



THE SUNY CHARTER SCHOOLS
INSTITUTE

*RENEWAL RECOMMENDATION REPORT
SUCCESS ACADEMY CHARTER
SCHOOL - BED STUY 2*

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INTRODUCTION & REPORT FORMAT

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



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

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

REPORT FORMAT

This 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. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

RENEWAL QUESTIONS

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

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

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



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Success Academy Charter School - Bed Stuy 2 and renew Success Academy Charter Schools - NYC's authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten through 10th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 827 students.

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

REQUIRED FINDINGS

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

1.

the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;

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

4.SUNY Renewal Policies at page 12.

:2

:3

the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,

given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁵

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposals (“RFP”) processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Success Academy Charter School - Bed Stuy 2 (“Success Bed Stuy 2”) received its original charter on September 13, 2011 and has not previously applied for renewal. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”) and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. SUNY and the New York State Board of Regents (the “Board of Regents”) finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive at renewal.

Success Bed Stuy 2 makes good faith efforts to meet its enrollment and retention targets.

Success Academy Charter Schools-NYC (“SACS-NYC”) submitted the following strategies it uses to meet schools’ targets:

- mailings and distributions to residents of the school’s community school district (“CSD”);
- mailings and distributions to residents in low-income in-district communities;

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

RENEWAL RECOMMENDATION

- mailings and distributions to residents in mixed-income in-district communities;
- targeted distribution of native language materials to individuals and communities within the CSD, as determined by each school;
- weighted lottery preference for ELL students;
- advertisements, flyers, and/or marketing materials posted in local newspapers, supermarkets, community centers, and/or apartment complexes; and/or,
- open houses at the schools and informational sessions hosted at public and private venues frequented by families of young children including daycare and nursery schools.

SACS-NYC designs its program to support students with disabilities, ELLs, and economically disadvantaged students in general education classrooms through a rigorous curriculum and instructional model proven highly successful in preparing students to meet and exceed state performance benchmarks. Certain students requiring more intensive supports in smaller settings receive special education services at one of three locations housing the education corporation's shared self-contained, or 12:1:1, programs. SACS-NYC's English language immersion program has proven successful in helping ELLs reach English proficiency. Seventy-seven percent of SACS-NYC students qualify as economically disadvantaged and receive breakfast, one or more snacks and lunch free of charge each day. The school employs these efforts in an attempt to meet its student retention targets.

For additional information on the school's enrollment and retention target progress see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

As of the date of this report, the Institute has received no district comments in response.



SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 2

BACKGROUND

Success Bed Stuy 2 received its original charter from the SUNY Trustees on September 13, 2011. It opened its doors in the fall of 2012 initially serving 188 students in Kindergarten and 1st grade. The school is authorized to serve 675 students in grades kindergarten through 5th in the 2016-17 school year. The current charter term expires on July 31, 2017. A subsequent charter term would enable the school to operate through July 31, 2022. The school is co-located in a New York City Department of Education (“NYCDOE”) building at 211 Throop Avenue, Brooklyn, New York, in CSD 14. The building also houses P.S. 059 William Floyd, an elementary school.

The mission of Success Bed Stuy 2 is:



The mission of Success Academy Charter School - Bed Stuy 2 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.

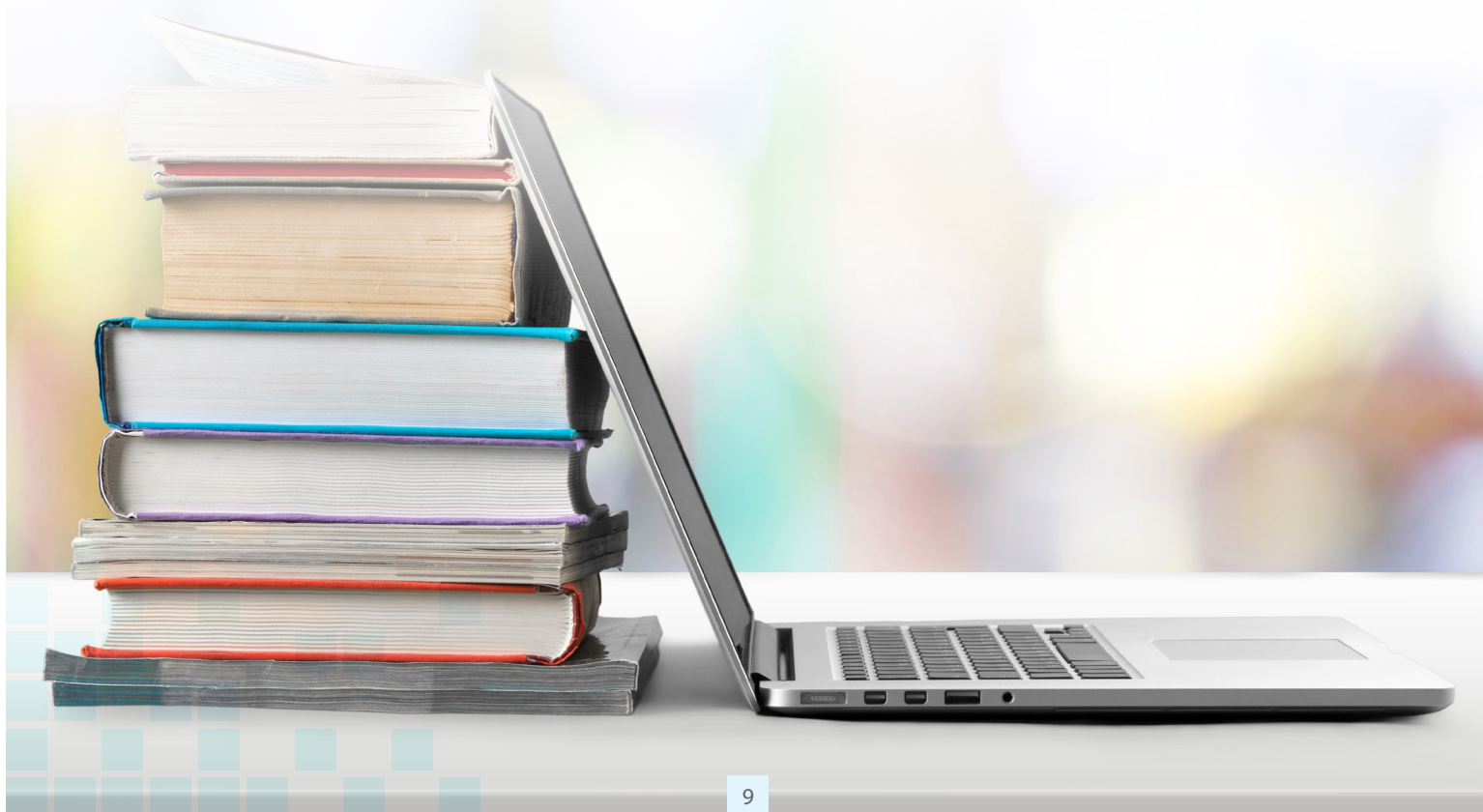
Success Bed Stuy 2 is one of 38 SUNY authorized schools within the SACS–NYC education corporation. Twenty-nine of these authorized schools are currently open and operating, while the remaining nine schools are scheduled to open for the 2017-18 or 2018-19 school year. The Act allows authorizers to grant 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.

