

THE SUNY CHARTER SCHOOLS INSTITUTE

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

*SUCCESS ACADEMY CHARTER SCHOOL-
BED STUY 2*

*SUCCESS ACADEMY CHARTER SCHOOL-
BUSHWICK*

*SUCCESS ACADEMY CHARTER SCHOOL-
COBBLE HILL*

*SUCCESS ACADEMY CHARTER SCHOOL-
FAR ROCKAWAY*

*SUCCESS ACADEMY CHARTER SCHOOL-
FLATBUSH*

*SUCCESS ACADEMY CHARTER SCHOOL-
SOUTH JAMAICA*

*SUCCESS ACADEMY CHARTER SCHOOL-
WILLIAMSBURG*

Report Date: December 10, 2019

Visit Dates: October 23-25, 2019

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

518.445.4250
518.320.1572 (fax)
www.newyorkcharters.org



Charter Schools Institute
The State University of New York

CONTENTS

2

Introduction & Report Format

5

Renewal Recommendation

8

Education Corporation Background and Executive Summary

12

Academic Performance

35

Organizational Performance

42

Fiscal Performance

46

School Overviews

Appendices

A: Education Corporation Overview

B: Education Corporation Fiscal Dashboard

SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

INTRODUCTION & REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL'S
 APPLICATION
 FOR CHARTER
 RENEWAL

INFORMATION
 GATHERED
 DURING THE
 CHARTER TERM

ACADEMIC
 PERFORMANCE

FISCAL
 SOUNDNESS

LEGAL
 COMPLIANCE

RENEWAL
 EVALUATION VISIT



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

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

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

SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

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

REPORT FORMAT

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



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

RENEWAL QUESTIONS

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

Because the education corporation implements a replicated program across all of its sites, and that program posts an overall record of high academic performance, the Institute confirms that each school under renewal consideration implements the replicated program through classroom observations, interviews, and document reviews. For schools under renewal consideration, the

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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Institute completes compliance related checks and meets with school leaders, teachers, and families. The Institute also meets with members of the education corporation board of trustees within the charter term.

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



RENEWAL RECOMMENDATION

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

- Success Academy Charter School – Bed Stuy 2;
- Success Academy Charter School – Bushwick;
- Success Academy Charter School – Cobble Hill;
- Success Academy Charter School – Far Rockaway;
- Success Academy Charter School – Flatbush;
- Success Academy Charter School – South Jamaica; and,
- Success Academy Charter School – Williamsburg.

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

SCHOOL	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
Success Academy Charter School – Bed Stuy 2 (“Success BedStuy 2”)	K-4	338	Five-Year Subsequent
Success Academy Charter School – Bushwick (“Success Bushwick”)	K-4	457	Five-Year Initial
Success Academy Charter School – Cobble Hill (“Success Cobble Hill”)	K-4	340	Five-Year Subsequent
Success Academy Charter School – Far Rockaway (“Success Far Rockaway”)	K-4	523	Five-Year Initial
Success Academy Charter School – Flatbush (“Success Flatbush”)	K-4	454	Five-Year Initial
Success Academy Charter School – South Jamaica (“Success South Jamaica”)	K-8	871	Five-Year Initial
Success Academy Charter School – Williamsburg (“Success Williamsburg”)	K-4	388	Five-Year Subsequent

To earn an **Initial Full-Term Renewal**, a school 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,³ 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.⁴

To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.⁵

REQUIRED FINDINGS

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

- 1:** each school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2:** the education corporation can demonstrate the ability to operate each school in an educationally and fiscally sound manner in the next charter term; and,
- 3:** given the programs they will offer, their structure and purpose, approving each school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁶

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all open and operating charter schools. The Act requires Charter schools to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students.

3. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

4. SUNY Renewal Policies (p. 12).

5. SUNY Renewal Policies (p.14).

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

Success Academy Charter Schools – NYC (“SACS – NYC” or the “education corporation”) makes good faith efforts to meet its enrollment and retention targets. SACS – NYC contracts with the not-for-profit charter management organization (“CMO”) Success Academy Charter Schools, Inc. (“Success Academy” or the “network”), for, among other things, support with monitoring the enrollment and retention targets of the schools within SACS – NYC. Among the seven schools up for renewal, Success BedStuy 2, Success Cobble Hill, Success Far Rockaway, Success Flatbush, and Success South Jamaica struggle to meet their respective enrollment targets for ELLs. Success Flatbush also enrolls a proportion of students with disabilities lower than its target. Overall, the network makes efforts to increase schools’ 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 school’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 school;
- implementing a lottery preference for ELLs in its admission policies;
- recruiting at local pre-school and pre-Kindergarten programs that serve students with disabilities; and,
- providing advertisements, flyers, and marketing materials in local newspapers, supermarkets, community centers, and apartment complexes.

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

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter schools are located regarding the schools’ Applications for Charter Renewal. Any full text of written comments, if available, received from the district appears in Appendix C.

As of the date of this report, the Institute has not received district comments for Success BedStuy 2, Success Bushwick, Success Cobble Hill, Success Far Rockaway, Success Flatbush, Success South Jamaica, or Success Williamsburg in response to the renewal applications. A summary of public comments submitted to the Institute for the schools under renewal consideration appears in the School Overview section.

EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

SUCCESS ACADEMY CHARTER SCHOOLS – NYC

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

BACKGROUND

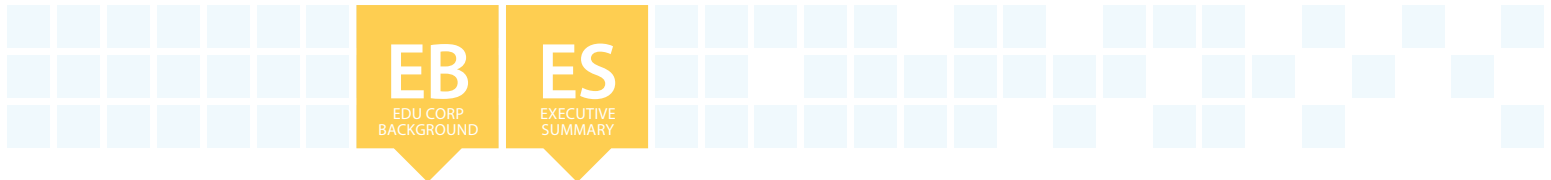
SACS – NYC, a not-for-profit charter school education corporation, is currently authorized to operate 38 charter schools. Thirty-one of these schools are currently open. The SUNY Trustees approved the original charter for Success BedStuy 2 on June 15, 2011, and for Success Cobble Hill and Success Williamsburg on September 13, 2011. The SUNY Trustees approved the original charters for Success Bushwick, Success Far Rockaway, Success Flatbush, and Success South Jamaica on October 8, 2014. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations.

SACS – NYC’s mission is:



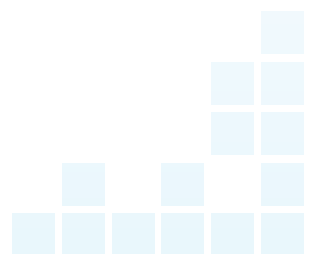
To provide students in New York City with an exceptionally high quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards, and the resources to lead and succeed in school, college, and a competitive global economy.

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



SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Success Academy, a Delaware not-for-profit charter management organization based in New York City, serves as the CMO for the 38 schools operated by SACS – NYC. By contract, Success Academy provides all schools with academic, operational, finance, legal, and back office assistance. Schools utilize the network’s curriculum and assessment materials, all of which the network curriculum teams purchase and/or design. The network is also responsible for managing and evaluating the performance of each school and school leader with network managing directors serving in supervisory roles for principals. Each SACS – NYC school implements an academic program consistent with all other SACS – NYC schools, all of which are high performing.



EDUCATION CORPORATION BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

All SACS – NYC schools including the seven schools under renewal consideration are academic successes, having met their Accountability Plan goals over the term. The schools demonstrate high levels of performance as evidenced by:

- The schools under renewal consideration consistently posted high achievement results in English language arts (“ELA”) and mathematics. In 2018-19, the seven schools outperformed at least 97% of schools statewide in ELA and 98% of schools statewide in mathematics. In both subjects the schools consistently outperformed their CSDs of location and performed higher than expected to a large degree compared to schools across the state enrolling similar percentages of economically disadvantaged students. Notably, in 2018-19, Success Bushwick outperformed its district by 62 points in ELA and 61 points in mathematics.
- Four of the schools under renewal consideration posted their first results on the ELA and mathematics exams in 2018-19. That year, Success Bushwick, Success Flatbush, Success Far Rockaway, and Success South Jamaica all far surpassed the absolute target of 75% in both subjects. Notably, 100% of Success Flatbush’s students in 3rd grade scored at or above proficiency in both subjects.
- In science, all SACS – NYC schools including the schools under renewal consideration have consistently posted superlative results on the state 4th grade science exam. From 2016-17 through 2018-19, each school enrolling students in 4th grade posted 100% proficiency rates.
- The schools under renewal consideration demonstrated a record of high achievement for at-risk populations, specifically students with disabilities and ELLs. In 2018-19, both subgroups far outperformed their CSD peers at each school. Notably, 100% of Success Williamsburg’s 26 students with disabilities scored at or above proficiency in ELA and mathematics in 2018-19.
- All SACS – NYC schools outperformed the majority of schools across the state in 2018-19. Among the 28 education corporation schools with students enrolled in testing grades that year, 18 scored in the top 50 schools statewide in ELA. All 28 schools scored in the top 50 in mathematics.
- In 2017-18, the network launched the Success Academy Education Institute and began sharing its high quality curricula and training materials as open source materials online. Shortly thereafter, the network opened the Robertson Center at 500 West 41st Street, New York, NY, that offers free professional development and education focused events to educators across the nation.

- In 2018-19, SACS – NYC initiated a new observation tool with Torsh TALENT, a software that video records teachers and an accompanying online platform that allows leaders and peers to comment in real time on the video. The platform archives feedback over time so leaders and teachers can easily access historical feedback to track the progression of each teachers' development.

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

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

The Institute recommends the SUNY Trustees grant Success Bushwick, Success Far Rockaway, Success Flatbush, and Success South Jamaica each an Initial Full-Term Renewal. The Institute also recommends the SUNY Trustees grant Success BedStuy 2, Success Cobble Hill, and Success Williamsburg each a Subsequent Full-Term Renewal.

NOTEWORTHY - SUCCESS ACADEMY CHARTER SCHOOLS – NYC

Of the over 7,400 enrolled students in SACS – NYC schools that took the NYS ELA and mathematics assessments in 2018-19, 90% scored at or above proficiency in ELA and 98% scored at or above proficiency in mathematics. Notably, the education corporation's students with disabilities and ELLs outperformed general education students statewide.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

ACADEMIC PERFORMANCE



IS EACH SCHOOL AN ACADEMIC SUCCESS?

Success BedStuy 2, Success Bushwick, Success Cobble Hill, Success Far Rockaway, Success Flatbush, Success South Jamaica, and Success Williamsburg are each an academic success. Each school meets all of its Accountability Plan goals.

At the beginning of the Accountability Period,⁷ each school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁸ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁹ for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY’s required measures include measures that present schools’:

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

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

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

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

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. SACS – NYC did not include any additional measures of success in the Accountability Plan it adopted for each school under renewal consideration.

The Institute analyzes every measure included in the school’s Accountability Plan to determine its level of academic success including the extent to which each school due for renewal this year has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. The

8. Education Law § 2850(2)(f).

9. Education Law § 2854(1)(d).

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress attainment,¹⁰ comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, as applicable) in the Performance Summaries appearing in each of the individual School Overview sections.

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

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

10. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. The Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's Measure of Interim Progress ("MIP").

The Accountability Plan also includes a science goal and an ESSA goal, the latter of which replaced the No Child Left Behind ("NCLB") goal. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

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

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

The SACS – NYC education corporation demonstrated high academic achievement results in ELA and mathematics from 2016-17 through 2018-19. In 2018-19, the aggregated proficiency rate for all students across SACS – NYC enrolled for at least two years was 92% in ELA and 99% in mathematics. That year, every school within the education corporation outperformed over 97% of schools statewide in ELA and 98% of schools in mathematics. Similarly, the seven schools under renewal consideration posted a laudable record of achievement over their charter terms. Each school met its academic Accountability Plan goals in ELA and mathematics. The schools also met their science and ESSA goals over the term.

SACS – NYC schools produced a strong record of performance in ELA from 2016-17 through 2018-19. The education corporation’s students enrolled in at least their second year posted proficiency rates that exceeded the absolute target of 75% and the performance of the composite district by at least 42 percentage points each year. The seven schools under renewal consideration also demonstrated strong absolute and comparative achievement. All seven schools posted proficiency rates on the ELA exam that far exceeded the absolute target of 75% and the performance of their local districts over the term. Notably, in 2018-19, 100% of Success Flatbush’s 3rd grade students scored at or above proficiency exceeding the district’s proficiency rate by 49 points. Further, all SACS – NYC schools posted effect sizes that far exceeded the target of 0.3 over the charter term indicating that they performed higher than expected to a large degree compared to demographically similar schools across the state. In comparison to schools enrolling similar percentages of economically disadvantaged students, the seven schools under renewal consideration all performed higher than expected to a large degree. SACS – NYC also posted average growth scores above the target of 50 in 2016-17 and 2017-18. Although the education corporation posted a mean growth percentile below 50 in 2018-19, the overall proficiency rate remained far above the absolute target of 75%. Success BedStuy 2, Success Cobble Hill, and Success Williamsburg, the three schools under renewal consideration that enrolled students in grades that produced student growth percentiles in 2018-19, posted growth scores that fell slightly under the target of 50. However, all three schools posted exceptional absolute achievement in 2018-19, with at least 95% of their students enrolled for at least two years scoring at or above proficiency.

SACS – NYC also posted superlative achievement in mathematics over the past three years. All seven schools under renewal consideration met their mathematics goal over the charter term exceeding the targets for nearly all available measures included under their goal. Notably, Success BedStuy 2 and Success Williamsburg exceeded the target for all five measures included under the mathematics goal in 2018-19. Students across the education

corporation enrolled in at least their second year posted high proficiency rates from 2016-17 through 2018-19 exceeding the absolute target by at least 10 points each year. The education corporation and all schools under renewal consideration also exceeded the district comparative performance each year. Notably, with 100% of its students scoring at or above proficiency in 2018-19, Success Flatbush's students doubled the achievement of its district peers. In comparison to demographically similar schools across New York State, all SACS – NYC schools, including the seven under renewal consideration, performed higher than expected to a large degree in each year of the term. The education corporation posted mean growth percentiles that were above the target of 50 in 2016-17 and 2017-18. In 2018-19, although the education corporation's aggregate mean growth fell below the target, the schools' overall proficiency rate was nearly 100%. Of the seven schools under renewal consideration, three produced growth scores in 2018-19. Success BedStuy 2 and Success Williamsburg posted mean growth percentiles above the target. Although Success Cobble Hill's growth score fell below the target, the school exceeded the target for every other measure under its goal. Laudably, the school's absolute proficiency rate was 100%.

All SACS – NYC schools, including the seven under renewal consideration, produced commendable results in science over the charter term. The schools exceeded both the absolute and comparative targets in every year. From 2016-17 to 2018-19, 100% of SACS – NYC students enrolled for at least two years scored at or above proficiency on the state science exam, exceeding the absolute target of 75% and each school's local district performance. Notably in 2018-19, all Success BedStuy 2 students scored at Level 4, the highest possible level.

While none of the schools under renewal consideration enrolled students in high school grades during 2018-19, the education corporation's high school program produced strong graduation and college preparation results in its first two years with a graduating class. SACS – NYC posted an 89% graduation rate for the 2014 Graduation Cohort in 2017-18 exceeding the absolute target of 75% and the comparative district rate by 11 percentage points. The following year, the education corporation's overall graduation rate declined slightly to 80% but continued to exceed the absolute target. The education corporation posted high rates of credit accumulation for its first and second year cohorts over the term, a leading indicator of high future graduation rates. SACS – NYC met its college preparation goal over the term. In 2017-18 and 2018-19, 100% of graduating students matriculated into a two or four year college program the fall following graduation exceeding the target of 75% each year. In both years, 100% of graduates demonstrated college preparation by passing an Advanced Placement exam with a score of 3 or higher or achieving the college and career readiness benchmark score on the SAT.

All SACS-NYC schools remained in good standing under the state's ESSA accountability system.

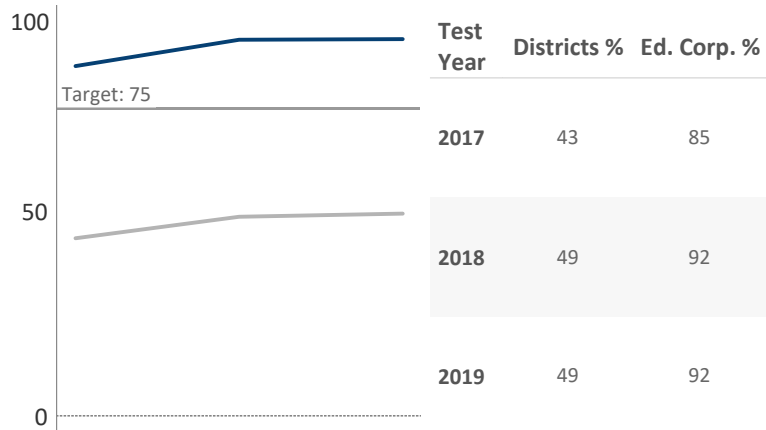
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

ACADEMIC PERFORMANCE

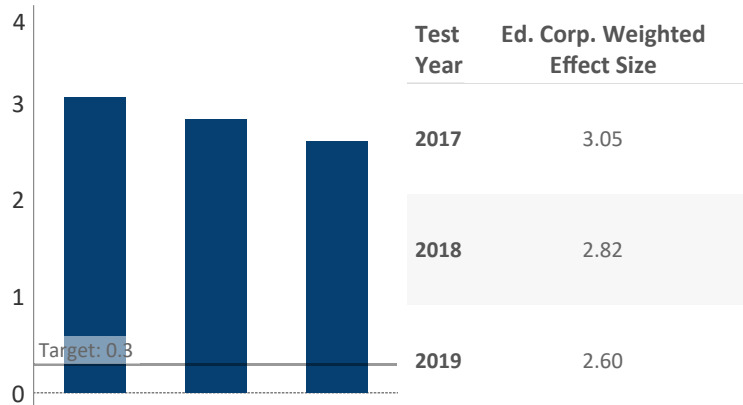
SUCCESS ACADEMY CHARTER SCHOOLS-NYC: AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE FOR ALL SCHOOLS

Comparative Measure: Composite District Comparison.*

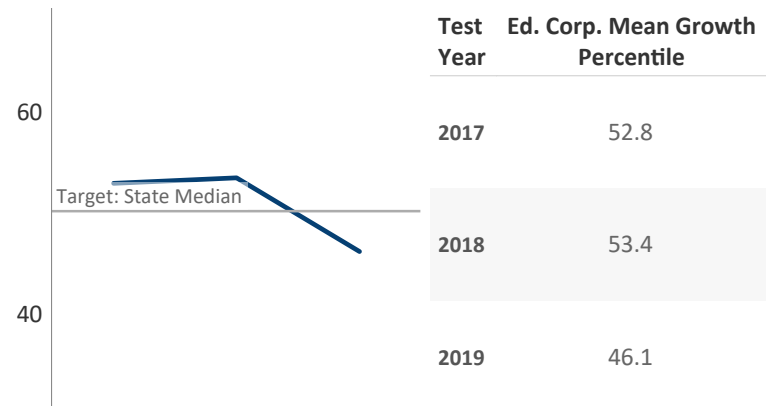
The chart shows the percentage of students enrolled in at least their second year at **the education corporation's schools** performing at or above proficiency in comparison to that of students in the same tested grades in **those schools' local districts**.



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



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



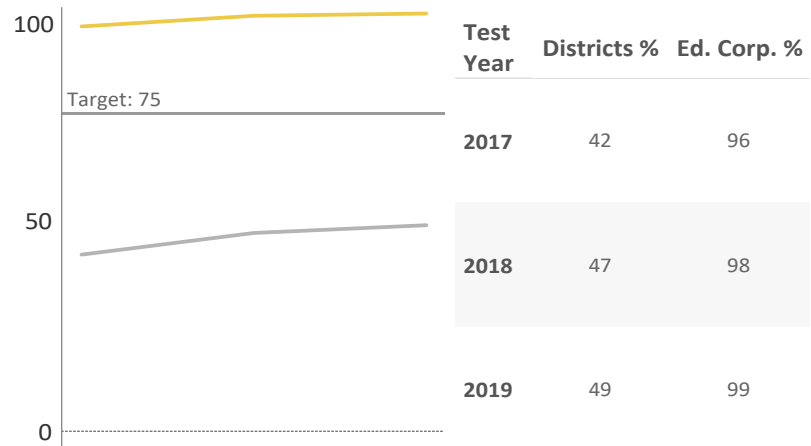
*The composite district comparison is a weighted proficiency rate including all comparison grades from New York City CSDs in which a SACS - NYC charter school is located.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

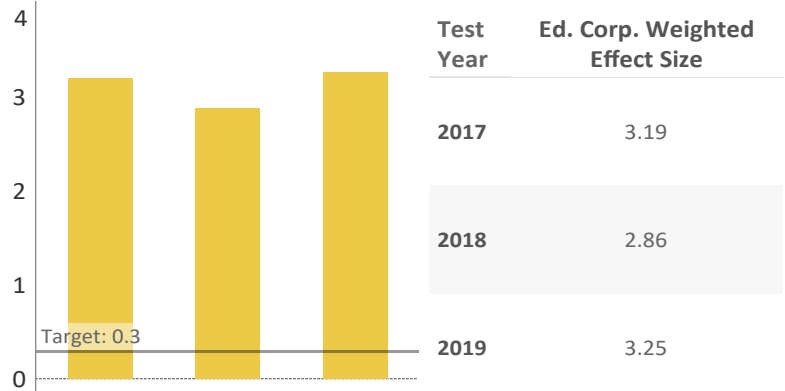
ACADEMIC PERFORMANCE

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

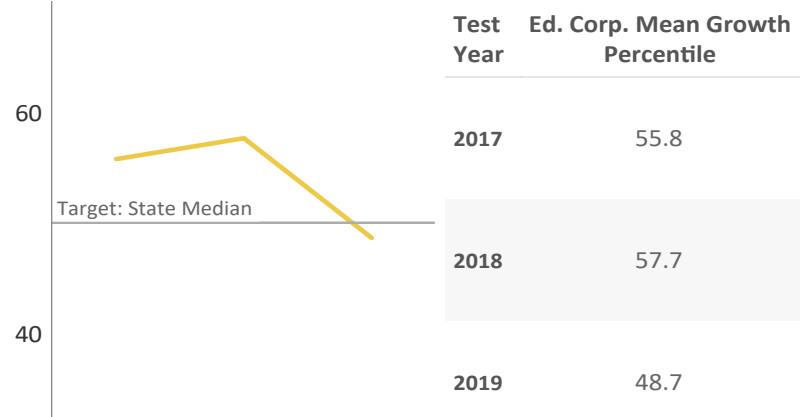
Comparative Measure: Composite District Comparison. The chart shows the percentage of students enrolled in at least their second year at **education corporation schools** performing at or above proficiency in comparison to that of students in the same tested grades in those schools' local districts.



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



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

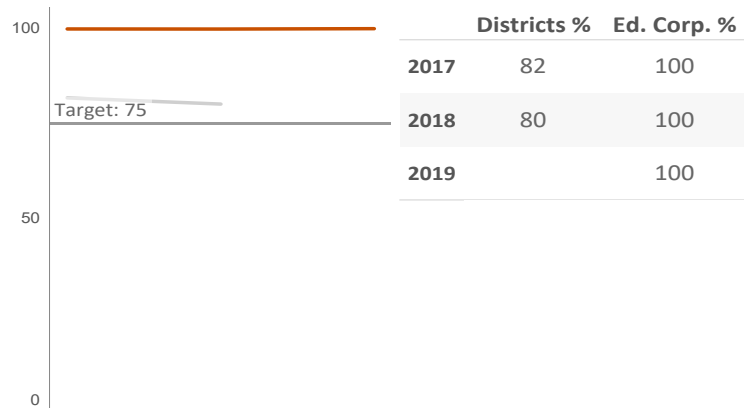


SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

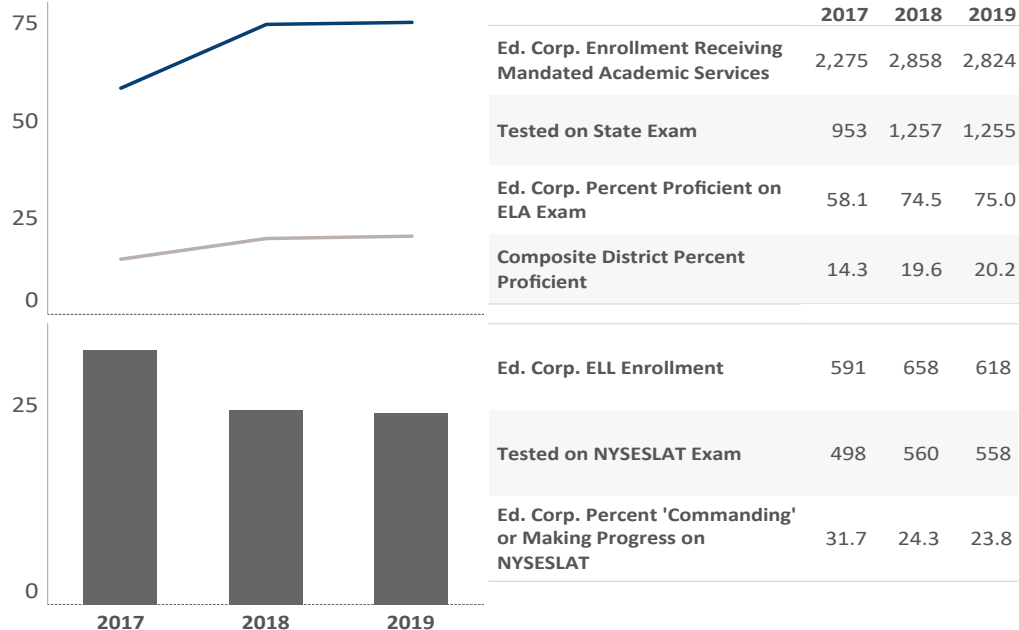
ACADEMIC PERFORMANCE

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

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



AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR ALL SCHOOLS



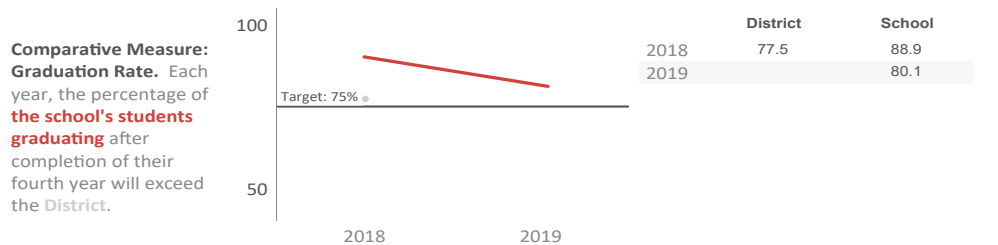
The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

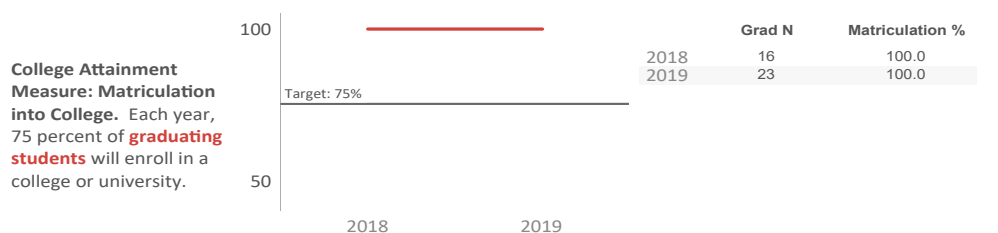
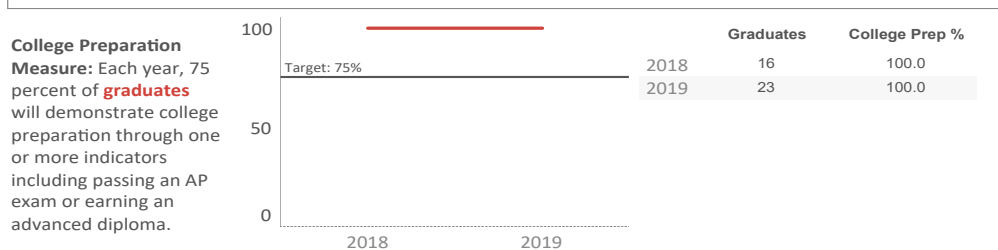
ACADEMIC PERFORMANCE

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

HIGH SCHOOL GRADUATION RATE



COLLEGE PREPARATION AND ATTAINMENT



ENGLISH LANGUAGE ARTS AND MATHEMATICS

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

NA

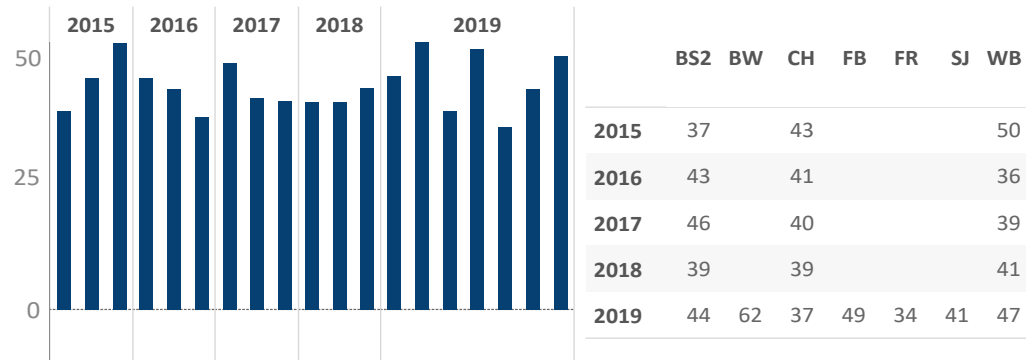
*The state does not calculate performance indices for cohorts that enroll less than 30 students. As such, the ELA and mathematics PIs for the school are not reported here.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

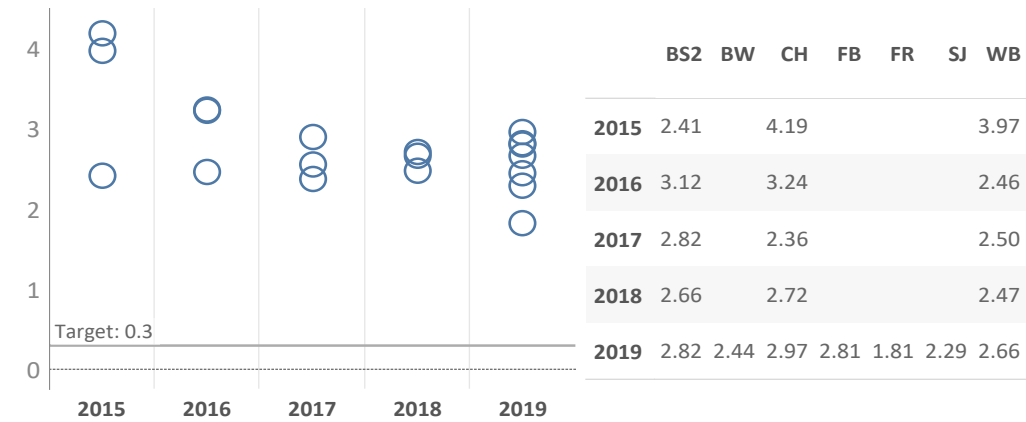
ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOLS-NYC: 2019-20 RENEWAL COHORT ENGLISH LANGUAGE ARTS GOAL ATTAINMENT

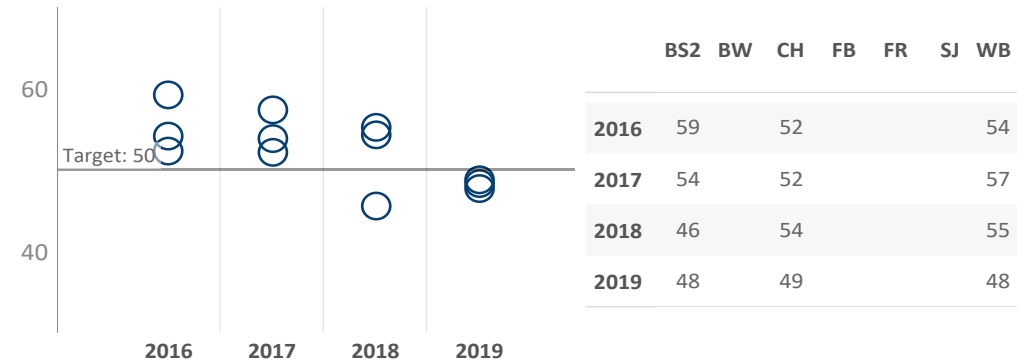
DIFFERENCE BETWEEN SCHOOL AND DISTRICT PROFICIENCY



COMPARATIVE EFFECT SIZES



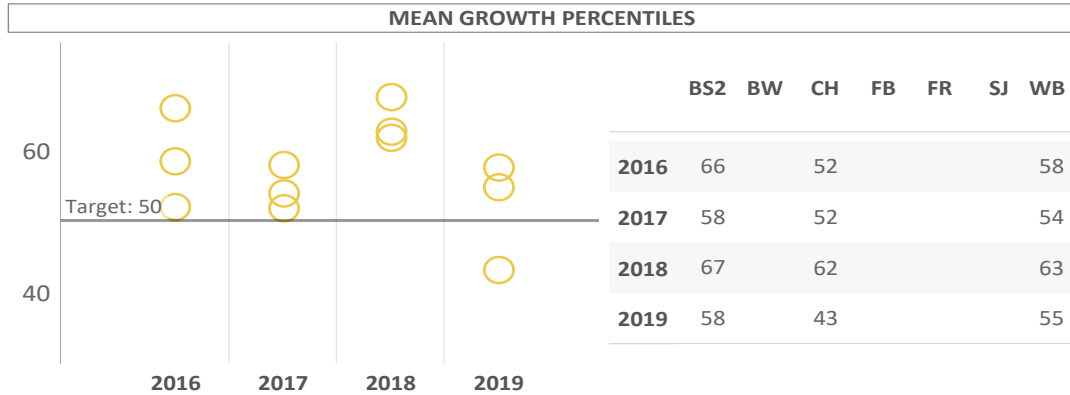
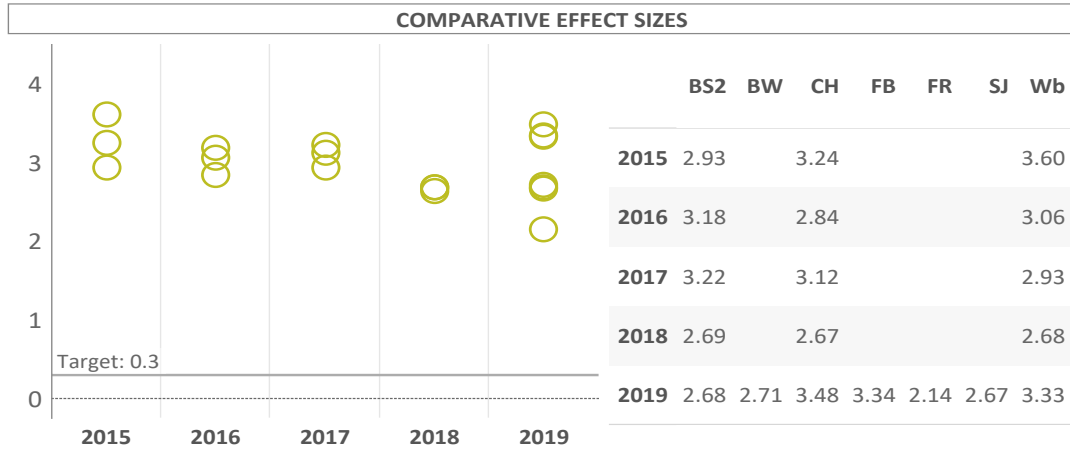
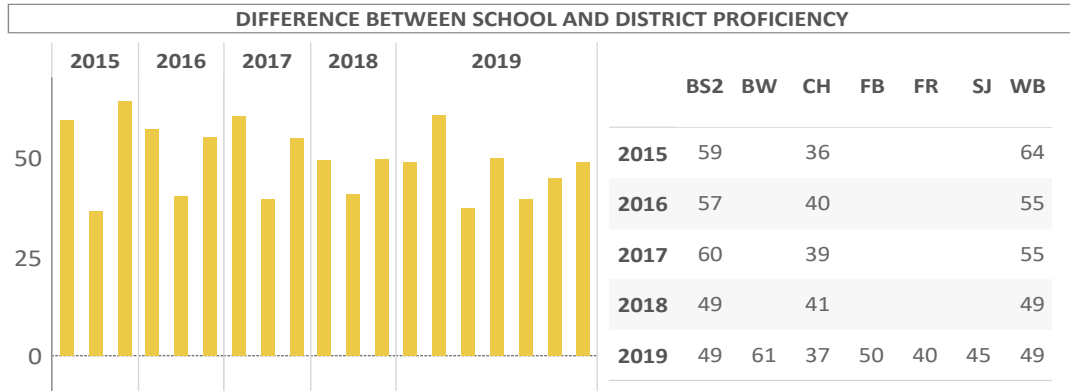
MEAN GROWTH PERCENTILES



SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

ACADEMIC PERFORMANCE

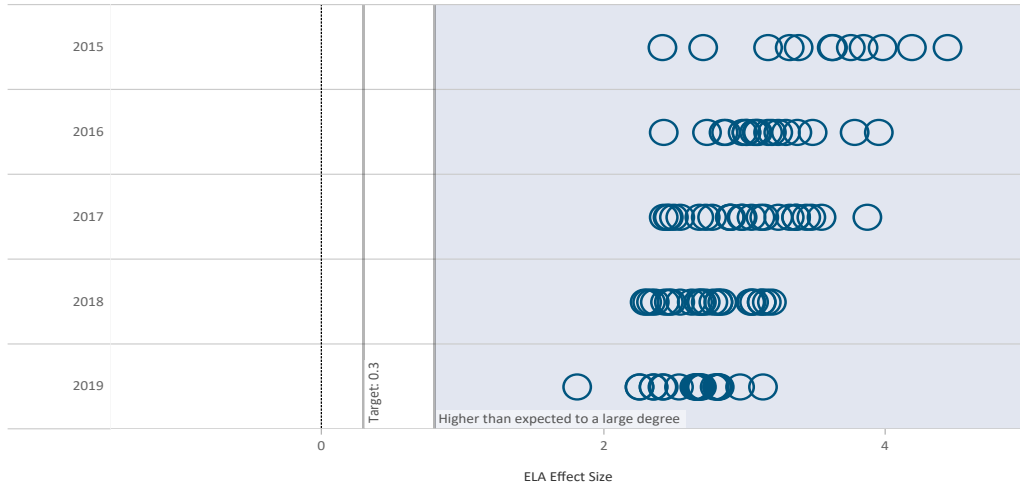
SUCCESS ACADEMY CHARTER SCHOOLS-NYC: 2019-20 RENEWAL COHORT MATHEMATICS GOAL ATTAINMENT



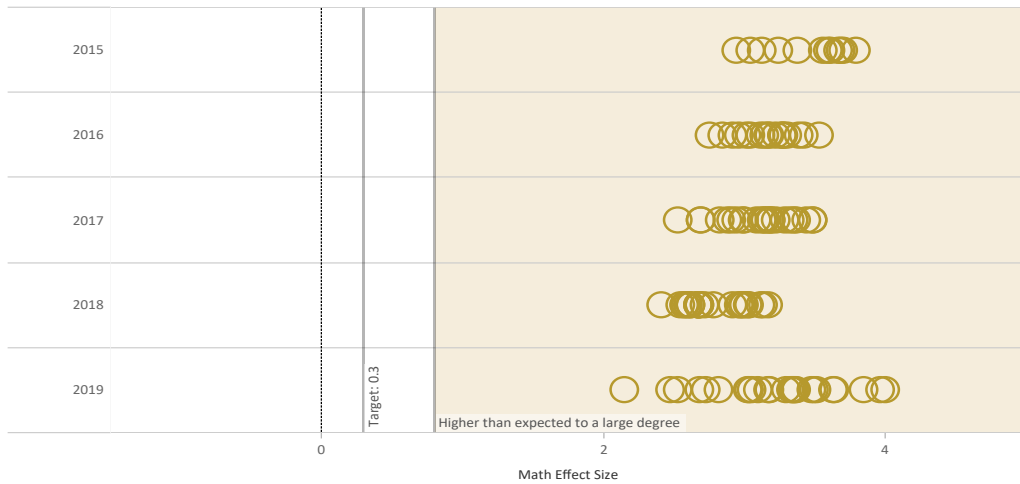
ACADEMIC PERFORMANCE

ELA AND MATH EFFECT SIZE DOT PLOTS: 2014-15 THROUGH 2018-19

ELA Effect Size by Year and School



Math Effect Size by Year and School

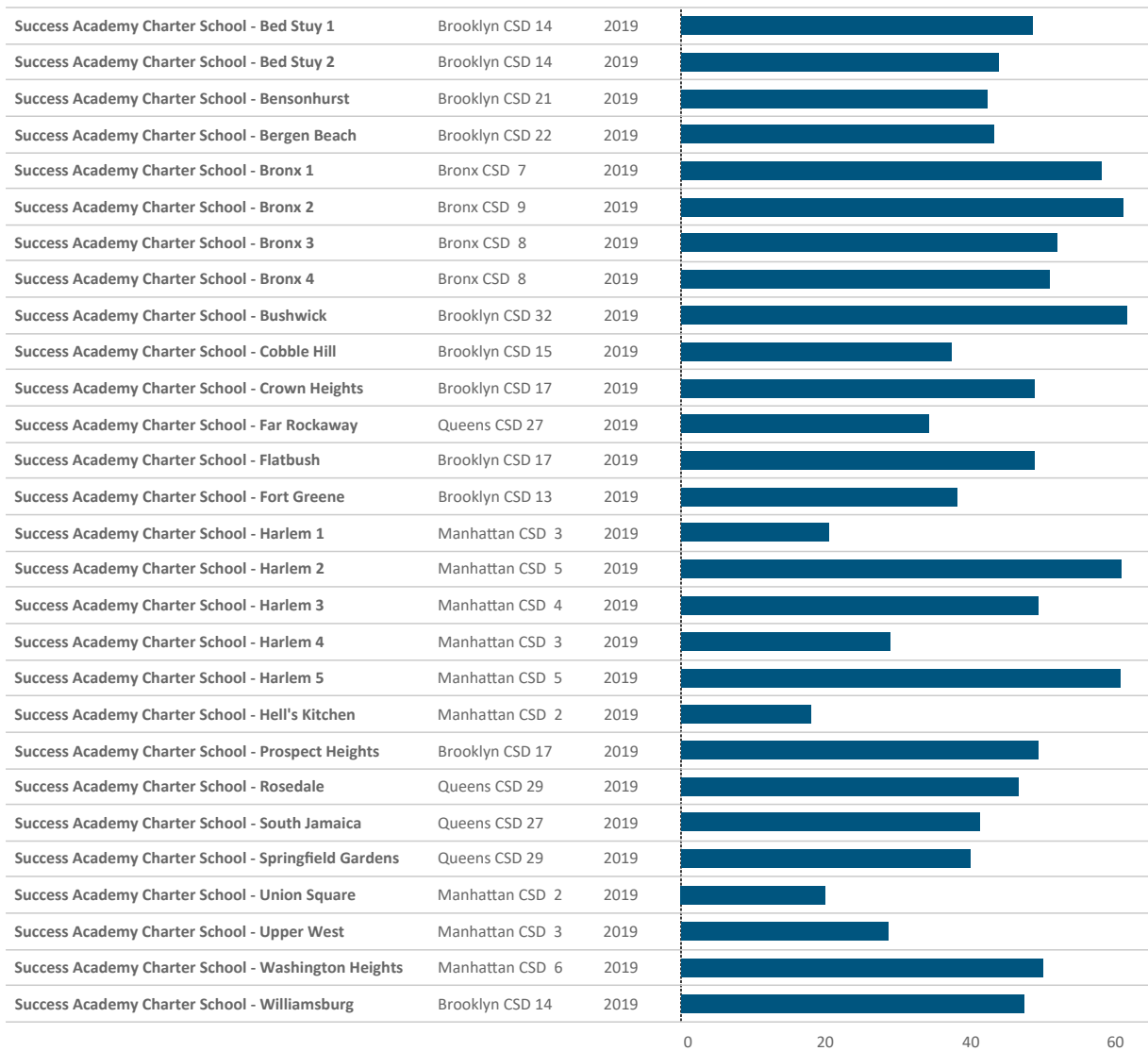


The charts illustrate the comparative effect size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher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

