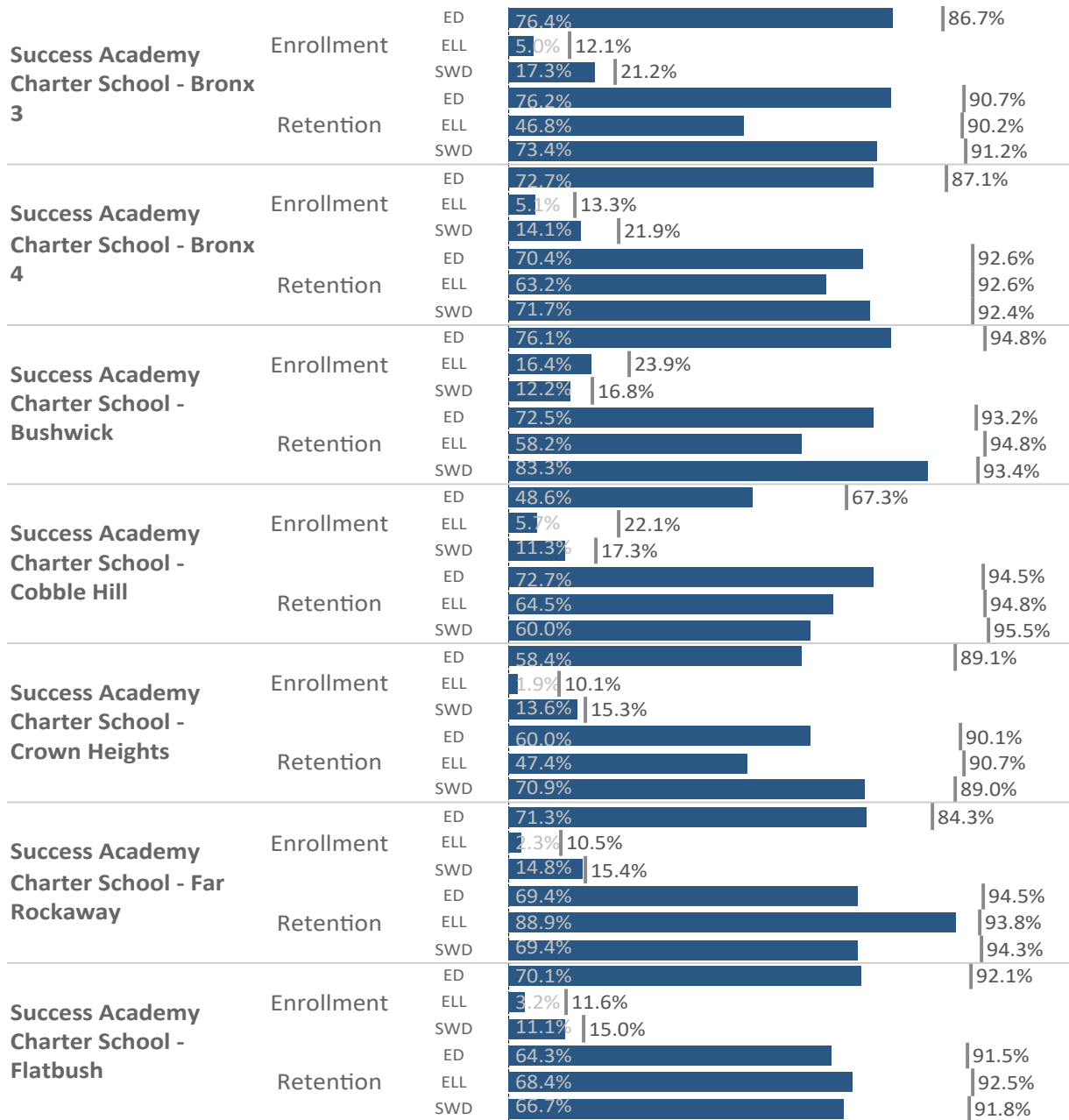
### ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter 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 most recent enrollment and retention data supplied to the Institute by the network.