All schools operated by the education corporation contract with Success Academy Charter Schools, Inc., (“Success Academy” or the “network”), a Delaware not-for-profit charter management organization based in New York City, for comprehensive management services. The network provides all schools with academic, operational 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 leaders, with network managing directors serving in supervisory roles for principals.

The school implements an academic program consistent with all SACS-NYC charter schools. This program, with its emphasis on critical thinking, problem solving and oral communication has proven to be successful in meeting the needs of both general education students and students considered to be at risk of academic failure.

Additional information about the Success Academy program model and schools appears in the Education Corporation Overview in Appendix E.



SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

In its initial charter term, Success Bed Stuy 2 posted exceptional student achievement results and outperformed 90 percent of schools in both English language arts (“ELA”) and mathematics. In addition to the strong 2015-16 absolute performance demonstrated when 100 percent of the school’s tested 3rd graders scored at or above proficiency in mathematics, Success Bed Stuy 2 produced growth scores above the state median in both subjects. The educational program in place at the time of the renewal reviews is rigorous and effective in meeting students’ needs. Because Success Bed Stuy 2 met its Accountability Plan goals and implements an effective program that is likely to continue to improve student learning, the Institute recommends Initial Full-Term Renewal.

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

NOTEWORTHY

In 2015-16, Success Bed Stuy 2 students filmed a discussion of a poem for Harvard University’s Poetry in America project. The project is part of the HarvardX initiative, which focuses on expanding online learning.



ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Success Bed Stuy 2 is a clear academic success. The school met and exceeded its key Accountability Plan goals and implements an effective educational program that fosters high levels of student achievement.

The Act outlines the requirement that authorizers “change from rule-based to performance-based accountability systems by holding [charter] schools . . . accountable for meeting measurable student achievement results.”⁶ As described in this report, Success Bed Stuy 2 has satisfied the requirements of the Act as well as the SUNY Renewal Policies⁷ as it has posted consistently strong outcomes as measured by performance on state assessments. This performance indicates Success Bed Stuy 2’s curriculum, assessment system, instructional design and leadership combine into a demonstrably successful implementation of SACS-NYC’s model. The strength of that model, detailed in Appendix E, along with the strong and sustained student performance outcomes at Success Bed Stuy 2 provide the foundation for the Institute’s analysis that: 1) the school posts sufficient evidence to support the conclusion it meets the academic and organizational criteria called for in the SUNY Renewal Benchmarks; and, 2) the school’s strong performance merits a five-year renewal recommendation.

At the beginning of the Accountability Period,⁸ the 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”⁹ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”¹⁰ 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?

6. Education Law § 2850(2)(f).

7. SUNY Renewal Policies
(pp. 12-15).

8. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students.

9. Education Law § 2850(2)(f).

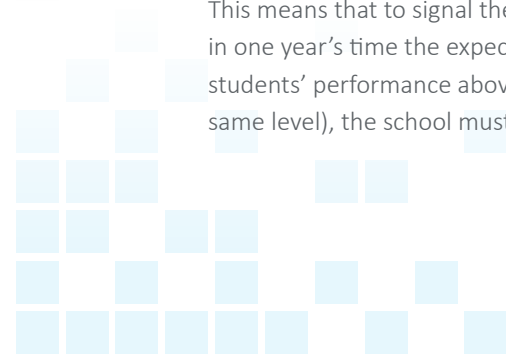
10. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Success Bed Stuy 2 did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals 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 Success Bed Stuy 2 relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength Success Bed Stuy 2's demonstrated student learning compared to other schools' demonstrated student learning.

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.



ACADEMIC PERFORMANCE

The Accountability Plan also includes science and No Child Left Behind (“NCLB”) goals.

Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

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

During its initial charter term, Success Bed Stuy 2 exceeded its key Accountability Plan goals of ELA and mathematics. In 2014-15, the school’s performance was among the strongest in the state. The following year, the school outperformed 99 percent of schools in both subjects. Success Bed Stuy 2 also met its NCLB and science goals.

Success Bed Stuy 2 met its ELA Accountability Plan goal during the first two years when data are available. The school exceeded the district’s ELA performance by 29 percentage points and 44 percentage points during 2014-15 and 2015-16, respectively. Moreover, the school outperformed 90 percent of schools statewide in both years. The school also posted strong comparative effect size scores during the charter term, performing higher than expected to a large degree compared to schools with similar proportions of economically disadvantaged students. Success Bed Stuy 2 also posted its first mean growth percentile score in 2015-16, meeting its growth measure and exceeding the target by nine percentile points.

The school also met its mathematics Accountability Plan goal during 2014-15 and 2015-16. With 89 percent of its students scoring at or above proficiency during 2014-15, the school outperformed the district by 53 percentage points. In 2015-16, the school improved its performance when it posted a 97 percent proficiency rate and increased its lead over the district to 57 percentage points. The same year, 100 percent of the school’s tested 3rd graders scored at or above proficient. Concomitant with its uptick in absolute performance, Success Bed Stuy 2 posted a growth score 16 percentile points above the target in 2015-16. Throughout the charter term, the school performed higher than expected to a large degree in comparison to schools across the state enrolling similar concentrations of economically disadvantaged students.

The school also met its science goal. All of the school's 4th graders exceeded grade level expectations by scoring at Level 4 on the state's science exam during 2015-16, the first year the school administered the state science test.

Success Bed Stuy 2 met its NCLB goal. According to the state's NCLB accountability system, the school has never been identified as a priority or a focus school.



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ACADEMIC PERFORMANCE

Academic outcome data about the performance of students receiving special education services and ELLs appears below, although not tied to separate goals in the school's formal Accountability Plan.