ACADEMIC PERFORMANCE

DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA

Difference between ELA School and District Scores



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

ACADEMIC PERFORMANCE

DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH

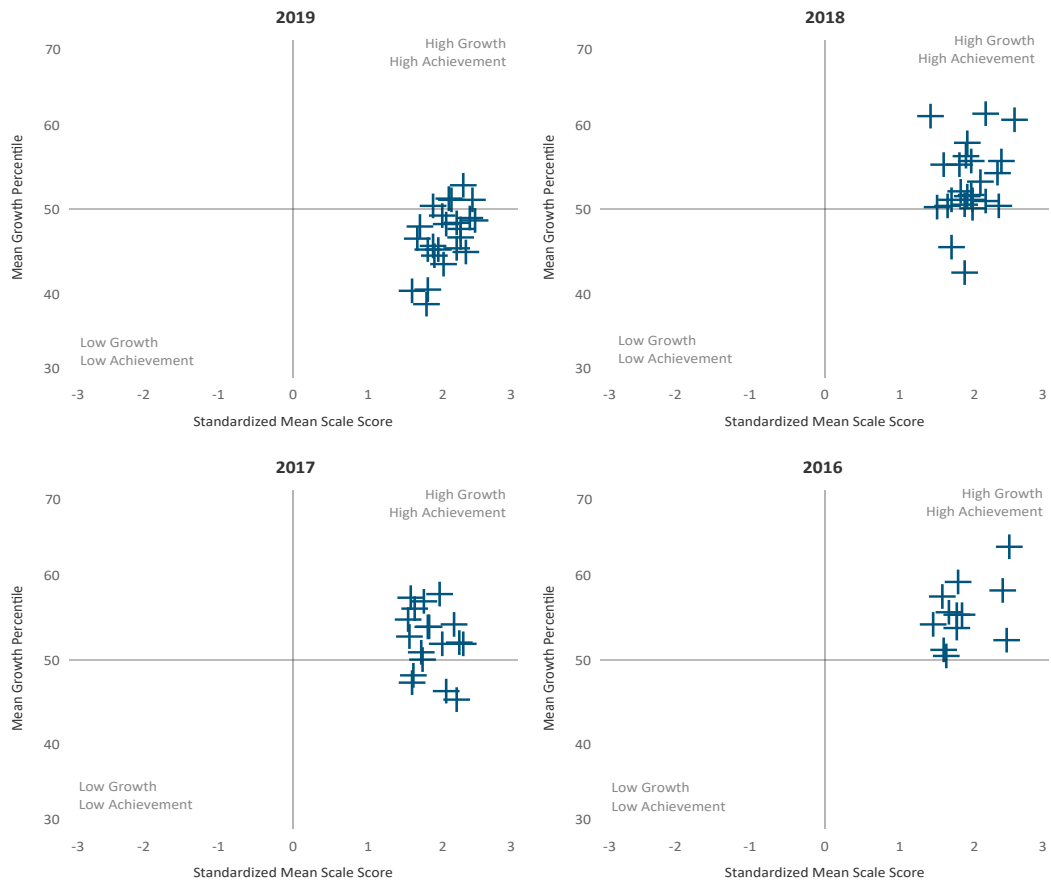
Difference between Math School and District Scores



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

ACADEMIC PERFORMANCE

ELA GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19

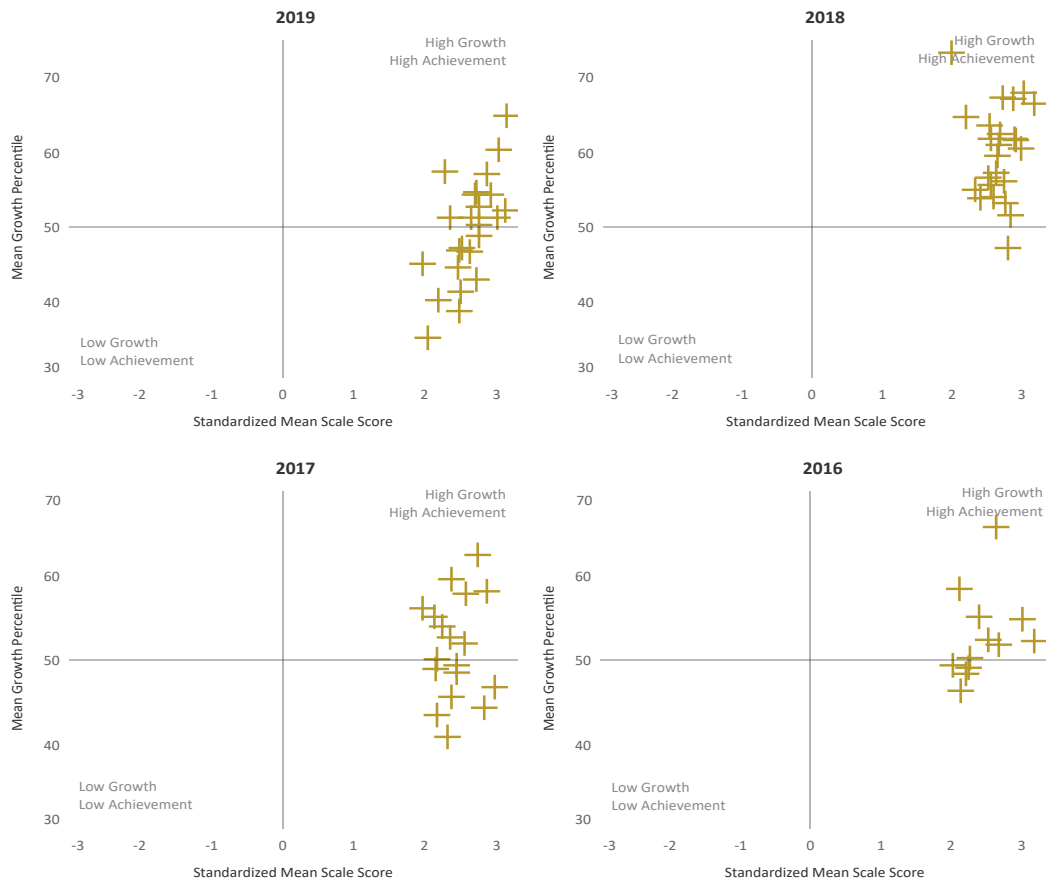


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

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

ACADEMIC PERFORMANCE

MATH GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19

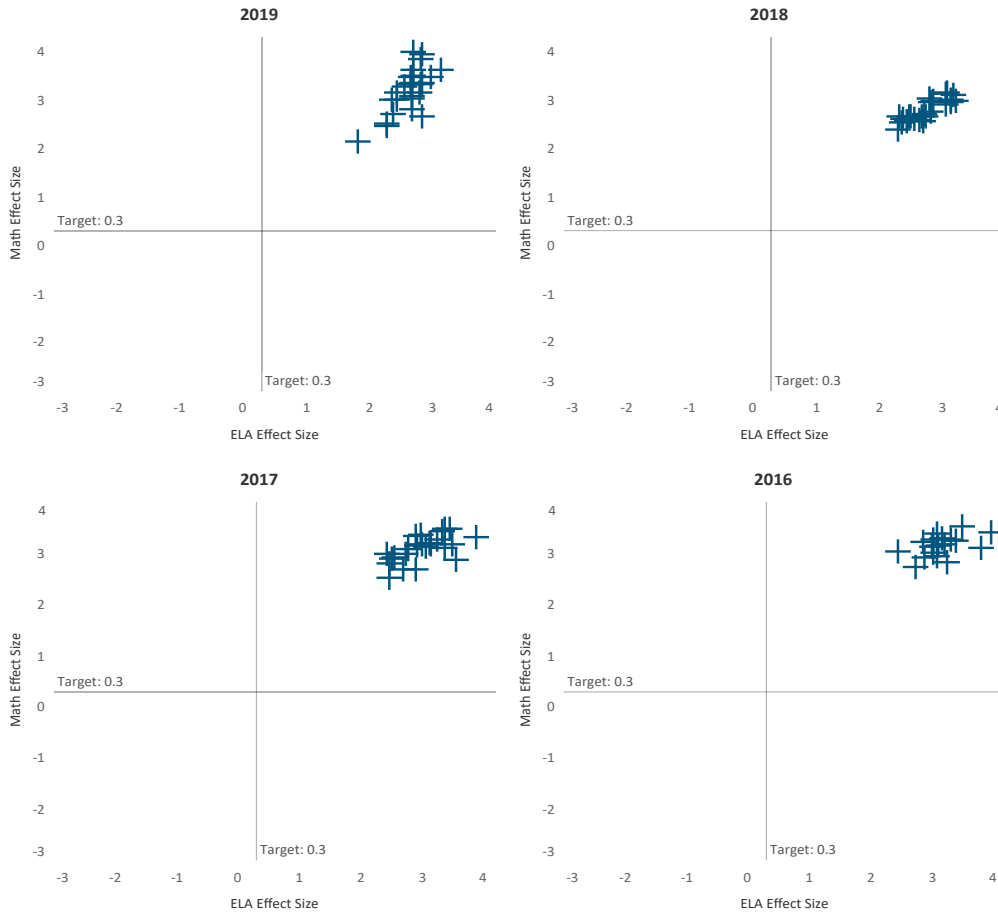


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

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

ACADEMIC PERFORMANCE

ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2018-19



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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SUNY RENEWAL BENCHMARK 1B

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

SACS – NYC implements a rigorous and comprehensive assessment system that improves instructional effectiveness and student learning. SACS – NYC schools administer a variety of diagnostic, formative, and benchmark assessments throughout the school year in order to determine students’ level of mastery and identify intervention needs. To measure students’ literacy skills, the schools administer the Fountas & Pinnell¹¹ (“F&P”) and Success for All¹² (“SFA”) assessments, both of which have demonstrated success as academic interventions with urban and low-income students. Schools administer network-developed interim assessments in ELA, mathematics, and science as well as monthly tests in vocabulary and weekly tests in spelling and no hesitation mathematics facts. The network’s process for creating assessments is rigorous; it includes an opportunities to field test items in order to assess their validity and reliability before they become live items.

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

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

For additional information, please visit <https://www.fountasandpinnell.com/>.

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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SUNY RENEWAL BENCHMARK 1C

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

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

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

The academic program relies on a combination of network developed and commercial curricula. For ELA, SACS – NYC schools supplement its THINK Literacy framework with the SFA program, which uses a research based approach to enhance students’ literacy skills through methods such as cooperative learning and frequent assessment of student understanding. In mathematics, the schools use TERC Investigations,¹³ a program that centers on the teaching of fundamental ideas of numbers, operations, data, and measurement, and Cognitively Guided Instruction, an instructional approach that builds from students’ mathematical reasoning in the elementary grades. In the middle grades, schools use a network-developed program adapted from Math in Context,¹⁴ a module based program that challenges students to solve real world problems largely through peer discussion. Students develop higher order thinking and problem solving skills as they apply mathematical thinking to answer questions rich with realistic context that engages students. In addition to internally developed science and technology programs, SACS – NYC schools offer an array of specials classes including chess, theater, and dance.

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

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

**SUNY
RENEWAL
BENCHMARK
1D**

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

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

Typically, lessons limit the amount of time spent on direct instruction while maximizing opportunities for students to work independently or in small groups. In a mathematics lesson, for example, the teacher 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 will then participate in a challenging activity that builds on students' previous knowledge and features the recently introduced concept. In addition to circulating around the classroom to monitor students' progress as they work collaboratively, the teacher might have students independently complete a brief task at the end of the planned lesson, in order to adjust future instruction based on student responses. Across content areas, SACS – NYC teachers' artful questions challenge students to deepen their understanding of concepts and engage in rich peer-to-peer discussions. With students responsible for most of the talking during a lesson, teachers encourage students to be active learners capable of handling the heavy cognitive lifting required to develop higher-order thinking skills.

A pervasive sense of urgency for learning is part of 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.

**SUNY
RENEWAL
BENCHMARK
1E**

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

SACS – NYC schools’ strong instructional leadership practices include providing teachers with extensive coaching and professional development opportunities designed to catalyze accelerated student learning and achievement. Robust instructional teams at the school and network level support the development of 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 inter-visitation opportunities for teachers and leaders to observe strong teaching across network schools, and data analysis days where staff members analyze benchmark assessments.

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

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

**SUNY
RENEWAL
BENCHMARK
1F****DOES SUCCESS ACADEMY CHARTER SCHOOLS – NYC
MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?**

SACS – NYC schools have a wide range of strong supports in place to meet the needs of at-risk students. Teachers and leaders implement clear procedures for identifying and serving students with disabilities, ELLs and students at risk of academic failure. During the 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). Schools disaggregate student performance data on an ongoing basis to assess the effectiveness of instructional and behavioral interventions. Teachers across the network receive extensive professional development designed to prepare them to meet the needs of all students.

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

SACS – NYC schools educate students with disabilities in the least restrictive environment in accordance with each student’s IEP while offering additional supports embedded in its existing programming. The schools offer students with disabilities related services (e.g., speech/ language, occupational, physical and psychological therapy), integrated co-teaching (“ICT”) classrooms, individual and group counseling, behavior intervention plans and programming within the RTI framework. For students requiring a self-contained setting, SACS – NYC offers

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

11 12:1:1 classrooms across the operating schools. Of the 2,343 students with disabilities enrolled on or about June 14, 2019, approximately 1,620 learned in ICT classrooms and 145 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 schools use the Home Language Identification Survey and the New York State Identification Test for English Language Learners (“NYSITELL”) to identify students requiring English acquisition supports. SACS – NYC implements a comprehensive English language immersion program, focused on increasing early literacy skills. The schools serve ELLs within the core academic program, which provides abundant opportunities for oral and written communication through its curriculum. Schools monitor student progress annually with the New York State English as a Second Language Achievement Test (“NYSESLAT”) and informally throughout the school year. Network professional development activities develop teachers' skills in supporting ELLs with strategies such as intentional seating, visual demonstrations, and the use of supplementary audio materials. These supports prove to be successful, with many ELLs reaching English proficiency and performing better than district peers on state ELA assessments.

ORGANIZATIONAL PERFORMANCE



IS THE EDUCATION CORPORATION AN EFFECTIVE, VIABLE ORGANIZATION?

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

SUNY RENEWAL BENCHMARK 2A

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

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

SUNY RENEWAL BENCHMARK 2B

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

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

Parent Survey Data. The Institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) 2017-18 NYC School Survey for all schools under consideration for renewal this year. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2018-19, across each of the renewal schools 20% of families who received the survey responded. Among respondents, 95% are satisfied with the school’s program. The survey response rate, however, is not high enough to be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. For a high performing education corporation, the Institute speaks with a representative set of parents across all schools due for renewal this year. A representative set includes parents of students in attendance at the schools for multiple years, parents of students new to the schools, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The Institute met with 10 parents representative of the seven renewal charter schools. Family members expressed high levels of satisfaction with communication from teachers and the ways in which the school informs families about student achievement and progress. Parents from Success Far Rockaway and Success South Jamaica expressed concerns about middle school level space, but were appreciative of the efforts the school and network made to include them in advocacy for asking the NYCDOE for space.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. Persistence data for each individual school due for renewal this year is available in Appendix A. Across the education corporation, 80% of students returned from the previous school year in 2018-19. For the schools under consideration for renewal this year, 78% of students returned from the previous school year in 2018-19.

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

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

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

SACS – NYC has 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 school. 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 school leadership positions. SACS – NYC schools invest in teaching teams. Historically, the schools have entered into partnerships with Touro College and Hunter College whereby SACS – NYC teachers earn a master’s degree from a graduate school of education at no cost while teaching full time. SACS – NYC would pay teachers’ tuition. In the summer of 2018, SUNY approved SACS – NYC’s teacher certification program under newly promulgated SUNY regulations and SACS – NYC prepared to certify its teachers for the 2018-19 school year. The lowest level state court invalidated the regulations and SUNY appealed to the first appellate level of state court where the decision was upheld. SACS – NYC remains ready to certify its teachers if the lawsuit is favorably resolved. In the mean time, SACS – NYC is in discussions with SUNY to develop a plan to support teachers to earn certification. The network has also developed an informal peer learning process that provides less experienced teachers opportunities to observe master teachers across network schools. As master teachers (known as labsite teachers) possess exceptionally strong instructional delivery and classroom management skills, school leaders may send teachers struggling to develop their own pedagogical practice in similar grade levels and/or content areas to observe one or more master teachers for live 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 below for information on enrollment and retention targets across the network). Efforts to recruit at-risk students include multilingual advertisements, informational sessions, and canvassing of local CSDs. SACS-NYC implements an ELL lottery preference to bolster its efforts to meet enrollment targets for ELLs.

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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

program aspects, major changes are mainly driven by network analyses of data gathered from assessments, leaders' daily observations of classrooms, feedback from school 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.

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

SUNY RENEWAL BENCHMARK 2D

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

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

**SUNY
 RENEWAL
 BENCHMARK
 2E**

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

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

- Due to each school’s track record, the board works on overseeing growth as well as innovation and sharing of best practices with the rest of the education community. For these reasons, the board established the Education Institute with the network. The Education Institute provides broad access to the Success Academy model for educators across the country. The Robertson Center, a custom designed training facility, houses the network’s first lab school that allows outside educators to access Success schools’ most effective practices at no cost.
- The board works with the network at securing facilities for growth exploring various options including certain private options even though the network’s preference is to use NYCDOE underutilized space.
- The board has overseen the establishment and growth of its programming into high school, which required several changes to structure based on data, and two new facilities, one still under renovation.
- The board receives reports on where high school graduates attend college as well as certain program changes that emphasize independence to better align student preparation to the college experience.
- The board oversaw the transformation of its professional development program into an Institute-approved teacher preparation program to help alleviate a shortage of quality certified teachers. SACS – NYC carried out this program despite a court’s removal of the certification aspect and has litigated to have the program restored.
- The board receives reports on finance and academics as well as extracurricular programming including summer programming for students.
- The board consistently reviews and amends policy.

SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

- The board materially complies with the terms of its by-laws and code of ethics.
- The board has overseen litigation defending the education corporation against allegations related to students with disabilities at certain schools using both in-house and outside counsel. The board also successfully prosecuted an action against the NYCDOE and NYSED regarding pre-Kindergarten funding and oversight, which ended up with a favorable decision from New York’s highest court in November 2018.

**SUNY
 RENEWAL
 BENCHMARK
 2F**

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

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

- **Annual Reports.** Although the education corporation submitted its annual reports to the Institute and NYSED on time, it has not posted the annual reports on the Success Academy website in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.
- **Board Meeting Minutes.** Although the education corporation has been late in the submission of board meeting minutes during the term, the education corporation rectified this issue and was in compliance by the end of the 2018-19 school year.
- **Complaints.** Over the past two years, the Institute received no formal complaints regarding the education corporation as a whole. The schools under review also did not generate any formal complaints.
- **Compliance.** The Institute issued one violation letter for the education corporation in regards to teacher certification. The Institute had approved the education corporation to conduct its own teacher certification program wherein the education corporation would have been in compliance. Due to invalidation of the underlying teacher certification SUNY regulations, the Success program cannot currently provide SUNY charter teacher certifications. Given that initial approval and subsequent delay due to invalidation, Success is developing individual plans for teachers to come into compliance. Starting

in January of 2020, Success Academies is partnering with Touro College to offer a Transitional B Elementary Special Education program for uncertified teachers. Tuition is paid for by Success Academies as long as the teacher remains employed at a Success school.

- **FERPA.** The U.S. Department of Education (“USDOE”) found the network had violated the Family Rights and Privacy Act when it released information considered personally identifiable. Although the network did not use the name of a student, the information provided could be linked to the student. The network argued that the parent had waived their right to consent to disclosure when they initiated the dialogue in the public sphere and the network was correcting information provided. The USDOE’s found the parent had not waived their right to consent and the network had violated FERPA. The network is currently appealing the finding.
- **Students with Disabilities.** In December 2018, Advocates for Children of New York filed a complaint with NYSED’s Office of Special Education against the NYCDOE and the education corporation alleging certain violations in reference to students with disabilities. NYSED found the education corporation had failed to provide services as written on IEPs, and both Success and the NYCDOE failed to provide procedural safeguards to parents and appropriately implement pendency orders. NYSED issued a corrective action plan to SACS – NYC and the NYCDOE, with which Success is cooperating. NYSED continues to monitor compliance with the plan.

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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, SACS – NYC is fiscally sound as are its schools Success BedStuy 2, Success Bushwick, Success Cobble Hill, Success Far Rockaway, Success Flatbush, Success South Jamaica, and Success Williamsburg. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the schools and the education corporation have demonstrated fiscal soundness over the recent charter term¹⁵ (The SUNY Fiscal Dashboard for each school is included in the corresponding School Overview and the Fiscal Dashboard for the SACS – NYC merged education corporation is included in Appendix B). The discussion that follows relates mainly to the merged education corporation because a school is not a legally distinct fiscal entity.

Success BedStuy 2, Success Bushwick, Success Cobble Hill, Success Far Rockaway, Success Flatbush, Success South Jamaica, and Success Williamsburg have adequate financial resources to ensure stable operations. In addition to analyzing the soundness of the individual charter schools, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate each school and finds it too is fiscally sound. The network provides full support services to the schools in the area of academic, operations, technology, facilities and financial operations under the terms of a management contract for a fee of 15%. The SACS – NYC financial model is intended to ensure that all fully enrolled schools are financially sustainable and operating solely through public funding. Historically, contributions have been needed to bolster schools' stability during start up years.

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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SUNY RENEWAL BENCHMARK 3A

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

SACS – NYC has the financial resources to ensure stable operations. Working in partnership with the network, Success BedStuy 2, Success Bushwick, Success Cobble Hill, Success Far Rockaway, Success Flatbush, Success South Jamaica, and Success Williamsburg have employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process involves various network and school leadership positions to come together as a finance budget team. Each school's budget is developed using a model designed to achieve self-sufficiency of unique requirements of the program. The budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment.

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

SUNY RENEWAL BENCHMARK 3B

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

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

- SACS – NYC Financial Policies and Procedures Manual guides all internal controls and procedures for the schools. The manual contains fiscal policies and procedures that undergo ongoing reviews, most recently the board approved changes to the purchase approval limits to increase efficiencies and reflect the growth of the organization and the increased sophistication of leadership. Another recent update to the manual included federal guidelines for grant management.
- SACS – NYC audit reports have had no findings of deficiencies. The most recent audit for June 30, 2019 was received by the November 1, 2019 due date and reported continued fiscal strength of the individual schools as well as the merged education corporation.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SUNY RENEWAL BENCHMARK 3C

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

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

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

SUNY RENEWAL BENCHMARK 3D

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

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

- Merged education corporations maintain one balance sheet that contains the combined assets and liabilities of all the schools within the merged entity. In order to review the operations of each individual school's operating activities, the revenues and expenditures are reflected in individual dashboards to show operating surpluses and deficits.
- The merged education corporation financial audit reports reflect continued fiscal strength with total assets increased from \$72M to \$75M over the most recent audited fiscal year. Specifically, cash accounts and fixed asset balances all increased on the balance sheet.
- The merged education corporation SACS – NYC had total net assets, which is total assets minus total liabilities, increase from approximately \$11.7M to \$23M as of the most recent audit report. For the year ended June 30, 2019, SACS – NYC incurred approximately \$36M in management fees and other expenses paid by the network on behalf of the schools. Each new charter is supported in the planning and startup period from the merged education corporation. Historically, a startup can cost upwards of \$1 million.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

The Institute has ongoing conversations with the management organization as well as the SACS – NYC board regarding the need to monitor the education corporation’s fiscal condition. The education corporation has experienced lower enrollment at certain schools and across the middle school grades driven by challenges associated with SACS – NYC’s ability to secure public school facilities space from the NYCDOE, or secure it in its originally projected timeframe. For example, after SACS –NYC requests space to accommodate chartered enrollment for a new school, the NYCDOE sometimes offers a space that only accommodates a lesser number, or SACS –NYC utilizes the space in a way that serves less students. Reserving space for ICT or more restrictive classes for students with disabilities, and rooms for chess, blocks, dance, and other activities integral to the educational model at Success, for example, reduces the overall number of students in a space. SACS – NYC currently projects the delay in identifying adequate space for the middle school programs will resolve in two to three years. Also during this charter term, SACS – NYC has begun to locate in market rent private facilities and is in the process of securing additional private space to enable enrollment expansion. Overall, SACS –NYC’s enrollment as a percentage of chartered enrollment is increasing and, as set forth above, its increase in net assets covers any enrollment deficiencies. The unstable facilities environment causes SACS –NYC to adjust enrollment and grades served to match sites every year.

Philanthropic funds raised by Success Academy are used to support all SACS – NYC schools but do not appear directly on the education corporation’s financials. The Institute will continue, in a future charter term, to support the SACS – NYC board with regular updates reflecting the education corporation’s quarterly financials as applied to the SUNY financial dashboard and fiscal health indicators and regular reviews with the management organization’s fiscal team.

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

SCHOOL OVERVIEWS



- 47** Success Academy Charter School – BedStuy 2
- 64** Success Academy Charter School – Bushwick
- 80** Success Academy Charter School – Cobble Hill
- 96** Success Academy Charter School – Far Rockaway
- 112** Success Academy Charter School – Flatbush
- 128** Success Academy Charter School – South Jamaica
- 144** Success Academy Charter School – Williamsburg

**Success Academy
Charter School – BedStuy 2**

So

SCHOOL OVERVIEW

PAGES: 48-63

SO
SCHOOL
OVERVIEW

PS
PERFORMANCE
SUMMARIES

FD
FISCAL DASHBOARD

FP
FUTURE PLANS

SUCCESS ACADEMY CHARTER SCHOOL – BEDSTUY 2

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

Based on a review of the school's Application for Charter Renewal, discussions with teachers, leaders, and board members during the charter term, and a review of the academic program, Success Academy Charter School – Bedford Stuyvesant 2 fully implements the academic program as outlined in the education corporation overview and is an academic success, having met its key Accountability Plan goals.

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Success BedStuy 2 in June 2011. The school opened its doors in the fall of 2012 initially serving 188 students in Kindergarten and 1st grade. The school is authorized to serve 416 students in Kindergarten – 4th grade during the 2019-20 school year. If renewed, the school will continue to serve students in Kindergarten – 4th grade with a projected total enrollment of 338 students.

The current charter term expires on July 31, 2022. A subsequent charter term would enable the school to operate through July 31, 2027. The school is co-located in a NYCDOE building at 211 Throop Avenue, 3rd Floor, Brooklyn, NY 11206, in CSD 14. The building also houses P.S. 059 William Floyd, a district school serving students in Kindergarten – 5th grade.

NOTEWORTHY - SUCCESS BEDSTUY 2

In 2018-19, 100% of the school's tested students passed the state's science exam. Notably, every student scored at Level 4, indicating performance above grade level expectations.

ACADEMIC PROGRAM

Teachers and leaders at Success BedStuy 2 work purposefully and thoughtfully to achieve academic excellence. In each subject area, teachers hold high expectations for student responses and require students to elaborate on their answers, provide evidence, and make convincing arguments. SACS – NYC schools also facilitate students’ emerging independence and social emotional growth. Teachers closely monitor and facilitate positive social interactions during more open ended lessons such as student choice and blocks.

In every lesson observed, teachers collected information about student understanding and made immediate adjustments to instruction in order to target concrete areas of need. If a large group of students struggle with one concept, teachers provide whole class review and rectify misunderstandings before moving on. For example, in one mathematics lesson, teachers identified that many students struggled with ratios using money. Teachers quickly organized a whole class demonstration of solving the problem and asked multiple students to explain their steps and thought processes in depth. Within this lesson structure, students do virtually all of the cognitive lift when grappling with higher order thinking problems.

LEGAL REQUIREMENTS

Success BedStuy 2 substantially complies with applicable laws, rules and regulations, and provisions of the charter.

Enrollment. The Institute’s enrollment monitoring exists to determine the fiscal and operational health of the school. In the case where a school may have facilities limitations on the enrollment growth projected in its approved application, as is the case with Success BedStuy 2, the Institute relies on the fiscal health of the overall education corporation. As noted below, the overall education corporation is fiscally healthy.

The space provided by NYCDOE to Success BedStuy 2 was never sufficient to serve the Kindergarten – 5th grade enrollment approved at the time SUNY granted this charter. Success BedStuy 2 requested elementary, middle, and high school space from NYCDOE and, when NYCDOE did not provide the requested space, Success BedStuy 2 kept a 5th grade cohort at the site for a year and then moved the 5th grade (and higher) students to Success BedStuy 1 which had received a facility from NYCDOE sufficient in size to allow for a middle school program. While Success BedStuy 2 continued to pursue sufficient space, it worked with the Institute to modify the enrollment plan three times during this charter term. It determined a fourth modification would wait until this renewal that will size the approved enrollment with currently available space.

FINANCIAL CONDITION

Success BedStuy 2's projected five year budget reflects anticipated stable revenues and expenses associated with the planned enrollment. If renewed, the school will continue to serve Kindergarten – 4th grade. The school is confident that it will have the opportunity to remain in the current space for the full course of the next charter term.

Success BedStuy 2 opened in 2012-13 and merged under one education corporation on July 1, 2014. The school has reported operating deficits due to lower than projected enrollment, which were offset against accumulated operating surpluses of the merged education corporation. In some cases, these deficits were offset by revenue generated by the school elsewhere in the education corporation booked under the name of the school that received its enrollment. As of June 30, 2019, the school's net assets were (\$356,148) which was more than offset by the education corporation's net assets of approximately \$23 million.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

K-4 SCHOOL LEADERS

Alisha Neptune, K-4 Principal (2016-17 to Present)

Brittany Davis-Roberti, K-4 Principal (2015-16)

Beth Davis-Dillard, K-4 Principal (2012-13 to 2014-15)

SCHOOL CHARACTERISTICS - SUCCESS BEDSTUY 2

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2015-16	510	340	67%	K-4	K-4
2016-17	675	333	49%	K-5	K-5
2017-18	416	283	68%	K-6	K-4
2018-19	416	317	76%	K-7	K-4
2019-20	416	299	72%	K-8	K-4

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
14%	92%	92%	93%	86%

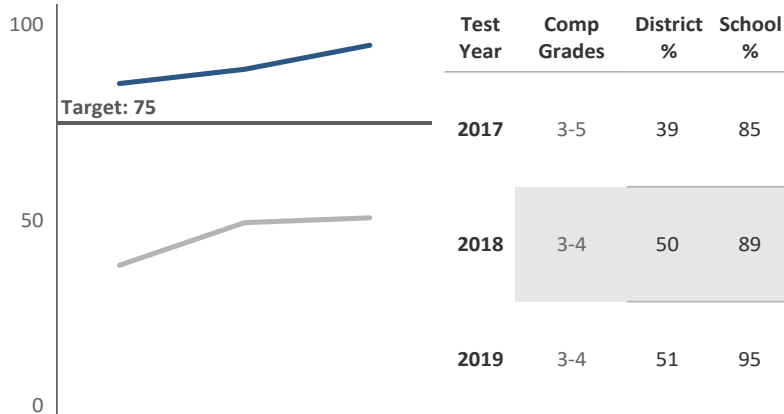
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

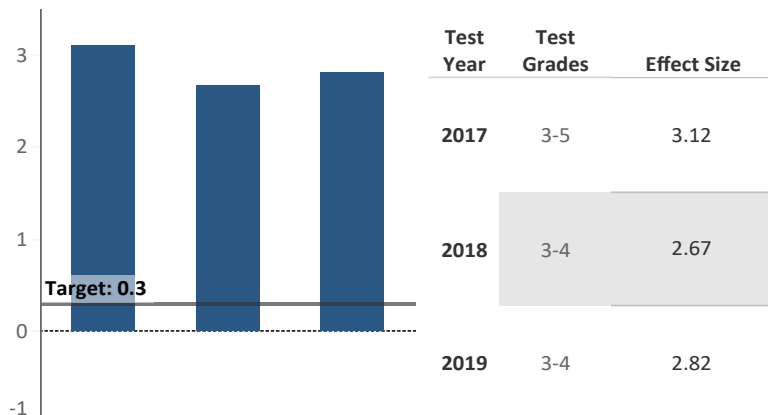
SUCCESS ACADEMY CHARTER SCHOOL – BED STUY 2

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

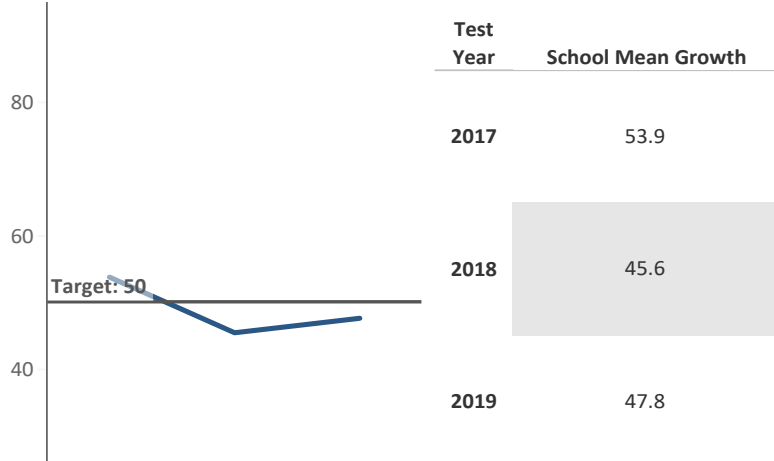
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



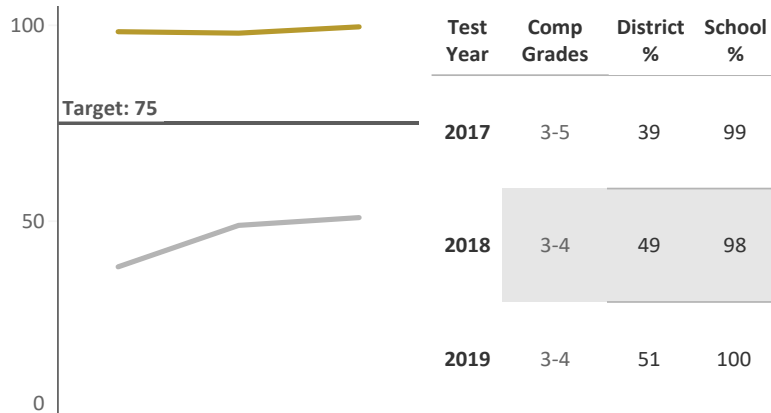
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

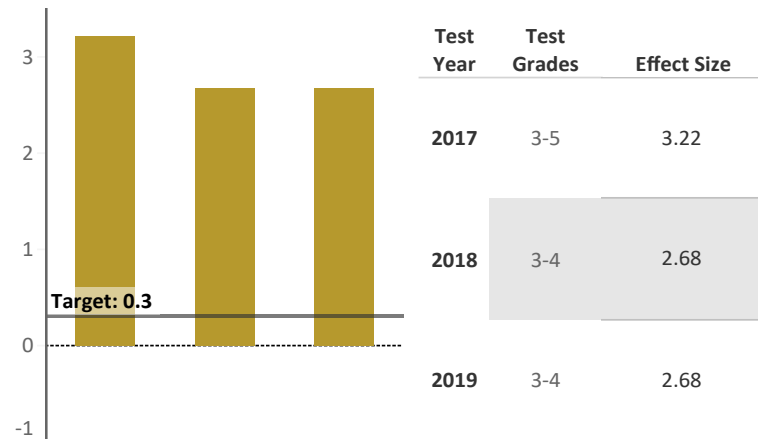
SUCCESS ACADEMY CHARTER SCHOOL – BED STUY 2

MATHEMATICS ACCOUNTABILITY PLAN GOAL

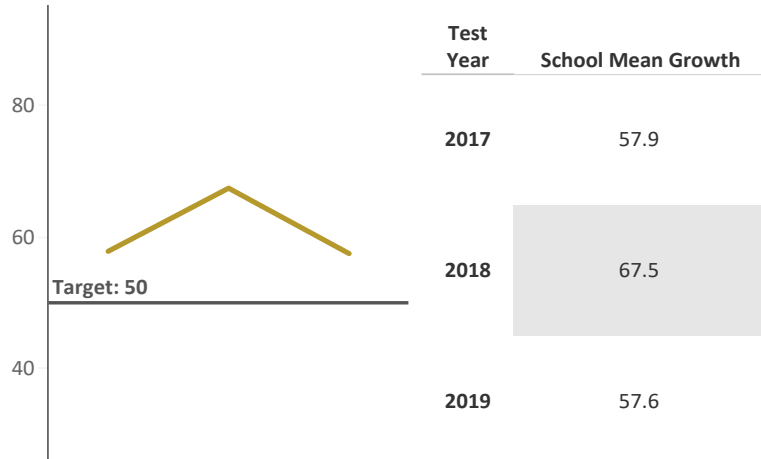
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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

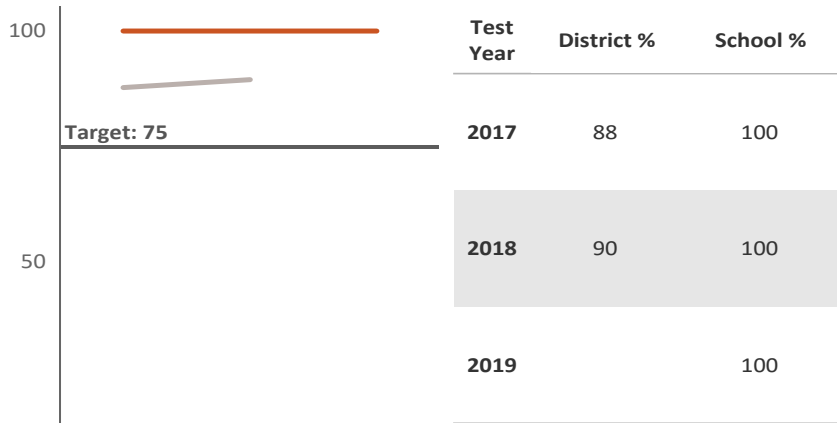


SCHOOL OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOL – BED STUY 2

SCIENCE ACCOUNTABILITY PLAN GOAL

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



SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	74	67	74
Tested on State Exam	25	31	30
School Percent Proficient on ELA Exam	68.0	80.6	90.0
District Percent Proficient	10.0	19.5	20.8
	2017	2018	2019
ELL Enrollment	12	11	5
Tested on NYSESLAT Exam	9	8	5
School Percent 'Commanding' or Making Progress on NYSESLAT	44.4	12.5	s

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

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

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

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."







SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Success Bed Stuy 2's renewal application on November 18, 2019 at a centralized location. One person was present and no one spoke in support or in opposition of the renewal application.