## APPENDIX C: EDUCATION CORPORATION OVERVIEW

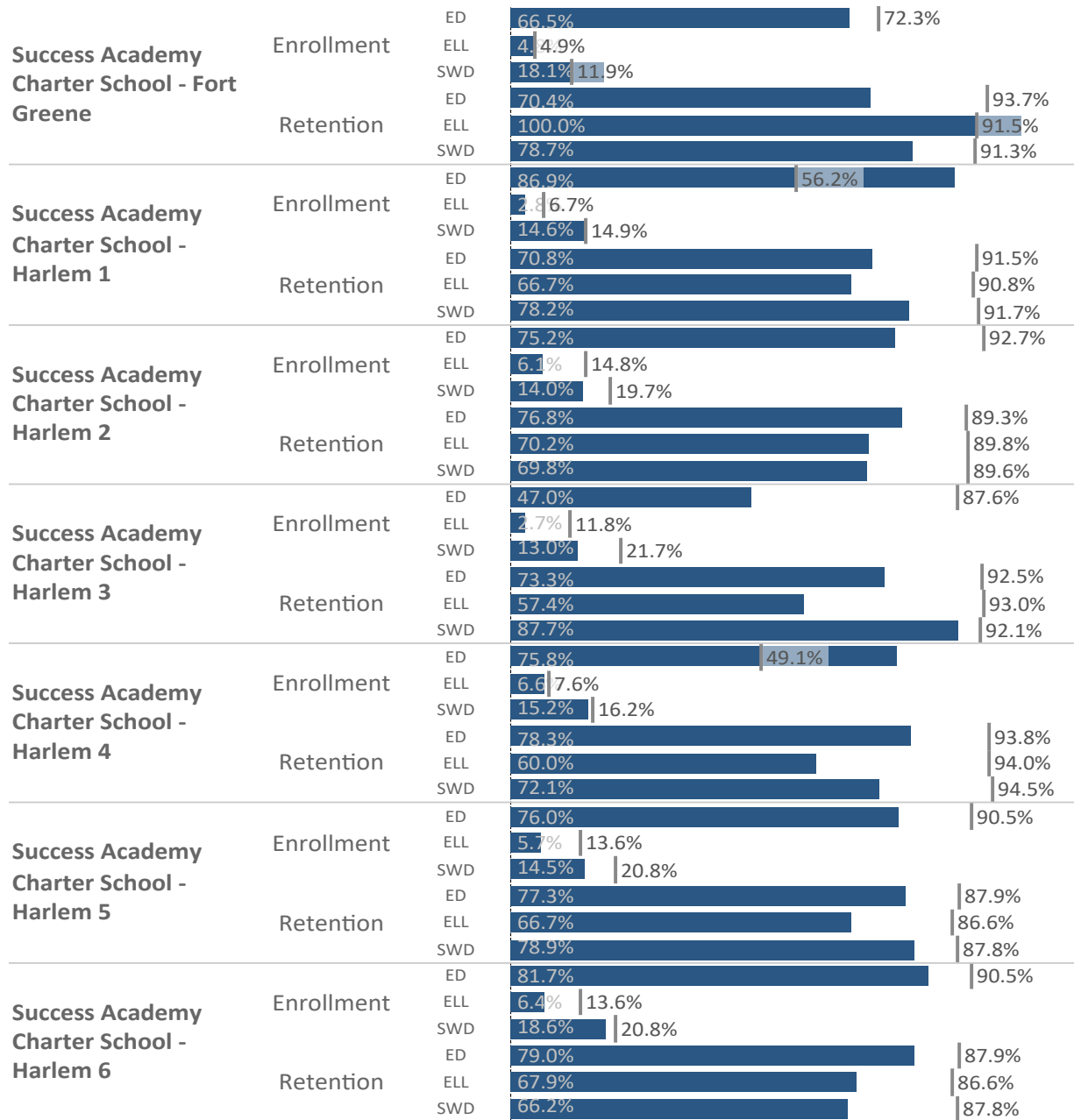
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## APPENDIX C: EDUCATION CORPORATION OVERVIEW