	2013-14	2014-15	2015-16
Enrollment (N) Receiving Mandated Academic Services	(50)	(57)	(60)
RESULTS			
Tested on State Exams (N)	(0)	(13)	(27)
Percent Proficient on ELA Exam	N/A	23.1	55.6
Percent Proficient Statewide	5.0	5.8	7.9

	2013-14	2014-15	2015-16
ELL Enrollment (N)	(7)	(8)	(14)
RESULTS			
Tested on NYSESLAT* Exam (N)	(7)	(5)	(12)
Percent 'Commanding' or Making Progress† on NYSESLAT	42.9	5 [‡]	25

* New York State English as a Second Language Achievement Test, a standardized state exam.

† Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and; Commanding (formerly Proficient).

‡ 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.



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ACADEMIC PERFORMANCE

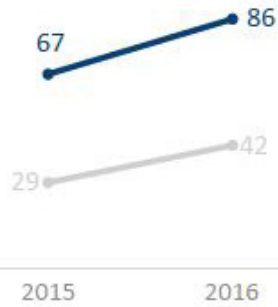
SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 2

REQUIRED MEASURE DESCRIPTION

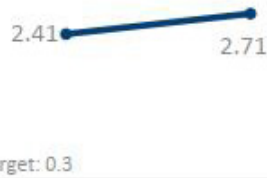
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

Comparative Measure: District Comparison. Each year, the percentage of students at Success Bed Stuy 2 in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in CSD 14.



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** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

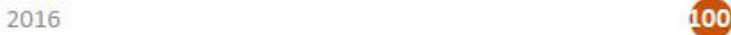


Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.



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.



ACADEMIC PROGRAM SUMMARY

Success Bed Stuy 2 implements a strong educational program featuring an assessment system that improves instructional effectiveness and student learning. In addition to administering Fountas & Pinnell assessments four times per year to support its Guided Reading program, the school administers network-created interim assessments in reading and mathematics three times per year. Teachers utilize the student performance data to identify gaps in learning, create re-teaching plans, and adjust student groupings. The school regularly communicates with parents via weekly progress reports regarding students' behavior and academic progress.

Success Bed Stuy 2's curriculum supports teachers in thorough instructional planning, the effectiveness of which is evident in high quality instruction across the school. Teachers regularly check for student understanding and challenge students with questions that develop their depth of understanding. For instance, students must demonstrate multiple strategies to solve a single problem. Meaningful student discussions require students to justify their responses, build on each other's answers, or refute a peer's statement using supporting evidence. Teachers maximize student learning time through clear expectations for conduct within the classroom, effective transitions, and appropriate pacing of instruction.

The school's leadership establishes an environment of high expectations for teacher performance and provides sustained, systemic, and effective coaching and supervision that improves teachers' instructional effectiveness. The principal and two assistant principals, who act as the primary instructional leaders, set clear expectations around collaborative unit and lesson planning, as well as the delivery of instruction.

The school has an extensive Response to Intervention ("RtI") system that identifies students in need of differentiated support in the form of small group instruction, one-on-one support from teachers, and before- and after-school tutoring. The RtI team meets weekly to discuss teachers' concerns and to evaluate the effectiveness of interventions. When students do not make adequate progress within six to eight weeks, the school makes a referral to the district Committee on Special Education ("CSE"). As a charter school is 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. The school offers an Integrated Co-Teaching ("ICT") model, two special education teacher support services ("SETSS") providers, and a full-time school psychologist who provides social and emotional guidance.

Please refer to Appendix E for additional information on the Success Academy program and how it meets the demands of the SUNY Renewal Benchmarks.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Success Bed Stuy 2 operates as an effective and viable organization that supports student learning. The board deftly carries out its oversight responsibilities and continually monitors schools' academic performance, financial standing, enrollment levels, and facilities planning. During the current charter term of authority to operate the school, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

Success Bed Stuy 2 remains true to its mission and implements the key design elements included in its charter. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The educational program delivers on the promises made at the time the SUNY Trustees granted the school's charter.

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

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

Parent Survey Data. The Institute compiled data from NYCDOE's 2015-16 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction and systems for improvement. While the overwhelming majority of survey responses (95%) indicate high satisfaction with the school, these results might not be useful in framing the results as representative of the school community given the low participation rate (25%).

SUNY RENEWAL BENCHMARK
:MISSION

SUNY RENEWAL BENCHMARK
:SATISFACTION

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The three Success Bed Stuy 2 participants expressed satisfaction with the school’s efforts to involve families in the educational program. One participant summed this sentiment up saying, “It’s nice to feel like a partner in our child’s education.”

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 91% of Success Bed Stuy 2 students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A. 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, which precludes comparative analyses. As such, the Institute presents these data for informational purposes only.

DOES THE BOARD IMPLEMENT, MAINTAIN AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS AND PROCESSES?

The board materially and substantially implements, maintains and abides by adequate and appropriate policies, systems and processes and procedures 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 the network accountable for both academic results and fiscal soundness.

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board receives specific and extensive reports on each program including fiscal, academic performance and non-academic student and staffing trends.
- The board utilizes network legal counsel effectively.
- The board provides common oversight of multiple charter schools with fidelity.
- The board has a deep understanding of the SACS-NYC finances and monitors the fiscal condition of each school.

ORGANIZATIONAL PERFORMANCE

SUNY RENEWAL BENCHMARK : COMPLIANCE

HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter. Renewal visits are a time when the Institute and the school can tighten up procedures around certain compliance issues and protocols. The Institute and school worked cooperatively to correct minor infractions at the site visit regarding Family Educational Rights and Privacy Act (“FERPA”) wherein the intent of the school was laudable but technically a violation, and the New York Freedom of Information Law (“FOIL”) wherein the list of records was incomplete.

- **Complaints.** The school has generated two informal complaints that were directed back to the school. No formal complaints were received by the Institute.
- **Certification.** The school has the appropriate number of certified teachers. Yet, while the number of uncertified teachers is within the numerical limits, several, not all, of the uncertified teachers do not meet the additional criteria under the Act.¹¹

The Institute noted exceptions in the following areas.

11. NY Education Law § 2854(3)(a-1) provides that while a certain number of teachers may be uncertified, those that are uncertified must (1) have at least three years of elementary, middle, or secondary classroom teaching; (2) be tenured or tenure track college faculty; (3) have two years satisfactory experience through Teach for America program; or (4) possess exceptional business, professional, artistic, athletic, or military experience.