ENROLLMENT AND RETENTION

Success Academy Charter School - Bed Stuy 2's Enrollment and Retention Status: 2018-19			District Target	School
Enrollment	economically disadvantaged		87.1	86.4
	English language learners		12.5	3.2
	students with disabilities		19.1	18.8
Retention	economically disadvantaged		92.8	75.2
	English language learners		93.4	63.6
	students with disabilities		92.9	82.1

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Success Academy Charter School - Bed Stuy 2

		2016-17 Grades Served K-5				2017-18 Grades Served K-4				2018-19 Grades Served K-4					
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET
3	81.5 (81)	78.3 (60)		3	93.2 (73)	91.8 (61)		3	94.9(79)	94.7(38)		3	94.9(79)	94.7(38)	
4	94.4 (72)	93.9 (66)		4	87.1 (70)	85.7 (63)		4	95.7(46)	94.9(39)		4	95.7(46)	94.9(39)	
5	76.9 (39)	80.0 (35)		5	(0)	(0)		5	(0)	(0)		5	(0)	(0)	
6	(0)	(0)		6	(0)	(0)		6	(0)	(0)		6	(0)	(0)	
7	(0)	(0)		7	(0)	(0)		7	(0)	(0)		7	(0)	(0)	
8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)	
All	85.4 (192)	85.1 (161)	YES	All	90.2 (143)	88.7 (124)	YES	All	95.2(125)	94.8(77)	YES	All	95.2(125)	94.8(77)	YES
Absolute Measure															
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.															
2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.															
Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP	
3-5	184	111	YES	3-4	206	101	YES	3-4	215	105	YES	3-4	215	105	YES
Comparative Measure															
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.															
Comparison: Brooklyn CSD 14															
Grades	School	District		Grades	School	District		Grades	School	District		Grades	School	District	
3-5	85.1	39.0	YES	3-4	88.7	49.8	YES	3-4	94.8	51.0	YES	3-4	94.8	51.0	YES
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	
3	80.2	81.5	33.3	2.60	3	78.3	93.2	43.1	2.77	3	82.1	621	595.9	2.87	
4	73.5	94.4	33.9	3.57	4	82.1	87.1	38.7	2.57	4	83.3	617	594.3	2.72	
5	78.0	77.0	26.5	3.36	5					5					
6					6					6					
7					7					7					
8					8					8					
All	77.2	85.4	32.1	3.12	80.1	90.2	40.9	2.67	YES	82.6	619.5	595.3	2.82	YES	
Growth Measure															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.															
Grades	School	State		Grades	School	State		Grades	School	State		Grades	School	State	
4	55.4			4	45.6			4	47.8			4	47.8		
5	51.2			5	0.0			5	0.0			5	0.0		
6	0.0			6	0.0			6	0.0			6	0.0		
7	0.0			7	0.0			7	0.0			7	0.0		
8	0.0			8	0.0			8	0.0			8	0.0		
All	53.9	50	YES	All	45.6	50	NO	All	47.8	50	NO	All	47.8	50	NO

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Success Academy Charter School - Bed Stuy 2

		2016-17 Grades Served K-5				2017-18 Grades Served K-4				2018-19 Grades Served K-4							
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET		
3	98.8 (81)	98.3 (60)		3	95.9 (73)	96.7 (61)		3	97.5 (79)	100.0 (38)		3	97.5 (79)	100.0 (38)			
4	98.6 (72)	98.5 (66)		4	100.0 (70)	100.0 (63)		4	100.0 (46)	100.0 (39)		4	100.0 (46)	100.0 (39)			
5	97.4 (39)	100.0 (35)		5	(0)	(0)		5	(0)	(0)		5	(0)	(0)			
6	(0)	(0)		6	(0)	(0)		6	(0)	(0)		6	(0)	(0)			
7	(0)	(0)		7	(0)	(0)		7	(0)	(0)		7	(0)	(0)			
8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)			
All	98.4 (192)	98.8 (161)	YES	All	97.9 (143)	98.4 (124)	YES	All	98.4 (125)	100.0 (77)	YES	All	98.4 (125)	100.0 (77)	YES		
Grades		PI	MIP	Grades	PI	MIP	Grades	PI	PI	MIP	Grades	PI	PI	MIP	Grades		
3-5		198	109	3-4	240	103	YES	3-4	240	107	YES	3-4	240	107	YES		
Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14			
Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	
3-5	98.8	38.6	3-4	98.4	49.2	3-4	98.4	49.2	3-4	100.0	51.2	3-4	100.0	51.2	3-4	100.0	
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	
3	80.2	98.8	38.6	2.85	3	78.3	95.9	46.0	2.42	3	82.1	622	596.0	2.68	3	82.1	
4	73.5	98.6	34.8	3.44	4	82.1	100.0	37.7	2.96	4					4		
5	78.0	97.0	32.2	3.57	5					5					5		
6					6					6					6		
7					7					7					7		
8					8					8					8		
All	77.2	98.3	35.9	3.22	All	80.1	97.9	42.0	2.68	All	82.1	622.0	596.0	2.68	All	82.1	
Grades		School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School
4		61.9		4	67.5		4	67.5		4	57.6		4	57.6		4	57.6
5		50.4		5	0.0		5	0.0		5	0.0		5	0.0		5	0.0
6		0.0		6	0.0		6	0.0		6	0.0		6	0.0		6	0.0
7		0.0		7	0.0		7	0.0		7	0.0		7	0.0		7	0.0
8		0.0		8	0.0		8	0.0		8	0.0		8	0.0		8	0.0
All		57.9	50	YES	67.5	50	YES	67.5	50	YES	57.6	50	YES	57.6	50	YES	57.6

PERFORMANCE SUMMARIES

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Pf
PERFORMANCE

Su
SUMMARIES

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 2

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

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

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

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

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

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	Opened 2012-13				
	MERGED	MERGED	MERGED	MERGED	MERGED
	2014-15	2015-16	2016-17	2017-18	2018-19
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	4,133,100	4,930,565	4,996,327	4,545,068	5,134,902
Students with Disabilities	488,302	509,713	475,768	526,994	897,999
Grants and Contracts					
State and local	-	77,015	-	-	-
Federal - Title and IDEA	171,816	175,202	159,750	235,879	195,772
Federal - Other	242,611	133,073	10,347	22,251	33,333
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	145,065	18,244	-
Total Operating Revenue	5,035,829	5,825,568	5,787,256	5,348,436	6,262,007
Expenses					
Regular Education	4,324,102	4,913,928	4,950,607	3,759,741	3,994,550
SPED	589,650	670,081	675,083	1,390,589	1,631,577
Other	-	-	-	-	-
Total Program Services	4,913,752	5,584,009	5,625,690	5,150,331	5,626,127
Management and General	406,435	441,328	480,129	479,345	527,073
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	5,320,187	6,025,337	6,105,819	5,629,676	6,153,200
Surplus / (Deficit) From School Operations	(284,358)	(199,769)	(318,563)	(281,240)	108,806
Support and Other Revenue					
Contributions	17,693	28,069	590,612	9,423	-
Fundraising	-	-	-	-	-
Miscellaneous Income	254	15,226	26,311	17,335	20,266
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	17,947	43,295	616,923	26,758	20,266
Total Unrestricted Revenue	5,053,776	5,868,863	6,404,179	5,375,194	6,282,272
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	5,053,776	5,868,863	6,404,179	5,375,194	6,282,272
Change in Net Assets	(266,411)	(156,474)	298,360	(254,482)	129,072
Net Assets - Beginning of Year - GRAPH 2	(228,494)	(494,906)	(651,379)	(353,016)	(485,219)
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	(494,905)	(651,380)	(353,019)	(607,498)	(356,148)

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 2

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

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service	157,168	504,578	578,134	653,093	722,159
Administrative Staff Personnel					
Instructional Personnel	2,497,762	2,396,747	2,312,537	2,079,513	2,109,837
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,654,930	2,901,326	2,890,671	2,732,605	2,831,996
Fringe Benefits & Payroll Taxes	531,722	575,369	494,444	500,303	538,250
Retirement	60,784	75,485	70,698	61,633	66,296
Management Company Fees	619,965	729,115	726,029	663,558	754,252
Building and Land Rent / Lease	-	-	-	8,755	-
Staff Development	56,935	80,053	48,013	59,888	84,693
Professional Fees, Consultant & Purchased Services	41,517	39,850	31,445	12,270	925
Marketing / Recruitment	117,104	128,393	113,044	103,334	34,916
Student Supplies, Materials & Services	335,487	316,109	288,771	467,944	415,803
Depreciation	422,590	431,525	392,256	276,862	370,978
Other	479,154	748,113	1,050,447	742,524	1,055,091
Total Expenses	5,320,187	6,025,337	6,105,817	5,629,676	6,153,200

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	401	574	689	529	607
Final Chartered Enrollment (includes any revisions)	380	510	675	416	416
Actual Enrollment - GRAPH 4	299	340	333	283	317
Chartered Grades	K-3	K-4	K-5	K-6	K-7
Final Chartered Grades (includes any revisions)	-	-	-	K-4	K-4

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	13,877	13,877	14,027	14,527	15,307
	2.5%	0.0%	1.1%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	16,842	17,134	17,379	18,899	19,754
Other Revenue and Support	60	127	1,853	95	64
TOTAL - GRAPH 3	16,902	17,261	19,232	18,994	19,818
Expenses	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	16,434	16,424	16,894	18,199	17,748
Management and General, Fundraising	1,359	1,298	1,442	1,694	1,663
TOTAL - GRAPH 3	17,793	17,722	18,336	19,893	19,411
% of Program Services	92.4%	92.7%	92.1%	91.5%	91.4%
% of Management and Other	7.6%	7.3%	7.9%	8.5%	8.6%
% of Revenue Exceeding Expenses - GRAPH 5	-5.0%	-2.6%	4.9%	-4.5%	2.1%

Student to Faculty Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
7.2	8.9	10.4	9.4	8.2

Faculty to Admin Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
16.6	4.8	4.0	4.3	4.7

Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
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	2014-15	2015-16	2016-17	2017-18	2018-19
0	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2014-15	2015-16	2016-17	2017-18	2018-19
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2014-15	2015-16	2016-17	2017-18	2018-19
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

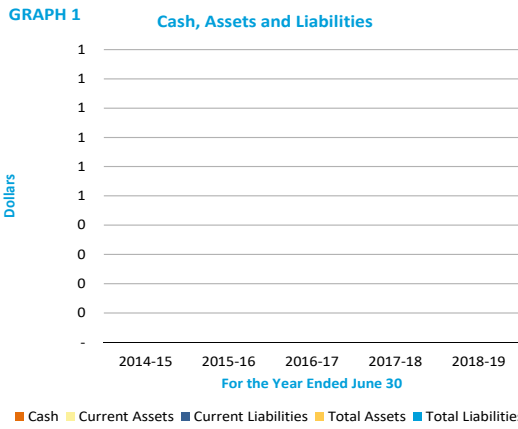
Score	2014-15	2015-16	2016-17	2017-18	2018-19
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

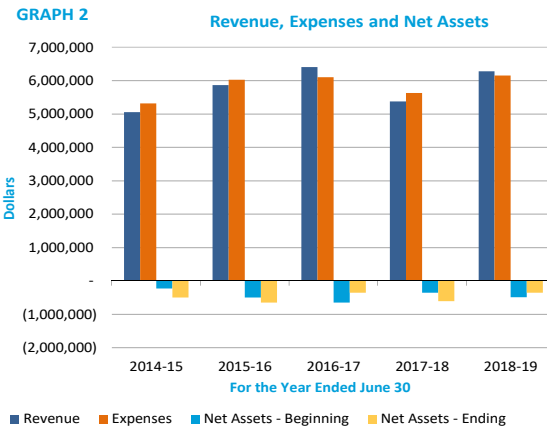
FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 2

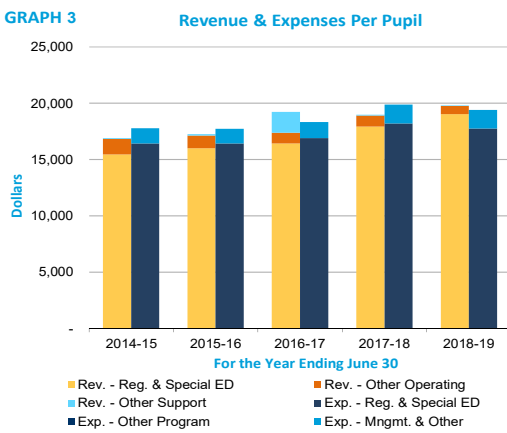
NOTE: Effective 2014-15 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



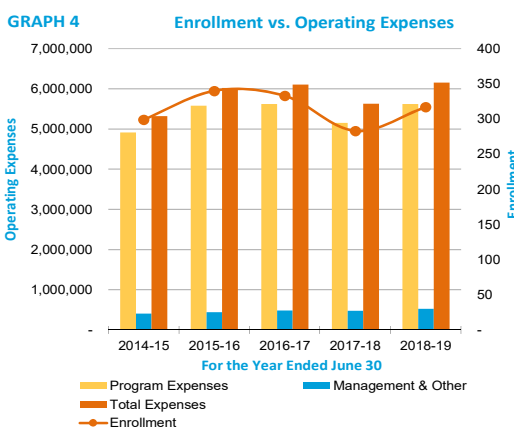
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

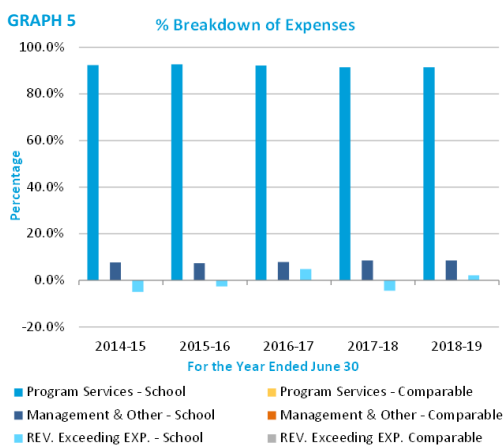
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

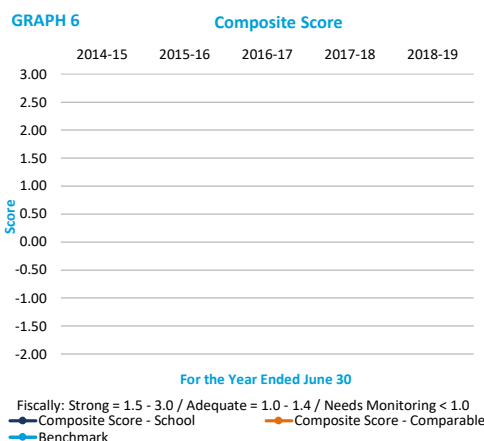
SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 2

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

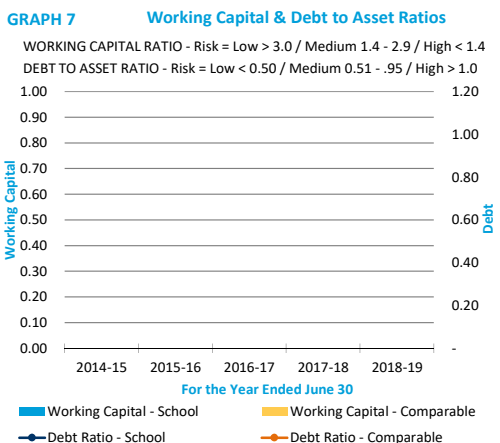
Comparable School, Region or Network: -



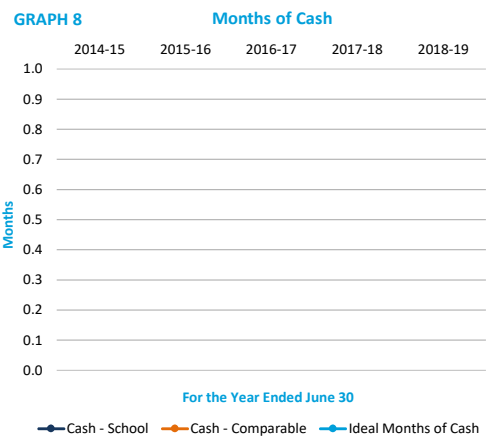
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FUTURE PLANS



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

Success BedStuy 2 is an academic success. The school operates as an effective and viable organization. SACS – NYC plans to continue to operate the school in the same manner, making its plans for the school's future sound.

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

Plans for the Educational Program. Success BedStuy 2 plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

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

SUCCESS BEDSTUY 2		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	416	338
Grade Span	K-4	K-4
Teaching Staff	38	38
Days of Instruction	180	180

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Success BedStuy 2 plans to continue instruction for the elementary grades in the NYCDOE co-located site.

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

Success Academy Charter School – Bushwick

So

SCHOOL OVERVIEW

PAGES: 65-79

SO

SCHOOL
OVERVIEW

PS

PERFORMANCE
SUMMARIES

FD

FISCAL DASHBOARD

FP

FUTURE PLANS

SUCCESS ACADEMY CHARTER SCHOOL – BUSHWICK

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

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

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Success Bushwick in October 2014. The school opened its doors in the fall of 2016 initially serving 190 students in Kindergarten and 1st grade. The school is authorized to serve 510 students in Kindergarten – 4th grade during the 2019-20 school year. If renewed, the school will continue to serve students in Kindergarten – 4th grade with a projected total enrollment of 457 students.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. Success Bushwick is located in a NYCDOE building at 139 Menahan Street, Brooklyn, NY, 11221, in CSD 32.

NOTEWORTHY - SUCCESS BUSHWICK

Success Bushwick works to both maintain strong ties to the local community and infuse arts into its curriculum. In 2018-19, the school partnered with a local art gallery to put on a gallery show of Success Bushwick student art.

ACADEMIC PROGRAM

Success Bushwick delivers a strong academic program. As part of SACS – NYC's key academic initiatives, the school has increased its time devoted to reading aloud and increased the emphasis on understanding the author's purpose. During one lesson, the teacher required students to make inferences about the story being read aloud and to defend their responses. The book teachers read aloud included information about food preparation, and the teacher embedded call and response and physical activities for students to mime throughout the reading in order to ensure that all students were engaged and thinking about the content.

An additional highlight of the program at Success Bushwick is the school's focus on developing deep literacy skills for all students, especially ELLs. The school enrolls a large population of ELLs, with over 22% of its Kindergarten students classified as ELLs in 2018-19. Success Bushwick supplements its rich reading and writing curriculum with targeted tutoring for its ELL population and morning meetings with ELL students to practice vocabulary. The school provides families with in-home support resources such as audio books.

LEGAL REQUIREMENTS

With the minor exception noted below, Success Bushwick substantially complies with applicable laws, rules and regulations, and provisions of the charter.

Enrollment. The Institute's enrollment monitoring exists largely to determine the fiscal and operational health of the school. In the case where a school may have facilities limitations on the enrollment growth projected in its approved application, as is the case with Success Bushwick, the Institute relies on the fiscal health of the overall education corporation. As noted below, the overall education corporation is fiscally healthy.

During its first year of operation, Success Bushwick was under 80% of the enrollment requested at the time SUNY granted its charter. Charters are granted 18 or more months prior to a school opening. Applicants do not know the availability of facility options at the time of charter granting. Success Bushwick went through NYCDOE's facility request process but did not receive a site. The school opened in private space sufficient for 150 students rather than the originally approved 190 students in the first year. For the remainder of the charter term the school has had sufficient facilities to maintain enrollment at approved levels.

FINANCIAL CONDITION

Success Bushwick's projected five year budget reflects anticipated stable revenues and expenses associated with the planned enrollment. If renewed, the school will continue to serve Kindergarten – 4th grade. Success Bushwick is confident that it will have the opportunity to remain in its current space for the full course of the next charter term.

Success Bushwick opened in 2016-17 and has reported continuous operating surpluses which add to the other accumulated operating surpluses of the merged education corporation to assist with offsetting operating deficits of other growing schools. Net assets as of June 30, 2019 were \$1,454,563.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

K-4 SCHOOL LEADERS

Kelly Grimes, Principal (2019-20 to Present)

Katherine Haves Malitzky, Principal (2016-17 to 2018-19)

SCHOOL CHARACTERISTICS - SUCCESS BUSHWICK

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2016-17	190	131	69%	K-1	K-1
2017-18	250	225	90%	K-2	K-2
2018-19	380	306	80%	K-3	K-3
2019-20	510	462	91%	K-4	K-4

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
19%	93%	93%	96%	95%

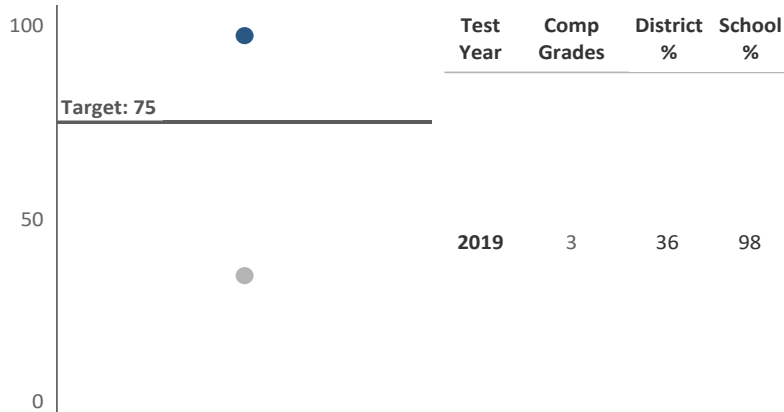
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

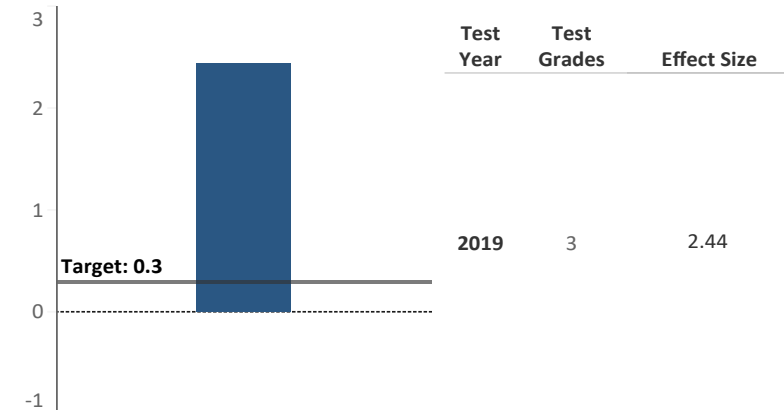
SUCCESS ACADEMY CHARTER SCHOOL - BUSHWICK

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

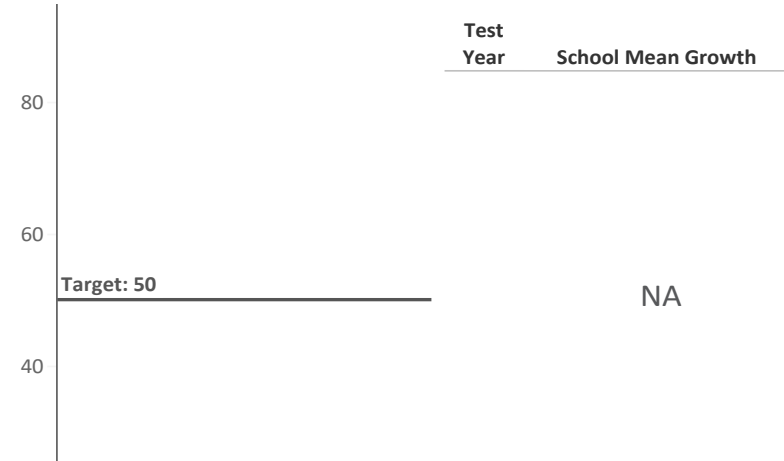
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in the **district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



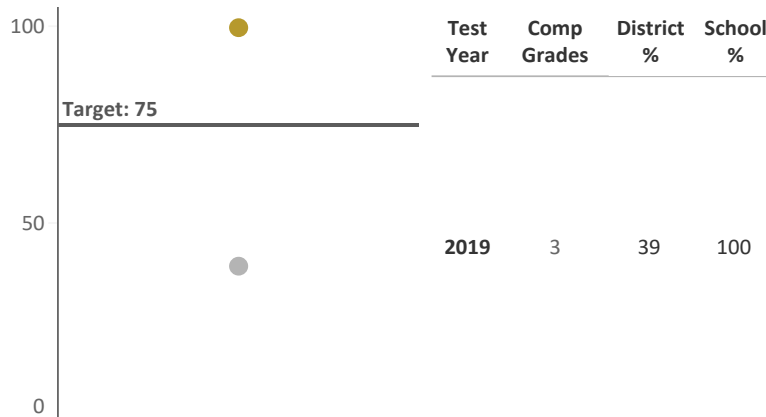
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

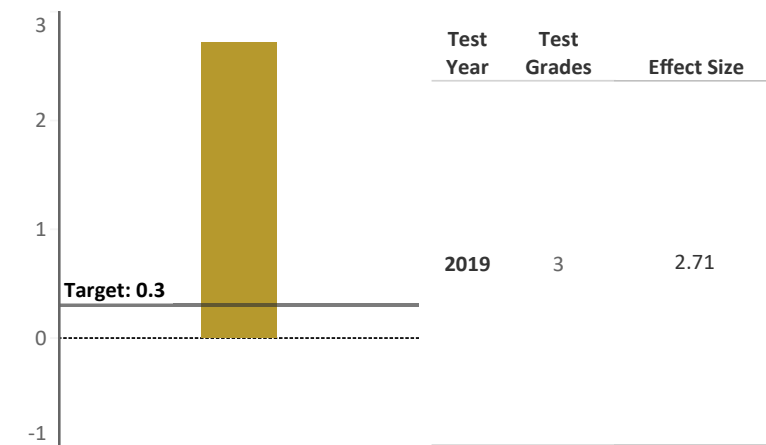
SUCCESS ACADEMY CHARTER SCHOOL - BUSHWICK

MATHEMATICS ACCOUNTABILITY PLAN GOAL

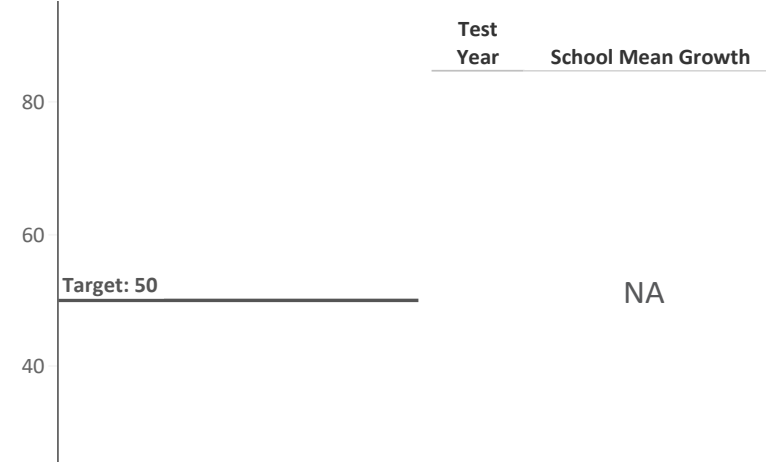
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



SCHOOL OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOL - BUSHWICK

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative

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

NA

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	26	52	59
Tested on State Exam	0	0	4
School Percent Proficient on ELA Exam	NA	NA	s
District Percent Proficient			
	2017	2018	2019
ELL Enrollment	22	35	58
Tested on NYSESLAT Exam	21	33	52
School Percent 'Commanding' or Making Progress on NYSESLAT	42.9	24.2	36.5

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

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

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

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."







SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Success Academy's renewal application on November 19, 2019 at a centralized location. One person was present and no one spoke in support or opposition of the renewal application.

ENROLLMENT AND RETENTION

Success Academy Charter School - Bushwick's Enrollment and Retention Status: 2018-19			District Target	School
Enrollment	economically disadvantaged		76.4	93.1
	English language learners		11.7	23.3
	students with disabilities		16.5	16.4
Retention	economically disadvantaged		93.0	83.9
	English language learners		92.6	91.1
	students with disabilities		93.3	93.2

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Success Academy Charter School - Bushwick

		2016-17 Grades Served				2017-18 Grades Served				2018-19 Grades Served (K-3)							
		Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET				
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.		3	0	0		3	0	0		3	98.0(50)	97.5(40)					
		4	0	0		4	0	0		4	(0)	(0)					
		5	0	0		5	0	0		5	(0)	(0)					
		6	0	0		6	0	0		6	(0)	(0)					
		7	0	0		7	0	0		7	(0)	(0)					
		8	0	0		8	0	0		8	(0)	(0)					
		All	(0)	(0)		All	(0)	(0)		All	98.0(50)	97.5(40)					
		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP					
2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.										3	207	105	YES				
	Comparison: Brooklyn CSD 32																
		Grades	School	District		Grades	School	District		Grades	School	District					
										3	97.5	35.9	YES				
	3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.		Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
			3					3	83.6	617	595.7	2.44	3	83.6	617	595.7	2.44
			4					4					4				
			5					5					5				
			6					6					6				
		7					7					7					
		8					8					8					
		All					All	83.6	617.0	595.7	2.44	All	83.6	617.0	595.7	2.44	
Comparison: Brooklyn CSD 32																	
	Grades	School	District		Grades	School	District		Grades	School	District						
									3	97.5	35.9	YES					
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.		Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	
		3					3	83.6	617	595.7	2.44	3	83.6	617	595.7	2.44	
		4					4					4					
		5					5					5					
		6					6					6					
		7					7					7					
		8					8					8					
		All					All	83.6	617.0	595.7	2.44	All	83.6	617.0	595.7	2.44	
	Comparison: Brooklyn CSD 32																
	Grades	School	District		Grades	School	District		Grades	School	District						
									3	97.5	35.9	YES					
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.		Grades	School	State		Grades	School	State		Grades	School	State					
		4				4				4							
		5				5				5							
		6				6				6							
		7				7				7							
		8				8				8							
		All				All				All							
		Grades	School	State		Grades	School	State		Grades	School	State					

SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Success Academy Charter School - Bushwick

	2016-17 Grades Served				2017-18 Grades Served				2018-19 Grades Served K-3						
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	0	0		3	0	0		3	100.0 (49)	100.0 (39)				
	4	0	0		4	0	0		4	(0)	(0)				
	5	0	0		5	0	0		5	(0)	(0)				
	6	0	0		6	0	0		6	(0)	(0)				
	7	0	0		7	0	0		7	(0)	(0)				
	8	0	0		8	0	0		8	(0)	(0)				
	All	0	0		All	0	0		All	100.0 (49)	100.0 (39)	YES			
	Grades		PI	MIP	Grades		PI	MIP	Grades		PI	MIP			
													YES		
Absolute Measure															
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn CSD 32				Comparison: Brooklyn CSD 32				Comparison: Brooklyn CSD 32						
	Grades	School	District		Grades	School	District		Grades	School	District				
	3				3				3	100.0	39.3	YES			
	Comparative Measure														
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3					3	83.6	622	595.7	2.71	3	83.6	622	595.7	2.71
	4					4					4				
	5					5					5				
	6					6					6				
7					7					7					
8					8					8					
All					All	83.6	622.0	595.7	2.71	All	83.6	622.0	595.7	2.71	
Grades		School	State		Grades		School	State		Grades		School	State		
4					4					4					
5					5					5					
6					6					6					
7					7					7					
8					8					8					
All					All					All				NA	
Growth Measure															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.															

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - BUSHWICK

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

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

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

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

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2016-17

	MERGED		MERGED		MERGED
	2014-15	2015-16	2016-17	2017-18	2018-19
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	1,946,244	3,456,284	4,957,776
Students with Disabilities	-	-	228,977	517,104	669,603
Grants and Contracts					
State and local	-	-	202,541	-	-
Federal - Title and IDEA	-	-	69,579	116,113	178,282
Federal - Other	-	-	646,628	22,251	33,333
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	41,798	77,819	101,087
Total Operating Revenue	-	-	3,135,767	4,189,572	5,940,081
Expenses					
Regular Education	-	-	2,399,200	2,684,878	3,368,818
SPED	-	-	327,164	993,037	1,375,996
Other	-	-	-	-	-
Total Program Services	-	-	2,726,364	3,677,914	4,744,815
Management and General	-	-	204,512	334,232	448,040
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	2,930,875	4,012,146	5,192,854
Surplus / (Deficit) From School Operations	-	-	204,891	177,426	747,227
Support and Other Revenue					
Contributions	-	-	11,059	7,492	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	6,745	9,943	12,070
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	17,804	17,435	12,070
Total Unrestricted Revenue	-	-	3,153,571	4,207,007	5,952,152
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	3,153,571	4,207,007	5,952,152
Change in Net Assets	-	-	222,696	194,861	759,298
Net Assets - Beginning of Year - GRAPH 2	-	-	217,595	440,291	695,265
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	440,291	635,152	1,454,563

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - BUSHWICK

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service	-	-	240,514	378,495	606,329
Administrative Staff Personnel	-	-	901,421	1,205,166	1,771,431
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,141,935	1,583,661	2,377,759
Fringe Benefits & Payroll Taxes	-	-	189,460	293,544	446,975
Retirement	-	-	26,854	38,661	61,312
Management Company Fees	-	-	283,003	505,494	729,455
Building and Land Rent / Lease	-	-	-	6,960	-
Staff Development	-	-	54,302	63,131	52,923
Professional Fees, Consultant & Purchased Services	-	-	14,227	10,337	919
Marketing / Recruitment	-	-	151,112	103,793	50,279
Student Supplies, Materials & Services	-	-	251,424	294,658	313,639
Depreciation	-	-	277,757	455,844	446,737
Other	-	-	540,801	656,063	712,855
Total Expenses	-	-	2,930,874	4,012,146	5,192,854

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	-	190	250	380
Final Chartered Enrollment (includes any revisions)	-	-	190	250	380
Actual Enrollment - GRAPH 4	-	-	131	225	306
Chartered Grades	-	Planning Year	K-1	K-2	K-3
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	-	-	14,027	14,527	15,307
	0.0%	0.0%	100.0%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	-	-	23,937	18,620	19,412
Other Revenue and Support	-	-	136	77	39
TOTAL - GRAPH 3	-	-	24,073	18,698	19,451

Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	-	-	20,812	16,346	15,506
Management and General, Fundraising	-	-	1,561	1,485	1,464
TOTAL - GRAPH 3	-	-	22,373	17,832	16,970
% of Program Services	0.0%	0.0%	93.0%	91.7%	91.4%
% of Management and Other	0.0%	0.0%	7.0%	8.3%	8.6%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	7.6%	4.9%	14.6%

Student to Faculty Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Student to Faculty Ratio	-	-	10.1	13.2	10.2

Faculty to Admin Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Faculty to Admin Ratio	-	-	4.3	4.3	4.2

Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
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

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

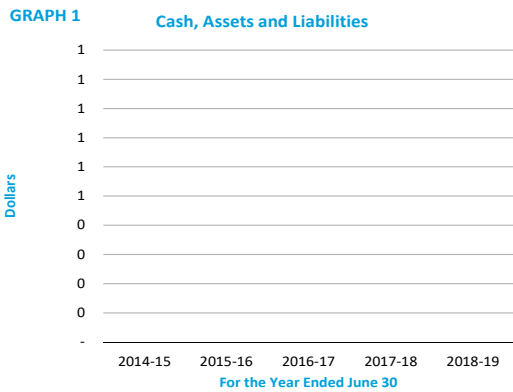
Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

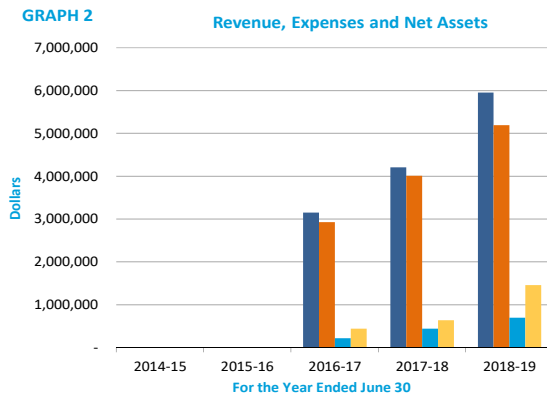
FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - BUSHWICK

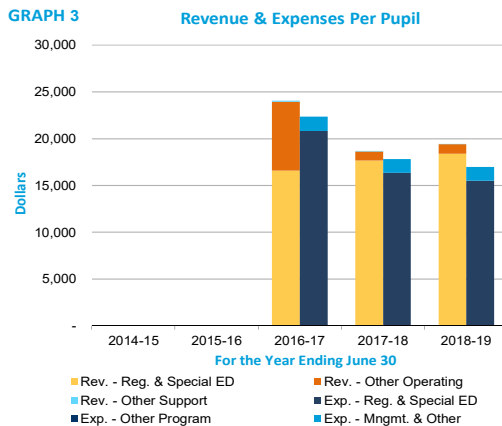
NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



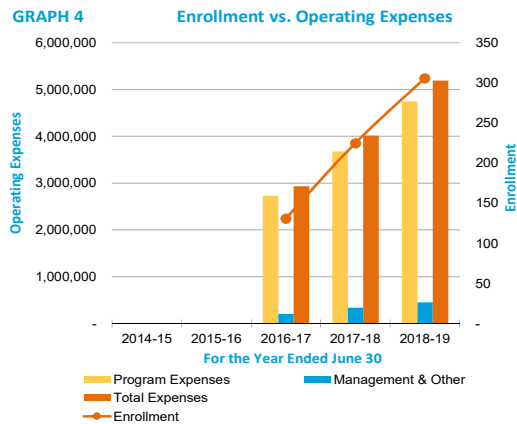
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

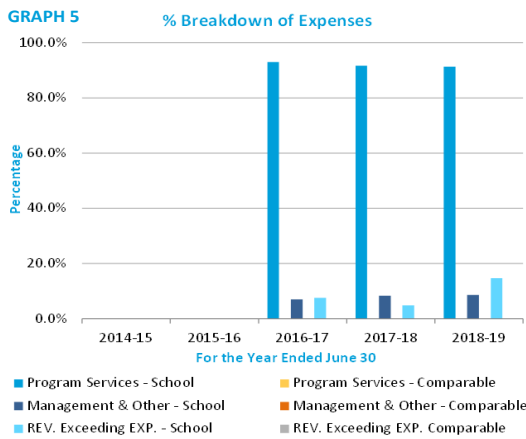
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

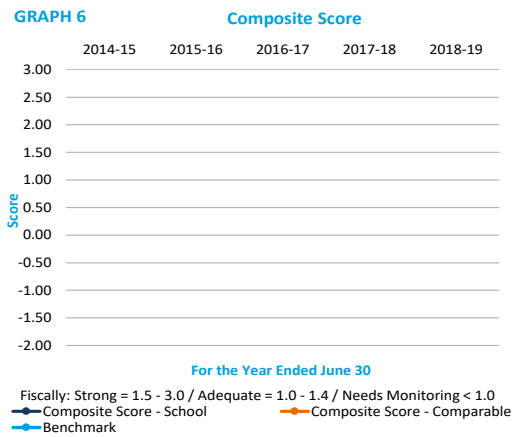
SUCCESS ACADEMY CHARTER SCHOOL - BUSHWICK

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

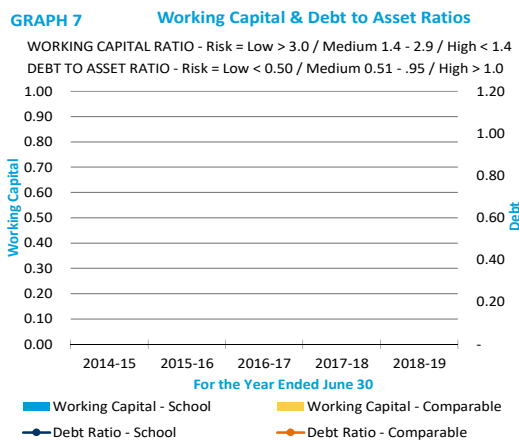
Comparable School, Region or Network: -



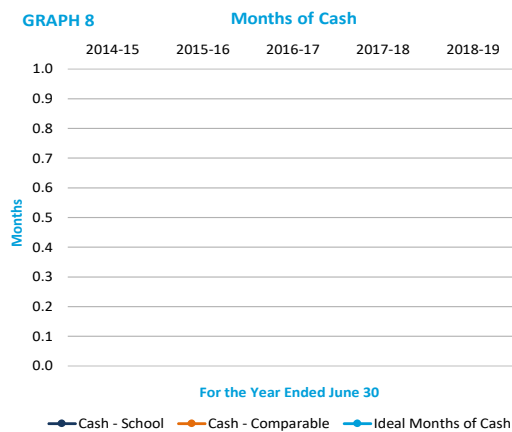
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FUTURE PLANS



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

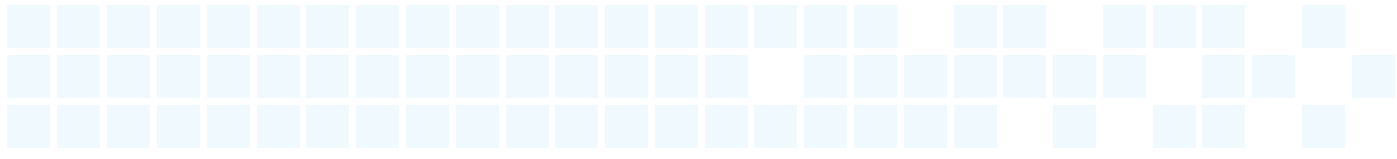
Success Bushwick is an academic success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. SACS – NYC plans to continue to operate the school in the same manner, making its plans for the school's future sound.

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

Plans for the Educational Program. Success Bushwick plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

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

SUCCESS BUSHWICK		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	510	457
Grade Span	K-4	K-4
Teaching Staff	39	39
Days of Instruction	180	180



SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Success Bushwick plans to continue instruction for the elementary grades in the NYCDOE co-located site.

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



Success Academy Charter School – Cobble Hill

So

SCHOOL OVERVIEW

PAGES: 81-95

SO

SCHOOL
OVERVIEW

PS

PERFORMANCE
SUMMARIES

FD

FISCAL DASHBOARD

FP

FUTURE PLANS

SUCCESS ACADEMY CHARTER SCHOOL – COBBLE HILL

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

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

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Success Cobble Hill in September 2011. The school opened its doors in the fall of 2012 initially serving 188 students in Kindergarten and 1st grade. The school is authorized to serve 416 students in Kindergarten – 4th grade during the 2019-20 school year. If renewed, the school will continue to serve students in Kindergarten – 4th grade with a projected total enrollment of 340 students.

The current charter term expires on July 31, 2022. A subsequent charter term would enable the school to operate through July 31, 2027. Success Cobble Hill is co-located in a NYCDOE building at 284 Baltic Street, Brooklyn, NY, 11201 in CSD 15. The building also houses Digital Arts and Cinema Technology High School, a district school serving 9th – 12th grade, and The Boerum Hill School for International Studies, a district school serving 6th – 12th grade.

NOTEWORTHY - SUCCESS COBBLE HILL

In 2018-19, 100% of the school's students scored at or above proficiency on the state's mathematics exam. Notably, 89% of those students scored at Level 4, the highest possible level.

ACADEMIC PROGRAM

As part of SACS – NYC's key academic program elements, science instruction in a dedicated science lab is an important part of each student's daily schedule. Each school within the education corporation approaches science with a deep focus on inquiry based models so students often explore problems, develop questions, and work collaboratively to solve them.

In one Kindergarten science classroom, students studied plants to gain understanding of how plants adapt to environments. The teacher used a clear check for understanding that highlighted what students knew and did not know, which led to a deep student led discussion to develop understanding of the plant concepts.

In a third grade science lesson, the teacher facilitated a lesson focused on genetics and understanding inherited and acquired traits. Students spent the bulk of the lesson focused on exploring family traits of fake “egg families” to determine whether the “egg child” inherited or acquired a specific trait. Students focused on investigative inquiry through collaborative work time and questioning one another to make meaning of the assignment. With strong systems for collaborative work in place, the teacher only spoke to facilitate discussion in rare occasions and primarily collected data on student discourse.

LEGAL REQUIREMENTS

With the minor exception noted below, Success Cobble Hill substantially complies with applicable laws, rules and regulations, and provisions of the charter.

Enrollment. The school was below 80% of its chartered enrollment for three of the last five school years. Originally, the NYCDOE provided the school a space that would not accommodate its full enrollment and grades served. Although the school revised enrollment downward, it had to incubate its first 5th grade cohort during 2015-16. In 2017-18, the 5th grade and 65% of the 6th grade moved to the Success Union Square middle school location at Hudson Yards in Manhattan. Going forward, the school will serve Kindergarten – 4th grade only and actual enrollment should be more in line with updated charter enrollment.

FINANCIAL CONDITION

Success Cobble Hill’s projected five year budget reflects anticipated stable revenues and expenses associated with the planned enrollment. The school will continue to serve Kindergarten – 4th grade and is confident that it will have the opportunity to remain in its current space for the full course of the next charter term.