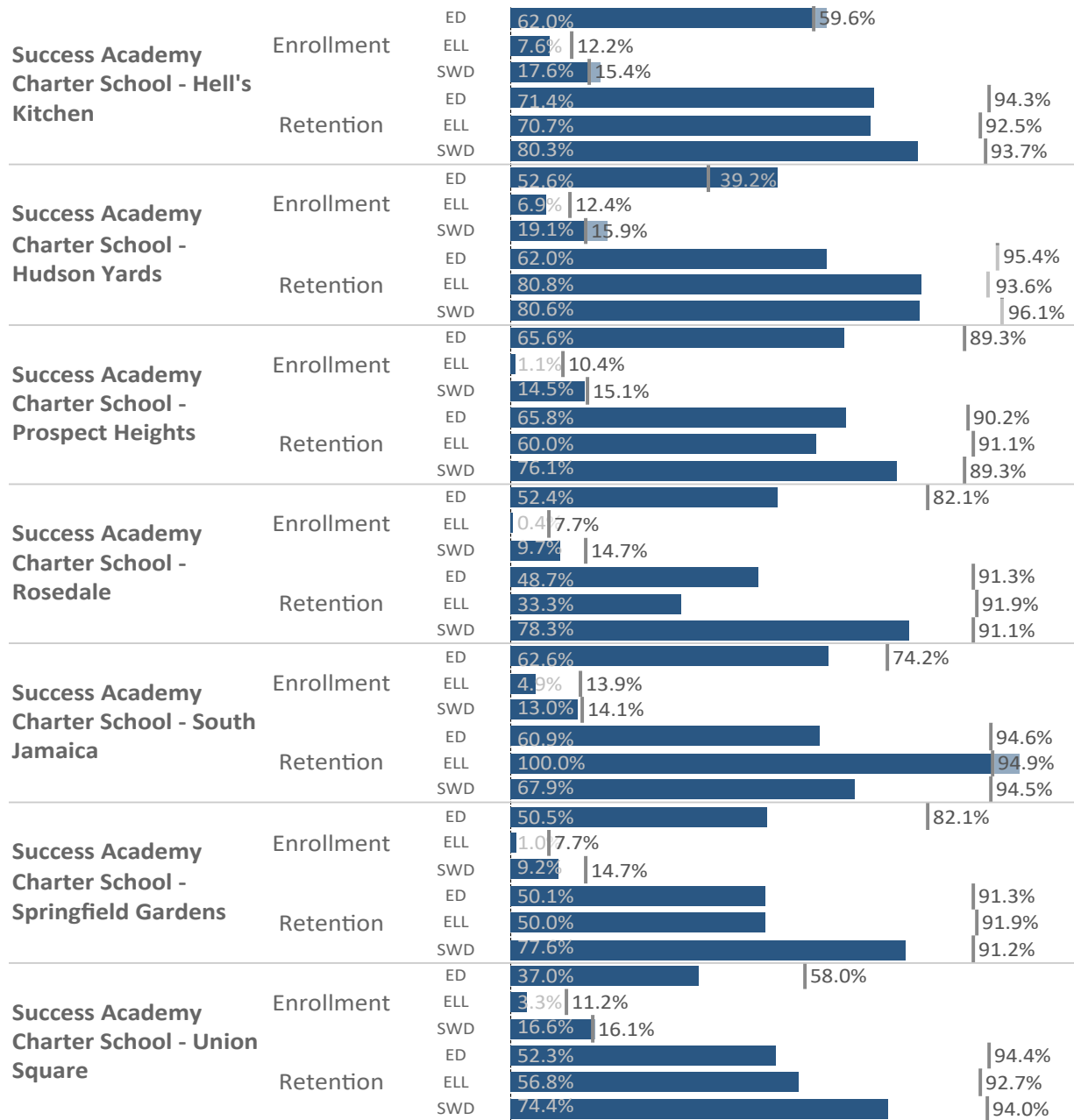
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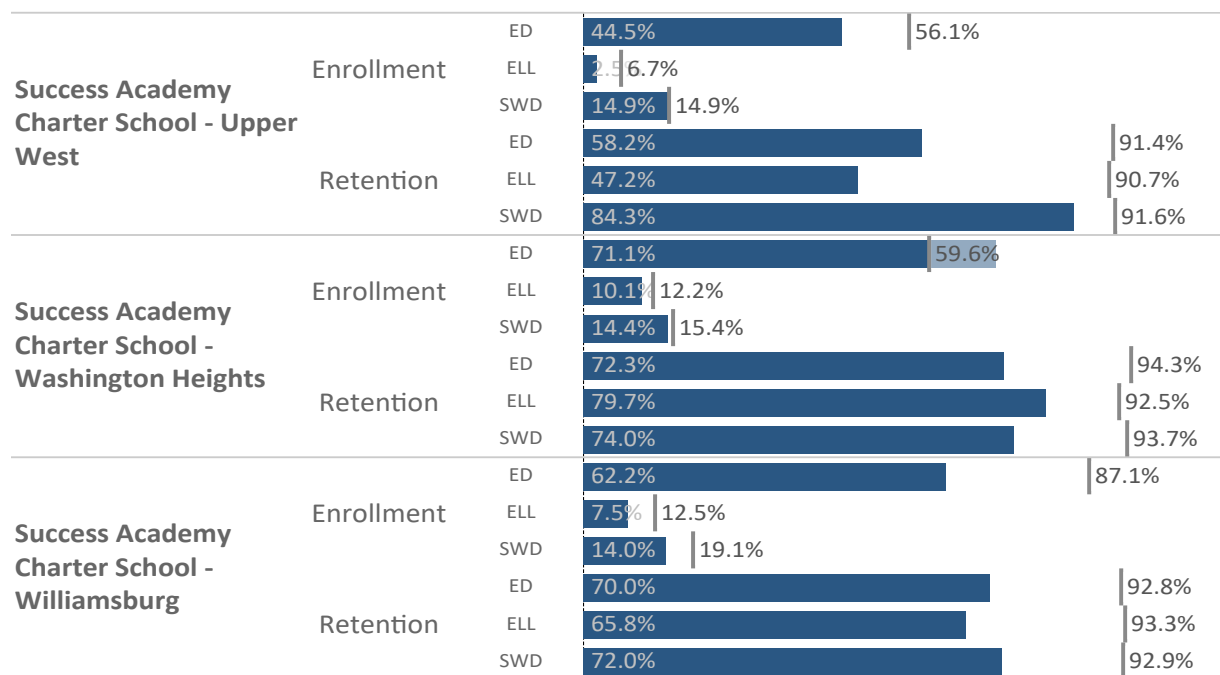
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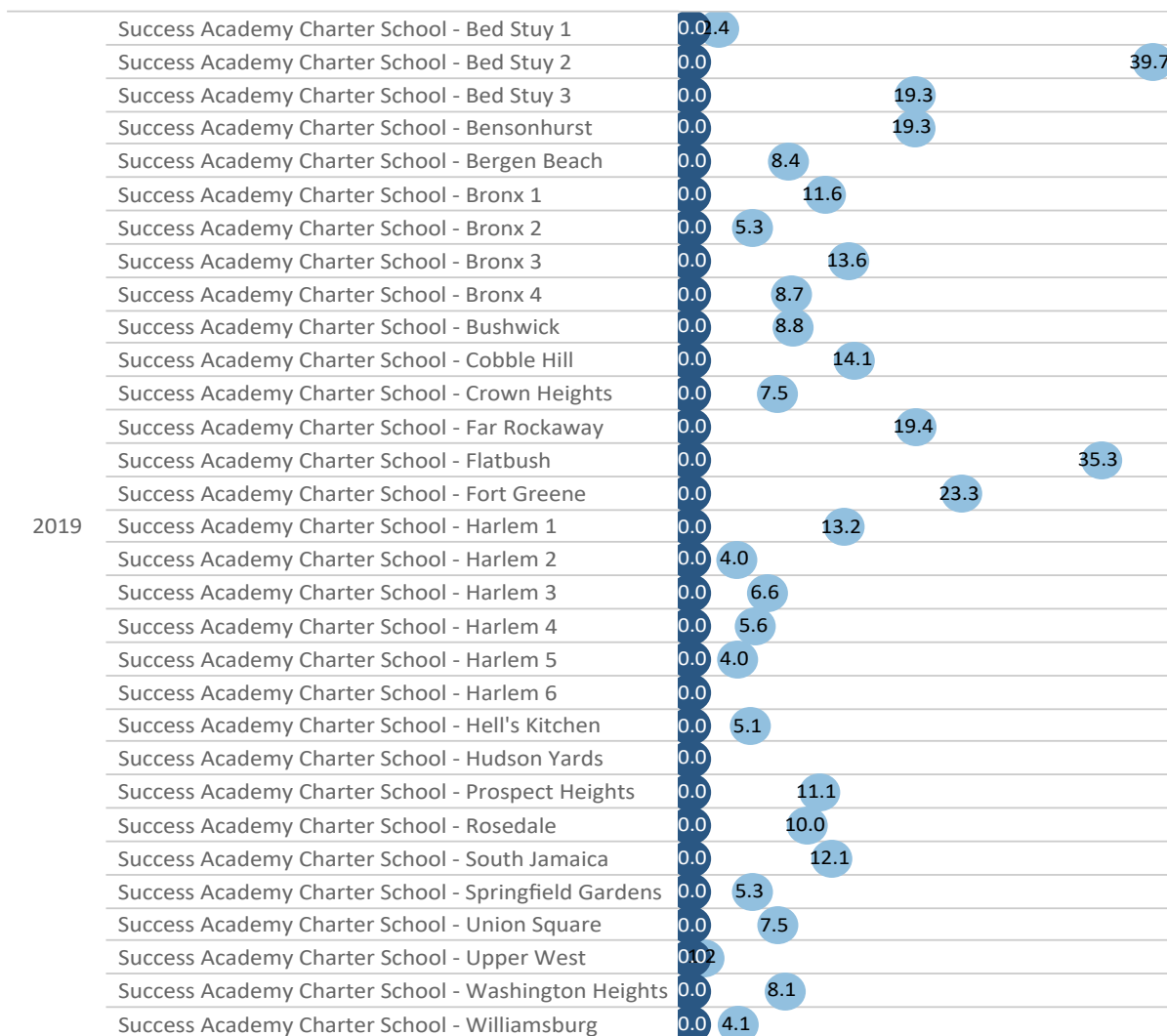
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## Suspensions: Success Academy Charter Schools - NYC's out of school suspension rate and in school suspension rate.