- **Enrollment:** By letter in June of 2015, the Institute noted that the school had dropped below the lower enrollment limit as provided by the charter agreement throughout the 2014-15 school year. The enrollment shortfall was determined to be due to facility constraints and not lack of interest in the school.
- **IDEA:** The school was not appropriately implementing several students’ IEPs as written. The school was offering parents a choice of the appropriate setting at a different location or “replacement services” at the school for 6 to 8 weeks while the school collected data on the student to work with the committee on special education to amend the IEP. The school should be calling the committee on special education immediately to amend the IEP. “Replacement services” are not an option under the Individuals with Disabilities Education Act (“IDEA”). The Institute will continue to work with the school to bring procedures into better compliance.



FISCAL PERFORMANCE



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

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 is its school, Success Bed Stuy 2. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Success Bed Stuy 2 and the education corporation have demonstrated fiscal soundness over the majority of the charter term.¹² (The SUNY Fiscal Dashboard for Success Bed Stuy 2 is included in Appendix D and the Fiscal Dashboard for the SACS-NYC education corporation appears in Appendix F.) The discussion that follows relates mainly to the education corporation because the school is not a legally distinct fiscal entity. The network supports Success Bed Stuy 2 in the area of academic and fiscal operations under the terms of a management contract. The SACS-NYC financial model is intended to ensure that all fully enrolled schools are financially sustainable and operating solely through public funding, but contributions have been needed to bolster schools' stability during start up years.

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

Success Bed Stuy 2 has adequate financial resources to ensure stable operations. Working in partnership with the network, Success Bed Stuy 2 has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The network's finance team coordinates the development of annual and long-term budget preparation procedures with input from the school leadership staff including the business operations manager and the board finance committee.
- The projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment growth as the school expands through 10th grade by the fifth year of the renewal charter term.

- Success Bed Stuy 2 prepares a long-term budget, which it updates on an annual basis.
- Success Bed Stuy 2 has located in shared NYCDOE facility space since opening in 2012. The school is not responsible for rent, utilities, custodial services, maintenance and school safety services on the facility.
- Effective July 1, 2014, Success Bed Stuy 2 merged into SACS-NYC, which resulted in operating efficiencies, increased purchasing power, and shared expenses with the network and 28 other open charters related by common management.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Success Bed Stuy 2 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 at Success Bed Stuy 2. 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 next audit report for the fiscal year ended June 30, 2016 is due to the Institute November 1, 2016.

**SUNY
RENEWAL
BENCHMARK**
:INTERNAL
CONTROLS

FISCAL PERFORMANCE

SUNY RENEWAL BENCHMARK : FINANCIAL REPORTING

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Success Bed Stuy 2 and SACS-NYC have complied with financial reporting requirements.

- Over the charter term, Success Bed Stuy 2 has provided the Institute, NYSED and NYCDOE with required financial reports that are on time, complete and follow generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no material weaknesses or instances of non-compliance observed.
- Success Bed Stuy 2 and SACS-NYC have generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.

SUNY RENEWAL BENCHMARK : OPERATIONS

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

Success Bed Stuy 2 and the merged education corporation SACS-NYC has maintained adequate financial resources to ensure stable operations.

- Facility constraints during the 2015-16 school year limited the school's enrollment to 66% of its chartered enrollment. Success Bed Stuy 2 served 340 students in Kindergarten through 4th grade at that time. The school received 2,155 applications for 80 seats available for the current school year. SACS-NYC continues to work with NYCDOE for more space to match chartered enrollment.
- The individual school fiscal dashboard in Appendix D reflects fiscally needs monitoring as expected with the lower enrollment, while the education corporation fiscal dashboard in Appendix F reflects fiscally strong, indicating that assets are kept mainly at the corporate level.
- For education corporations with authority to operate more than one school, a single balance sheet contains the combined assets and liabilities of all the schools within the entity. In order to review the operations of each individual school's activities, the revenues

and expenditures are reflected in individual dashboards to show operating surpluses and deficits.

- The merged education corporation has increased assets from \$24M to \$41M over the last audited fiscal year. Specifically, SACS-NYC made substantial technology equipment purchases, which resulted in decreased cash balances and increased equipment account balances on the balance sheet.
- SACS-NYC had total net assets of approximately \$23M as of the last audit report. The education corporation leverages its combined resources to support new schools through the planning and start up period. Historically, a startup can cost upwards of \$1 million. Success Bed Stuy 2 represents net assets of (\$494,905) of the total merged net assets of \$23 million.

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 Bed Stuy 2 has met its academic Accountability Plan goals throughout the charter term. The school organization is viable and effectively delivers a robust educational program that supports students in reaching high levels of achievement. The education corporation is fiscally sound. Thus, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable. SACS-NYC’s plans for the future are to continue to operate Success Bed Stuy 2 in accordance with its model, and to continue to grow the grades and enrollment of the education corporation as set forth in the Application for Charter Renewal and current charter agreement. The Institute finds the plans for Success Bed Stuy 2 reasonable, feasible and achievable based on its renewal review.

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 Bed Stuy 2 plans to continue to implement the same core elements that have led the school to meet its Accountability Plan goals during the current charter term. These core elements are likely to enable the school to meet its goals in the future.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	675	827
Grade Span	K-5	K-10
Teaching Staff	27	63
Days of Instruction	180	180

Plans for Board Oversight & Governance. Board members express interest in continuing to serve SACS-NYC in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, SACS-NYC presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other network contracts, when executed.

Success Bed Stuy 2 plans to provide instruction for Kindergarten through 10th grade in NYCDOE public school space.

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. The education corporation has amended or will amend other key aspects of the renewal application, as appropriate.