Success Cobble Hill opened in 2012-13 and merged with the education corporation on July 1, 2014. The school has reported operating deficits caused by under enrollment as described above, which were offset against accumulated operating surpluses of the merged education corporation. As of June 30, 2019, net assets of the school were (\$2,070,714) which was more than offset by the education corporation’s net assets of approximately \$23 million.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

K-4 SCHOOL LEADERS

Alissa Bishop, Principal (2017-18 to Present)
Malik Russel, Middle School Principal (2016-17)
Brittany Davis-Roberti, Elementary School Principal (2016-17)
Dawn Antoine-Forbes, Principal (2015-16)
Kerri Tabarcea, Principal (2012-13 to 2014-15)

SCHOOL CHARACTERISTICS - SUCCESS COBBLE HILL

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2015-16	510	408	80%	K-4	K-4
2016-17	675	423	63%	K-5	K-5
2017-18	686	410	60%	K-6	K-6
2018-19	416	304	73%	K-7	K-4
2019-20	416	383	92%	K-8	K-4

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
32%	98%	98%	98%	99%

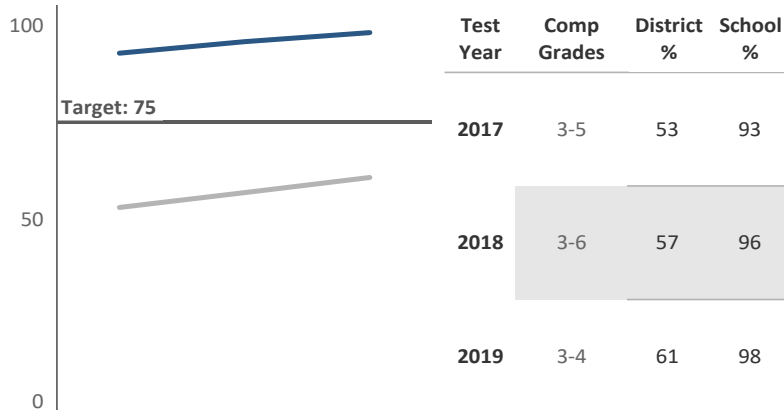
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

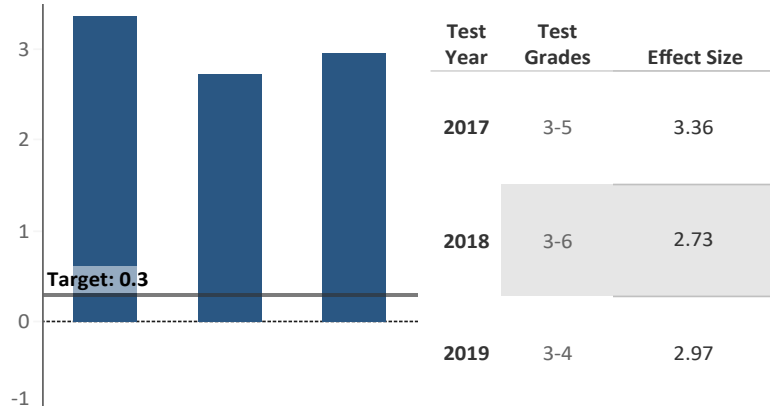
SUCCESS ACADEMY CHARTER SCHOOL - COBBLE HILL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

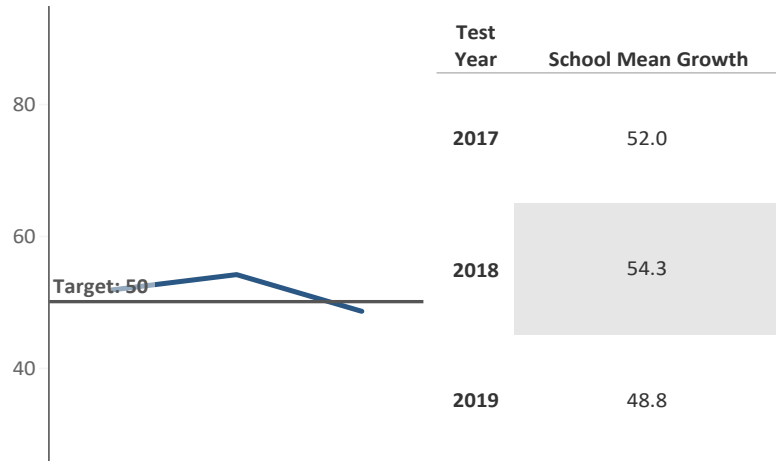
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



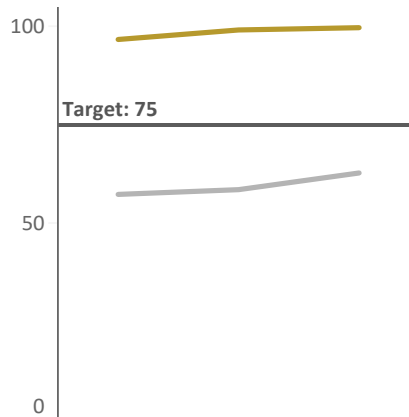
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOL - COBBLE HILL

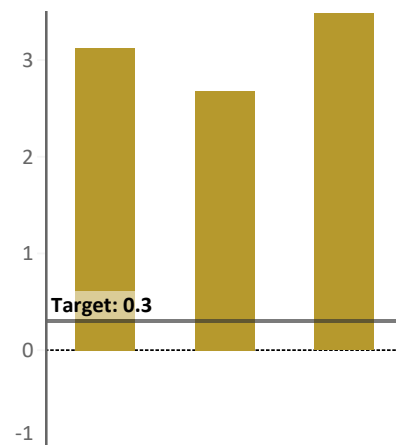
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



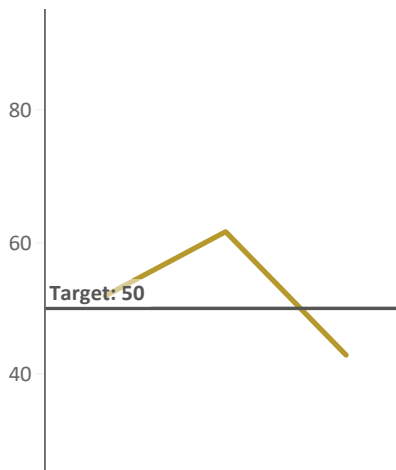
Test Year	Comp Grades	District %	School %
2017	3-5	58	97
2018	3-6	59	99
2019	3-4	63	100

Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3-5	3.12
2018	3-6	2.67
2019	3-4	3.48

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

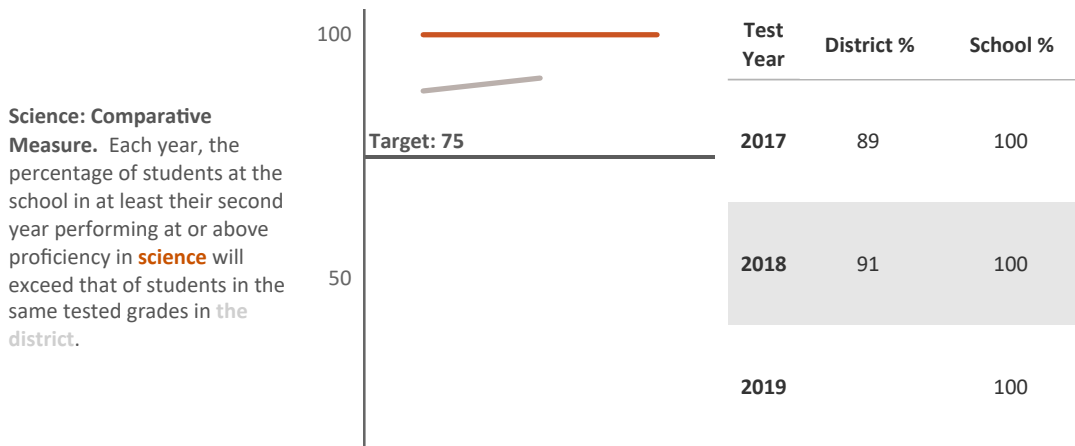


Test Year	School Mean Growth
2017	52.0
2018	61.7
2019	43.1

SCHOOL OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOL - COBBLE HILL

SCIENCE ACCOUNTABILITY PLAN GOAL



SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	56	59	51
Tested on State Exam	27	29	21
School Percent Proficient on ELA Exam	77.8	82.8	95.2
District Percent Proficient	21.0	26.1	31.2
	2017	2018	2019
ELL Enrollment	23	20	17
Tested on NYSESLAT Exam	19	18	16
School Percent 'Commanding' or Making Progress on NYSESLAT	15.8	33.3	31.3

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

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

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







In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Success Cobble Hill's renewal application on November 20, 2019 at a centralized location. Eight people were present and three people spoke in opposition of the renewal application. The three individuals were parents and a student from the co-located school who believe the building is overcrowded and the Success students should go to a different location. No one spoke in support of the renewal application.

ENROLLMENT AND RETENTION

Success Academy Charter School - Cobble Hill's Enrollment and Retention Status: 2018-19			District Target	School
Enrollment	economically disadvantaged		68.5	60.6
	English language learners		20.3	10.0
	students with disabilities		18.3	14.1
Retention	economically disadvantaged		94.3	82.2
	English language learners		94.6	80.6
	students with disabilities		95.2	85.7

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Success Academy Charter School - Cobble Hill

	2016-17 Grades Served K-5				2017-18 Grades Served K-6				2018-19 Grades Served K-4								
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET					
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	89.2 (74)	89.2 (65)		3	98.4 (63)	98.3 (58)		3	100.0(72)	100.0(58)						
	4	92.2 (90)	94.2 (86)		4	97.1 (69)	96.8 (62)		4	96.6(59)	96.6(58)						
	5	96.1 (51)	95.9 (49)		5	86.0 (57)	87.9 (33)		5	(0)	(0)						
	6	(0)	(0)		6	100.0 (21)	100.0 (20)		6	(0)	(0)						
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)						
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)						
	All	92.1 (215)	93.0 (200)	YES	All	94.8 (210)	96.0 (173)	YES	All	98.5(131)	98.3(116)	YES					
	Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP						
	3-5	192	111	YES	3-6	220	101	YES	3-4	221	105	YES					
2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.	Comparison: Brooklyn CSD 15				Comparison: Brooklyn CSD 15				Comparison: Brooklyn CSD 15								
	Grades	School	District		Grades	School	District		Grades	School	District						
	3-5	93.0	53.4	YES	3-6	96.0	57.2	YES	3-4	98.3	61.1	YES					
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES		
	3	61.4	89.2	41.6	2.89	3	33.8	98.4	62.0	2.44	3	57.9	623	600.0	3.26		
	4	58.8	92.2	40.2	3.32	4	49.3	97.1	51.3	2.76	4	45.2	619	601.3	2.61		
	5	56.9	96.2	35.5	4.13	5	48.5	86.0	40.6	2.90	5						
	6					6	50.0	100.0	53.0	3.04	6						
	7					7					7						
8					8					8							
All	59.2	92.1	39.5	3.36	YES	All	44.5	94.8	51.8	2.73	YES	All	52.2	621.2	600.6	2.97	YES
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn CSD 15				Comparison: Brooklyn CSD 15				Comparison: Brooklyn CSD 15								
	Grades	School	State		Grades	School	State		Grades	School	State						
	4	47.8			4	60.7			4	48.8							
	5	59.3			5	51.9			5	0.0							
	6	0.0			6	40.4			6	0.0							
	7	0.0			7	0.0			7	0.0							
	8	0.0			8	0.0			8	0.0							
	All	52.0	50	YES	All	54.3	50	YES	All	48.8	50	NO					
	4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Comparison: Brooklyn CSD 15				Comparison: Brooklyn CSD 15				Comparison: Brooklyn CSD 15							
Grades		School	State		Grades	School	State		Grades	School	State						
4		47.8			4	60.7			4	48.8							
5		59.3			5	51.9			5	0.0							
6		0.0			6	40.4			6	0.0							
7		0.0			7	0.0			7	0.0							
8		0.0			8	0.0			8	0.0							
All		52.0	50	YES	All	54.3	50	YES	All	48.8	50	NO					
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.		Comparison: Brooklyn CSD 15				Comparison: Brooklyn CSD 15				Comparison: Brooklyn CSD 15							
	Grades	School	State		Grades	School	State		Grades	School	State						
	4	47.8			4	60.7			4	48.8							
	5	59.3			5	51.9			5	0.0							
	6	0.0			6	40.4			6	0.0							
	7	0.0			7	0.0			7	0.0							
	8	0.0			8	0.0			8	0.0							
	All	52.0	50	YES	All	54.3	50	YES	All	48.8	50	NO					

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Success Academy Charter School - Cobble Hill

		2016-17 Grades Served K-5				2017-18 Grades Served K-6				2018-19 Grades Served K-4									
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET				
3	100.0 (73)	100.0 (64)		3	100.0 (63)	100.0 (58)		3	100.0 (71)	100.0 (58)		3	100.0 (71)	100.0 (58)					
4	93.4 (91)	93.1 (87)		4	100.0 (69)	100.0 (62)		4	100.0 (59)	100.0 (58)		4	100.0 (59)	100.0 (58)					
5	100.0 (51)	100.0 (49)		5	94.7 (57)	97.0 (33)		5	(0)	(0)		5	(0)	(0)					
6	(0)	(0)		6	100.0 (21)	100.0 (20)		6	(0)	(0)		6	(0)	(0)					
7	(0)	(0)		7	(0)	(0)		7	(0)	(0)		7	(0)	(0)					
8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)					
All	97.2 (215)	97.0 (200)	YES	All	98.6 (210)	99.4 (173)	YES	All	100.0 (130)	100.0 (116)	YES	All	100.0 (130)	100.0 (116)	YES				
Grades	PI	MIP	Grades	PI	MIP	Grades	PI	MIP	Grades	PI	MIP	Grades	PI	MIP	Grades				
3-5	197	109	YES	3-6	244	103	YES	3-4	245	107	YES	3-4	245	107	YES				
Absolute Measure																			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.																			
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.																			
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.																			
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.																			
Comparative Measure																			
Comparison: Brooklyn CSD 15				Comparison: Brooklyn CSD 15				Comparison: Brooklyn CSD 15				Comparison: Brooklyn CSD 15							
Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District	Grades				
3-5	97.0	57.6	YES	3-6	99.4	58.8	YES	3-4	100.0	63.0	YES	3-4	100.0	63.0	YES				
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
3	61.4	100.0	47.1	2.96	3	33.8	100.0	65.3	2.30	3	57.9	626	600.4	3.45	3	57.9	626	600.4	3.45
4	58.8	93.4	42.2	3.11	4	49.3	100.0	53.0	2.69	4	45.2	629	603.3	3.51	4	45.2	629	603.3	3.51
5	56.9	100.0	43.2	3.35	5	48.5	94.7	49.1	2.91	5					5				
6					6	50.0	100.0	49.7	3.1	6					6				
7					7					7					7				
8					8					8					8				
All	59.2	97.2	44.1	3.12	All	44.5	98.6	55.3	2.67	All	52.1	627.4	601.7	3.48	All	52.1	627.4	601.7	3.48
Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	State
4	52.6		4	65.8		4	43.1		4	43.1		4	43.1		4	43.1		4	43.1
5	50.9		5	54.0		5	0.0		5	0.0		5	0.0		5	0.0		5	0.0
6	0.0		6	69.3		6	0.0		6	0.0		6	0.0		6	0.0		6	0.0
7	0.0		7	0.0		7	0.0		7	0.0		7	0.0		7	0.0		7	0.0
8	0.0		8	0.0		8	0.0		8	0.0		8	0.0		8	0.0		8	0.0
All	52.0	50	YES	61.7	50	YES	61.7	50	YES	61.7	50	YES	61.7	50	YES	61.7	50	YES	61.7
Growth Measure																			
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.																			

PERFORMANCE SUMMARIES

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - COBBLE HILL

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

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

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

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

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

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2012-13

	MERGED 2014-15	MERGED 2015-16	MERGED 2016-17	MERGED 2017-18	MERGED 2018-19
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	4,450,315	5,657,407	6,344,989	6,606,353	5,005,777
Students with Disabilities	276,165	355,455	408,321	502,138	598,943
Grants and Contracts					
State and local	-	89,707	-	-	180,000
Federal - Title and IDEA	96,947	137,987	181,498	346,249	164,496
Federal - Other	256,752	147,321	436,338	22,582	33,333
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	61,605	-
Food Service/Child Nutrition Program	-	-	134,850	98,307	115,641
Total Operating Revenue	5,080,179	6,387,877	7,505,997	7,637,234	6,098,190
Expenses					
Regular Education	4,527,579	5,825,394	6,653,854	5,737,785	3,607,258
SPED	617,397	794,372	907,344	2,122,195	1,473,387
Other	-	-	-	-	-
Total Program Services	5,144,976	6,619,766	7,561,198	7,859,980	5,080,645
Management and General	422,773	535,255	635,514	723,098	480,978
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	5,567,749	7,155,021	8,196,712	8,583,078	5,561,623
Surplus / (Deficit) From School Operations	(487,570)	(767,144)	(690,715)	(945,843)	536,567
Support and Other Revenue					
Contributions	17,693	33,483	191,962	13,652	-
Fundraising	-	-	-	-	-
Miscellaneous Income	254	12,037	19,649	22,324	21,058
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	17,947	45,520	211,611	35,976	21,058
Total Unrestricted Revenue	5,098,126	6,433,397	7,717,608	7,673,210	6,119,248
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	5,098,126	6,433,397	7,717,608	7,673,210	6,119,248
Change in Net Assets	(469,623)	(721,624)	(479,104)	(909,867)	557,625
Net Assets - Beginning of Year - GRAPH 2	(226,679)	(696,303)	(1,417,926)	(1,897,030)	(2,628,339)
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	(696,302)	(1,417,927)	(1,897,030)	(2,806,898)	(2,070,714)

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - COBBLE HILL

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

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	169,401	698,391	801,098	887,517	709,090
Instructional Personnel	2,559,744	2,984,036	2,985,910	2,825,944	2,071,654
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,729,144	3,682,427	3,787,007	3,713,461	2,780,744
Fringe Benefits & Payroll Taxes	542,451	727,215	689,774	710,627	559,527
Retirement	63,072	93,674	88,315	85,142	67,510
Management Company Fees	667,547	835,950	922,841	924,886	726,241
Building and Land Rent / Lease	-	-	-	715,947	-
Staff Development	63,948	94,922	141,552	130,773	60,466
Professional Fees, Consultant & Purchased Services	42,051	46,273	41,759	17,788	919
Marketing / Recruitment	100,999	130,631	173,859	116,395	64,003
Student Supplies, Materials & Services	361,686	348,451	508,431	544,340	261,993
Depreciation	497,283	514,036	540,615	404,599	286,233
Other	499,568	681,442	1,302,558	1,219,118	753,987
Total Expenses	5,567,750	7,155,021	8,196,711	8,583,078	5,561,623

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	401	574	689	558	629
Final Chartered Enrollment (includes any revisions)	380	510	675	686	416
Actual Enrollment - GRAPH 4	316	408	423	410	304
Chartered Grades	K-3	K-4	K-5	K-6	K-7
Final Chartered Grades (includes any revisions)	-	-	-	-	K-4

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	13,877	13,877	14,027	14,527	15,307
	2.5%	0.0%	1.1%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	16,077	15,657	17,745	18,627	20,060
Other Revenue and Support	57	112	500	88	69
TOTAL - GRAPH 3	16,133	15,768	18,245	18,715	20,129

Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	16,282	16,225	17,875	19,171	16,713
Management and General, Fundraising	1,338	1,312	1,502	1,764	1,582
TOTAL - GRAPH 3	17,619	17,537	19,378	20,934	18,295
% of Program Services	92.4%	92.5%	92.2%	91.6%	91.4%
% of Management and Other	7.6%	7.5%	7.8%	8.4%	8.6%
% of Revenue Exceeding Expenses - GRAPH 5	-8.4%	-10.1%	-5.8%	-10.6%	10.0%

Student to Faculty Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Student to Faculty Ratio	7.3	8.7	10.3	10.3	9.2

Faculty to Admin Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Faculty to Admin Ratio	17.2	4.3	3.7	4.0	3.7

Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
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

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Quick (Acid Test) Ratio	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Debt to Asset Ratio	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

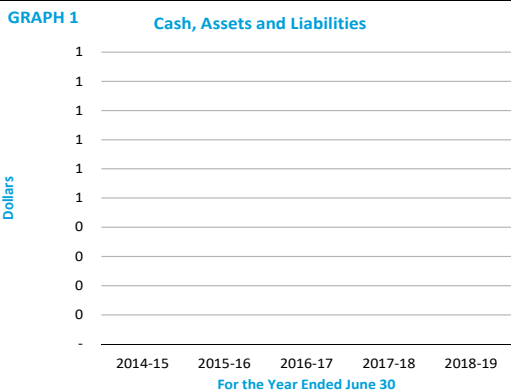
Score	2014-15	2015-16	2016-17	2017-18	2018-19
Months of Cash	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

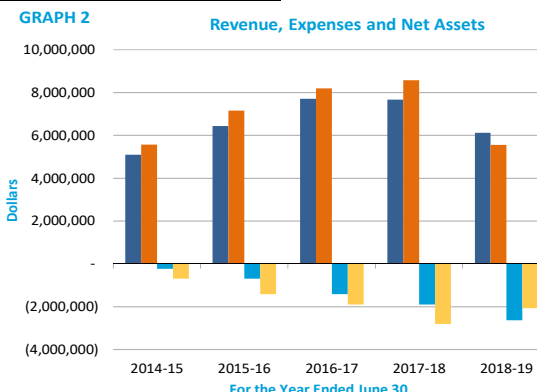
FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - COBBLE HILL

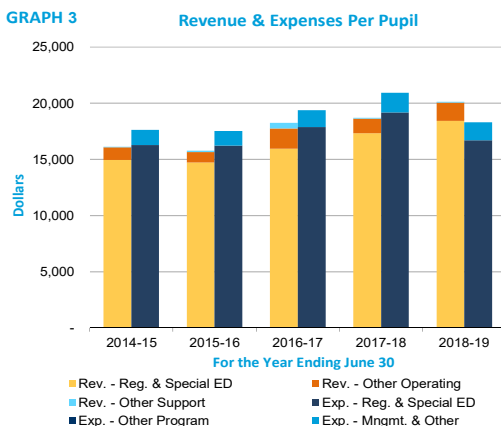
NOTE: Effective 2014-15 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



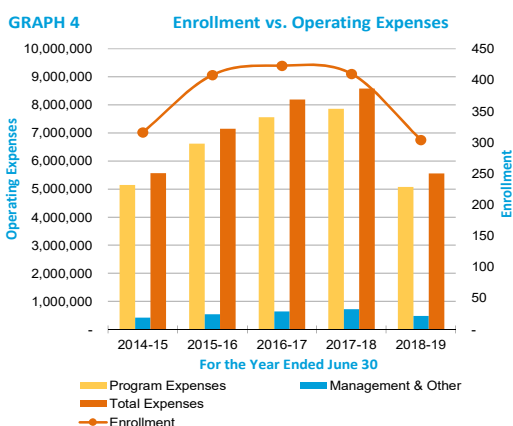
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

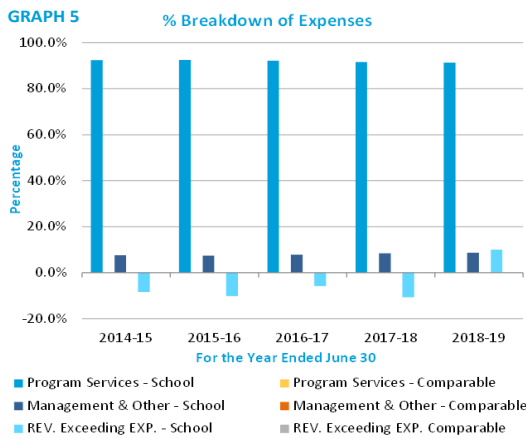
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

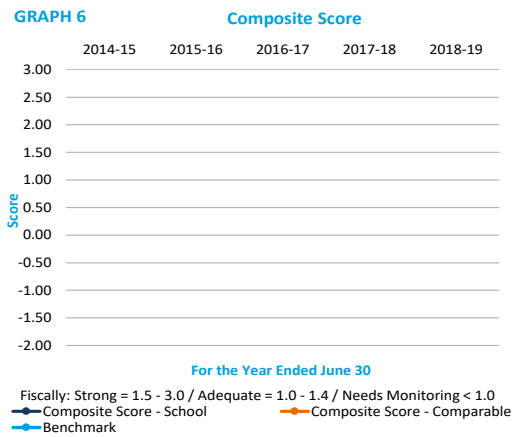
SUCCESS ACADEMY CHARTER SCHOOL - COBBLE HILL

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

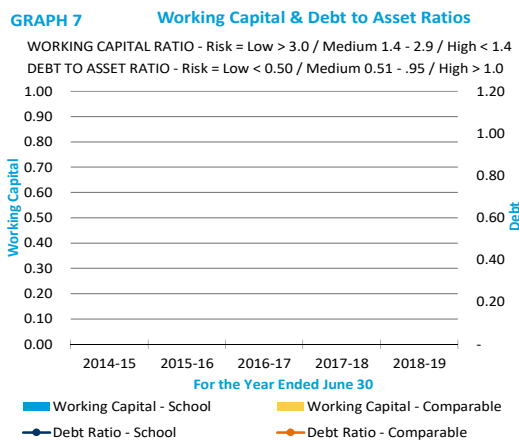
Comparable School, Region or Network: -



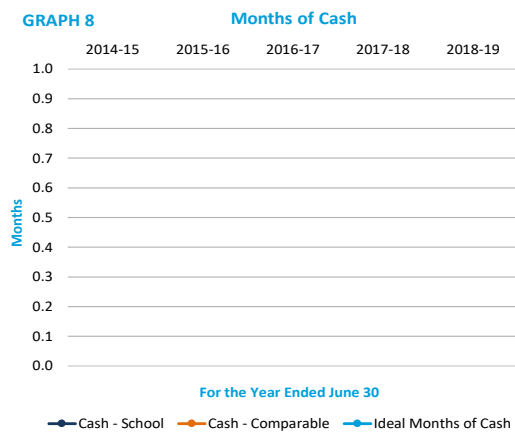
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FUTURE PLANS



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

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

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

Plans for the Educational Program. Success Cobble Hill plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

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

SUCCESS COBBLE HILL		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	416	340
Grade Span	K–4	K–4
Teaching Staff	36	36
Days of Instruction	180	180

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Success Cobble Hill plans to continue instruction for the elementary grades in its current NYCDOE co-located facility throughout the next charter term.

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

**Success Academy
Charter School – Far Rockaway**

So

SCHOOL OVERVIEW

PAGES: 97-111

SO
SCHOOL
OVERVIEW

PS
PERFORMANCE
SUMMARIES

FD
FISCAL DASHBOARD

FP
FUTURE PLANS

SUCCESS ACADEMY CHARTER SCHOOL – FAR ROCKAWAY

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

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

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Success Far Rockaway in October 2014. The school opened its doors in the fall of 2016 initially serving 190 students in Kindergarten and 1st grade. The school is authorized to serve 510 students in Kindergarten – 4th grade during the 2019-20 school year. If renewed, the school will serve students in Kindergarten – 4th grade with a projected total enrollment of 523 students.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. Success Far Rockaway is co-located in a NYCDOE district school building at 10-45 Nameoke Street, Queens, NY in CSD 27. The building also houses M.S. 053 Brian Piccolo middle school, a district school serving 6th – 9th grade, and Village Academy middle school, a district school serving 6th – 8th grade.

NOTEWORTHY - SUCCESS FAR ROCKAWAY

Success Far Rockaway is a part of the New York City Department of Education's District Charter Collaborative with its two co-located schools. The principals of all three schools meet regularly to discuss literacy practices, and Success Far Rockaway shares its resources as well as professional development opportunities with the participating NYCDOE schools.

ACADEMIC PROGRAM

In 2019-20, with a new principal in place, staff members report a stronger support system in place for academics and behavior management. As the school is the lowest performing in the education corporation, network leaders prioritize support for the school by conducting walkthroughs and providing direct support to the new principal, who has experience at other high performing schools within SACS – NYC.

To closely monitor student achievement, teachers meet regularly and often with leaders to review student work and data. Teachers share exit tickets with leaders on a weekly basis and then meet with leaders to discuss next steps for reteaching or targeting specific students to provide additional support. Based on this intensive support to improve the culture and teaching at the school, Success Far Rockaway has seen improved results on assessments as compared to results in previous school years on internal assessments at the start of the school year.

LEGAL REQUIREMENTS

With the minor exception noted below, Success Far Rockaway substantially complies with applicable laws, rules and regulations, and provisions of the charter.

Enrollment. The school was slightly below 80% of its chartered enrollment during its first year of operation. Originally chartered to serve 675 students in Kindergarten – 5th grade, the NYCDOE provided space only accommodating between 500 – 600 students in Kindergarten – 4th grade. Accordingly, the school only admitted 150 students in its first year rather than the chartered 190 students due to the space limitations. Thereafter, enrollment was not an issue.

FINANCIAL CONDITION

Success Far Rockaway's projected five year budget reflects anticipated stable revenues and expenses associated with the planned enrollment. The school continues to serve Kindergarten – 4th grade. The school is confident that it will have the opportunity to remain in its current spaces for the full course of the next charter term.

Success Far Rockaway opened in 2016-17 and has reported operating surpluses, which add to the other accumulated operating surpluses of the merged education corporation to assist with offsetting operating deficits of other growing schools. Net assets were \$2,480,747 as of June 30, 2019.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

K-4 SCHOOL LEADERS

Jose Rosario, Principal (2018-19 to Present)

Ty Redmond, Principal (2016-17 to 2018-19)

SCHOOL CHARACTERISTICS - SUCCESS FAR ROCKAWAY

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2016-17	190	145	76%	K-2	K-1
2017-18	250	240	96%	K-3	K-2
2018-19	380	377	99%	K-4	K-3
2019-20	510	512	100%	K-5	K-4

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
19%	95%	97%	94%	96%

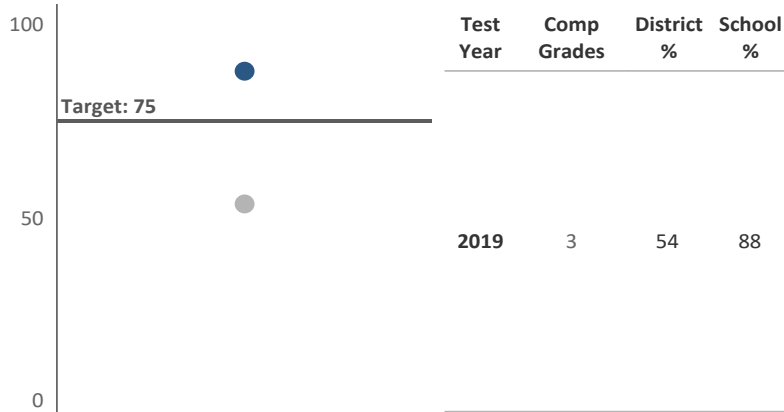
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

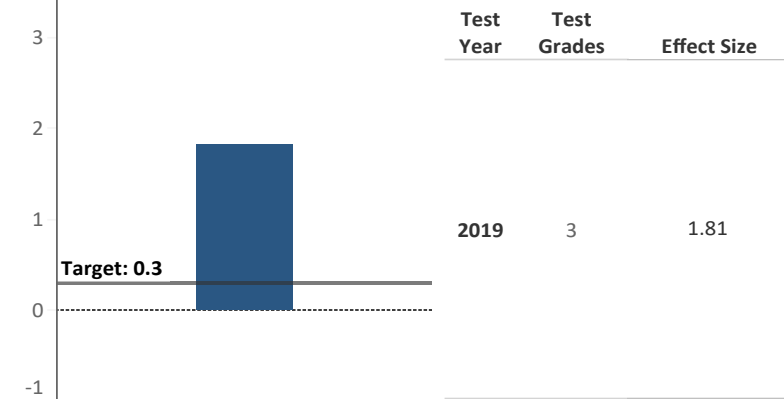
SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

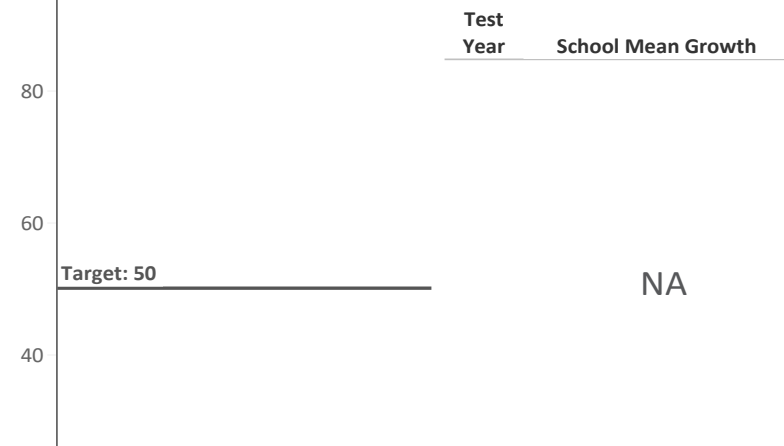
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



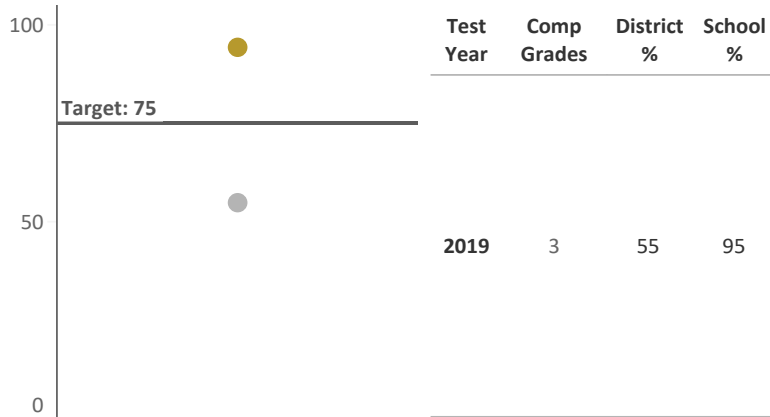
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

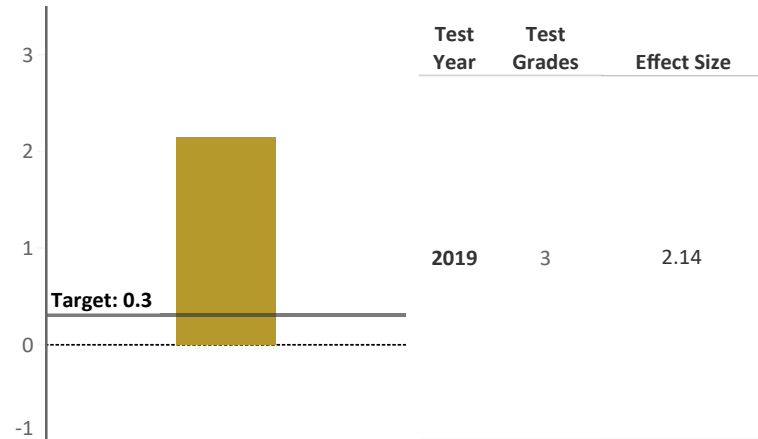
SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY

MATHEMATICS ACCOUNTABILITY PLAN GOAL

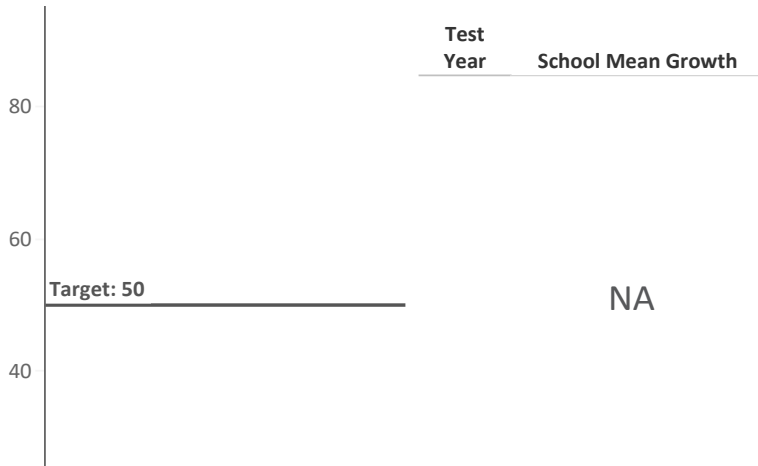
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



SCHOOL OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative

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

NA

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	35	58	82
Tested on State Exam	0	0	12
School Percent Proficient on ELA Exam	NA	NA	75.0
District Percent Proficient			20.7
	2017	2018	2019
ELL Enrollment	2	1	6
Tested on NYSESLAT Exam	1	0	6
School Percent 'Commanding' or Making Progress on NYSESLAT	s	NA	0.0

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

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

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







In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Success Far Rockaway's renewal application on November 21, 2019 at the school. Two people were present and no one spoke in favor or opposition to the renewal application.

ENROLLMENT AND RETENTION

Success Academy Charter School - Far Rockaway's Enrollment and Retention Status: 2018-19			District Target	School
Enrollment	economically disadvantaged		84.4	87.5
	English language learners		9.5	1.7
	students with disabilities		16.2	19.9
Retention	economically disadvantaged		94.7	88.4
	English language learners		93.5	100.0
	students with disabilities		94.3	95.6

SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Success Academy Charter School - Far Rockaway

	2016-17 Grades Served K-1				2017-18 Grades Served K-2				2018-19 Grades Served K-3						
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	0	0		3	0	0		3	84.1(82)	88.0(75)				
	4	0	0		4	0	0		4	0	0				
	5	0	0		5	0	0		5	0	0				
	6	0	0		6	0	0		6	0	0				
	7	0	0		7	0	0		7	0	0				
	8	0	0		8	0	0		8	0	0				
	All	0	0	NA	All	0	0	NA	All	84.1(82)	88.0(75)	YES			
2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.	Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP				
				NA				NA	3	188	105	YES			
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison:		Comparison:		Comparison:		Comparison: Queens CSD 27		Grades	% ED	Actual	Predicted	ES		
	Grades	School	District	NA	Grades	School	District	NA	Grades	School	District				
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3				3						3	86.6	611	595.2	1.81
	4				4						4				
	5				5						5				
	6				6						6				
	7				7						7				
	8				8						8				
	All				All				NA	NA	All	86.6	611.0	595.2	1.81
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grades	School	State		Grades	School	State		Grades	School	State				
	4				4				4						
	5				5				5						
	6				6				6						
	7				7				7						
	8				8				8						
	All			50	All			NA	All			NA			
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State				
	4				4				4						
	5				5				5						
	6				6				6						
	7				7				7						
	8				8				8						
	All				All			NA	All			NA			

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Success Academy Charter School - Far Rockaway

	2016-17 Grades Served K-1				2017-18 Grades Served K-2				2018-19 Grades Served K-3						
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	0	0		3	0	0		3	93.9(82)	94.7(75)				
	4	0	0		4	0	0		4	0	0				
	5	0	0		5	0	0		5	0	0				
	6	0	0		6	0	0		6	0	0				
	7	0	0		7	0	0		7	0	0				
	8	0	0		8	0	0		8	0	0				
	All	0	0		All	0	0		All	93.9(82)	94.7(75)	YES			
	Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP				
Absolute Measure															
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.	Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP				
	NA	NA	NA		NA	NA	NA		NA	222	107	YES			
Comparative Measure															
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison:				Comparison:				Comparison: Queens CSD 27						
	Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES			
	3			NA	3			NA	3	94.7	55.1	YES			
	4				4				4						
	5				5				5						
	6				6				6						
	7				7				7						
	8				8				8						
Comparative Measure															
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3					3					3	86.6	616	595.1	2.14
	4					4					4				
	5					5					5				
	6					6					6				
	7					7					7				
	8					8					8				
	All				NA	All				NA	All	86.6	616.0	595.1	2.14
Growth Measure															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State				
	4				4				4						
	5				5				5						
	6				6				6						
	7				7				7						
	8				8				8						
	All		50		All				All						
	Growth Measure														

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

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

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

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

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2016-17

	MERGED		MERGED		MERGED
	2014-15	2015-16	2016-17	2017-18	2018-19
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	2,203,012	3,589,825	6,149,288
Students with Disabilities	-	-	240,233	458,881	866,790
Grants and Contracts					
State and local	-	-	202,541	-	-
Federal - Title and IDEA	-	-	73,030	125,182	208,036
Federal - Other	-	-	539,734	22,251	33,333
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	3,258,550	4,196,138	7,257,447
Expenses					
Regular Education	-	-	2,419,331	2,765,412	3,550,574
SPED	-	-	329,909	1,022,824	1,450,235
Other	-	-	-	-	-
Total Program Services	-	-	2,749,239	3,788,236	5,000,809
Management and General	-	-	228,231	363,695	497,154
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	2,977,471	4,151,931	5,497,963
Surplus / (Deficit) From School Operations	-	-	281,079	44,208	1,759,485
Support and Other Revenue					
Contributions	-	-	12,241	7,991	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	3,807	10,081	12,307
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	16,048	18,072	12,307
Total Unrestricted Revenue	-	-	3,274,598	4,214,210	7,269,754
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	3,274,598	4,214,210	7,269,754
Change in Net Assets	-	-	297,127	62,280	1,771,792
Net Assets - Beginning of Year - GRAPH 2	-	-	285,291	582,417	708,955
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	582,418	644,697	2,480,747

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service	-	-	266,593	428,521	610,209
Administrative Staff Personnel	-	-	999,162	1,364,454	1,782,766
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,265,755	1,792,975	2,392,975
Fringe Benefits & Payroll Taxes	-	-	220,512	363,291	479,261
Retirement	-	-	31,748	49,338	59,532
Management Company Fees	-	-	320,561	524,039	906,136
Building and Land Rent / Lease	-	-	-	7,425	-
Staff Development	-	-	43,504	67,994	109,279
Professional Fees, Consultant & Purchased Services	-	-	15,694	10,837	919
Marketing / Recruitment	-	-	142,220	91,578	48,320
Student Supplies, Materials & Services	-	-	235,962	259,738	369,057
Depreciation	-	-	331,733	479,080	559,894
Other	-	-	369,785	505,636	572,588
Total Expenses	-	-	2,977,473	4,151,931	5,497,963

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	190	250	380	510
Final Chartered Enrollment (includes any revisions)	-	-	190	250	380
Actual Enrollment - GRAPH 4	-	-	145	240	377
Chartered Grades	-	K-1	K-2	K-3	K-4
Final Chartered Grades (includes any revisions)	-	Planning Year	K-1	K-2	K-3

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	-	-	14,027	14,527	15,307
	0.0%	0.0%	100.0%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	-	-	22,473	17,484	19,251
Other Revenue and Support	-	-	111	75	33
TOTAL - GRAPH 3	-	-	22,583	17,559	19,283
Expenses	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	-	-	18,960	15,784	13,265
Management and General, Fundraising	-	-	1,574	1,515	1,319
TOTAL - GRAPH 3	-	-	20,534	17,300	14,583
% of Program Services	0.0%	0.0%	92.3%	91.2%	91.0%
% of Management and Other	0.0%	0.0%	7.7%	8.8%	9.0%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	10.0%	1.5%	32.2%

Student to Faculty Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
-	-	10.4	13.3	11.7

Faculty to Admin Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
-	-	3.5	3.6	4.0

Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
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

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

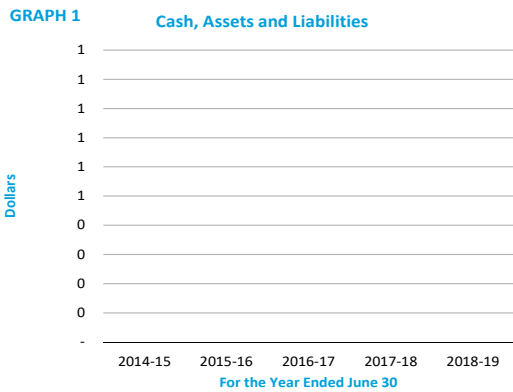
Score	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

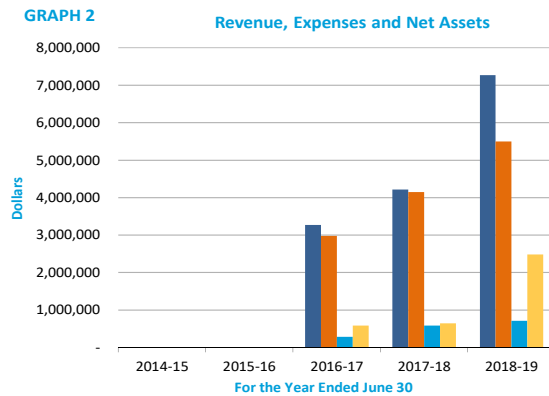
SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



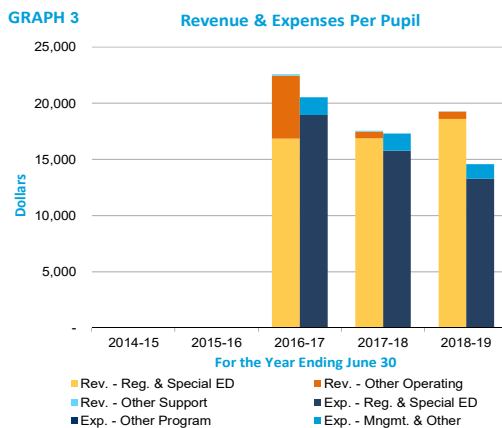
■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

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



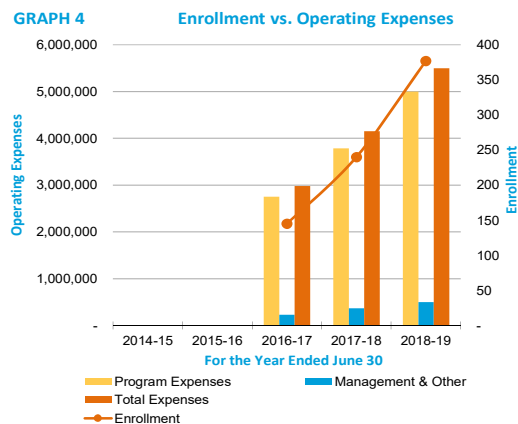
■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

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



■ Rev. - Reg. & Special ED ■ Rev. - Other Operating
■ Rev. - Other Support ■ Exp. - Reg. & Special ED
■ Exp. - Other Program ■ Exp. - Mngmt. & Other

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



■ Program Expenses ■ Management & Other
■ Total Expenses — Enrollment

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

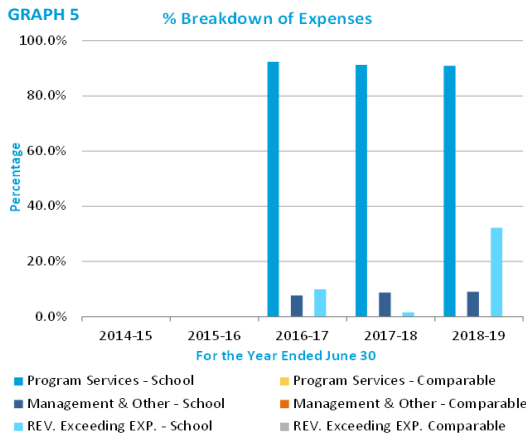
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

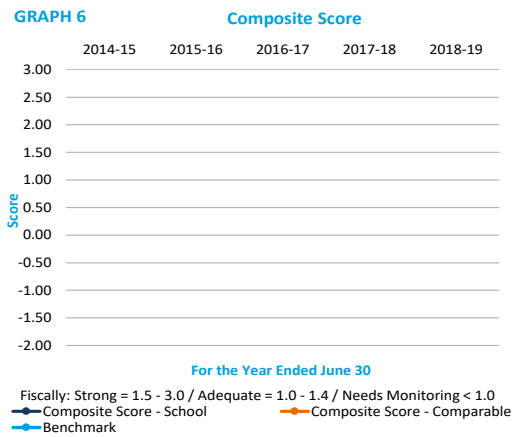
SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

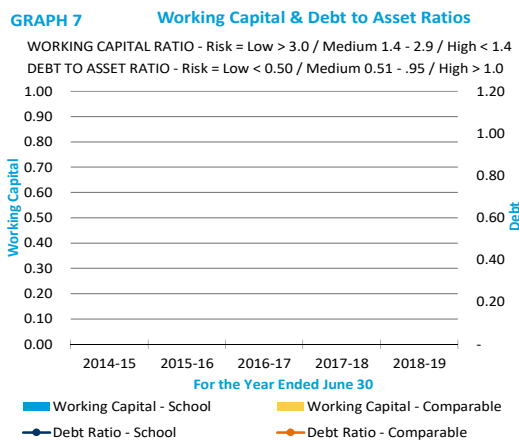
Comparable School, Region or Network: -



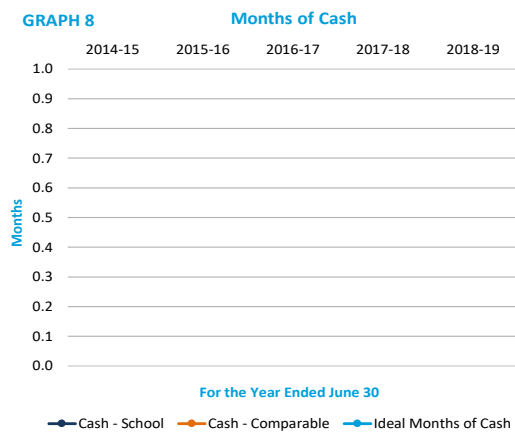
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FUTURE PLANS



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

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

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

Plans for the Educational Program. Success Far Rockaway plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

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

SUCCESS FAR ROCKAWAY		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	510	523
Grade Span	K-4	K-4
Teaching Staff	45	45
Days of Instruction	180	180

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Success Far Rockaway plans to continue instruction for elementary grades in its current NYCDOE co-located facility throughout the next charter term.