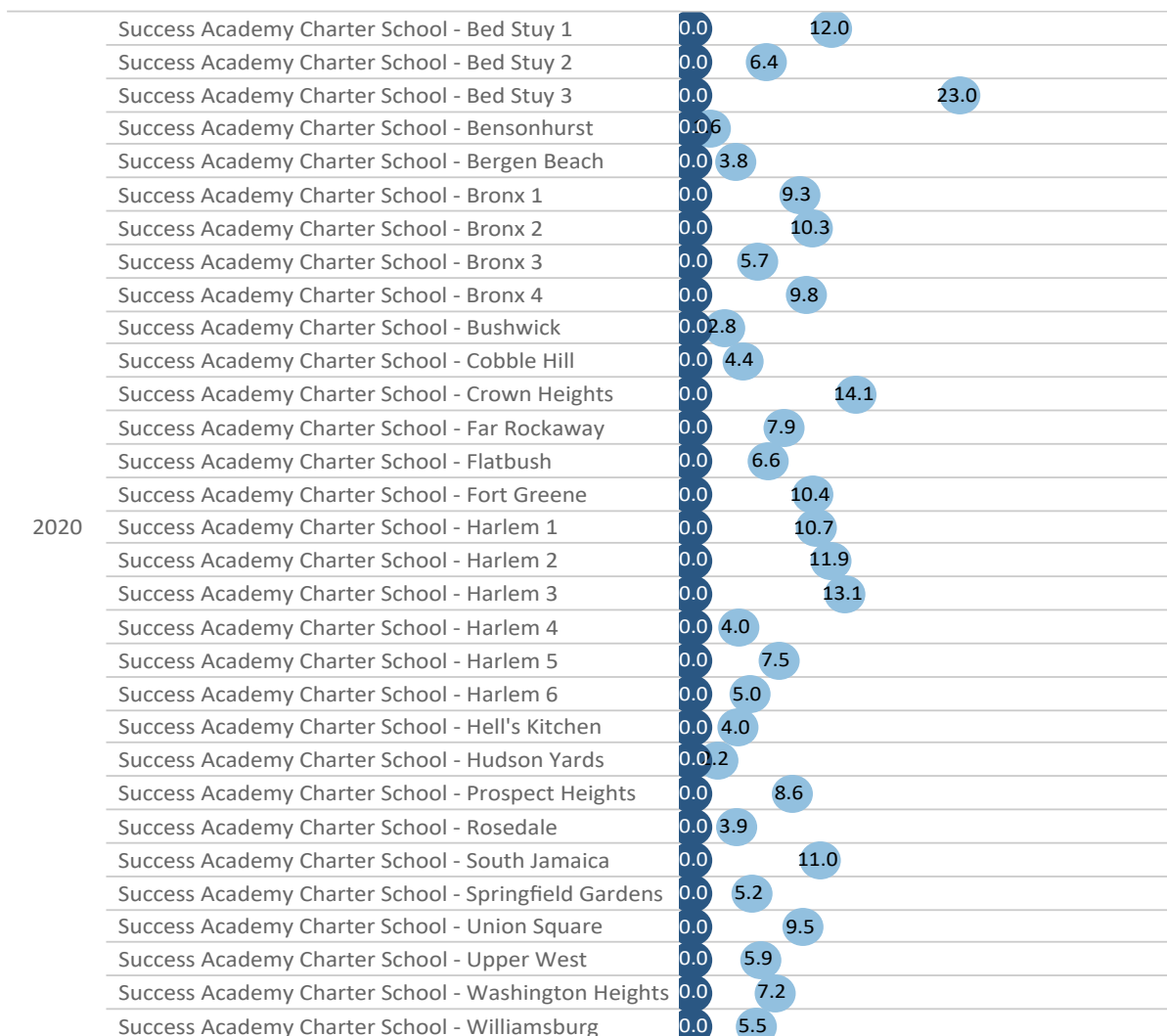


% of students suspended

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: 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 