Success
Bed Stuy 2

Ax

APPENDICES

PAGES Ax 1-50

SO^A SCHOOL OVERVIEW	PS^B PERFORMANCE SUMMARIES	DC^C DISTRICT COMMENTS	FD^D FISCAL DASHBOARD	EO^E ED CORP OVERVIEW	EF^F ED CORP FISCAL
PAGE Ax 1	PAGE Ax 7	PAGE Ax 9	PAGE Ax 11	PAGE Ax 15	PAGE Ax 47

APPENDIX A: School Overview

BOARD OF TRUSTEES

CHAIR

Samuel Cole

VICE CHAIR

Bryan Binder

TREASURER

Scott Friedman

SECRETARY

Gregory Sawers

TRUSTEES

Graham Officer

Suleman Lunat

Jarrett Posner

Brian Levine

Andrew Stone

Isela Bahena

Derrell Bradford

Sandeep Chainani

Khadijah Patrick-Pickel

Catherine Shinker

Lorenzo Smith

Rich Barrera

SCHOOL LEADERS

PRINCIPAL

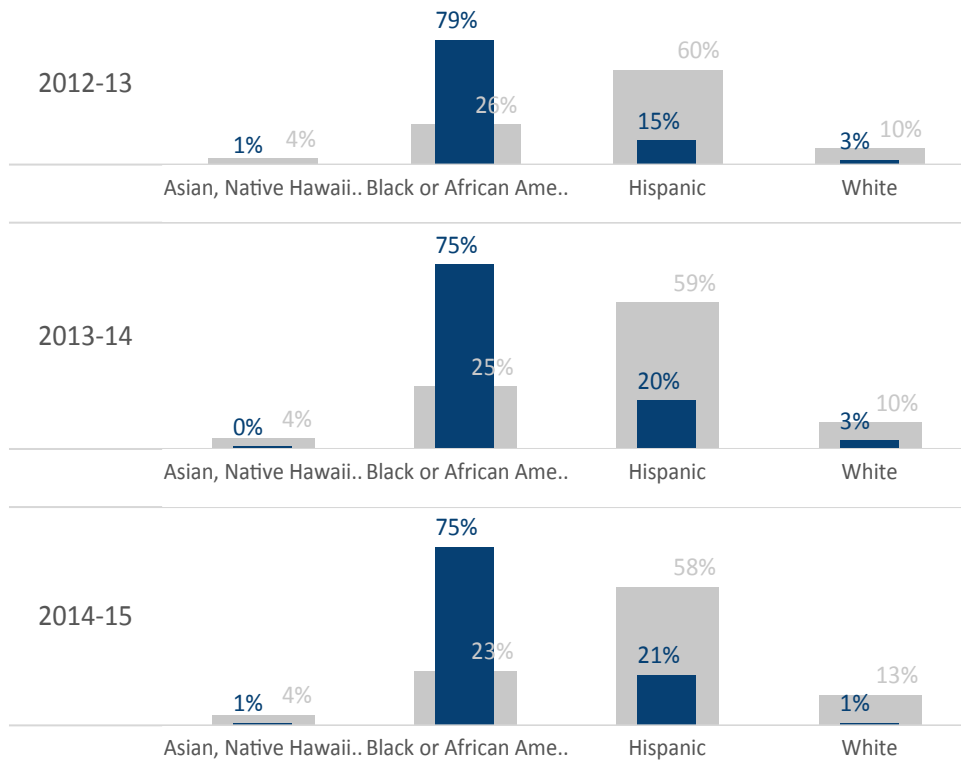
Brittany Davis-Roberti

SCHOOL CHARACTERISTICS

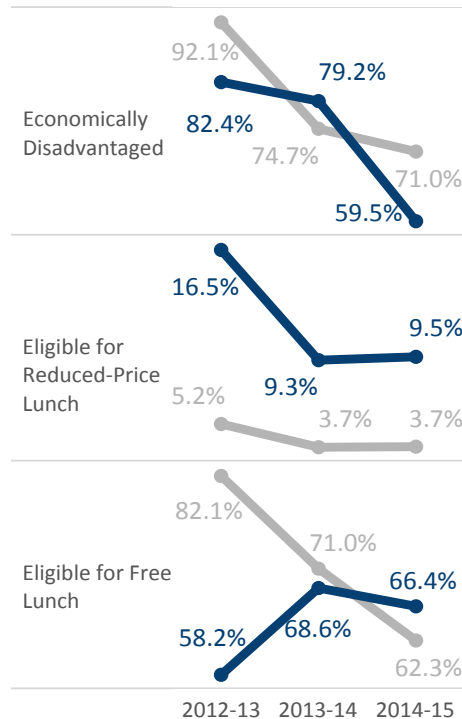
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2012-13	188	163	87%	K-1	K-1
2013-14	249	218	88%	K-2	K-2
2014-15	380	299	79%	K-3	K-3
2015-16	510	340	67%	K-4	K-4
2016-17	675	Not Yet Available	Not Yet Available	K-5	K-5

STUDENT DEMOGRAPHICS: RACE/ETHNICITY

The charts show trends in enrollment in the **school** and the **district** for each subgroup over the charter term.

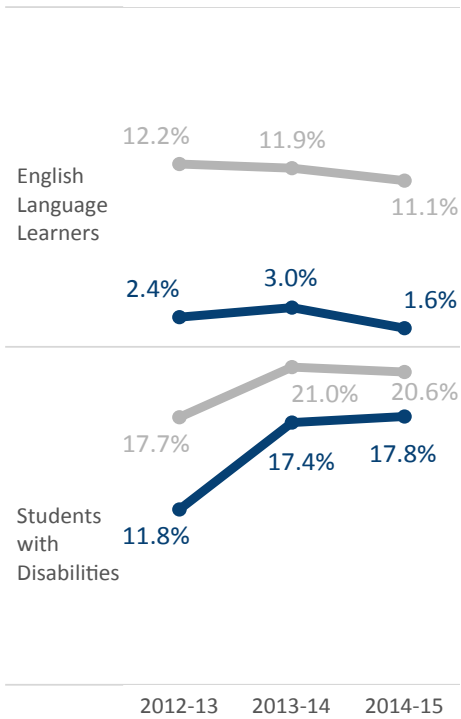


STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



The charts show the trends in enrollment in the **school** and the **district** for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