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

Success Academy Charter School – Flatbush

So

SCHOOL OVERVIEW

PAGES: 113-127

SO

SCHOOL
OVERVIEW

PS

PERFORMANCE
SUMMARIES

FD

FISCAL DASHBOARD

FP

FUTURE PLANS

SUCCESS ACADEMY CHARTER SCHOOL – FLATBUSH

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

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

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Success Flatbush in October 2014. The school opened its doors in the fall of 2016 initially serving 190 students in Kindergarten and 1st grade. The school is authorized to serve 510 students in Kindergarten – 4th grade during the 2019-20 school year. If renewed, the school will continue to serve students in Kindergarten – 4th grade with a projected total enrollment of 454 students.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. Success Flatbush is located in a NYCDOE district school building at 15 Snyder Avenue, Brooklyn, NY, in CSD 17.

NOTEWORTHY - SUCCESS FLATBUSH

In 2018-19, 100% of the school's first 3rd grade cohort scored at or above proficiency on the state's ELA and mathematics exams.

ACADEMIC PROGRAM

Leaders work strategically to support each and every teacher at Success Flatbush. Leaders split the caseload of teacher support across the leadership team to ensure that each leader has time to provide intensive coaching with a constant focus on improving results for students. Teachers meet with leaders on a regular basis to discuss observation feedback and analyze formative assessment results.

On a weekly basis, teachers submit a set of exit tickets to leaders and regularly meet to discuss results to help adjust instruction. Through this process, leaders ensure that teachers are building skills that enable them to regularly review student work and make instructional decisions based on student work products. When leaders sit with teachers, they review a set of student work to determine high, medium, and low level work and then analyze students who did not master the assignment. Teachers then analyze the specific misconceptions and errors in the student work to create a targeted follow up plan to ensure students gain mastery of the concept.

LEGAL REQUIREMENTS

With the exceptions noted below, Success Flatbush substantially complies with applicable laws, rules and regulations, and provisions of the charter.

Enrollment. The school was slightly under 80% of its chartered enrollment during its first two years of the current charter term. In the first year of the charter term, the space provided to the school by the NYCDOE only accommodated 150 of the 190 chartered enrollment. With normal growth based on a K – 4 rather than K –5 enrollment, the school came within charter enrollment limits by the third year as it grew the program within the facility. If renewed, the enrollment and grade span will remain unchanged.

FINANCIAL CONDITION

Success Flatbush’s projected five year budget reflects anticipated stable revenues and expenses associated with the planned enrollment. The school continues to serve Kindergarten – 4th grade. The school is confident that it will have the opportunity to remain in its current space for the full course of the next charter term.

Success Flatbush opened in 2016-17 and has reported two years of operating surpluses and one year of deficit, which was offset against the surpluses. All school deficits were offset against accumulated surpluses of the merged education corporation. As of June 30, 2019, the school had net assets of \$99,093.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

K-4 SCHOOL LEADERS

Wintanna Abai, Principal (2016-17 to Present)

SCHOOL CHARACTERISTICS - SUCCESS FLATBUSH

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2016-17	190	140	74%	K-1	K-1
2017-18	250	181	72%	K-2	K-2
2018-19	380	322	85%	K-3	K-3
2019-20	510	475	93%	K-4	K-4

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
12%	97%	96%	97%	99%

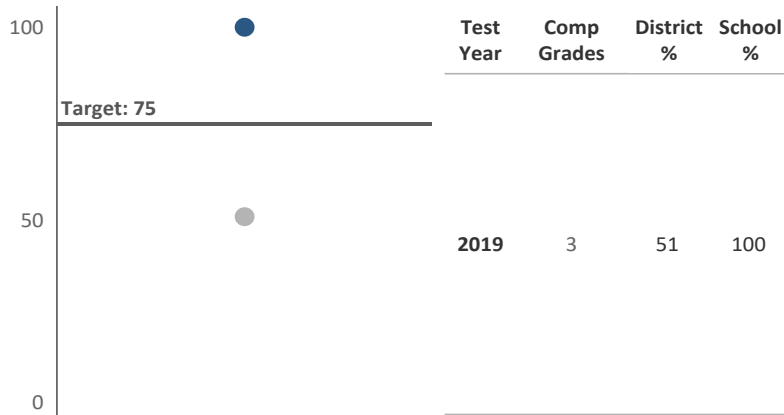
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

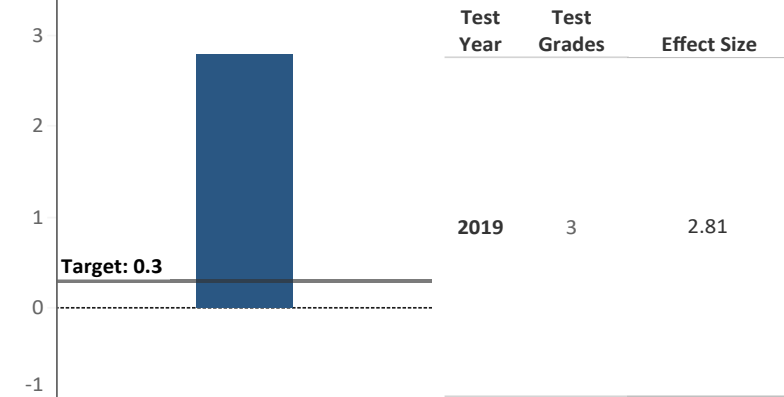
SUCCESS ACADEMY CHARTER SCHOOL - FLATBUSH

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

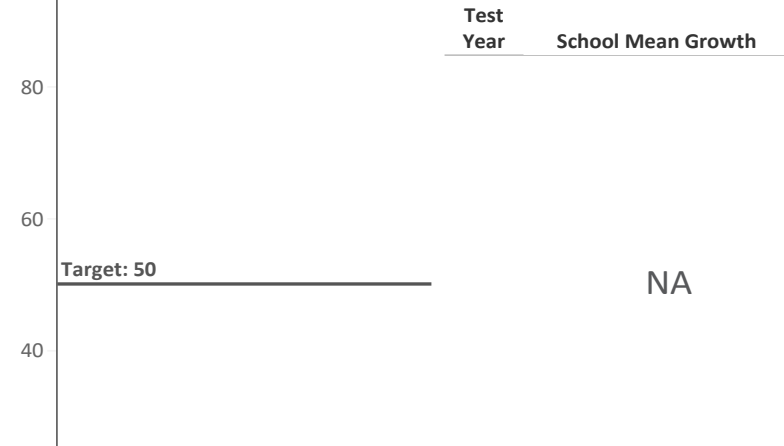
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



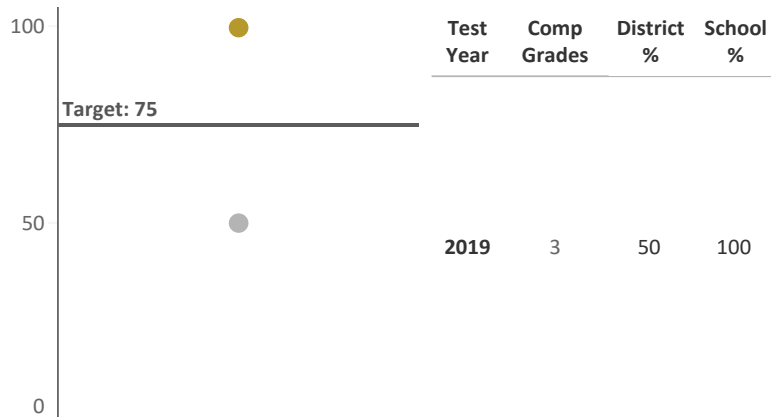
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

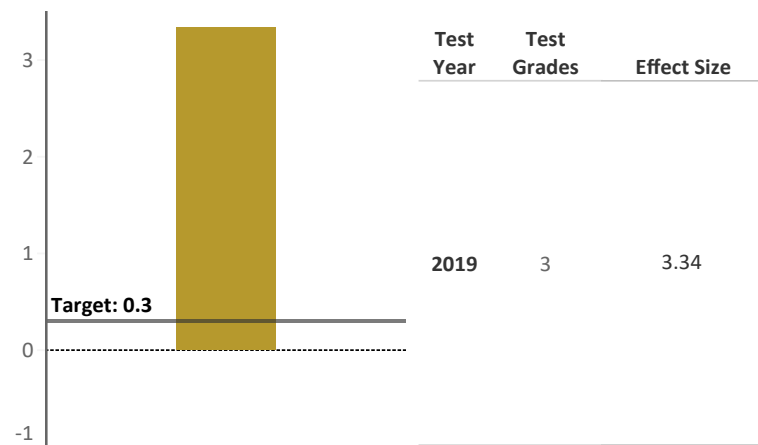
SUCCESS ACADEMY CHARTER SCHOOL - FLATBUSH

MATHEMATICS ACCOUNTABILITY PLAN GOAL

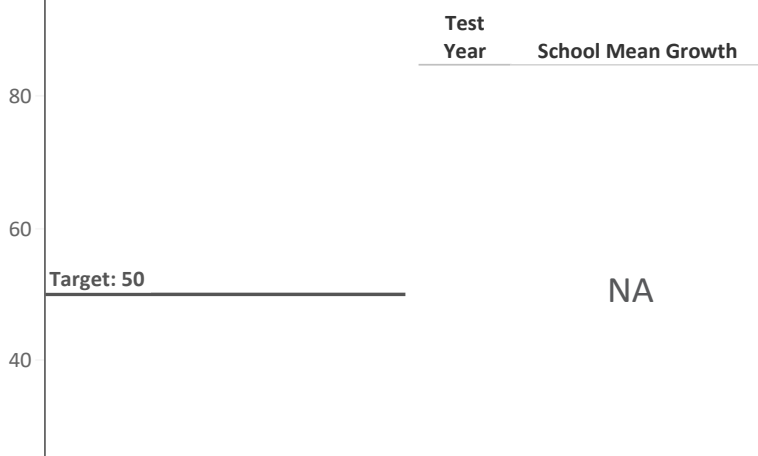
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



SCHOOL OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOL - FLATBUSH

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative

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

NA

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	21	29	34
Tested on State Exam	0	0	2
School Percent Proficient on ELA Exam	NA	NA	s
District Percent Proficient			
	2017	2018	2019
ELL Enrollment	4	7	9
Tested on NYSESLAT Exam	2	7	8
School Percent 'Commanding' or Making Progress on NYSESLAT	s	14.3	50.0

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

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

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

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246







SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

NO COMMENTS RECEIVED

ENROLLMENT AND RETENTION

Success Academy Charter School - Flatbush's Enrollment and Retention Status: 2018-19

			District Target	School
Enrollment	economically disadvantaged		92.2	82.8
	English language learners		11.0	3.0
	students with disabilities		16.0	10.1
Retention	economically disadvantaged		91.4	76.2
	English language learners		91.7	50.0
	students with disabilities		91.2	85.0

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Success Academy Charter School - Flatbush

	2016-17				2017-18				2018-19							
	Grades Served K-1		Grades Served K-2		Grades Served K-2		Grades Served K-3		All		All		All			
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	0	0	0	3	0	0	0	3	100.0(47)	100.0(38)	MET				
	4	0	0	0	4	0	0	0	4	0	0					
	5	0	0	0	5	0	0	0	5	0	0					
	6	0	0	0	6	0	0	0	6	0	0					
	7	0	0	0	7	0	0	0	7	0	0					
	8	0	0	0	8	0	0	0	8	0	0					
	All	0	0	NA	All	0	0	NA	All	100.0(47)	100.0(38)	YES				
2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.	Grades	PI	MIP	NA	Grades	PI	MIP	NA	Grades	PI	MIP	YES				
													3	212	105	YES
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison:	School	District	NA	Comparison:	School	District	NA	Comparison: Brooklyn CSD 17	School	District	YES				
	Grades				Grades				Grades				3	100.0	51.4	YES
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	
	3					3					3	72.1	621	597.6	2.81	
	4					4					4					
	5					5					5					
	6					6					6					
	7					7					7					
	8					8					8					
	All					All					All					
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State	NA	Grades	School	State	NA	Grades	School	State	YES				
	4				4				4							
	5				5				5							
	6				6				6							
	7				7				7							
	8				8				8							
	All		50		All				All							

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Success Academy Charter School - Flatbush

	2016-17 Grades Served K-1				2017-18 Grades Served K-2				2018-19 Grades Served K-3						
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam. 2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.	3	0	0	NA	3	0	0	NA	3	100.0(47)	100.0(38)	MET			
	4	0	0	NA	4	0	0	NA	4	0	0				
	5	0	0	NA	5	0	0	NA	5	0	0				
	6	0	0	NA	6	0	0	NA	6	0	0				
	7	0	0	NA	7	0	0	NA	7	0	0				
	8	0	0	NA	8	0	0	NA	8	0	0				
	All	0	0	NA	All	0	0	NA	All	100.0(47)	100.0(38)	YES			
	Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP				
				NA				NA				NA	107		
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district. 4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Comparison:		Comparison:		Comparison:		Comparison:		Comparison: Brooklyn CSD 17						
	Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District			
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
	3					3					3	72.1	628	597.8	3.34
	4					4					4				
	5					5					5				
	6					6					6				
	7					7					7				
8					8					8					
All					All					All	72.1	628.0	597.8	3.34	
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State			
	4			4			4			4					
	5			5			5			5					
	6			6			6			6					
	7			7			7			7					
	8			8			8			8					
	All		50	NA	All		50	NA	NA	All	72.1	628.0	597.8	3.34	
				NA				NA	NA						NA

PERFORMANCE SUMMARIES

Pf
PERFORMANCE

Su
SUMMARIES

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - FLATBUSH

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

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

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

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

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	Opened 2016-17				
	2014-15	2015-16	MERGED 2016-17	MERGED 2017-18	MERGED 2018-19
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	2,189,003	2,992,023	5,236,074
Students with Disabilities	-	-	105,419	183,061	247,635
Grants and Contracts					
State and local	-	-	202,541	-	-
Federal - Title and IDEA	-	-	105,555	19,746	139,649
Federal - Other	-	-	650,680	22,251	33,333
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	76,830	139,582
Total Operating Revenue	-	-	3,253,198	3,293,912	5,796,272
Expenses					
Regular Education	-	-	2,354,096	2,751,854	3,602,431
SPED	-	-	321,013	1,017,809	1,471,416
Other	-	-	-	-	-
Total Program Services	-	-	2,675,109	3,769,663	5,073,847
Management and General	-	-	220,971	339,536	484,126
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	2,896,080	4,109,200	5,557,973
Surplus / (Deficit) From School Operations	-	-	357,117	(815,288)	238,300
Support and Other Revenue					
Contributions	-	-	11,819	6,027	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	8,216	9,147	16,888
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	20,035	15,173	16,888
Total Unrestricted Revenue	-	-	3,273,233	3,309,085	5,813,160
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	3,273,233	3,309,085	5,813,160
Change in Net Assets	-	-	377,152	(800,114)	255,187
Net Assets - Beginning of Year - GRAPH 2	-	-	217,595	594,749	(156,094)
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	594,747	(205,366)	99,093

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - FLATBUSH

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	-	-	245,030	407,248	634,020
Instructional Personnel	-	-	918,348	1,296,717	1,852,332
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,163,378	1,703,965	2,486,352
Fringe Benefits & Payroll Taxes	-	-	181,665	316,418	451,410
Retirement	-	-	26,588	37,701	60,132
Management Company Fees	-	-	318,404	436,704	763,953
Building and Land Rent / Lease	-	-	-	5,599	-
Staff Development	-	-	61,198	53,012	45,313
Professional Fees, Consultant & Purchased Services	-	-	14,960	8,871	919
Marketing / Recruitment	-	-	112,041	92,351	49,019
Student Supplies, Materials & Services	-	-	271,609	293,119	255,701
Depreciation	-	-	356,058	468,056	541,413
Other	-	-	390,177	693,406	903,760
Total Expenses	-	-	2,896,077	4,109,200	5,557,973

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	-	190	250	380
Final Chartered Enrollment (includes any revisions)	-	-	190	250	380
Actual Enrollment - GRAPH 4	-	-	140	181	322
Chartered Grades	-	Planning Year	K-1	K-2	K-3
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

	2014-15	2015-16	2016-17	2017-18	2018-19
Per Pupil Funding (Weighted Avg of All Districts)	-	-	14,027	14,527	15,307
Increase over prior year	0.0%	0.0%	100.0%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	-	-	23,237	18,198	18,001
Other Revenue and Support	-	-	143	84	52
TOTAL - GRAPH 3	-	-	23,380	18,282	18,053

Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	-	-	19,108	20,827	15,757
Management and General, Fundraising	-	-	1,578	1,876	1,503
TOTAL - GRAPH 3	-	-	20,686	22,703	17,261
% of Program Services	0.0%	0.0%	92.4%	91.7%	91.3%
% of Management and Other	0.0%	0.0%	7.6%	8.3%	8.7%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	13.0%	-19.5%	4.6%

Student to Faculty Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Student to Faculty Ratio	-	-	10.8	10.1	10.3

Faculty to Admin Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Faculty to Admin Ratio	-	-	4.3	3.6	3.0

Financial Responsibility Composite Scores - GRAPH 6

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

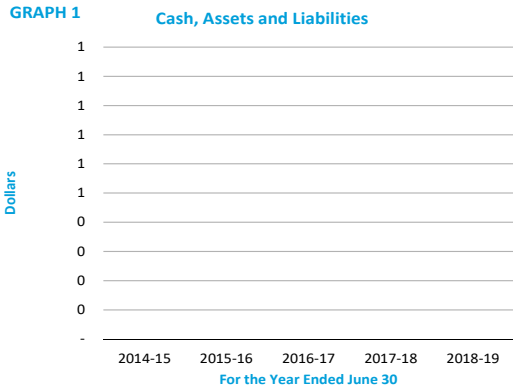
	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

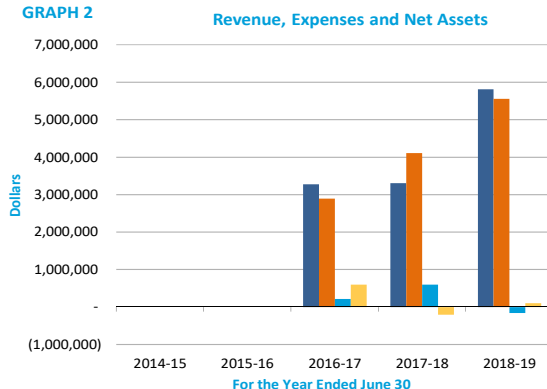
FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - FLATBUSH

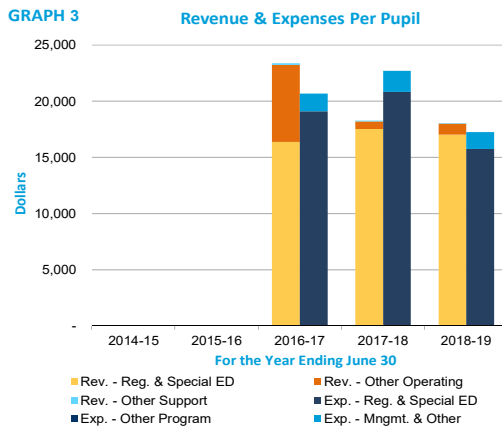
NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



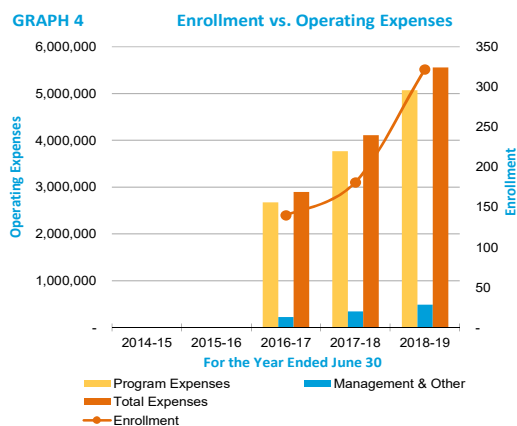
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

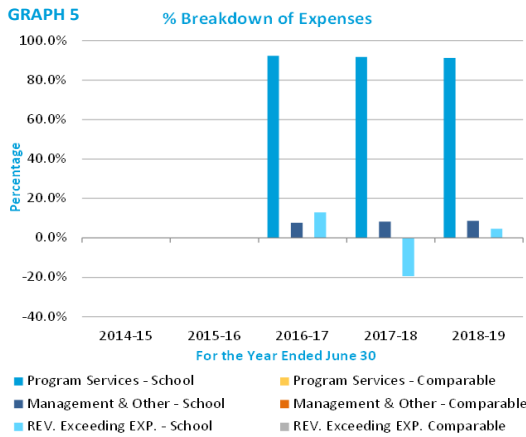
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

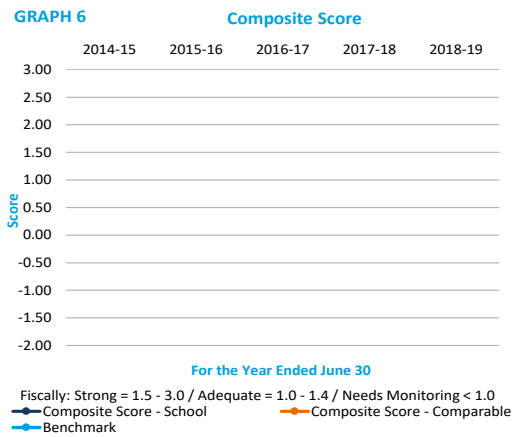
SUCCESS ACADEMY CHARTER SCHOOL - FLATBUSH

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

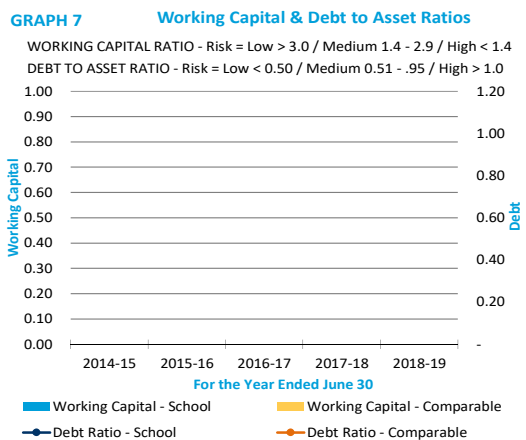
Comparable School, Region or Network: -



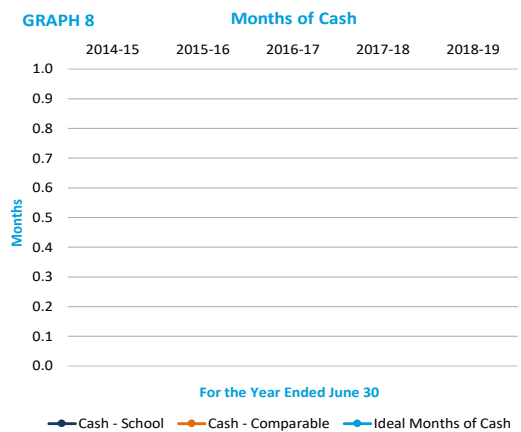
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FUTURE PLANS



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

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

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

Plans for the Educational Program. Success Flatbush plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

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

SUCCESS FLATBUSH		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	510	454
Grade Span	K-4	K-4
Teaching Staff	44	44
Days of Instruction	180	180

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Success Flatbush plans to continue instruction for the elementary grades in its current NYCDOE co-located facility throughout the next charter term.

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

Success Academy Charter School – South Jamaica

So

SCHOOL OVERVIEW

PAGES: 129-143

SO
SCHOOL
OVERVIEW

PS
PERFORMANCE
SUMMARIES

FD
FISCAL DASHBOARD

FP
FUTURE PLANS

SUCCESS ACADEMY CHARTER SCHOOL – SOUTH JAMAICA

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

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

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Success South Jamaica in October 2014. The school opened its doors in the fall of 2016 initially serving 190 students in Kindergarten and 1st grade. The school is authorized to serve 510 students in Kindergarten – 4th grade during the 2019-20 school year. If renewed, the school will grow to serve students in Kindergarten – 8th grade with a projected total enrollment of 871 students.

The current charter term expires on July 31, 2021. A subsequent charter term would enable the school to operate through July 31, 2026. Success South Jamaica is located in a NYCDOE district school building at 120-27 141st Street, Queens, NY, in CSD 27.

NOTEWORTHY - SUCCESS SOUTH JAMAICA

In 2018-19, 100% of the school's first 3rd grade cohort scored at or above proficiency on the state's mathematics exam. Notably, 79% of those students scored at Level 4, the highest possible level.

ACADEMIC PROGRAM

Teachers and leaders at Success South Jamaica work to build and maintain a strong, positive school culture infused with joy through each and every lesson. In each lesson observed, teachers take time to celebrate the success of students through chants, cheers, and other celebratory methods. Even with the simplest of transitions, teachers pose challenges to students to ensure students are fully engaged and work quickly to move from one activity to another with minimal disruptions.

With an emphasis on positive culture, students consistently practice habits of discussion with teachers reinforcing discussion norms so that students primarily lead discussions. Starting in Kindergarten, teachers begin teaching students strong speaking and listening skills and encourage students to question one another as well as how to ask for assistance from peers. During a second grade observation, the teacher artfully facilitated a discussion about goals and dreams in which students questioned one another and self managed a smooth discussion.

LEGAL REQUIREMENTS

With the exception noted below, Success South Jamaica substantially complies with applicable laws, rules and regulations, and provisions of the charter.

Enrollment. The school has been slightly below 80% of its chartered enrollment in each year of the charter term. The NYCDOE provided the school public space, which is not co-located but did not accommodate the full enrollment and proposed grades of the school. In each year of the charter term the school has only enrolled a certain number of students due to the space constraints. Going forward, the school will need to find additional space for its 5th–8th grade middle school program.

FINANCIAL CONDITION

Success South Jamaica's projected five year budget reflects anticipated stable revenues and expenses associated with the planned enrollment. If renewed, the school will continue to grow to serve Kindergarten – 8th grade. Success South Jamaica is confident that its elementary academy will have the opportunity to remain in its current space for the full course of the next charter term. The network is working with the NYCDOE to locate space for its middle school.

Success South Jamaica opened in 2016-17 and has reported two years of operating surpluses and one year with a deficit, which offset against the surpluses. All deficits are offset against accumulated surpluses of the merged education corporation. As of June 30, 2019, the school had \$603,849 in net assets demonstrating that the minor under enrollment is not affecting the ability of the school to generate a surplus.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

K-4 SCHOOL LEADERS

Victoria Brienza, Principal (2019-20 to Present)

Meghan Daly, Principal (2016-17 to 2018-19)

SCHOOL CHARACTERISTICS - SUCCESS SOUTH JAMAICA

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2016-17	190	140	74%	K-1	K-1
2017-18	250	197	79%	K-2	K-2
2018-19	380	280	74%	K-3	K-3
2019-20	510	371	73%	K-4	K-4

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
7%	98%	100%	97%	100%

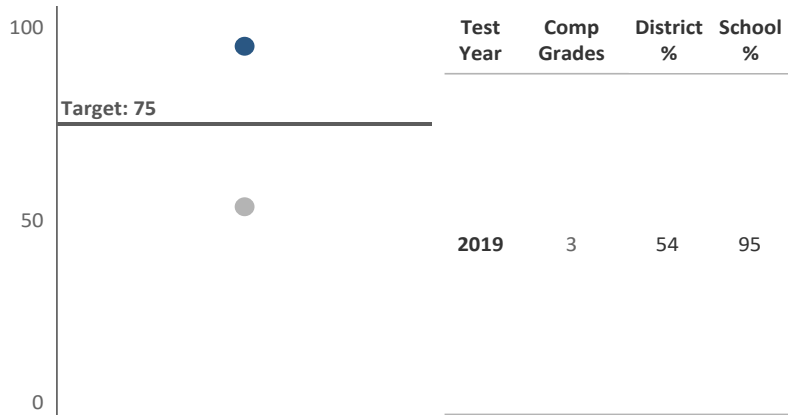
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

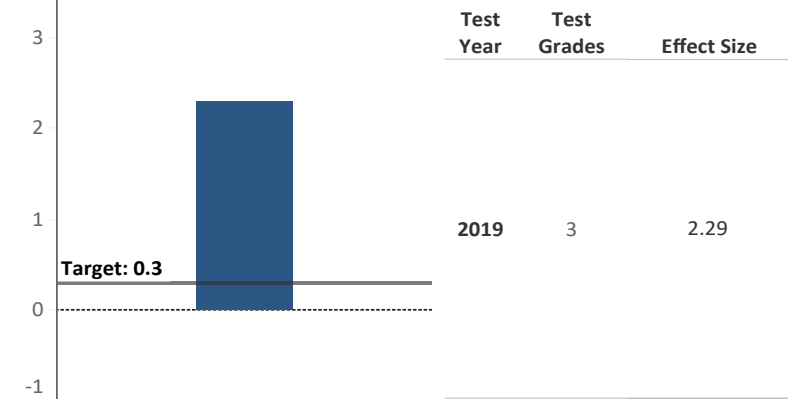
SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

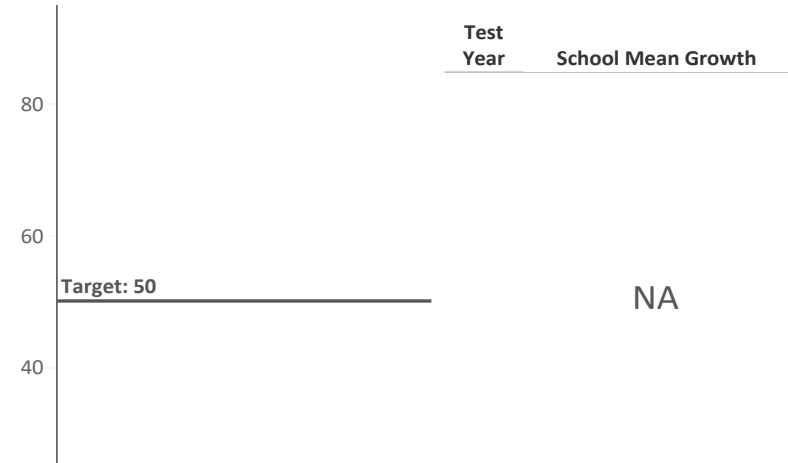
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



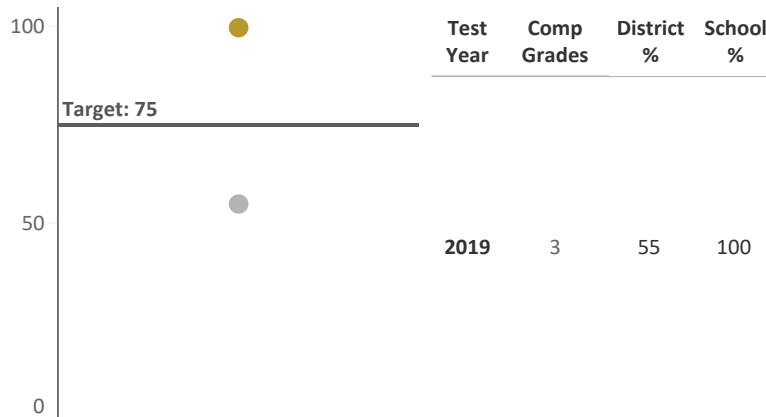
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

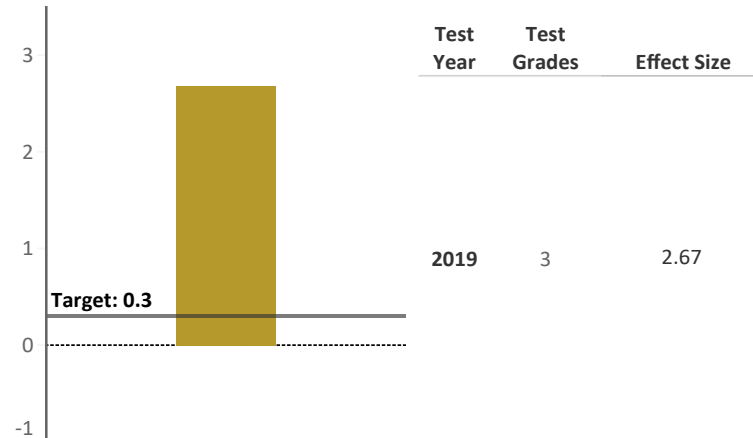
SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA

MATHEMATICS ACCOUNTABILITY PLAN GOAL

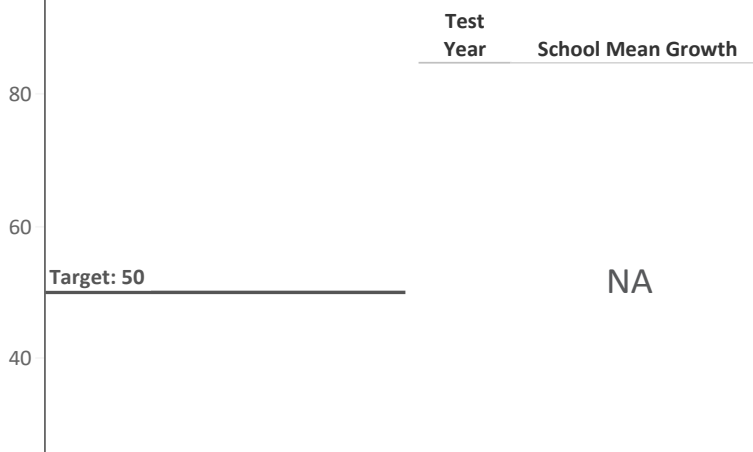
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



SCHOOL OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative

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

NA

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	28	42	52
Tested on State Exam	0	0	5
School Percent Proficient on ELA Exam	NA	NA	s
District Percent Proficient			
	2017	2018	2019
ELL Enrollment	0	4	10
Tested on NYSESLAT Exam	0	3	6
School Percent 'Commanding' or Making Progress on NYSESLAT	NA	s	0.0

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

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

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

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

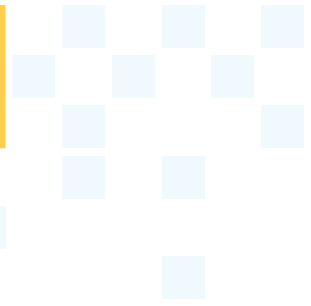
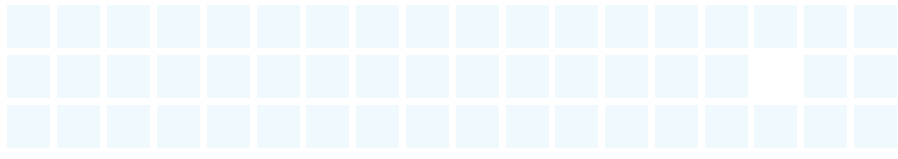
SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Success South Jamaica's renewal application on December 4, 2019 at a centralized location. One person was present and no one spoke in support or opposition of the renewal application.