most recent school year, the education corporation expelled 0 students.

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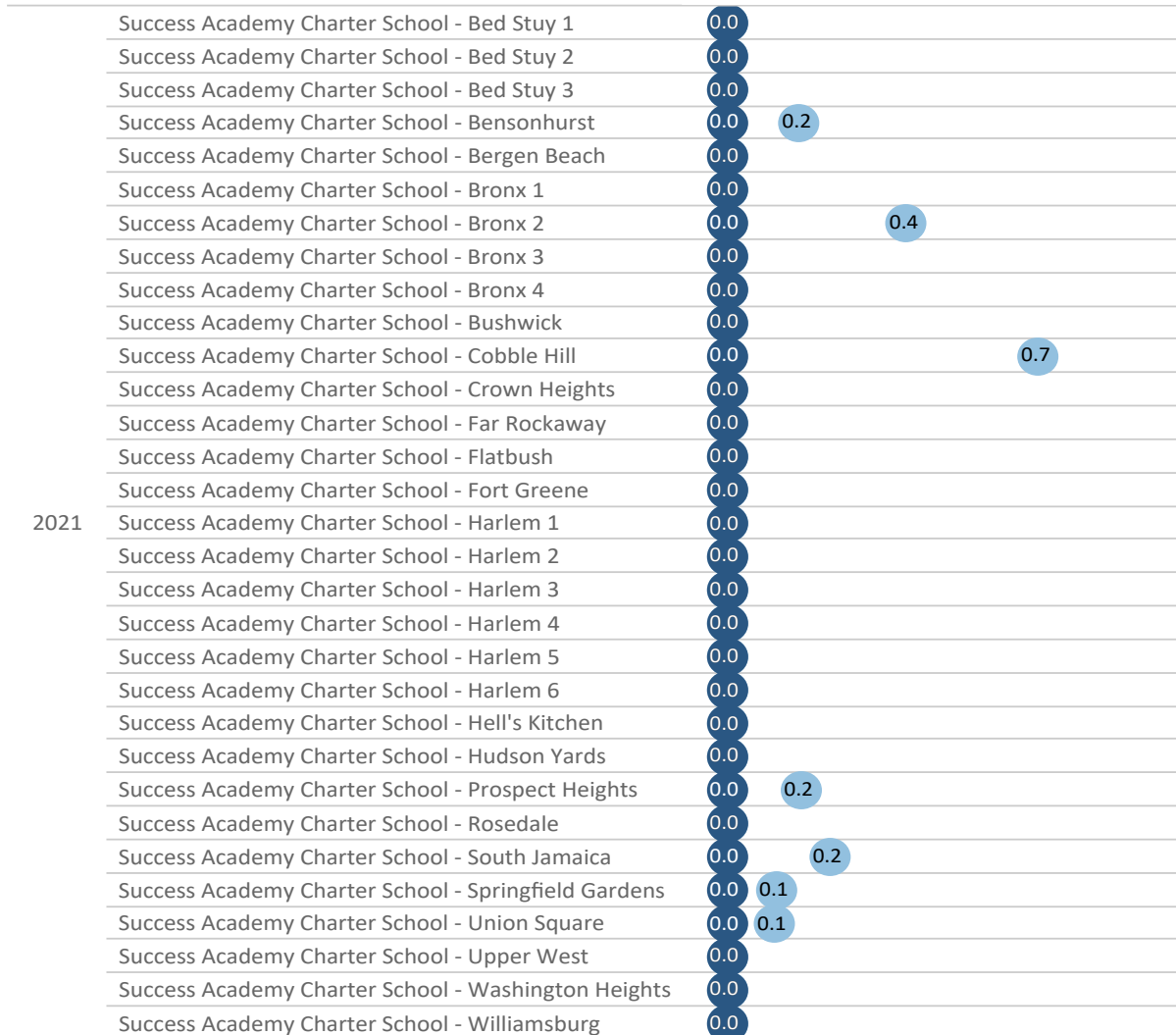