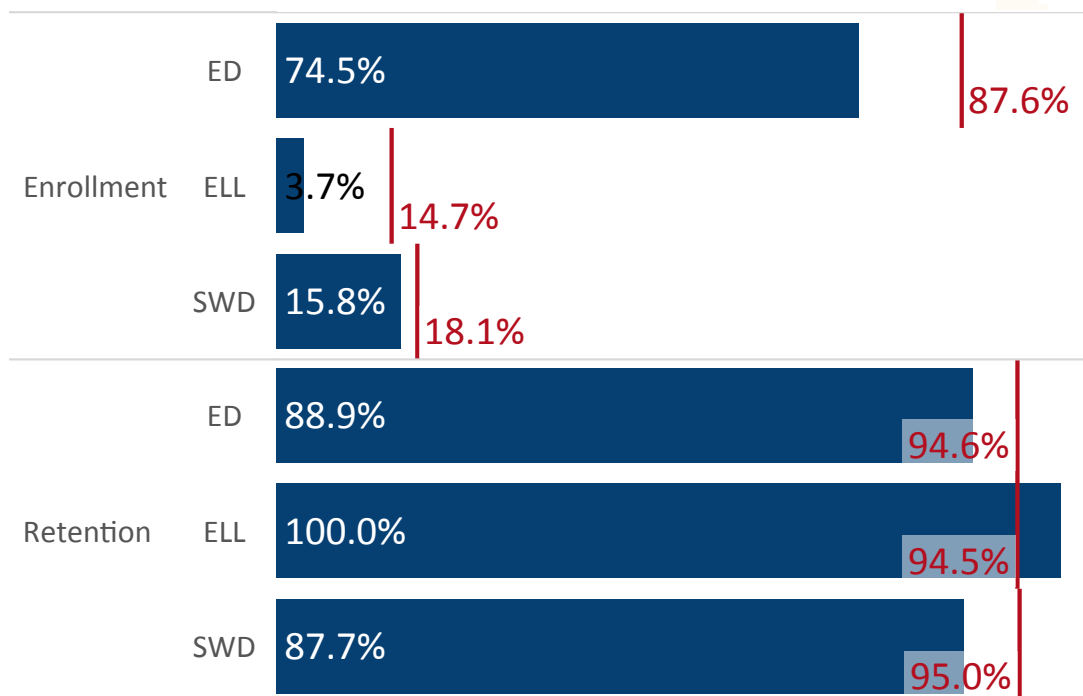
STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS



The charts show trends in enrollment in the **school** and the **district** for each subgroup.

APPENDIX A: School Overview

ENROLLMENT AND RETENTION TARGETS



The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. 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 most recently available data provided by the school.

PERSISTENCE IN ENROLLMENT



Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

SUSPENSIONS: **SUCCESS BED STUY 2** SUSPENSION RATE AND THE **DISTRICT** SUSPENSION RATE.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the durations of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are 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 in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

EXPULSIONS: THE NUMBER OF STUDENTS EXPELLED FROM THE SCHOOL EACH YEAR.



PARENT SATISFACTION SURVEY RESULTS: % OF RESPONDENTS WHO AGREE THE SCHOOL HAS THE FOLLOWING ELEMENTS IN PLACE:



APPENDIX A: School Overview

TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2016-17	Initial Renewal	September 13, 2016

CONDUCT OF THE RENEWAL VISIT

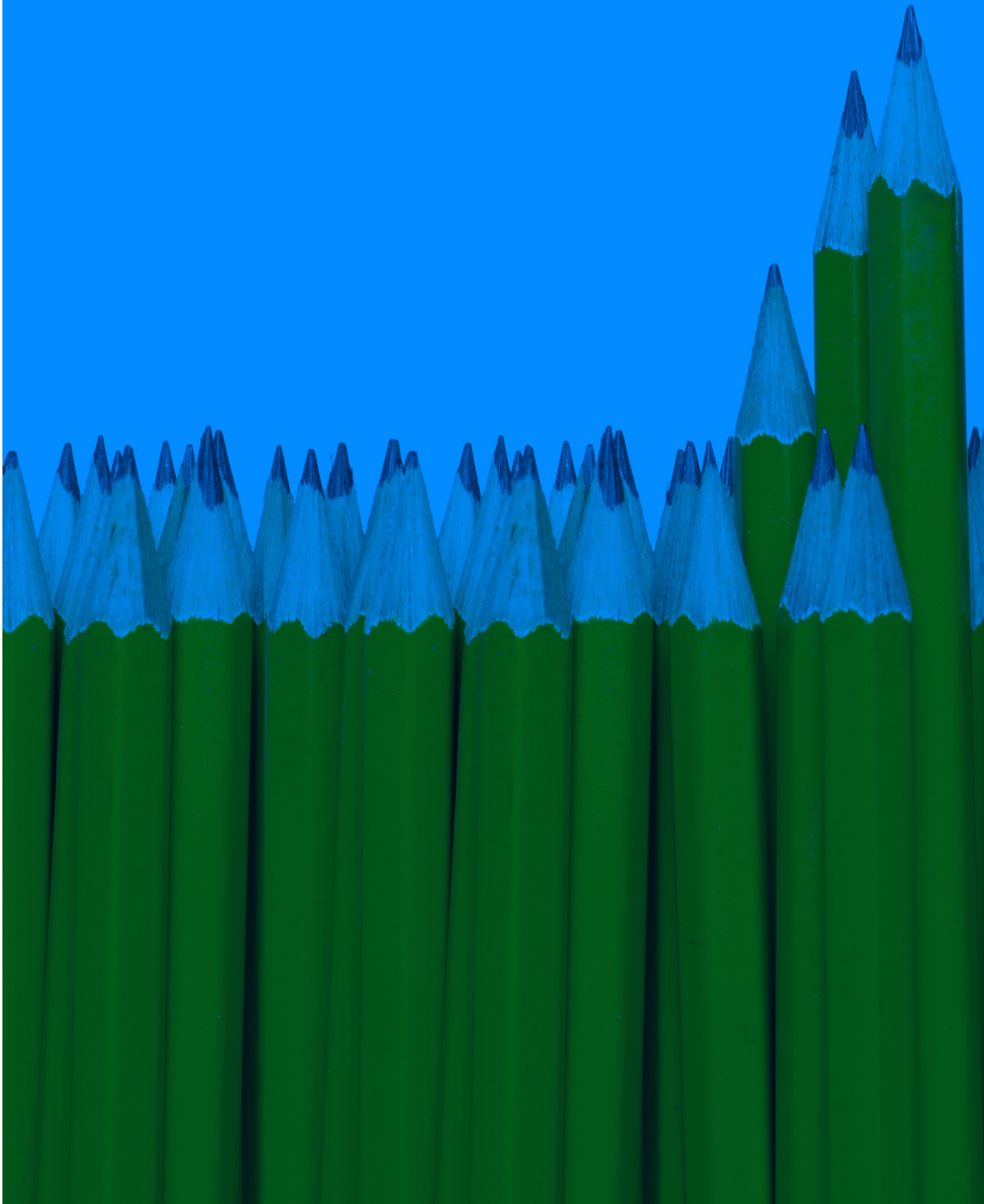
DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
September 13, 2016	Ralph Rossi II, Esq.	Executive Deputy Director and General Counsel
	Georgia Lieber	External Consultant