ENROLLMENT AND RETENTION

Success Academy Charter School - South Jamaica's Enrollment and Retention Status: 2018-19		District Target	School
Enrollment	economically disadvantaged	74.8	76.6
	English language learners	13.6	3.0
	students with disabilities	14.7	17.1
Retention	economically disadvantaged	94.2	84.4
	English language learners	94.7	80.0
	students with disabilities	94.2	87.5



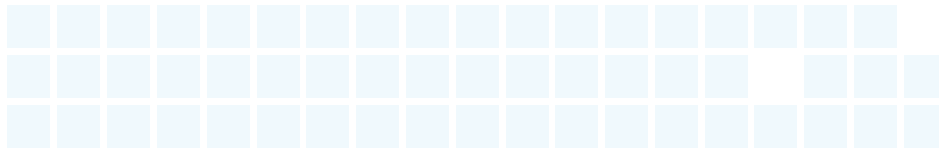
SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Success Academy Charter School - South Jamaica

	2016-17 Grades Served K-1				2017-18 Grades Served K-2				2018-19 Grades Served K-3				
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	96.1(51)	95.1(41)	MET	
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)		
	5	(0)	(0)		5	(0)	(0)		5	(0)	(0)		
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)		
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)		
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		
	All	(0)	(0)		All	(0)	(0)		All	96.1(51)	95.1(41)	YES	
	Grades				PI	Grades	PI	Grades	PI	Grades	PI	MIP	
	Grades					Grades		Grades		Grades			YES
Absolute Measure													
2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.	Comparison: Queens CSD 27				Comparison: Queens CSD 27				Comparison: Queens CSD 27				
	Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES	
	3				3				3	81.8	616	596.0	2.29
	4				4				4				
	5				5				5				
	6				6				6				
	7				7				7				
	8				8				8				
	All				All				All	81.8	616.0	596.0	2.29
Comparative Measure													
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Queens CSD 27				Comparison: Queens CSD 27				Comparison: Queens CSD 27				
	Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES	
	3				3				3	81.8	616	596.0	2.29
	4				4				4				
	5				5				5				
	6				6				6				
	7				7				7				
	8				8				8				
	All				All				All	81.8	616.0	596.0	2.29
Growth Measure													
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Comparison: Queens CSD 27				Comparison: Queens CSD 27				Comparison: Queens CSD 27				
	Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES	
	4				4				4				
	5				5				5				
	6				6				6				
	7				7				7				
	8				8				8				
	All				All				All				
	Growth Measure												
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Comparison: Queens CSD 27				Comparison: Queens CSD 27				Comparison: Queens CSD 27				
	Grades	School	District	ES	Grades	School	District	ES	Grades	School	District	ES	
	4				4				4				
	5				5				5				
	6				6				6				
	7				7				7				
	8				8				8				
	All				All				All				
	Growth Measure												



SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Success Academy Charter School - South Jamaica

	2016-17				2017-18				2018-19					
	Grades Served K-1				Grades Served K-2				Grades Served K-3					
	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET		
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	100.0 (52)	100.0 (42)			
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)			
	5	(0)	(0)		5	(0)	(0)		5	(0)	(0)			
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)			
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)			
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)			
	All	(0)	(0)		All	(0)	(0)		All	100.0 (52)	100.0 (42)	YES		
	Grades PI MIP Grades PI MIP Grades PI MIP													
	2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.													
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.														
Comparison: Queens CSD 27				Comparison: Queens CSD 27				Comparison: Queens CSD 27						
Grades	School	District		Grades	School	District		Grades	School	District				
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
3					3	81.8	622	596.0	2.67	3	100.0	55.1	YES	
4					4					4				
5					5					5				
6					6					6				
7					7					7				
8					8					8				
All					All	81.8	622.0	596.0	2.67	All				
Grades School State Grades School State Grades School State														
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.														
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.														
Grades	School	State		Grades	School	State		Grades	School	State				
4				4				4						
5				5				5						
6				6				6						
7				7				7						
8				8				8						
All				All				All						

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

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

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

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

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	Opened 2016-17				
	2014-15	2015-16	MERGED 2016-17	MERGED 2017-18	MERGED 2018-19
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	2,151,062	3,122,846	4,562,390
Students with Disabilities	-	-	131,351	292,130	355,898
Grants and Contracts					
State and local	-	-	202,541	-	-
Federal - Title and IDEA	-	-	65,098	89,561	140,433
Federal - Other	-	-	539,734	22,251	33,333
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	38,810	61,733	114,864
Total Operating Revenue	-	-	3,128,596	3,588,521	5,206,918
Expenses					
Regular Education	-	-	2,487,886	2,718,774	2,986,077
SPED	-	-	339,257	1,005,574	1,219,665
Other	-	-	-	-	-
Total Program Services	-	-	2,827,143	3,724,348	4,205,742
Management and General	-	-	220,872	321,988	401,379
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	3,048,015	4,046,336	4,607,122
Surplus / (Deficit) From School Operations	-	-	80,581	(457,814)	599,796
Support and Other Revenue					
Contributions	-	-	11,819	6,559	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	3,639	9,400	11,278
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	15,458	15,959	11,278
Total Unrestricted Revenue	-	-	3,144,054	3,604,481	5,218,196
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	3,144,054	3,604,481	5,218,196
Change in Net Assets	-	-	96,039	(441,855)	611,074
Net Assets - Beginning of Year - GRAPH 2	-	-	285,291	381,329	(7,225)
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	381,330	(60,525)	603,849

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	-	-	233,794	343,946	493,988
Instructional Personnel	-	-	876,235	1,095,158	1,443,220
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,110,029	1,439,103	1,937,208
Fringe Benefits & Payroll Taxes	-	-	197,758	277,684	368,154
Retirement	-	-	25,584	30,624	38,923
Management Company Fees	-	-	312,512	456,221	673,891
Building and Land Rent / Lease	-	-	-	6,094	-
Staff Development	-	-	51,048	52,017	44,412
Professional Fees, Consultant & Purchased Services	-	-	14,960	9,404	919
Marketing / Recruitment	-	-	110,225	113,334	52,677
Student Supplies, Materials & Services	-	-	280,426	346,013	264,148
Depreciation	-	-	414,408	551,305	567,363
Other	-	-	531,067	764,536	659,427
Total Expenses	-	-	3,048,015	4,046,336	4,607,122

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	-	190	250	380
Final Chartered Enrollment (includes any revisions)	-	-	190	250	380
Actual Enrollment - GRAPH 4	-	-	140	197	280
Chartered Grades	-	Planning Year	K-1	K-2	K-3
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	-	-	-	14,527	15,307
	0.0%	0.0%	0.0%	100.0%	5.1%

PER STUDENT BREAKDOWN

Revenue	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	-	-	22,347	18,216	18,596
Other Revenue and Support	-	-	110	81	40
TOTAL - GRAPH 3	-	-	22,458	18,297	18,636
Expenses	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	-	-	20,194	18,905	15,021
Management and General, Fundraising	-	-	1,578	1,634	1,433
TOTAL - GRAPH 3	-	-	21,772	20,540	16,454
% of Program Services	0.0%	0.0%	92.8%	92.0%	91.3%
% of Management and Other	0.0%	0.0%	7.2%	8.0%	8.7%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	3.2%	-10.9%	13.3%

Student to Faculty Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Student to Faculty Ratio	-	-	11.7	12.3	11.8

Faculty to Admin Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Faculty to Admin Ratio	-	-	4.0	4.0	2.6

Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
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

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Quick (Acid Test) Ratio	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Debt to Asset Ratio	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

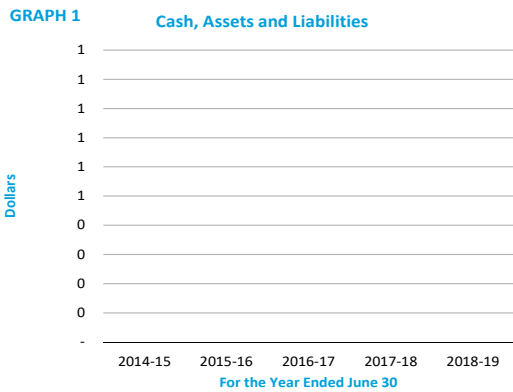
Score	2014-15	2015-16	2016-17	2017-18	2018-19
Months of Cash	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

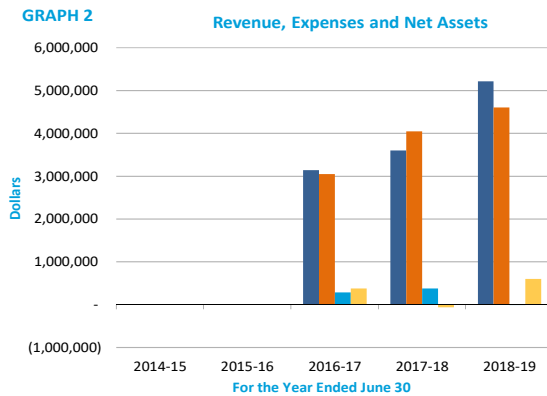
FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA

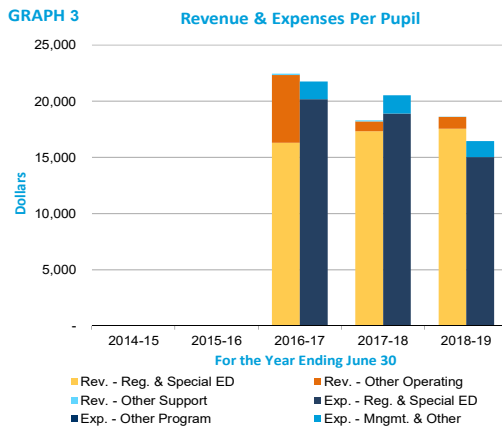
NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



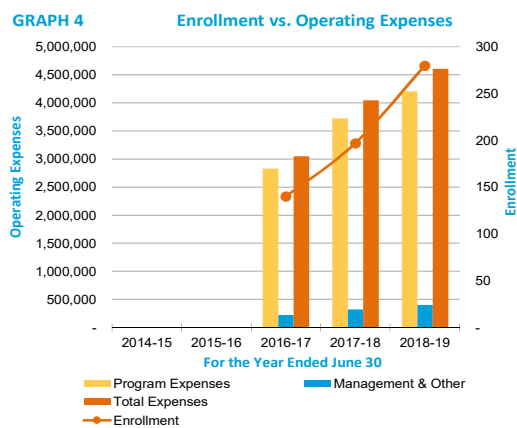
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

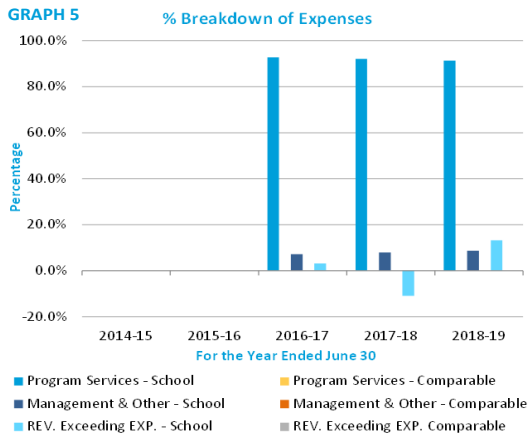
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

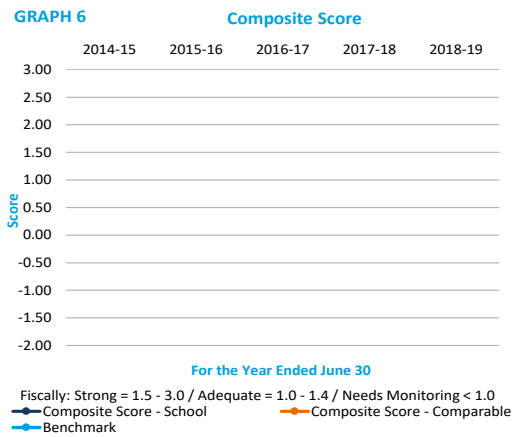
SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA

NOTE: Effective 2016-17 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

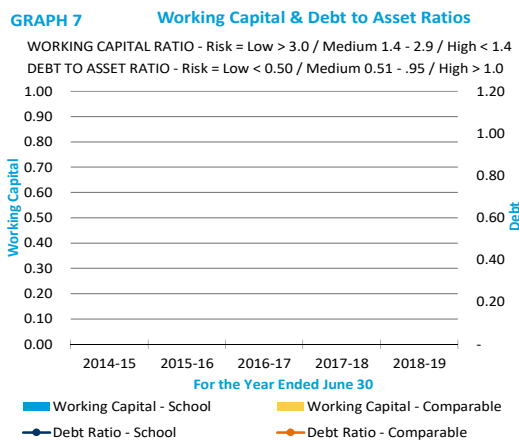
Comparable School, Region or Network: -



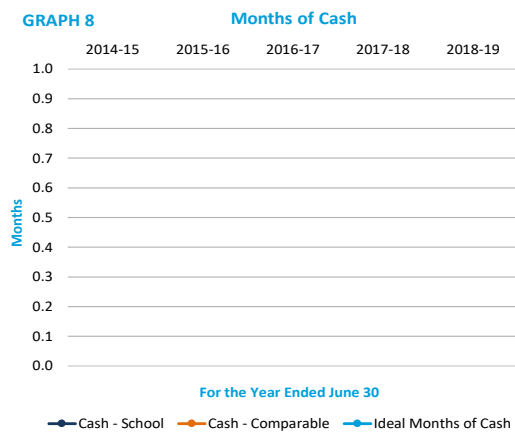
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FUTURE PLANS



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

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

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

Plans for the Educational Program. Success South Jamaica plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. During a subsequent charter term, the school will grow to serve middle school grades using the same programmatic elements responsible for producing high academic achievement at other SACS –NYC middle schools. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

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

SUCCESS SOUTH JAMAICA		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	510	871
Grade Span	K-4	K-8
Teaching Staff	32	84
Days of Instruction	180	180

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Success South Jamaica plans to continue instruction for the elementary grades in its current NYCDOE facility throughout the next charter term. The network continues to work with the NYCDOE to locate space for the middle grades.

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

**Success Academy
Charter School – Williamsburg**

So

SCHOOL OVERVIEW

PAGES: 145-159

SO
SCHOOL
OVERVIEW

PS
PERFORMANCE
SUMMARIES

FD
FISCAL DASHBOARD

FP
FUTURE PLANS

SUCCESS ACADEMY CHARTER SCHOOL – WILLIAMSBURG

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

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

SCHOOL BACKGROUND

The SUNY Trustees approved the original charter for Success Williamsburg in September 2011. The school opened its doors in the fall of 2012 initially serving 188 students in Kindergarten and 1st grade. The school is authorized to serve 446 students in Kindergarten – 4th grade during the 2019-20 school year. If renewed, the school will serve students in Kindergarten – 4th grade with a projected total enrollment of 388 students.

The current charter term expires on July 31, 2022. A subsequent charter term would enable the school to operate through July 31, 2027. Success Williamsburg is co-located in a NYCDOE district school building at 183 South 3rd Street, Brooklyn, NY, in CSD 14. The building also houses J.H.S. 050 John D. Wells middle school, a district school serving 6th – 8th grade.

NOTEWORTHY - SUCCESS WILLIAMSBURG

In 2018-19, 100% of the school's first 3rd grade cohort scored at or above proficiency on the state's mathematics exam. Notably, 90% of those students scored at Level 4, the highest possible level.

ACADEMIC PROGRAM

Success Williamsburg implements a strong academic program. In each subject area, teachers facilitate strong and detailed students discussions to ensure that students do the majority of thinking and speaking during each lesson. During a small group reading lesson, the teacher pushed students to make meaning of the book and the author's craft by facilitating deep

thinking questions, and then encouraged students to ask one another to clarify or defend their responses. To balance the rigor of the questioning and reading assignments, the teacher gave a movement break where students tried out the yoga poses from the guided reading book.

During a mathematics lesson, students focused on an above grade level problem involving the use of fractions to begin developing the concept of dividing and equal parts. During the lesson debrief, one student shared the strategy and asked other students to also explain and ask questions regarding the way in which the student solved the problem.

LEGAL REQUIREMENTS

With the exception noted below, Success Williamsburg substantially complies with applicable laws, rules and regulations, and provisions of the charter.

Enrollment. The school was slightly below 80% of its chartered enrollment in the second year of the current charter term. In 2016-17, Success Williamsburg only enrolled 513 students in K-5 due to facility constraints. As a result, the school amended enrollment the next year to only serve Kindergarten – 4th grade. Originally approved and projected middle school students were moved to charters that had obtained middle school facilities. The entirety of Success Williamsburg’s 5th grade class moved to Success Cobble Hill, 65% of Success Williamsburg’s 6th graders moved to Success Union Square, and 35% of Success Williamsburg’s 6th grade students moved to Success Prospect Heights.

FINANCIAL CONDITION

Success Williamsburg’s projected five year budget reflects anticipated stable revenues and expenses associated with the planned enrollment. The school continues to serve Kindergarten – 4th grade. The school is confident that it will have the opportunity to remain in its current spaces for the full course of the next charter term.

Success Williamsburg opened in 2012-13 and merged with the education corporation on July 1, 2014. The school has reported operating surpluses, which add to the other accumulated operating surpluses of the merged education corporation to assist with offsetting operating deficits of other growing schools. Net assets as of June 30, 2019 were \$1,975,860.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

K-4 SCHOOL LEADERS

Alison Levy, Principal (2016-17 to Present)

Abigail Johnson, Principal (2012-13 to 2015-16)

SCHOOL CHARACTERISTICS - SUCCESS WILLIAMSBURG

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2015-16	510	429	84%	K-4	K-4
2016-17	675	502	74%	K-5	K-5
2017-18	446	400	90%	K-6	K-4
2018-19	446	368	83%	K-7	K-4
2019-20	446	392	88%	K-8	K-4

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	SCHOOL LEADERSHIP	STRONG FAMILY-COMMUNITY TIES	TRUST
20%	95%	100%	96%	92%

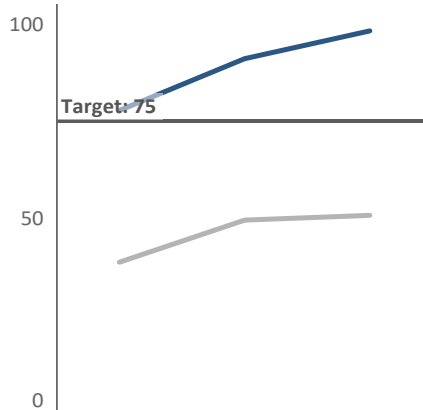
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOL - WILLIAMSBURG

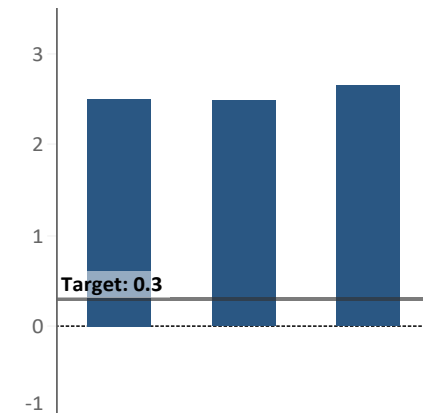
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



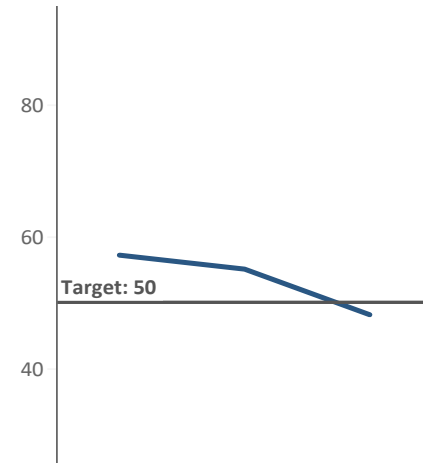
Test Year	Comp Grades	District %	School %
2017	3-5	39	78
2018	3-4	50	91
2019	3-4	51	98

Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2017	3-5	2.50
2018	3-4	2.48
2019	3-4	2.66

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



Test Year	School Mean Growth
2017	57.4
2018	55.3
2019	48.3

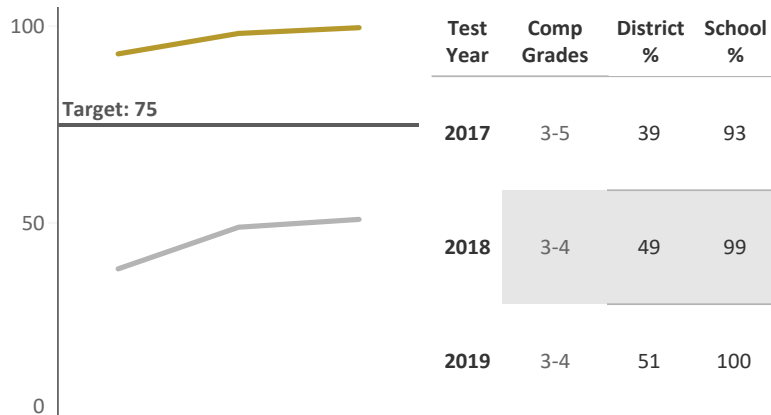
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SCHOOL OVERVIEW

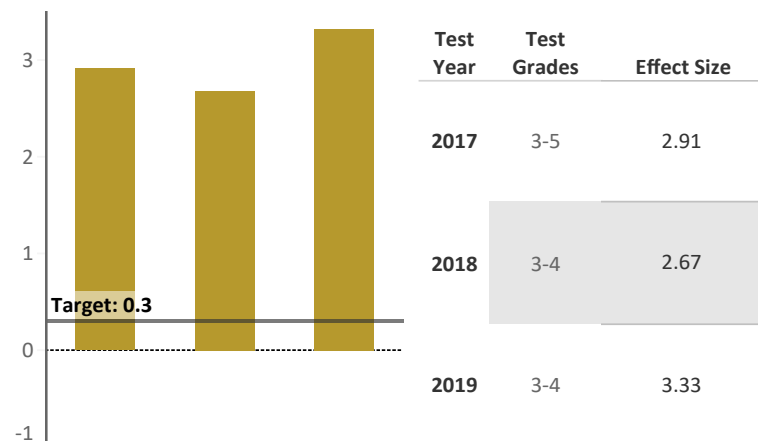
SUCCESS ACADEMY CHARTER SCHOOL - WILLIAMSBURG

MATHEMATICS ACCOUNTABILITY PLAN GOAL

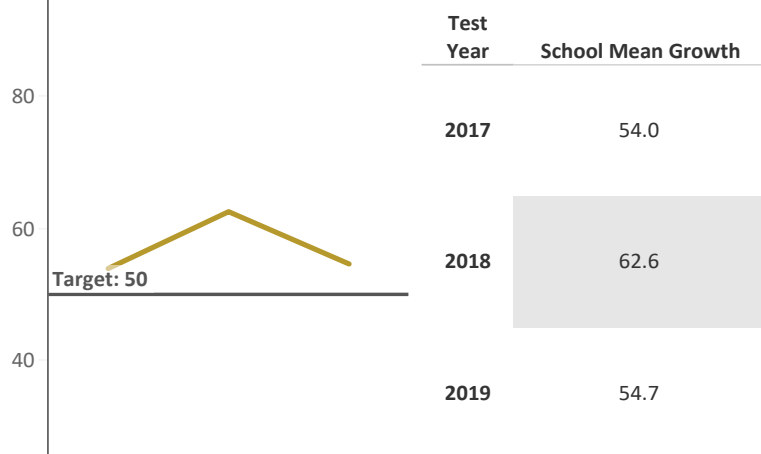
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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

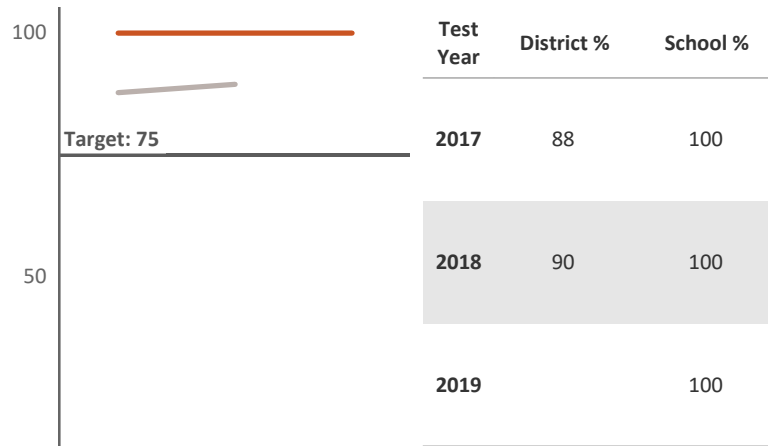


SCHOOL OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOL - WILLIAMSBURG

SCIENCE ACCOUNTABILITY PLAN GOAL

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



SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	89	82	78
Tested on State Exam	46	30	25
School Percent Proficient on ELA Exam	34.8	66.7	100.0
District Percent Proficient	10.0	19.5	20.8
	2017	2018	2019
ELL Enrollment	42	36	28
Tested on NYSESLAT Exam	40	30	25
School Percent 'Commanding' or Making Progress on NYSESLAT	27.5	26.7	28.0

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

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

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







In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

SCHOOL OVERVIEW

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Success Williamsburg's renewal application on November 18, 2019 at a centralized location. One person was present and no one spoke in support or opposition of the renewal application.

ENROLLMENT AND RETENTION

Success Academy Charter School - Williamsburg's Enrollment and Retention Status: 2018-19			District Target	School
Enrollment	economically disadvantaged		87.1	72.1
	English language learners		12.5	14.3
	students with disabilities		19.1	17.4
Retention	economically disadvantaged		92.8	74.5
	English language learners		93.3	80.3
	students with disabilities		92.9	93.0

PERFORMANCE SUMMARIES

Pf
 PERFORMANCE

Su
 SUMMARIES

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Success Academy Charter School - Williamsburg

		2016-17 Grades Served K-5				2017-18 Grades Served K-4				2018-19 Grades Served K-4									
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET				
3	72.4 (98)	73.8 (84)		3	94.7 (76)	93.8 (65)		3	100.0(63)	100.0(56)		3	100.0(63)	100.0(56)					
4	74.7 (91)	76.2 (84)		4	86.4(81)	88.9 (72)		4	97.2(71)	97.0(67)		4	97.2(71)	97.0(67)					
5	86.7 (60)	86.4 (59)		5	(0)	(0)		5	(0)	(0)		5	(0)	(0)					
6	(0)	(0)		6	(0)	(0)		6	(0)	(0)		6	(0)	(0)					
7	(0)	(0)		7	(0)	(0)		7	(0)	(0)		7	(0)	(0)					
8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)					
All	76.7 (249)	78.0 (227)	YES	All	90.4 (157)	91.2 (137)	YES	All	98.5(134)	98.4(123)	YES	All	98.5(134)	98.4(123)	YES				
Grades		PI	MIP	Grades	PI	MIP	Grades	PI	Grades	PI	MIP	Grades	PI	MIP					
3-5		173	111	3-4	208	101	YES	3-4	217	105	YES	3-4	217	105	YES				
Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14		Comparison: Brooklyn CSD 14					
Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District	Grades				
3-5	78.0	39.0	3-4	91.2	49.8	3-4	98.4	51.0	3-4	98.4	51.0	3-4	98.4	51.0	3-4				
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES
3	72.2	72.4	36.8	2.03	3	61.7	94.7	50.2	2.72	3	74.0	62.1	597.3	2.85	3	74.0	62.1	597.3	2.85
4	59.0	74.7	40.1	2.21	4	68.4	86.4	43.9	2.26	4	56.0	61.7	599.3	2.50	4	56.0	61.7	599.3	2.50
5	60.9	87.3	33.8	3.63	5					5					5				
6					6					6					6				
7					7					7					7				
8					8					8					8				
All	64.6	77.0	37.2	2.50	All	65.2	90.4	46.9	2.48	All	64.4	618.9	598.4	2.66	All	64.4	618.9	598.4	2.66
Grades		School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades	School	State	Grades
4		59.4		4	55.3		4	48.3		4	48.3		4	48.3		4	48.3		4
5		54.3		5	0.0		5	0.0		5	0.0		5	0.0		5	0.0		5
6		0.0		6	0.0		6	0.0		6	0.0		6	0.0		6	0.0		6
7		0.0		7	0.0		7	0.0		7	0.0		7	0.0		7	0.0		7
8		0.0		8	0.0		8	0.0		8	0.0		8	0.0		8	0.0		8
All		57.4	50	50	55.3	50	50	50	50	50	50	50	50	50	50	50	48.3	50	50
All		57.4	50	50	55.3	50	50	50	50	50	50	50	50	50	50	50	48.3	50	50
Growth Measure		Growth Measure		Growth Measure		Growth Measure		Growth Measure		Growth Measure		Growth Measure		Growth Measure		Growth Measure		Growth Measure	
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.		2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.		3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.		4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.		5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.											

SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Success Academy Charter School - Williamsburg

		2016-17 Grades Served K-5				2017-18 Grades Served K-4				2018-19 Grades Served K-4					
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET
3	96.9 (97)	96.3 (82)		3	98.7 (76)	98.5 (65)		3	100.0 (64)	100.0 (57)		3	100.0 (64)	100.0 (57)	
4	85.7 (91)	85.7 (84)		4	98.8 (81)	98.6 (72)		4	100.0 (71)	100.0 (67)		4	100.0 (71)	100.0 (67)	
5	100.0 (60)	100.0 (59)		5	(0)	(0)		5	(0)	(0)		5	(0)	(0)	
6	(0)	(0)		6	(0)	(0)		6	(0)	(0)		6	(0)	(0)	
7	(0)	(0)		7	(0)	(0)		7	(0)	(0)		7	(0)	(0)	
8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)	
All	93.5 (248)	93.3 (225)	YES	All	98.7 (157)	98.5 (137)	YES	All	100.0 (135)	100.0 (124)	YES	All	100.0 (135)	100.0 (124)	YES
Absolute Measure															
<p>1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.</p> <p>2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.</p>															
3-5	193	109	YES	3-4	244	103	YES	3-4	245	107	YES	3-4	245	107	YES
Comparative Measure															
<p>3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.</p> <p>4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.</p>															
<p>Comparison: Brooklyn CSD 14</p>															
Grades	School	District		Grades	School	District		Grades	School	District		Grades	School	District	
3-5	93.3	38.6	YES	3-4	98.5	49.2	YES	3-4	100.0	51.2	YES	3-4	100.0	51.2	YES
Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	
3	72.2	96.9	42.2	2.79	3	61.7	98.7	53.2	2.60	3	74.0	625	597.5	3.04	
4	59.0	85.7	42.1	2.65	4	68.4	98.8	44.1	2.74	4	56.0	630	600.9	3.58	
5	60.9	100.0	41.1	3.46	5					5					
6					6					6					
7					7					7					
8					8					8					
All	64.6	93.6	41.9	2.91	All	65.2	98.7	48.5	2.67	All	64.5	627.6	599.3	3.33	
Growth Measure															
Grades	School	State		Grades	School	State		Grades	School	State		Grades	School	State	
4	57.4			4	62.6			4	54.7			4	54.7		
5	48.9			5	0.0			5	0.0			5	0.0		
6	0.0			6	0.0			6	0.0			6	0.0		
7	0.0			7	0.0			7	0.0			7	0.0		
8	0.0			8	0.0			8	0.0			8	0.0		
All	54.0	50	YES	All	62.6	50	YES	All	54.7	50	YES	All	54.7	50	YES
<p>5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.</p>															

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - WILLIAMSBURG

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

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

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

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

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

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2012-13

	MERGED 2014-15	MERGED 2015-16	MERGED 2016-17	MERGED 2017-18	MERGED 2018-19
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	-	-	-	-	-
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	-	-	-	-	-
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
Resident Student Enrollment	4,815,061	5,834,320	7,358,592	6,172,152	6,053,417
Students with Disabilities	514,061	802,140	962,528	866,925	724,897
Grants and Contracts	-	89,277	-	-	180,000
State and local	185,895	183,696	230,937	314,645	202,519
Federal - Title and IDEA	243,454	153,042	455,543	22,251	33,333
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	5,758,471	7,062,475	9,007,600	7,375,972	7,194,166
Regular Education	4,600,885	5,615,968	7,120,905	4,687,572	4,207,159
SPED	627,393	765,814	971,032	1,733,760	1,718,417
Other	-	-	-	-	-
Total Program Services	5,228,278	6,381,782	8,091,937	6,421,332	5,925,576
Management and General	436,363	533,295	717,794	635,251	584,231
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	5,664,641	6,915,077	8,809,731	7,056,583	6,509,808
Surplus / (Deficit) From School Operations	93,830	147,398	197,869	319,390	684,358
Contributions	17,693	35,155	198,630	13,319	-
Fundraising	-	-	-	-	-
Miscellaneous Income	254	20,269	27,636	18,648	30,251
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	17,947	55,424	226,266	31,966	30,251
Total Unrestricted Revenue	5,776,418	7,117,899	9,233,866	7,407,939	7,224,417
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	5,776,418	7,117,899	9,233,866	7,407,939	7,224,417
Change in Net Assets	111,777	202,822	424,135	351,356	714,609
Net Assets - Beginning of Year - GRAPH 2	(16,025)	95,752	298,574	722,708	1,261,251
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	95,752	298,574	722,709	1,074,064	1,975,860

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - WILLIAMSBURG

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

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	93,111	572,492	920,032	874,267	899,980
Instructional Personnel	2,727,781	2,989,683	3,326,270	2,783,753	2,629,352
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,820,892	3,562,175	4,246,302	3,658,019	3,529,332
Fringe Benefits & Payroll Taxes	571,759	713,637	821,872	696,047	633,563
Retirement	59,374	85,887	99,845	89,776	85,304
Management Company Fees	722,259	863,375	1,069,351	900,562	879,674
Building and Land Rent / Lease	-	-	-	12,374	(0)
Staff Development	61,349	86,711	113,141	51,448	56,044
Professional Fees, Consultant & Purchased Services	41,804	54,151	47,745	16,170	919
Marketing / Recruitment	126,307	89,897	178,298	113,758	52,804
Student Supplies, Materials & Services	345,317	396,028	617,809	374,957	303,371
Depreciation	483,042	509,720	580,881	434,369	335,121
Other	432,537	553,496	1,034,488	709,102	633,674
Total Expenses	5,664,641	6,915,077	8,809,731	7,056,583	6,509,808

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	401	574	689	559	631
Final Chartered Enrollment (includes any revisions)	380	510	675	446	446
Actual Enrollment - GRAPH 4	346	429	502	400	368
Chartered Grades	K-3	K-4	K-5	K-6	K-7
Final Chartered Grades (includes any revisions)	-	-	-	K-4	K-4

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	13,877	13,877	14,027	14,527	15,307
	2.5%	0.0%	1.1%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	16,643	16,463	17,943	18,440	19,549
Other Revenue and Support	52	129	451	80	82
TOTAL - GRAPH 3	16,695	16,592	18,394	18,520	19,632
Expenses	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	15,111	14,876	16,119	16,053	16,102
Management and General, Fundraising	1,261	1,243	1,430	1,588	1,588
TOTAL - GRAPH 3	16,372	16,119	17,549	17,641	17,690
% of Program Services	92.3%	92.3%	91.9%	91.0%	91.0%
% of Management and Other	7.7%	7.7%	8.1%	9.0%	9.0%
% of Revenue Exceeding Expenses - GRAPH 5	2.0%	2.9%	4.8%	5.0%	11.0%

Student to Faculty Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
7.6	9.1	10.7	10.5	8.5

Faculty to Admin Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
22.8	5.2	3.6	4.8	4.9

Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
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

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

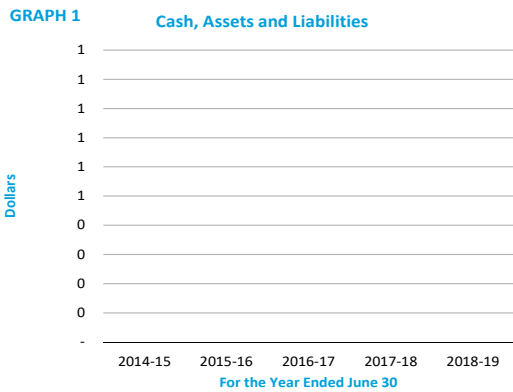
Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	0.0	0.0	0.0	0.0
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

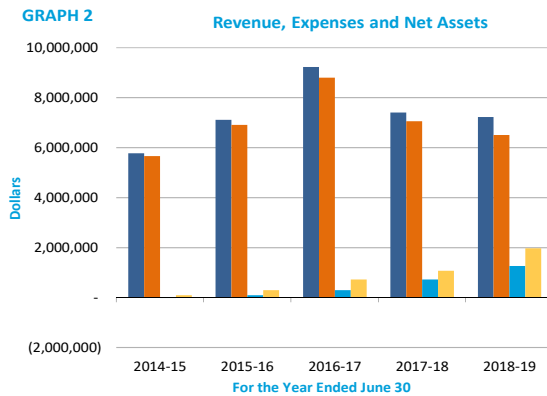
FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - WILLIAMSBURG

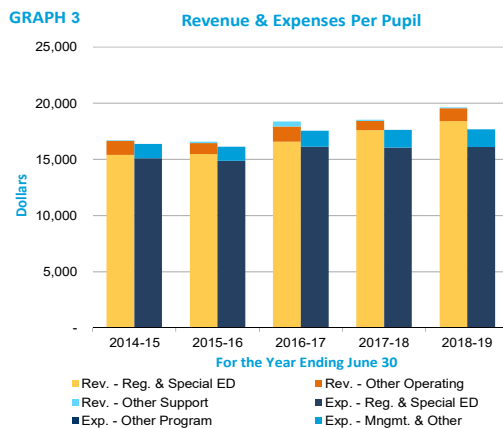
NOTE: Effective 2014-15 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



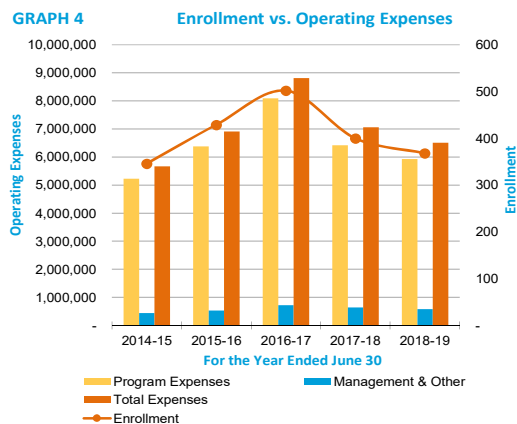
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

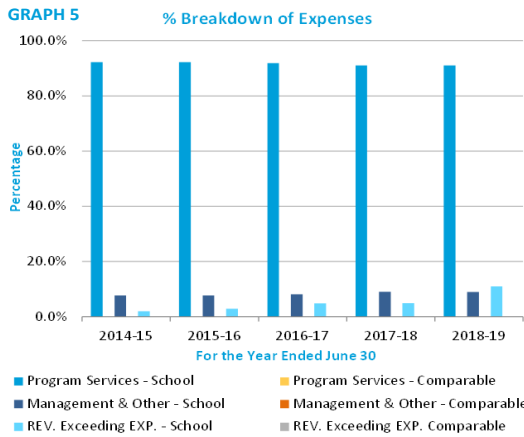
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL DASHBOARD

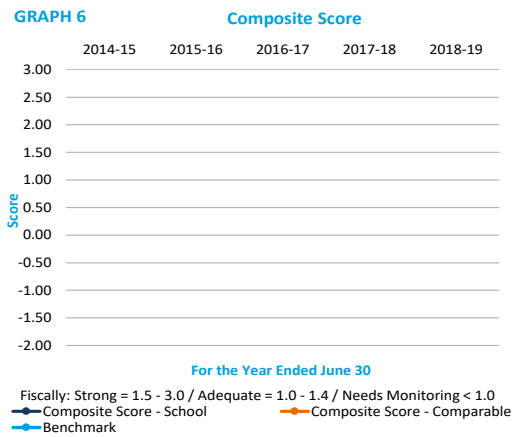
SUCCESS ACADEMY CHARTER SCHOOL - WILLIAMSBURG

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

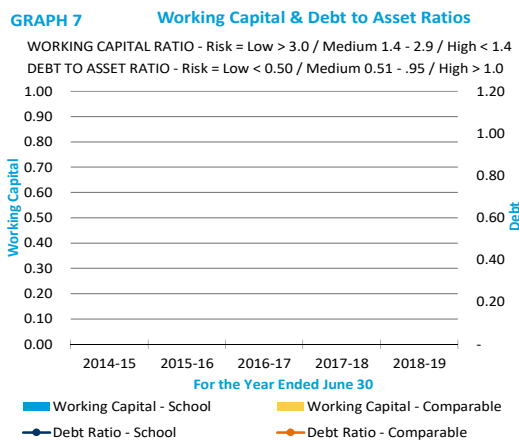
Comparable School, Region or Network: -



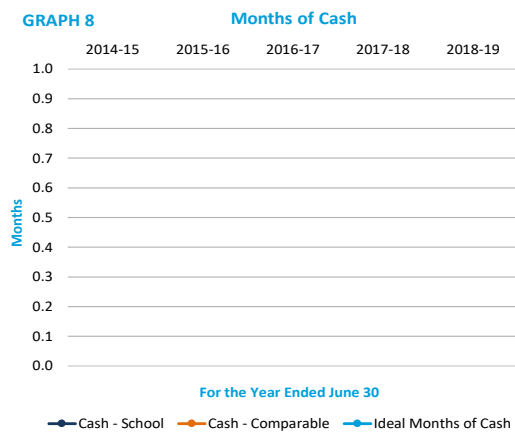
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FUTURE PLANS



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

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

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

Plans for the Educational Program. Success Williamsburg plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term.

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

SUCCESS SOUTH JAMAICA		
	CURRENT	END OF NEXT CHARTER TERM
Enrollment	446	388
Grade Span	K-4	K-4
Teaching Staff	37	37
Days of Instruction	180	180

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Success Williamsburg plans to continue instruction for the elementary grades in its current NYCDOE co-located facility throughout the next charter term.