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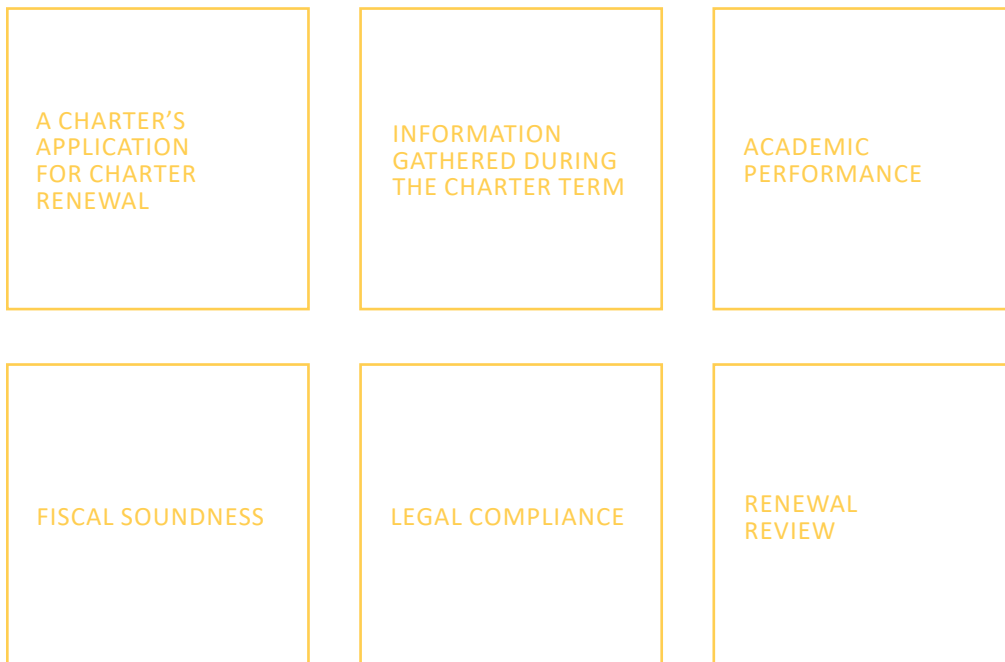


The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

#### 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 a charter's Application for Charter Renewal, and more broadly, details the merits of a charter'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").<sup>1</sup>

#### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



***Most importantly, the Institute analyzes the charter's record of academic performance and the extent to which it has met its academic Accountability Plan goals.***

1. Revised September 4, 2013 and available on the [Institute's website](#).

## REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful charter 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 a charter has made an adequate case for renewal.

## RENEWAL QUESTIONS



**IS THE CHARTER AN ACADEMIC SUCCESS?**

**IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?**

**IS THE CHARTER FISCALLY SOUND?**

**IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S  
AUTHORITY TO OPERATE THE CHARTER, ARE ITS PLANS REASONABLE,  
FEASIBLE, AND ACHIEVABLE?**

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters, and student achievement of those charters.



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](#).

2. Version 5.0, May 2012, are available on the [Institute’s website](#).



## IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,<sup>3</sup> the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. 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 all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"<sup>4</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>5</sup> 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 charters':

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

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

Absolute, comparative, and growth achievement provide a basis for triangulating performance within each academic goal area. Furthermore, every SUNY authorized charter may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter agreement and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. 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 charter 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.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3<sup>rd</sup> – 8<sup>th</sup> grade form the basis of data required to analyze the accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state's cancellation of all state exams during the start of the COVID-19 pandemic. Although charters participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data are not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charters a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data from a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



**Charter Schools Institute**  
The State University of New York