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

APPENDIX C: District Comments

NO COMMENTS RECEIVED



APPENDIX D: 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

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2012-13

MERGED

	2010-11	2011-12	2012-13	2013-14	2014-15
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	86,435	51,741	-
Grants and Contracts Receivable	-	-	235,756	85,818	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	88,173	80,671	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	410,364	218,231	-
Property, Building and Equipment, net	-	-	540,088	787,639	-
Other Assets	-	-	25,000	50,000	-
Total Assets - GRAPH 1	-	-	975,452	1,055,870	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	55,566	39,033	-
Accrued Payroll and Benefits	-	-	-	27,844	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	1,000,000	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	61,397	217,487	-
Total Current Liabilities - GRAPH 1	-	-	116,963	1,284,364	-
L-T Debt and Notes Payable, net current maturities	-	-	850,000	-	-
Total Liabilities - GRAPH 1	-	-	966,963	1,284,364	-
Net Assets					
Unrestricted	-	-	8,489	(228,493)	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	8,489	(228,493)	-
Total Liabilities and Net Assets	-	-	975,452	1,055,870	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	2,339,878	3,022,608	4,133,100
Students with Disabilities	-	-	-	214,730	488,302
Grants and Contracts					
State and local	-	-	119,034	-	-
Federal - Title and IDEA	-	-	132,828	96,496	171,816
Federal - Other	-	-	417,101	248,602	242,611
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	3,008,841	3,582,437	5,035,829
Expenses					
Regular Education	-	-	2,235,575	2,742,991	4,324,102
SPED	-	-	416,727	374,044	589,650
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	2,652,302	3,117,035	4,913,752
Management and General	-	-	598,373	702,424	406,435
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	3,250,675	3,819,459	5,320,187
Surplus / (Deficit) From School Operations	-	-	(241,834)	(237,022)	(284,358)
Support and Other Revenue					
Contributions	-	-	250,000	-	17,693
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	323	40	254
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	250,323	40	17,947
Total Unrestricted Revenue	-	-	3,259,164	3,582,477	5,053,776
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	3,259,164	3,582,477	5,053,776
Change in Net Assets	-	-	8,489	(236,982)	(266,411)
Net Assets - Beginning of Year - GRAPH 2	-	-	-	8,489	(228,494)
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	8,489	(228,493)	(494,905)

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

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	-	402,353	410,257	157,168
Instructional Personnel	-	-	1,013,658	1,589,669	2,497,762
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,416,011	1,999,926	2,654,930
Fringe Benefits & Payroll Taxes	-	-	346,942	379,595	531,722
Retirement	-	-	-	36,078	60,784
Management Company Fees	-	-	333,598	335,233	619,965
Building and Land Rent / Lease	-	-	13,047	-	-
Staff Development	-	-	59,225	91,444	56,935
Professional Fees, Consultant & Purchased Services	-	-	18,587	10,781	41,517
Marketing / Recruitment	-	-	206,305	153,296	117,104
Student Supplies, Materials & Services	-	-	356,121	222,928	335,487
Depreciation	-	-	142,984	204,521	422,590
Other	-	-	357,855	385,657	479,154
Total Expenses	-	-	3,250,675	3,819,459	5,320,187

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	-	188	249	401
Revised Enroll	-	-	-	-	380
Actual Enroll - GRAPH 4	-	-	163	218	299
Chartered Grades	-	-	K-1	K-2	K-3
Revised Grades	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2010-11	2011-12	2012-13	2013-14	2014-15
Increase over prior year	0.0%	0.0%	100.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	-	18,459	16,433	16,842
Other Revenue and Support	-	-	1,536	0	60
TOTAL - GRAPH 3	-	-	19,995	16,433	16,902

Expenses

Program Services	-	-	16,272	14,298	16,434
Management and General, Fundraising	-	-	3,671	3,222	1,359
TOTAL - GRAPH 3	-	-	19,943	17,520	17,793
% of Program Services	0.0%	0.0%	81.6%	81.6%	92.4%
% of Management and Other	0.0%	0.0%	18.4%	18.4%	7.6%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	0.3%	-6.2%	-5.0%

Student to Faculty Ratio

2010-11	2011-12	2012-13	2013-14	2014-15
-	-	8.2	8.4	7.2

Faculty to Admin Ratio

2010-11	2011-12	2012-13	2013-14	2014-15
-	-	4.0	4.3	16.6

Financial Responsibility Composite Scores - GRAPH 6

Score	2010-11	2011-12	2012-13	2013-14	2014-15
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.3	(0.8)	0.0
	N/A	N/A	Fiscally Needs Monitoring	Fiscally Needs Monitoring	N/A

[See Success Academy Charter Schools - NYC for Ed Corp's ratios. Code #500]

Working Capital - GRAPH 7

Net Working Capital	0	0	293,401	(1,066,133)	0
As % of Unrestricted Revenue	0.0%	0.0%	9.0%	-29.8%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	3.5	0.2	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	LOW	HIGH	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Excellent	Poor	N/A

Quick (Acid Test) Ratio

Score	0.0	0.0	2.8	0.1	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	LOW	HIGH	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Excellent	Poor	N/A

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.0	1.0	1.2	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	HIGH	HIGH	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Poor	Poor	N/A

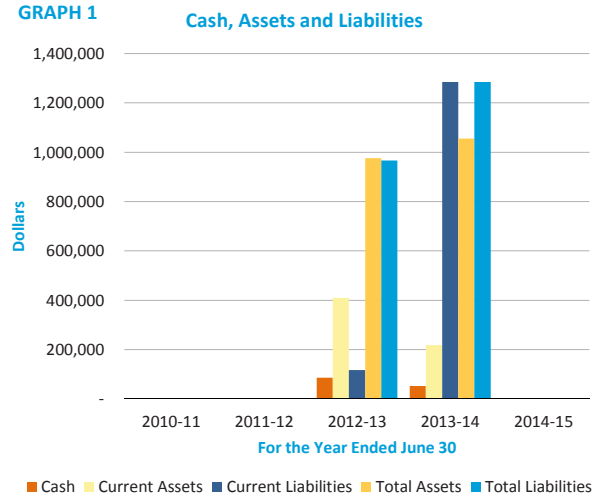
Months of Cash - GRAPH 8

Score	0.0	0.0	0.3	0.2	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	HIGH	HIGH	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	Poor	Poor	N/A