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

SACS — NYC

Ax

APPENDICES

PAGES Ax 1-28

EO^A
ED CORP
OVERVIEW

PAGE Ax 1

EF^B
ED CORP FISCAL

PAGE Ax 25

APPENDIX A: Education Corporation Overview

SUCCESS ACADEMY CHARTER SCHOOLS – NYC BOARD OF TRUSTEES

CHAIR

Samuel Cole

VICE CHAIR

Bryan Binder

TREASURER

Scott Friedman

SECRETARY

Gregory Sawers

TRUSTEES

Catherine Shainker

Derrell Bradford

Lorenzo Smith

Robin Pzena

Suleman Lunat

Jarrett Posner

Brian Levine

Andrew Stone

Edwin Cespedes, non-voting
parent representative

SUCCESS ACADEMY CHARTER SCHOOLS, INC., BOARD OF TRUSTEES

CHAIR

Steven Galbraith

LEAD DIRECTOR

Mary Berner

TREASURER

Richard Pzena

SECRETARY

Kent Yalowitz

TRUSTEES

Richard Barrera

Campbell Brown

Ravenel Curry

Joel Greenblatt

Kevin Hall

Suzie Kovner

Kevin Liles

Yen Liow

Daniel Loeb

Robert Niehaus

John Petry

Tali Farhadian Weinstein

NETWORK LEADERS

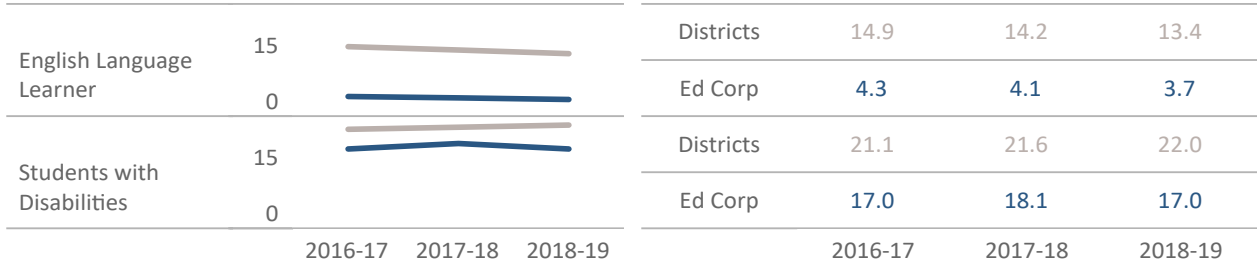
CHIEF EXECUTIVE OFFICER

Eva Moskowitz (2006-07 to Present)

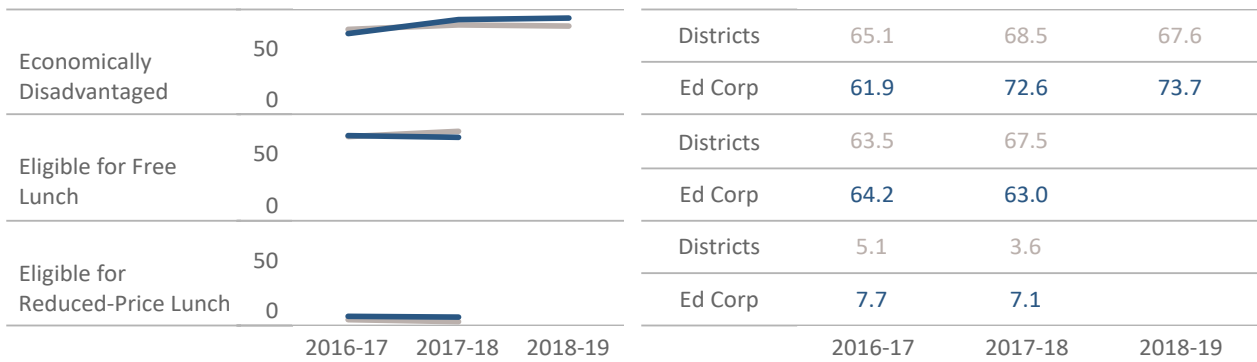
APPENDIX A: Education Corporation Overview

SACS-NYC Charter Schools Aggregate Education Corporation Enrollment and Persistence

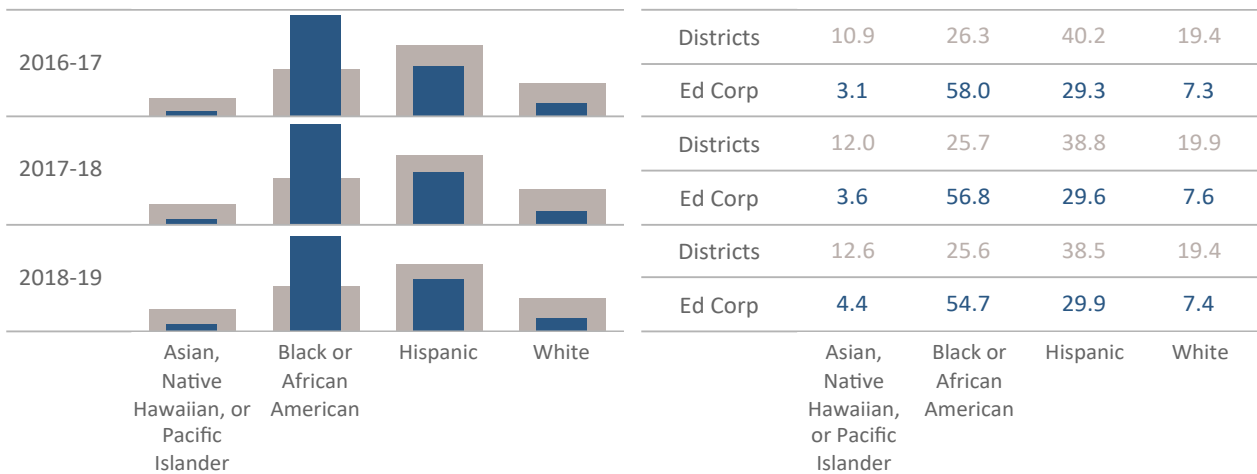
Aggregate Education Corporation Demographics: Special Populations



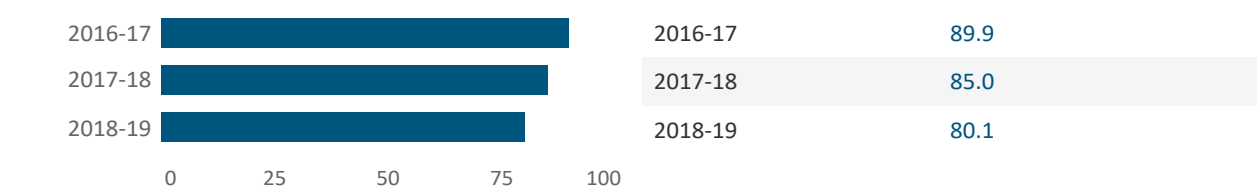
Aggregate Education Corporation Demographics: Free/Reduced Lunch



Aggregate Education Corporation Demographics: Race/Ethnicity



Aggregate Education Corporation Persistence in Enrollment

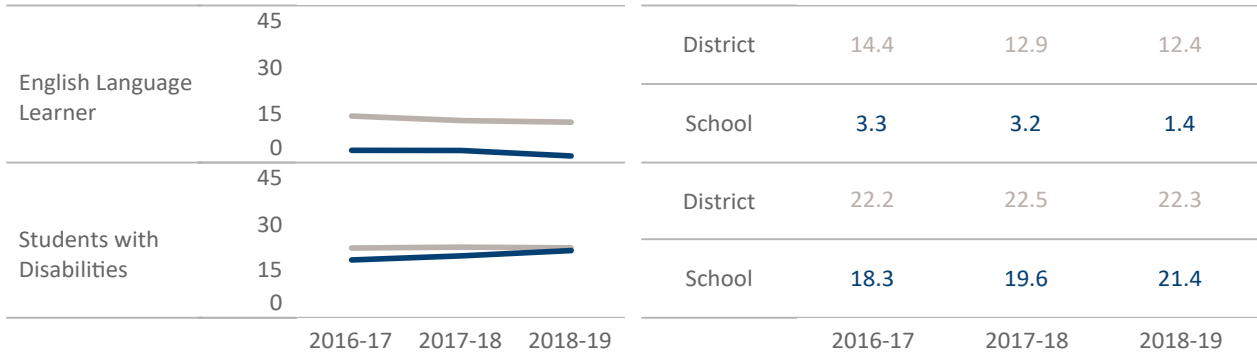


APPENDIX A: Education Corporation Overview

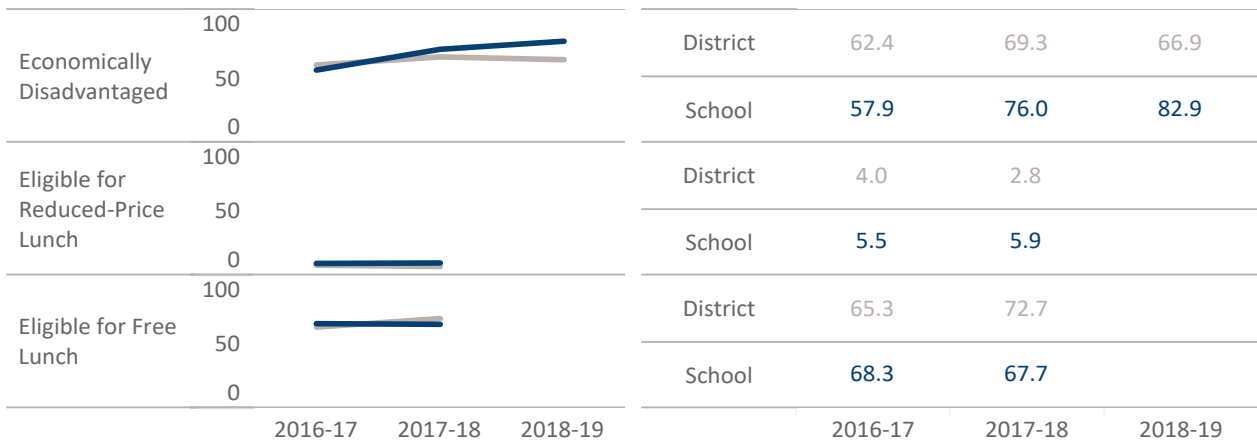
Success Academy Charter School - Bed Stuy 2

Brooklyn CSD 14

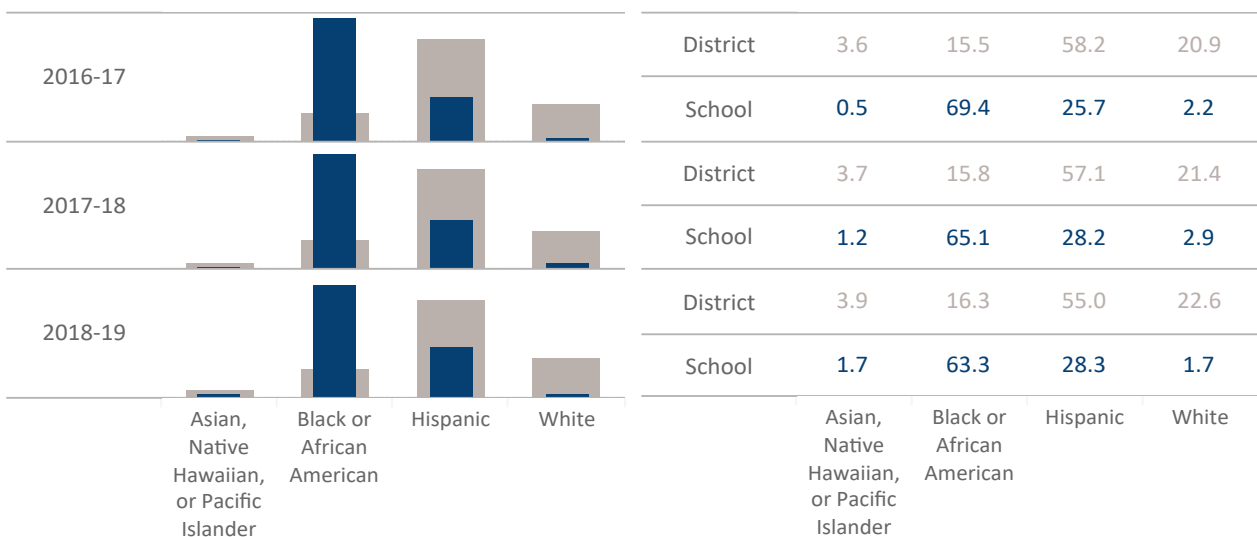
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

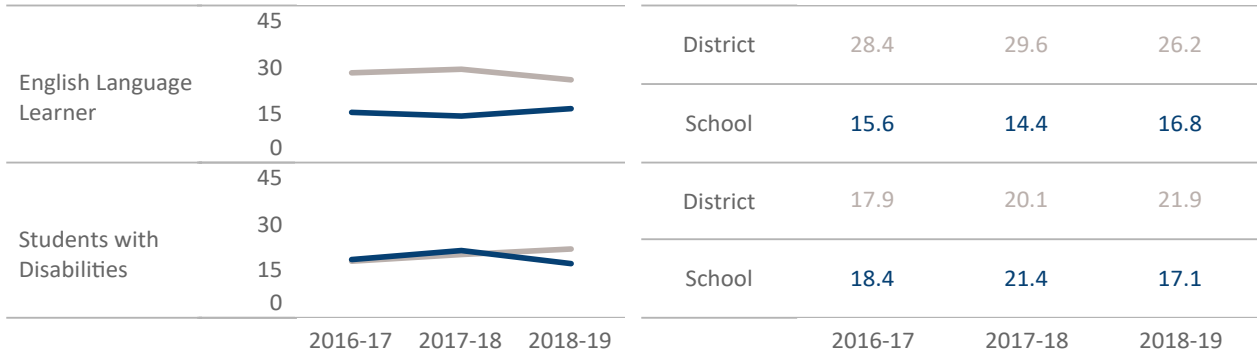


APPENDIX A: Education Corporation Overview

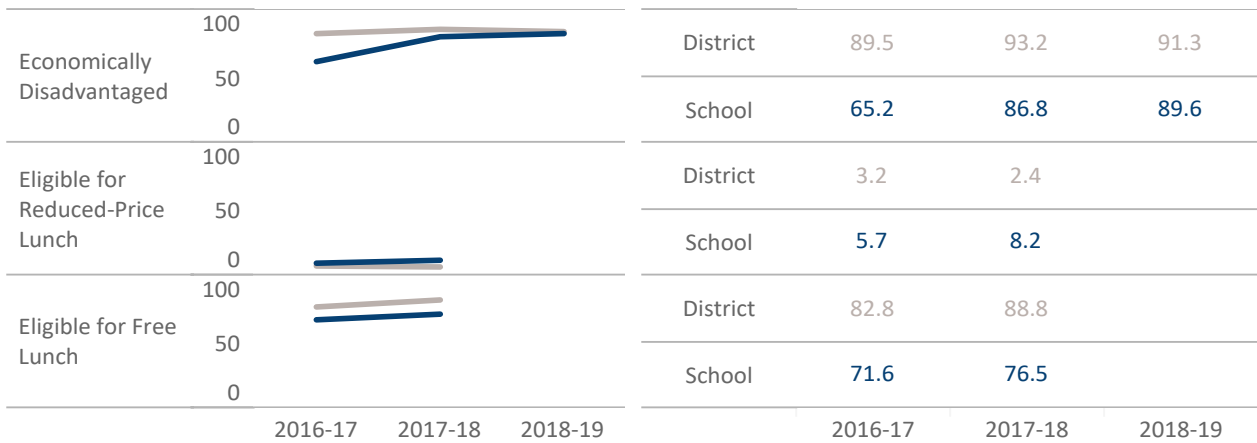
Success Academy Charter School - Bushwick

Brooklyn CSD 32

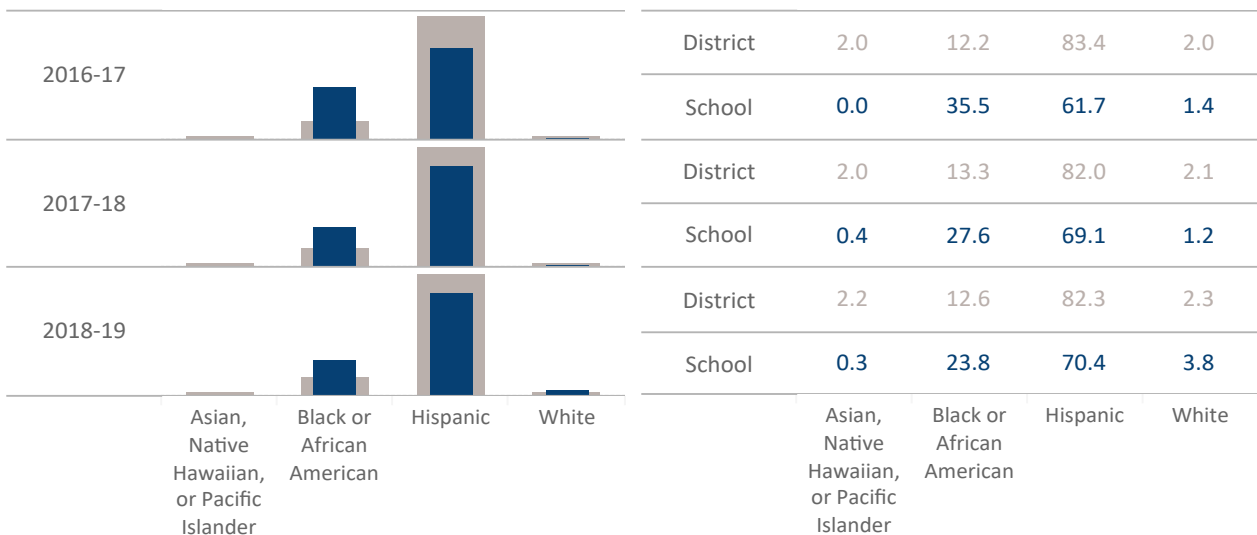
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

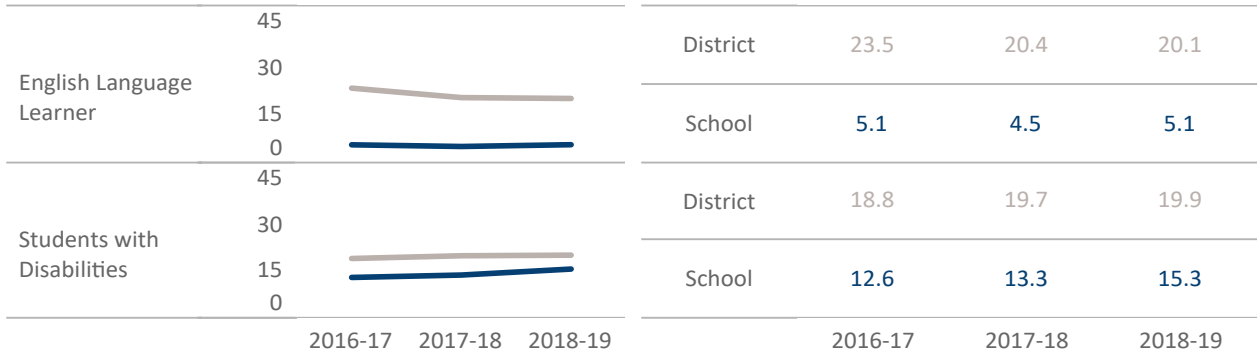


APPENDIX A: Education Corporation Overview

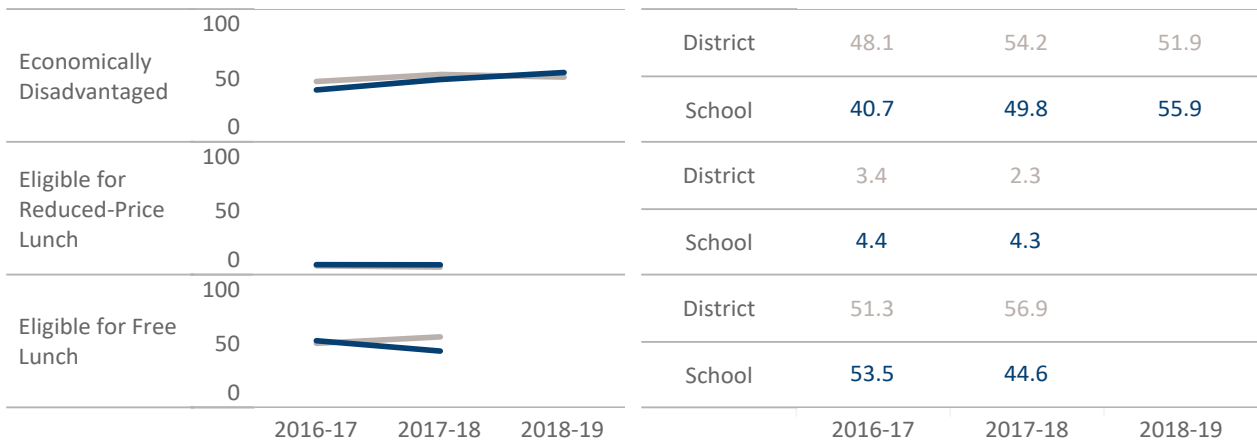
Success Academy Charter School - Cobble Hill

Brooklyn CSD 15

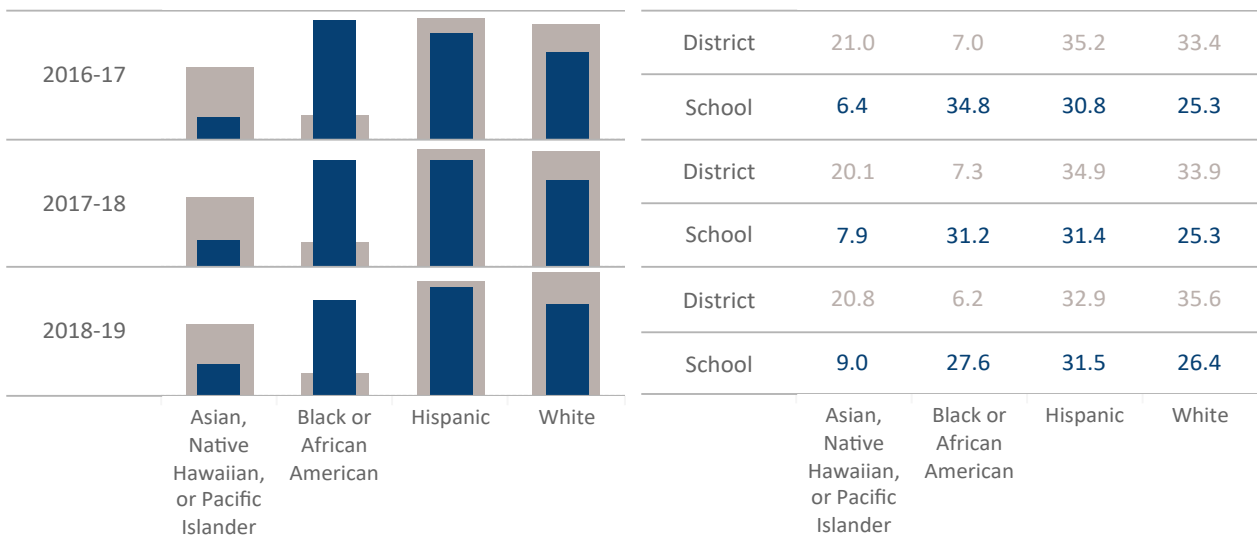
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

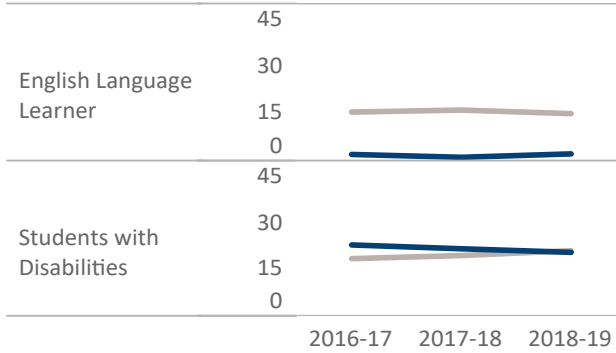


APPENDIX A: Education Corporation Overview

Success Academy Charter School - Far Rockaway

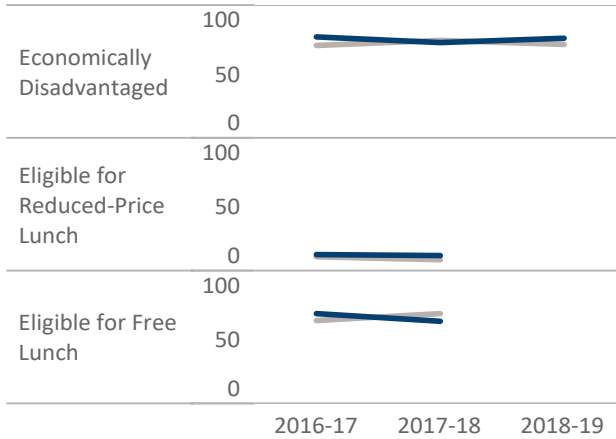
Queens CSD 27

Student Demographics: Special Populations



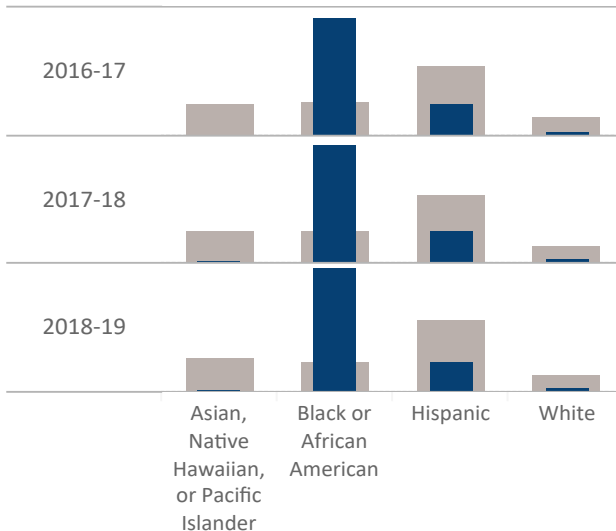
	2016-17	2017-18	2018-19
District	15.1	15.7	14.5
School	1.3	0.4	1.5
District	18.1	19.1	20.7
School	22.6	21.3	20.1

Student Demographics: Free/Reduced Lunch



	2016-17	2017-18	2018-19
District	75.8	80.2	76.7
School	83.2	78.3	82.1
District	7.8	5.2	
School	9.7	8.8	
District	67.6	73.5	
School	73.5	66.9	

Student Demographics: Race/Ethnicity



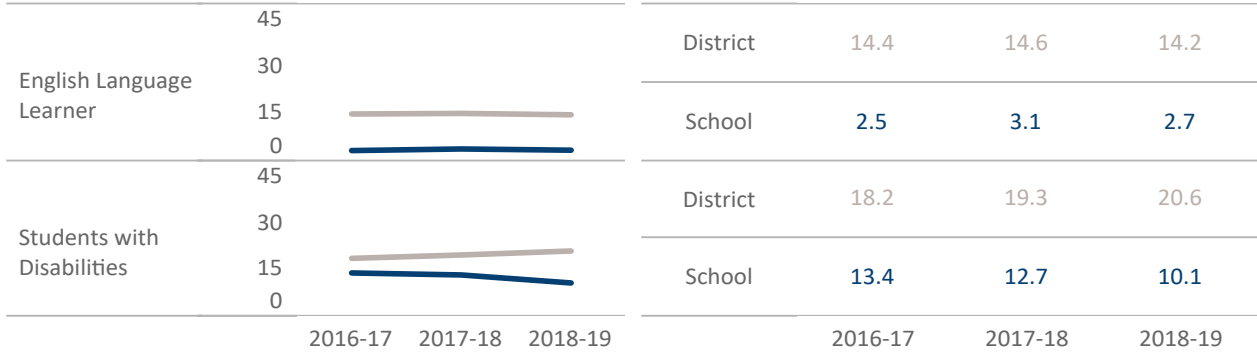
	2016-17	2017-18	2018-19
District	19.6	20.5	43.0
School	0.0	72.9	20.0
District	20.1	20.3	42.4
School	1.1	73.5	19.5
District	20.3	18.9	43.4
School	1.2	75.9	18.2

APPENDIX A: Education Corporation Overview

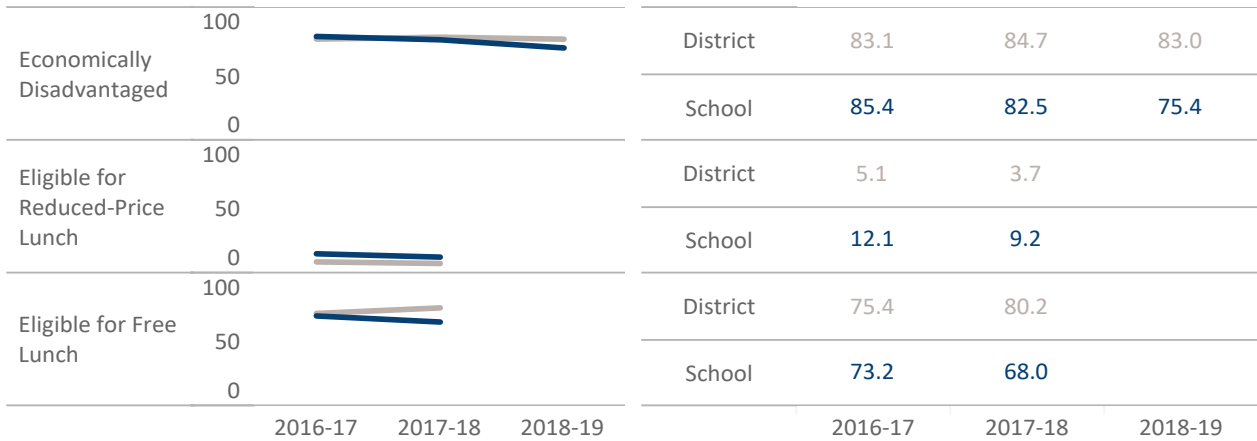
Success Academy Charter School - Flatbush

Brooklyn CSD 17

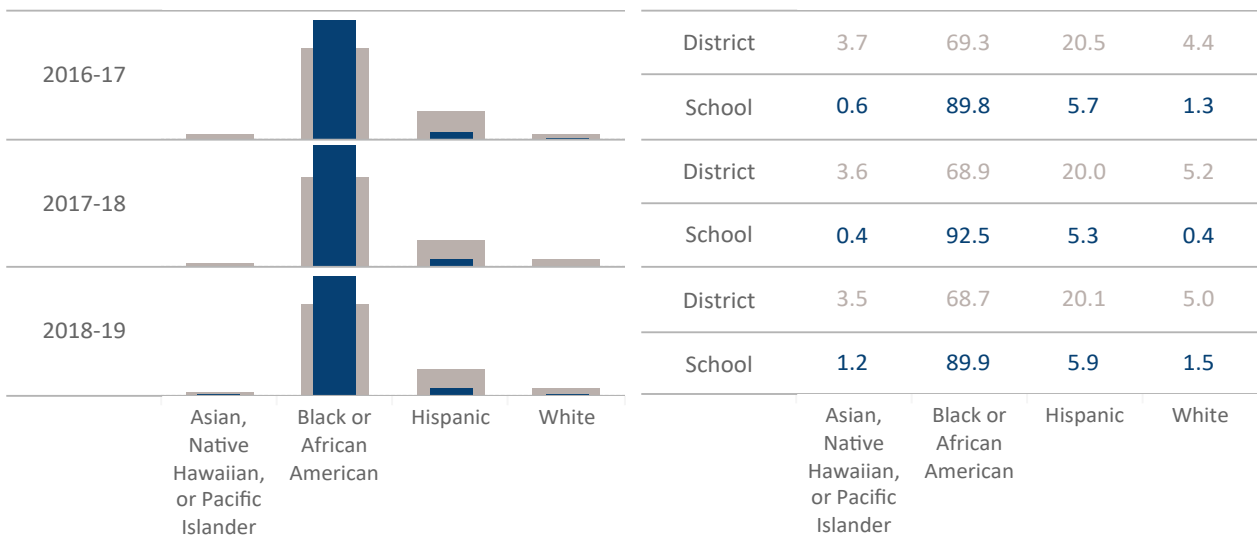
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

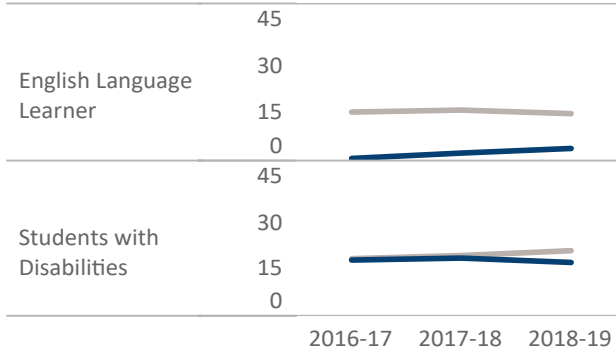


APPENDIX A: Education Corporation Overview

Success Academy Charter School - South Jamaica

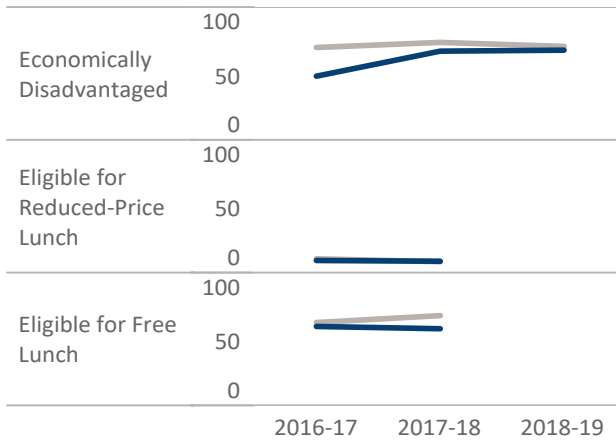
Queens CSD 27

Student Demographics: Special Populations



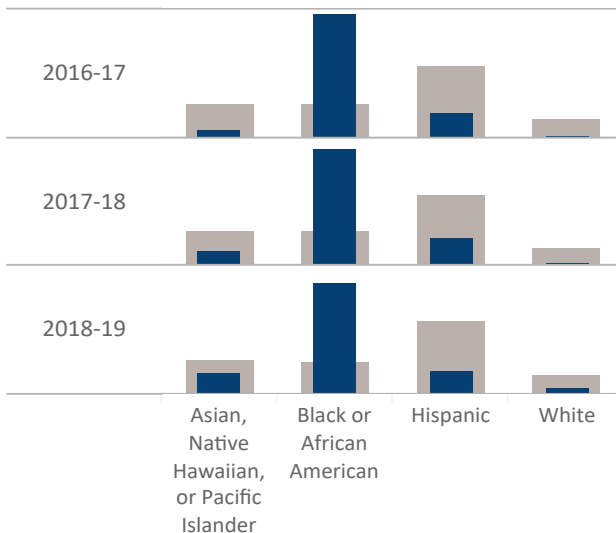
	2016-17	2017-18	2018-19
District	15.1	15.7	14.5
School	0.0	1.7	3.2
District	18.1	19.1	20.7
School	17.6	18.3	16.8

Student Demographics: Free/Reduced Lunch



	2016-17	2017-18	2018-19
District	75.8	80.2	76.7
School	50.9	72.6	73.5
District	7.8	5.2	
School	6.3	5.7	
District	67.6	73.5	
School	64.2	62.2	

Student Demographics: Race/Ethnicity



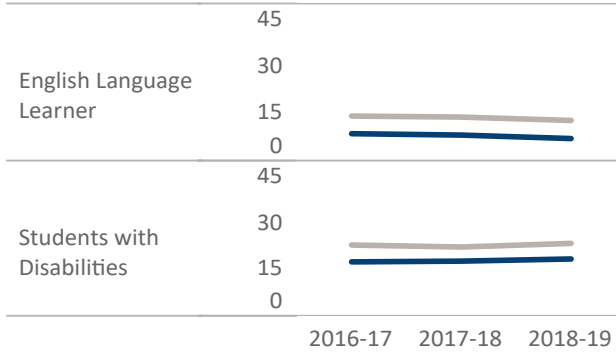
	2016-17	2017-18	2018-19
District	19.6	20.5	43.0
School	5.0	73.6	14.5
District	20.1	20.3	42.4
School	8.3	70.0	15.7
District	20.3	18.9	43.4
School	12.0	65.7	13.9

APPENDIX A: Education Corporation Overview

Success Academy Charter School - Williamsburg

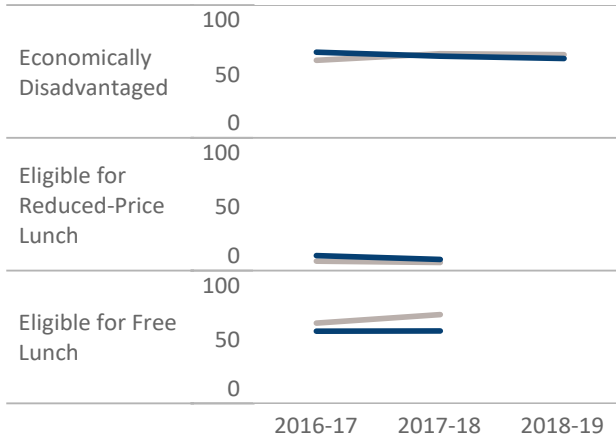
Brooklyn CSD 14

Student Demographics: Special Populations



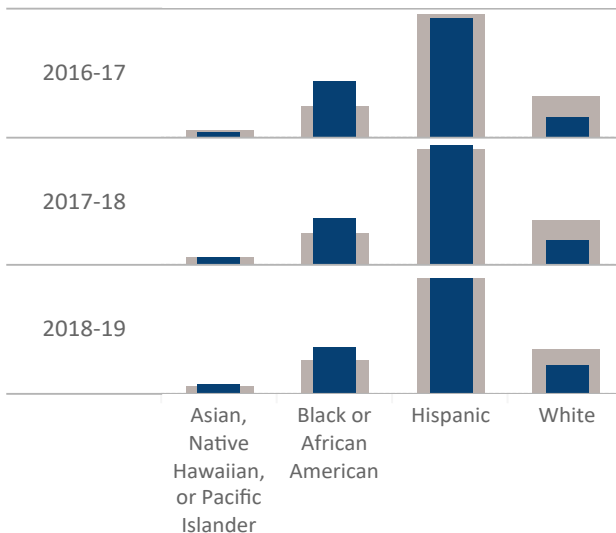
	2016-17	2017-18	2018-19
District	13.7	13.4	12.3
School	8.0	7.6	6.5
District	22.6	21.9	23.1
School	17.0	17.3	18.0

Student Demographics: Free/Reduced Lunch



	2016-17	2017-18	2018-19
District	62.9	68.7	67.8
School	70.0	66.5	64.5
District	4.0	2.8	
School	8.8	5.5	
District	65.3	72.7	
School	58.3	58.5	

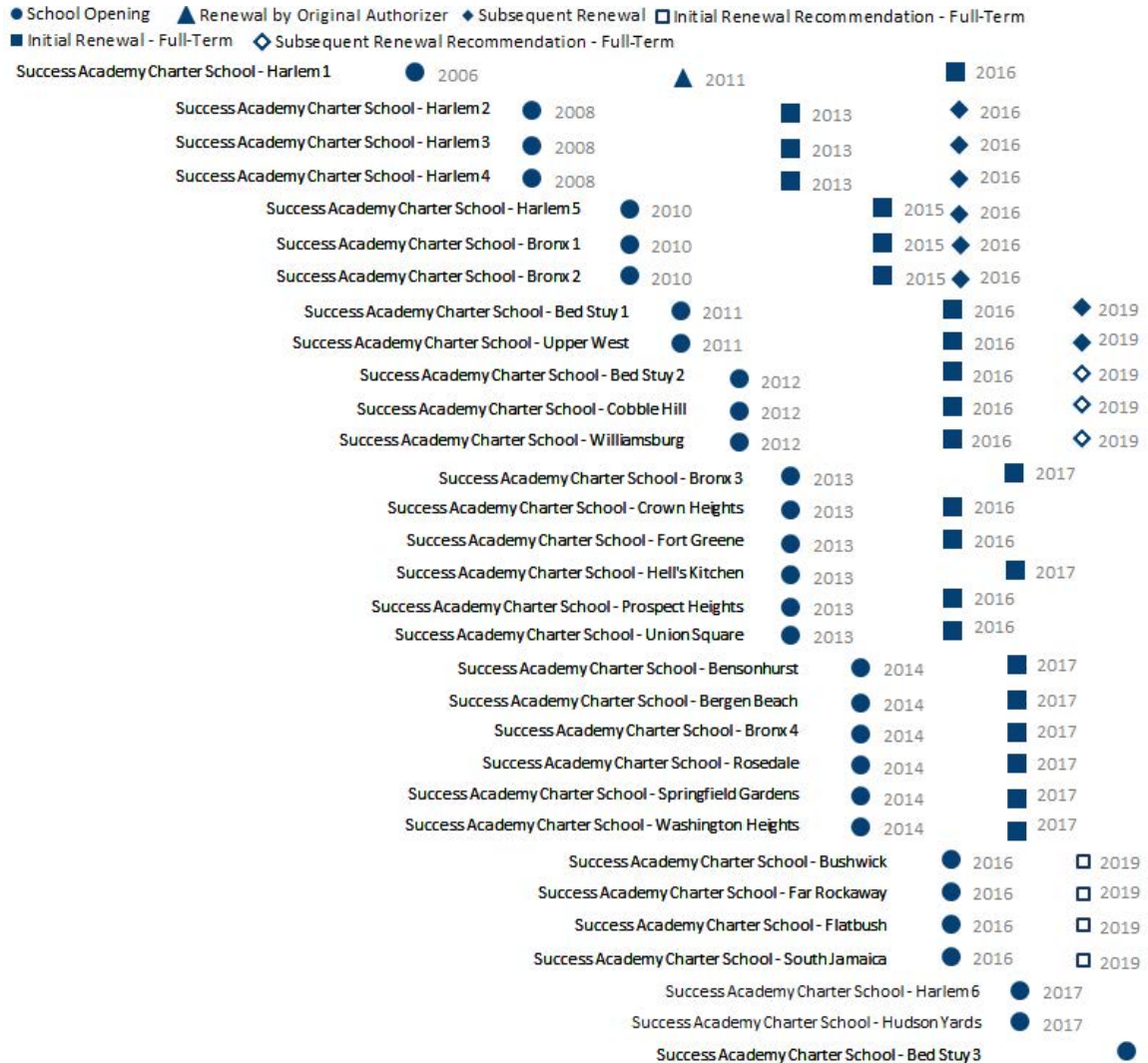
Student Demographics: Race/Ethnicity



	2016-17	2017-18	2018-19	
District	3.7	15.6	59.3	19.8
School	2.7	27.2	57.6	9.8
District	3.7	15.4	56.4	22.4
School	3.4	22.7	58.3	11.6
District	4.0	16.2	56.1	21.6
School	4.8	22.4	56.0	13.1

APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



APPENDIX A: Education Corporation Overview

SCHOOL VISIT HISTORY

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



SCHOOL VISIT HISTORY, CONTINUED

SCHOOL YEAR	SCHOOL AND VISIT TYPE	VISIT DATE
2016-17	Success BedStuy 2 - Renewal Visit	September 13, 2016
	Success Bensonhurst - Renewal Visit	April 13, 2017
	Success Bergen Beach - Renewal Visit	April 13, 2017
	Success Bronx 1 - Renewal Visit	September 15, 2016
	Success Bronx 2 - Renewal Visit	September 16, 2016
	Success Bronx 4 - Renewal Visit	April 11, 2017
	Success Clinton Hill - Renewal Visit	September 14, 2016
	Success Crown Heights - Renewal Visit	September 15, 2016
	Success Fort Greene - Renewal Visit	September 14, 2016
	Success Harlem 5 - Renewal Visit	September 16, 2016
	Success Hell's Kitchen - Renewal Visit	April 12, 2017
	Success Prospect Heights - Renewal Visit	September 15, 2016
	Success Rosedale - Renewal Visit	April 14, 2017
	Success Springfield Gardens - Renewal Visit	April 14, 2017
	Success Union Square - Renewal Visit	September 19, 2016
Success Washington Heights - Renewal Visit	April 10, 2017	
Success Williamsburg - Renewal Visit	September 13, 2016	
2017-18	Success Hudson Yards - First Year Visit	May 29, 2018
	Success Harlem 6 - First Year Visit	May 29, 2019
2018-19	Success BedStuy 1 - Renewal Visit	December 11, 2018
	Success Upper West - Renewal Visit	December 11, 2018
2019-20	Success BedStuy 2 - Renewal Visit	October 23, 2019
	Success Bushwick - Renewal Visit	October 23, 2019
	Success Cobble Hill - Renewal Visit	October 24, 2019
	Success Far Rockaway - Renewal Visit	October 25, 2019
	Success Flatbush - Renewal Visit	October 24, 2019
	Success South Jamaica - Renewal Visit	October 25, 2019
Success Williamburg - Renewal Visit	October 24, 2019	

CONDUCT OF THE VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
October 23-25, 2019	Andrew Kile	Director of School Evaluation
	Sinnjinn Bucknell	Director of Systems and Performance

APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

SCHOOL	LOCAL DISTRICT	CO-LOCATED	GRADE SPAN	CHARTERED ENROLLMENT
Success Academy Charter School - Bed Stuy 1	CSD 14	Yes	K-8	1,504
Success Academy Charter School - Bed Stuy 2	CSD 14	Yes	K-4	416
Success Academy Charter School - Bed Stuy 3	CSD 18	Yes	5-6	151
Success Academy Charter School - Bensonhurst	CSD 21	Yes	K-4	445
Success Academy Charter School - Bergen Beach	CSD 22	Yes	K-6	595
Success Academy Charter School - Bronx 1	CSD 7	Yes	K-4	507
Success Academy Charter School - Bronx 2	CSD 9	Yes	K-8	1,007
Success Academy Charter School - Bronx 3	CSD 8	Yes	K-7	1,081
Success Academy Charter School - Bronx 4	CSD 8	Yes	K-4	445
Success Academy Charter School - Bushwick	CSD 32	No – NYCDOE Leased	K-4	510
Success Academy Charter School - Cobble Hill	CSD15	Yes	K-4	416
Success Academy Charter School - Crown Heights	CSD 17	Yes	K-7	680
Success Academy Charter School - Far Rockaway	CSD 27	Yes	K-4	510
Success Academy Charter School - Flatbush	CSD 17	No – NYCDOE Leased	K-4	510
Success Academy Charter School - Fort Greene	CSD 13	Yes	K-4	446
Success Academy Charter School - Harlem 1	CSD 3 CSD 2	Yes Yes	K-12	1,436
Success Academy Charter School - Harlem 2	CSD 5	Yes	K-8	882
Success Academy Charter School - Harlem 3	CSD 4	Yes	K-11	1,864
Success Academy Charter School - Harlem 4	CSD 3	Yes	K-4	417
Success Academy Charter School - Harlem 5	CSD 5	Yes	K-8	755
Success Academy Charter School - Harlem 6	CSD 5	Yes	K-3	380
Success Academy Charter School - Hell's Kitchen	CSD 2	Yes	K-4	415

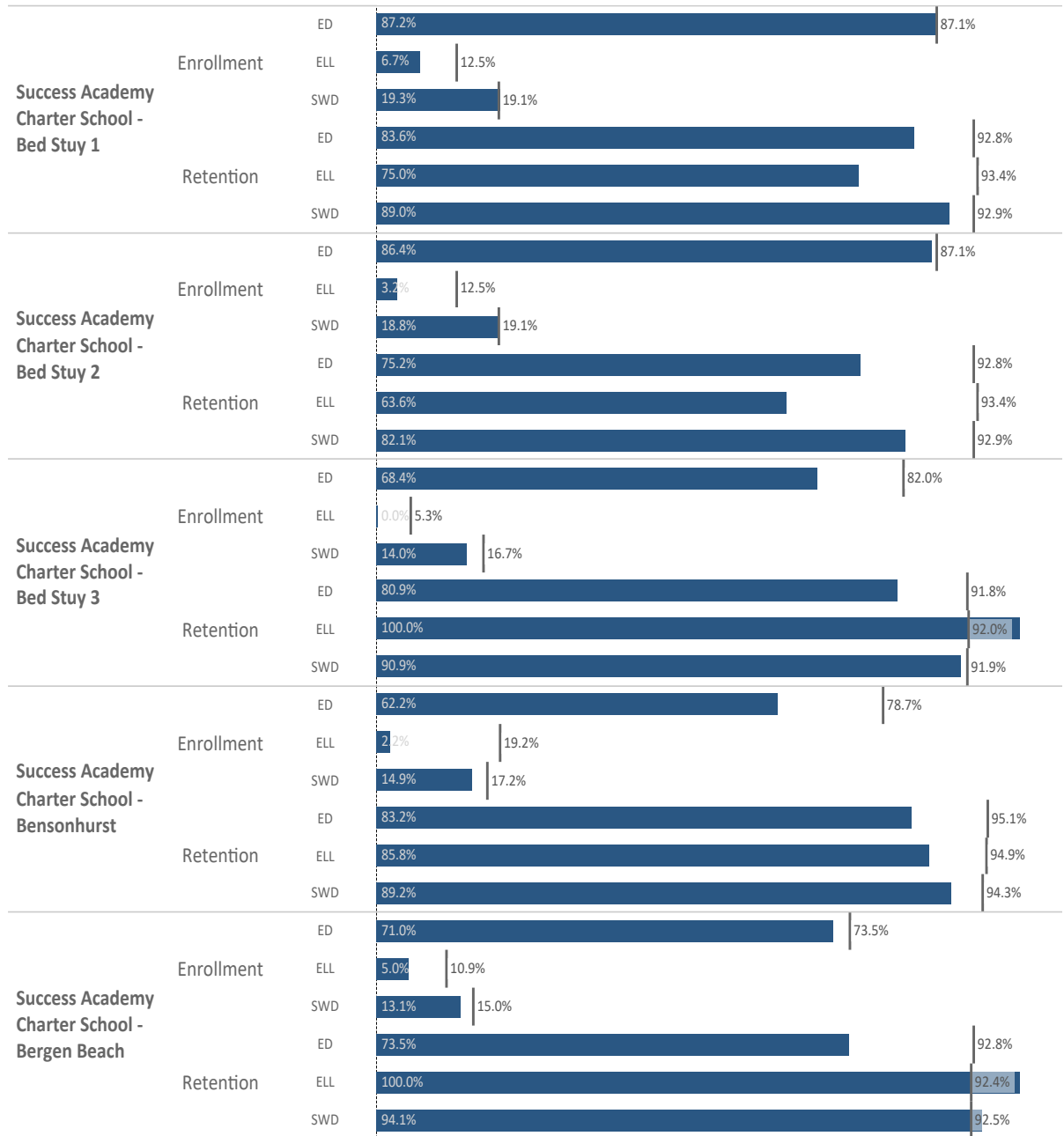
APPENDIX A: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

SCHOOL	LOCAL DISTRICT	CO-LOCATED	GRADE SPAN	CHARTERED ENROLLMENT
Success Academy Charter School - Hudson Yards	CSD 2	Private Space	K-3	380
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	CSD 17 CSD 14	Yes Yes	K-4 5-8	876
Success Academy Charter School - Rosedale	CSD 29	No – NYCDOE Leased	K-4	445
Success Academy Charter School - South Jamaica	CSD 27	No – NYCDOE Leased	K-4	510
Success Academy Charter School - Springfield Gardens	CSD 29	Yes	K-6	754
Success Academy Charter School - Union Square	CSD 2	Yes	K-8	1,306
Success Academy Charter School - Upper West	CSD 3 CSD2	Yes Yes	K-4 5-8	776
Success Academy Charter School - Washington Heights	CSD 6	No – NYCDOE Leased	K-4	445
Success Academy Charter School - Williamsburg	CSD 14	Yes	K-4	446

APPENDIX A: Education Corporation Overview

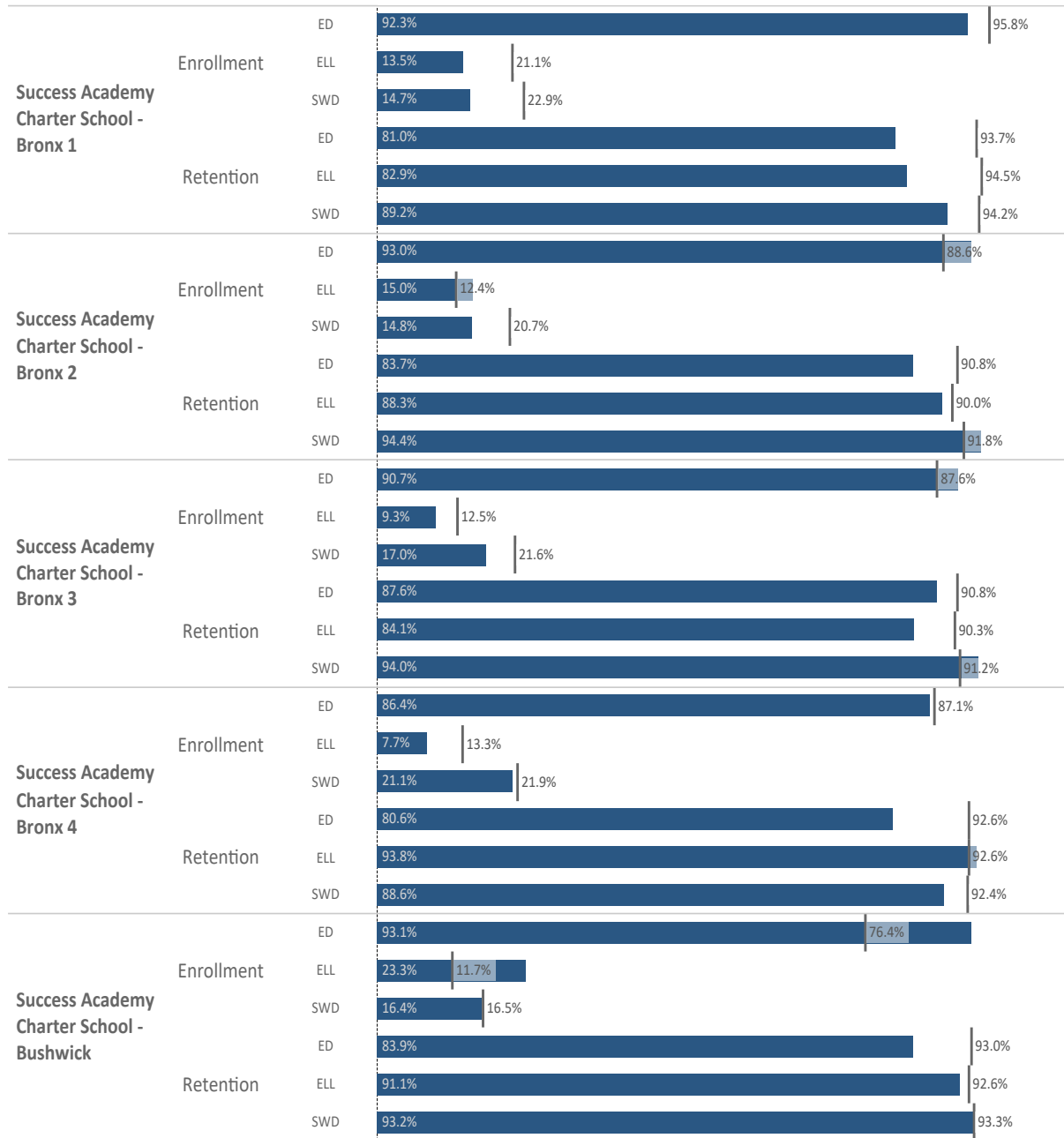
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2018-19 enrollment and retention data supplied to the Institute by the network.

APPENDIX A: Education Corporation Overview

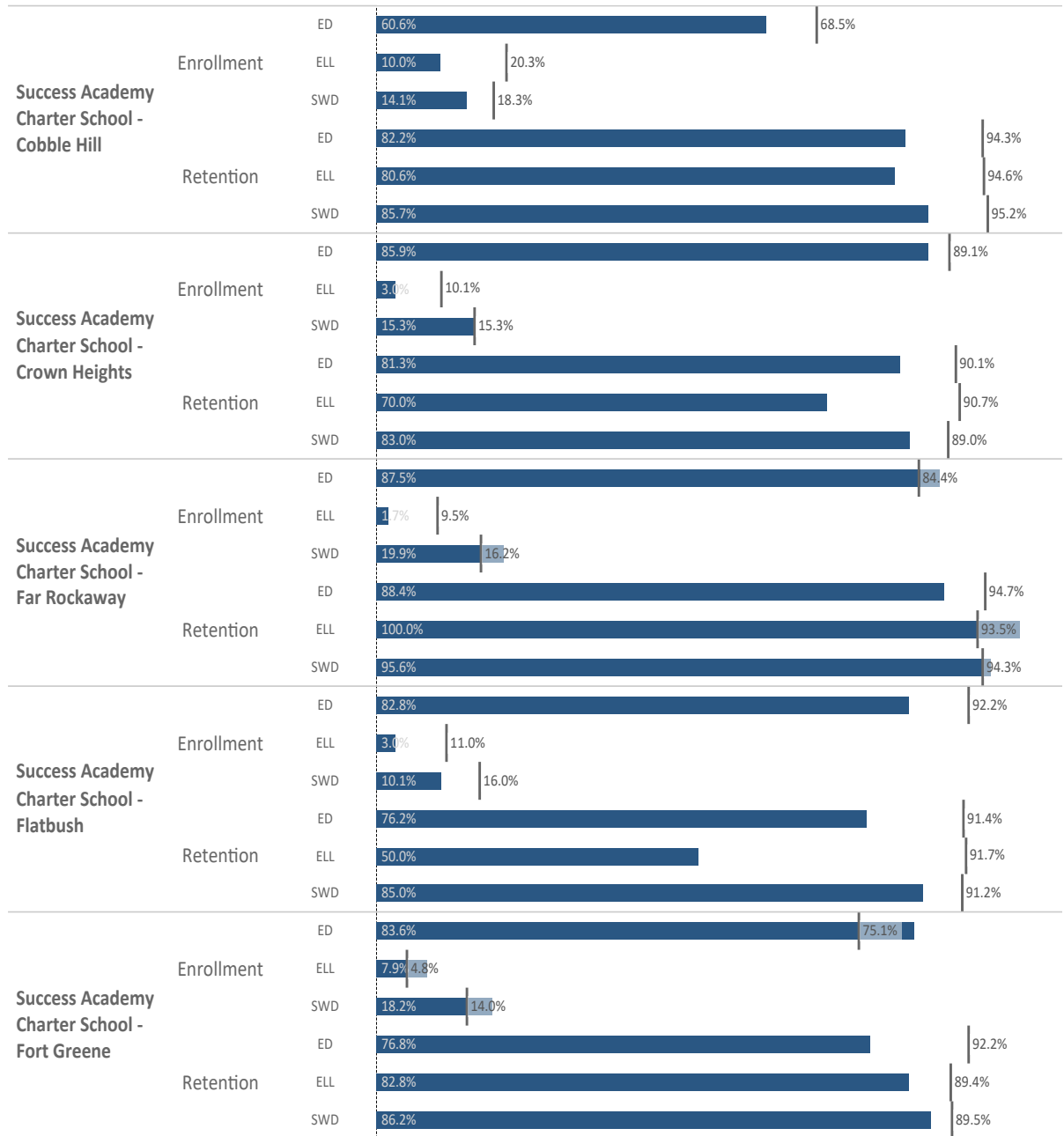
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2018-19 enrollment and retention data supplied to the Institute by the network.

APPENDIX A: Education Corporation Overview

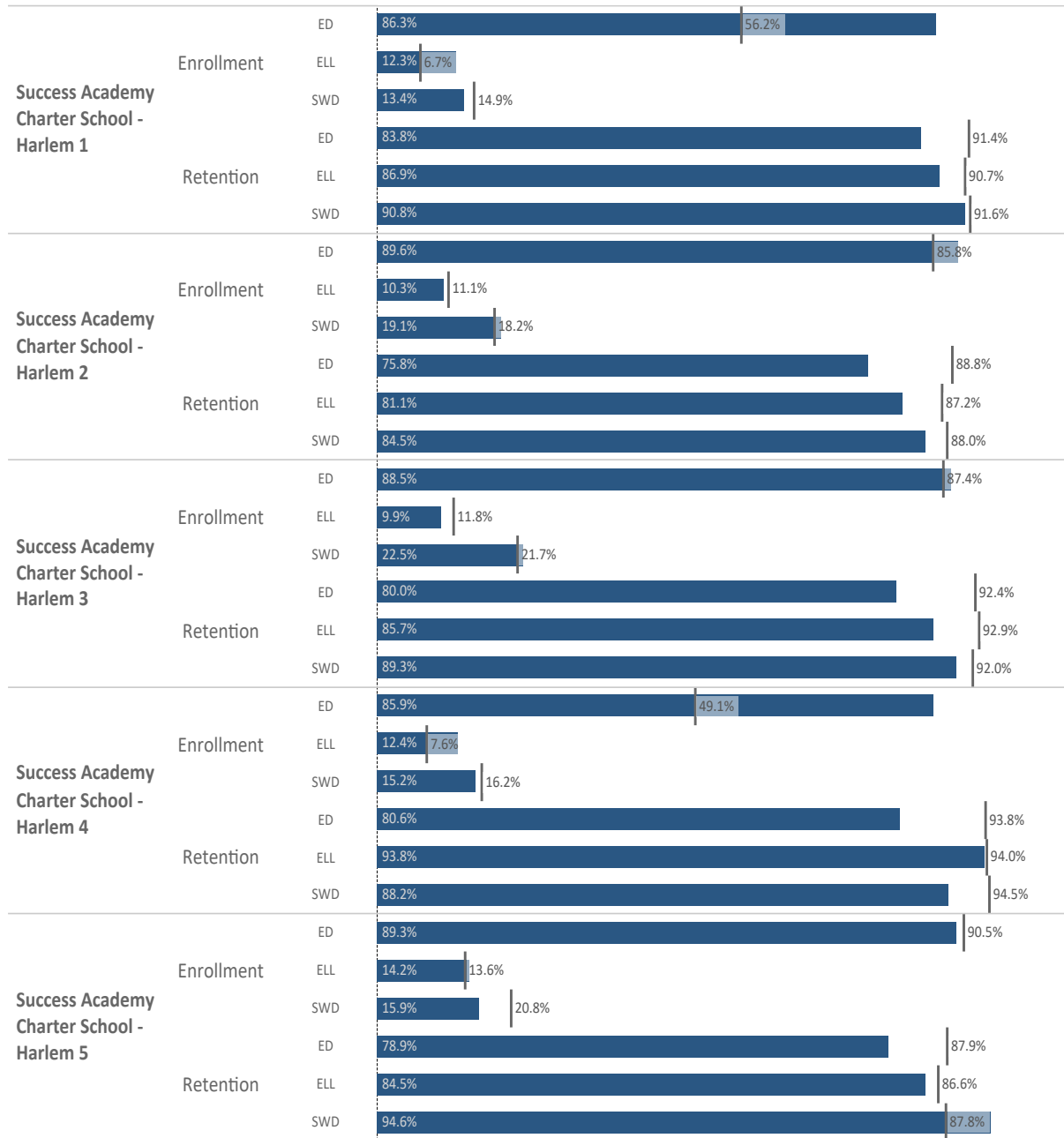
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2018-19 enrollment and retention data supplied to the Institute by the network.

APPENDIX A: Education Corporation Overview

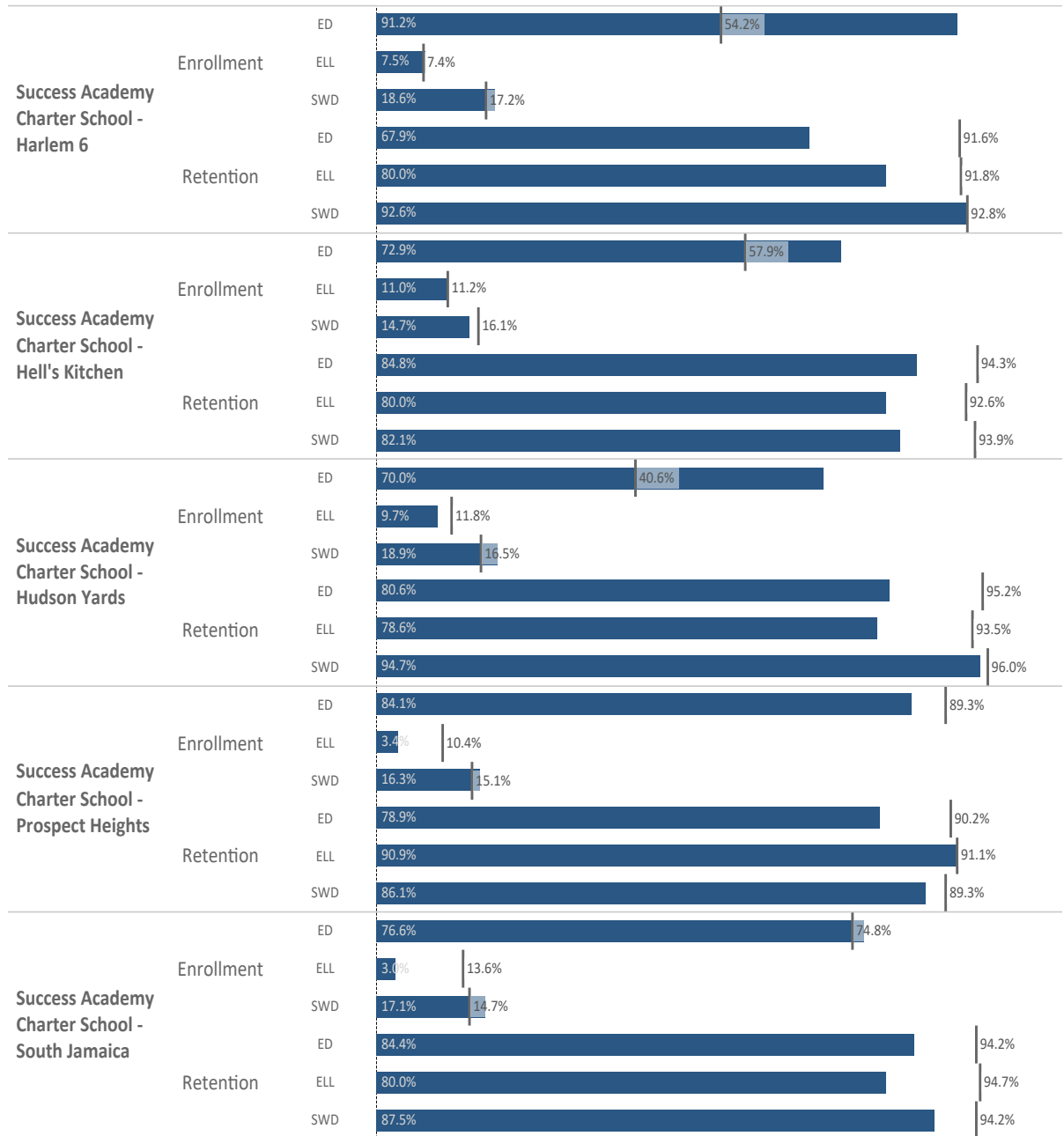
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2018-19 enrollment and retention data supplied to the Institute by the network.

APPENDIX A: Education Corporation Overview

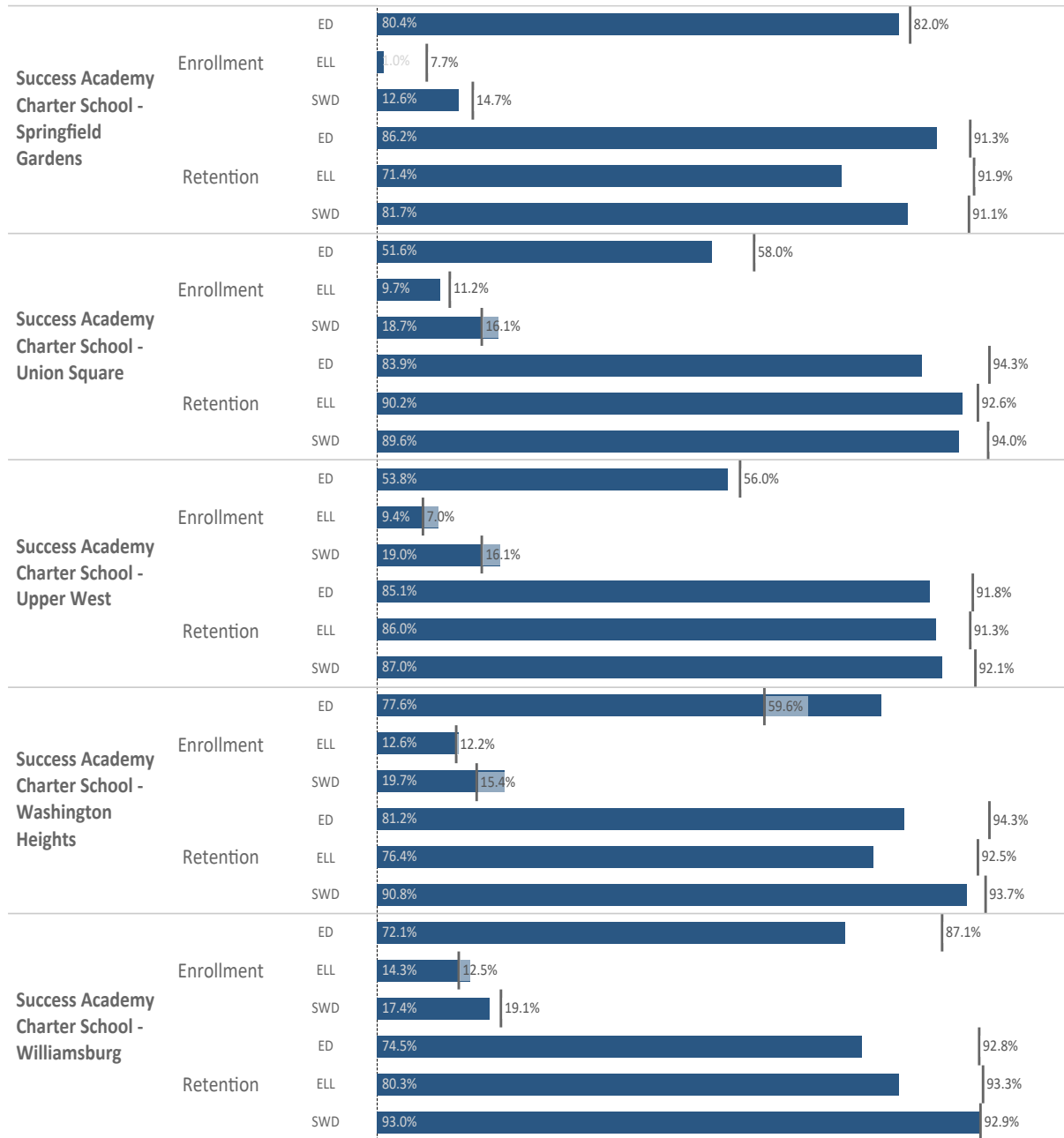
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2018-19 enrollment and retention data supplied to the Institute by the network.

APPENDIX A: Education Corporation Overview

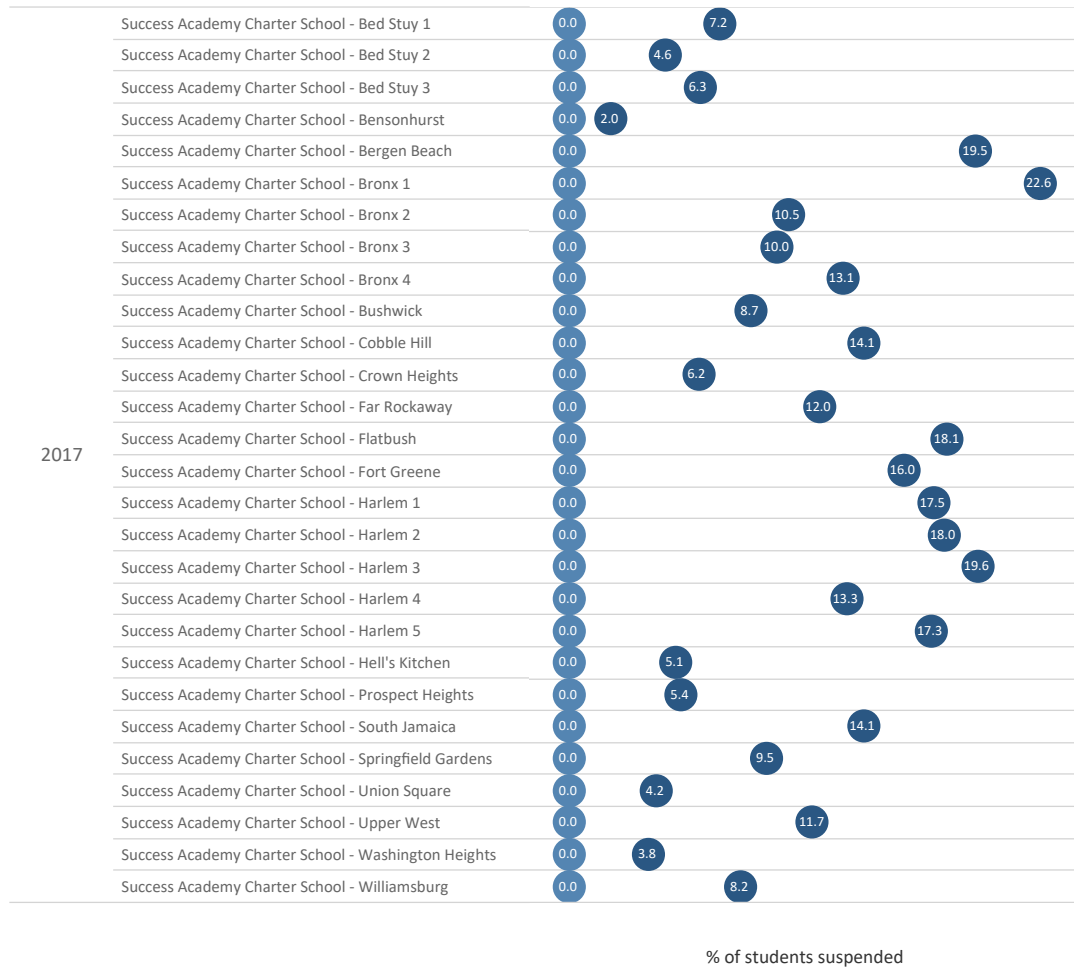
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2018-19 enrollment and retention data supplied to the Institute by the network.

APPENDIX A: Education Corporation Overview

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

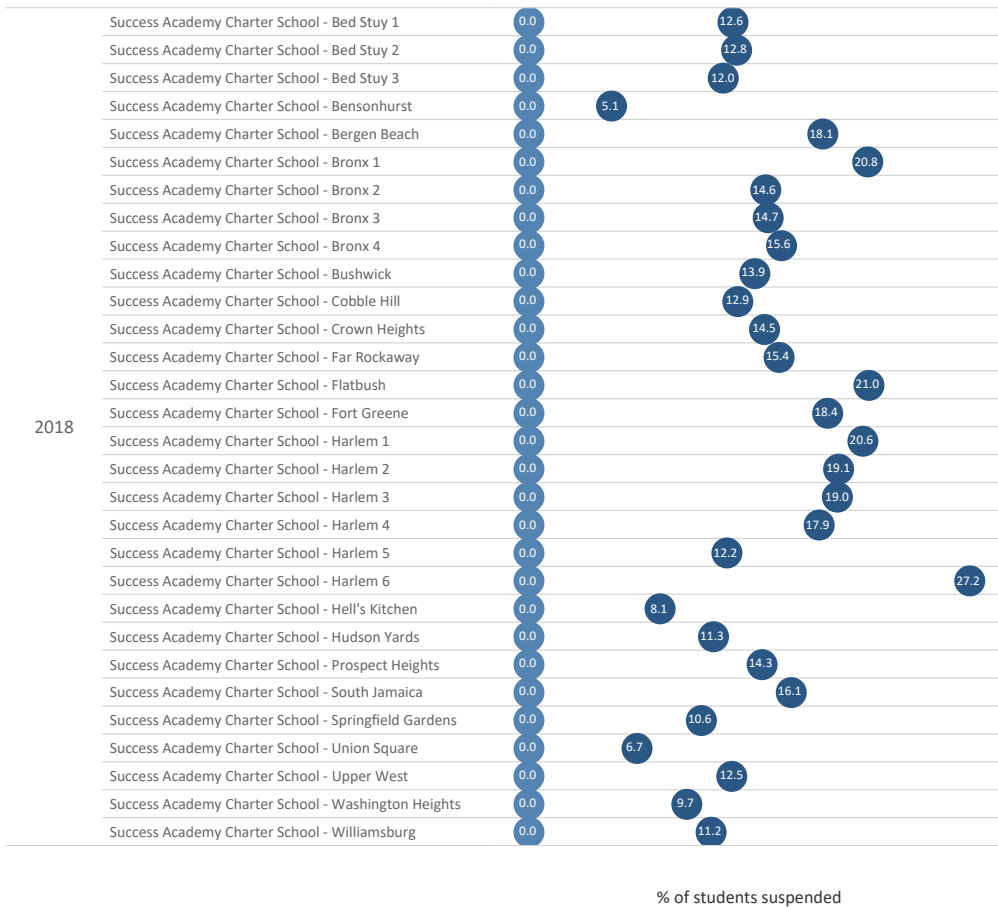


New York City Community School District data suitable for comparison is not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school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

During the 2016-17 school year, Success Academy Charter Schools-NYC expelled 0 students.

APPENDIX A: Education Corporation Overview

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

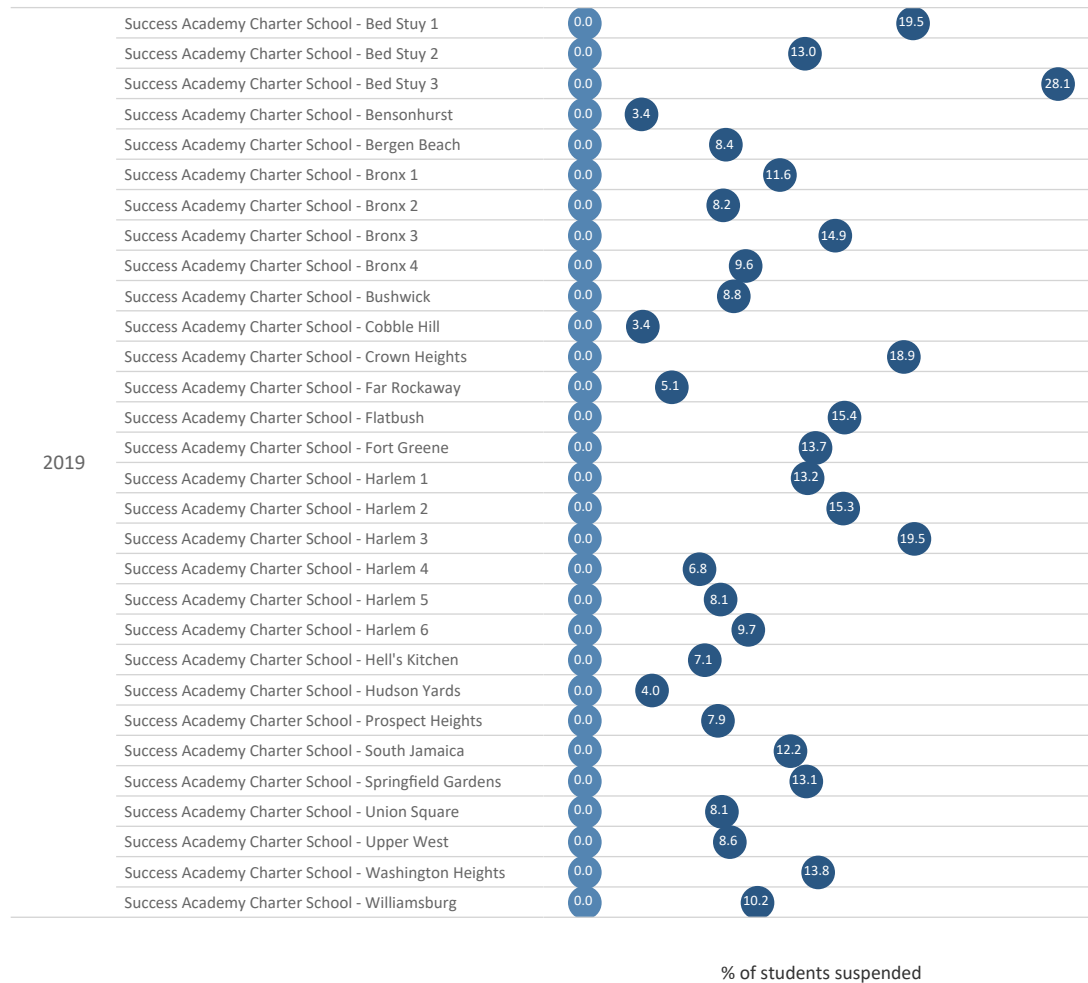


New York City Community School District data suitable for comparison is not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school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

During the 2017-18 school year, Success Academy Charter Schools-NYC expelled 0 students.

APPENDIX A: Education Corporation Overview

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



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

During the 2019-20 school year, Success Academy Charter Schools-NYC expelled 0 students.

APPENDIX A: Education Corporation Overview

KEY DESIGN ELEMENTS:

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

APPENDIX B: Ed Corp Fiscal Dashboard

SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
 Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

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

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
 Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

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

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

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

ACTIVITIES

Operating Revenue

Resident Student Enrollment
 Students with Disabilities

Grants and Contracts

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

Total Operating Revenue

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

Expenses

Regular Education
 SPED
 Other

Total Program Services

Management and General
 Fundraising

Total Expenses - GRAPHS 2, 3 & 4

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

Surplus / (Deficit) From School Operations

(3,258,692)	(2,466,341)	(4,476,401)	(1,793,079)	(10,716,912)
--------------------	--------------------	--------------------	--------------------	---------------------

Support and Other Revenue

Contributions
 Fundraising
 Miscellaneous Income
 Net assets released from restriction

Total Support and Other Revenue

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

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

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

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

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

APPENDIX B: Ed Corp Fiscal Dashboard

SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

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

SCHOOL ANALYSIS

ENROLLMENT

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

Primary School District:

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

PER STUDENT BREAKDOWN

Revenue

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

Expenses

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

Student to Faculty Ratio

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

Faculty to Admin Ratio

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

Financial Responsibility Composite Scores - GRAPH 6

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

Working Capital - GRAPH 7

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

Quick (Acid Test) Ratio

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

Debt to Asset Ratio - GRAPH 7

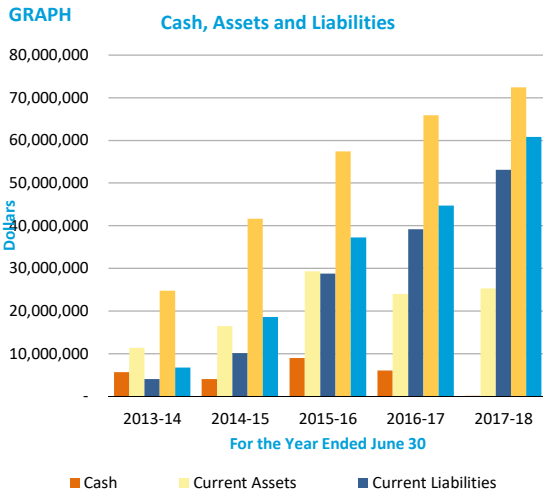
Score	0.3	0.4	0.6	0.7	0.8
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Good	Good	Good

Months of Cash - GRAPH 8

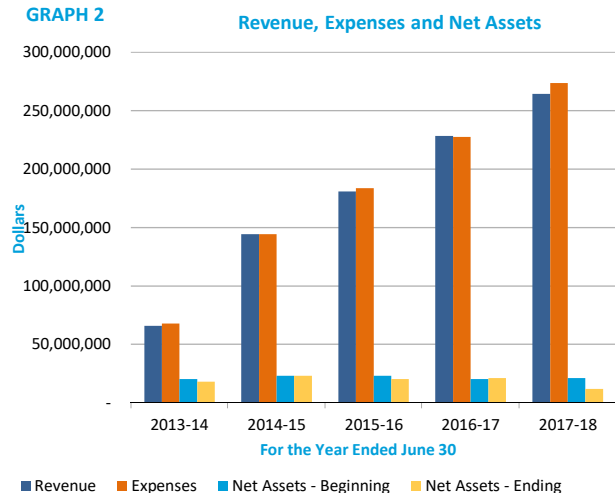
Score	1.0	0.3	0.6	0.3	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	HIGH	HIGH	HIGH	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Poor	Poor	Poor	Poor

APPENDIX B: Ed Corp Fiscal Dashboard

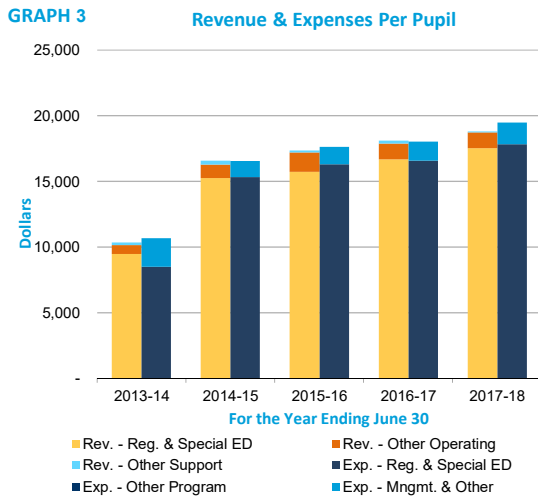
SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)



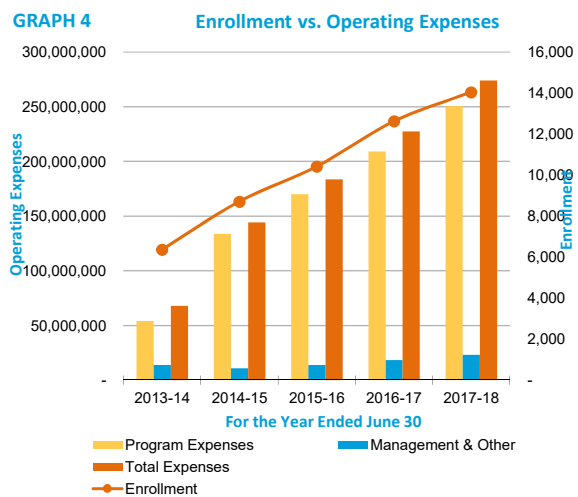
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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

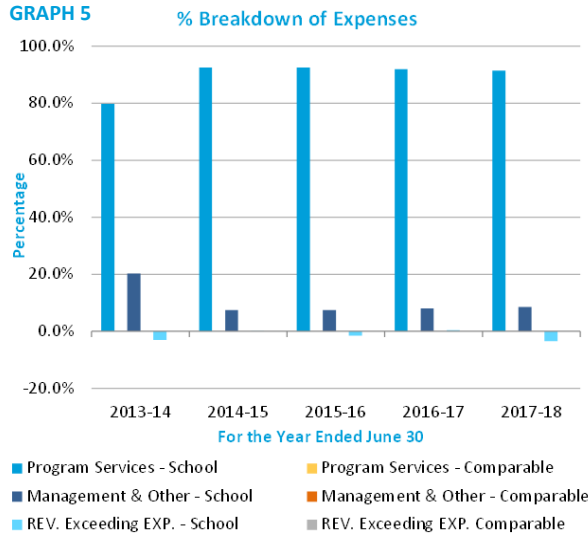


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

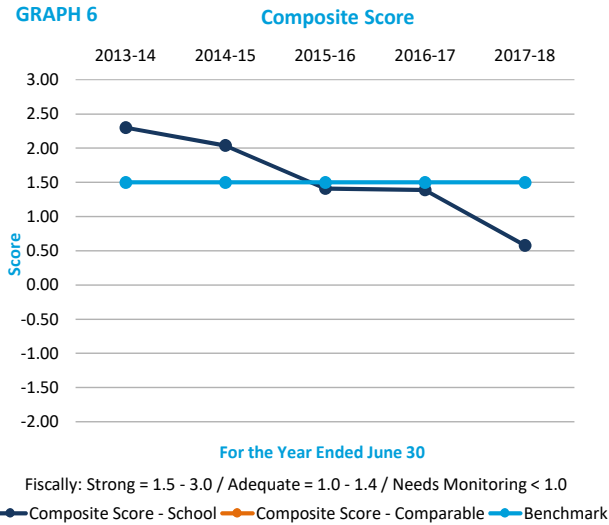
APPENDIX B: Ed Corp Fiscal Dashboard

SUCCESS ACADEMY CHARTER SCHOOLS - NYC (COMBINED)

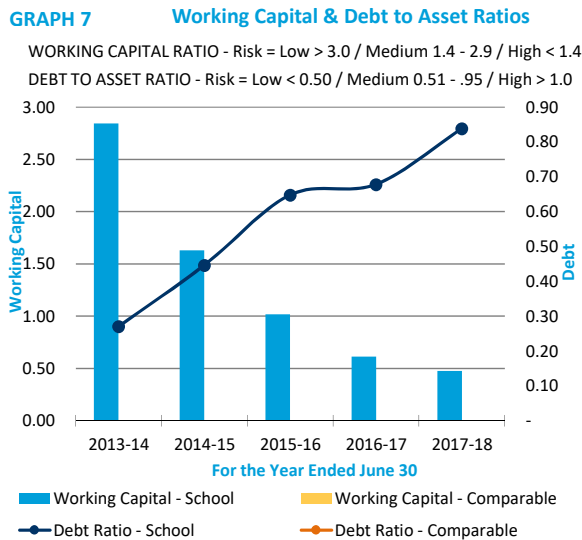
Comparable School, Region or Network: -



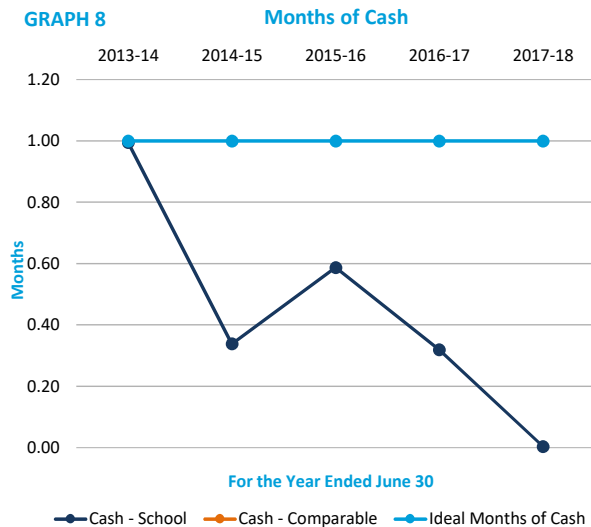
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