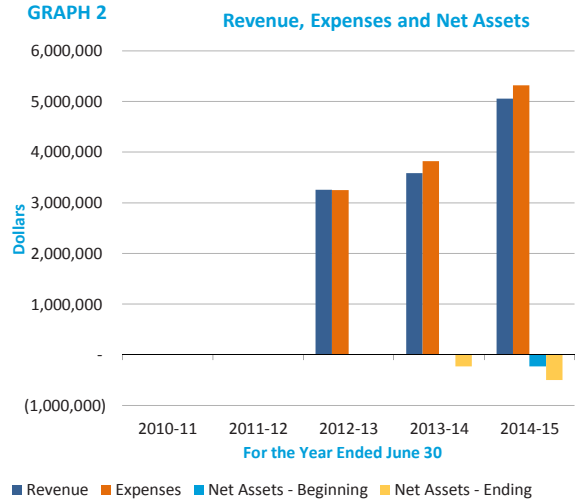
APPENDIX D: Fiscal Dashboard

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 2

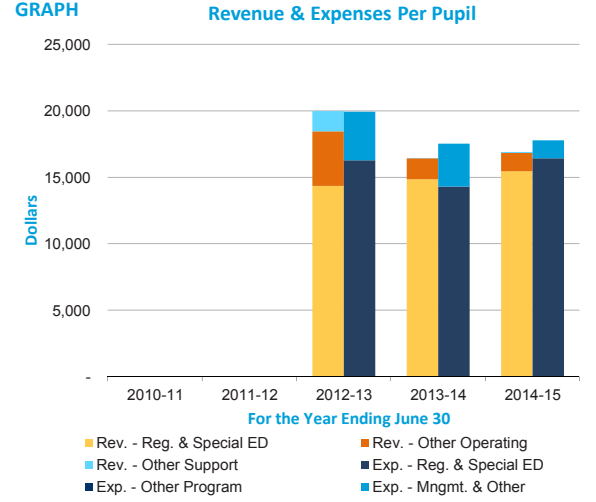
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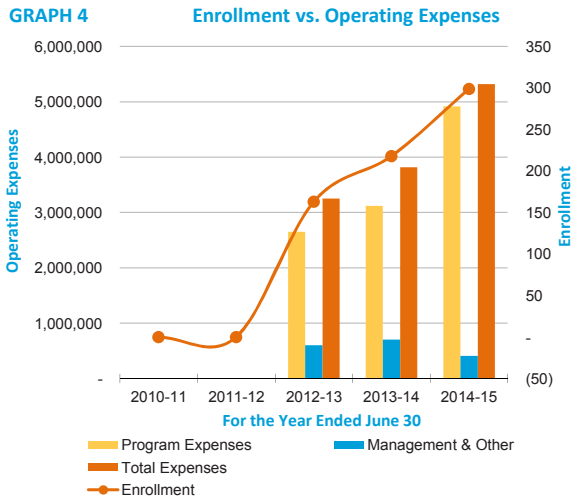
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

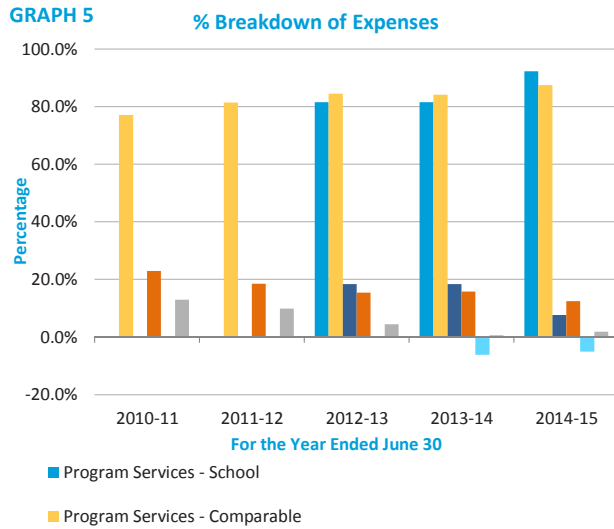


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

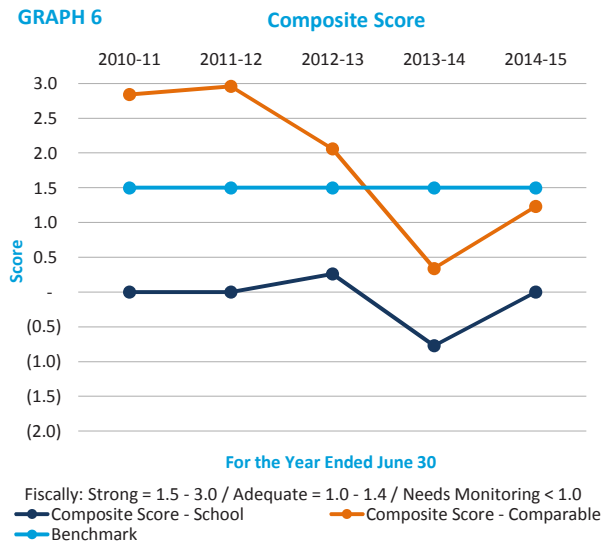
NOTE: Effective 2014-15 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

Comparable School, Region or Network: New York City & Long Island Schools (Excluding Closed Schools)

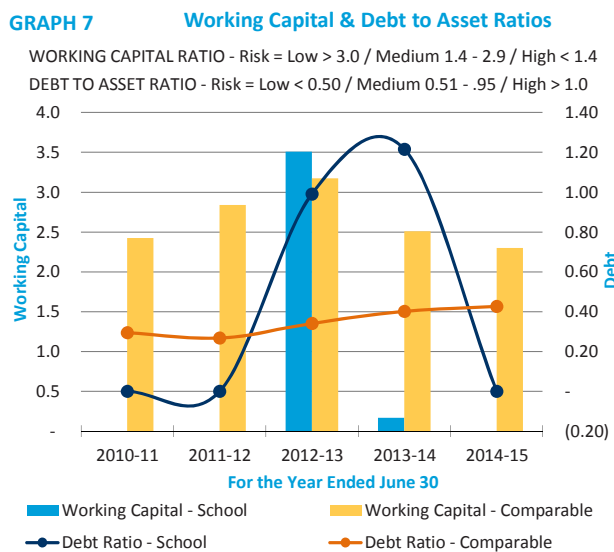
* Average = Average - 5 Yrs. OR Charter Term



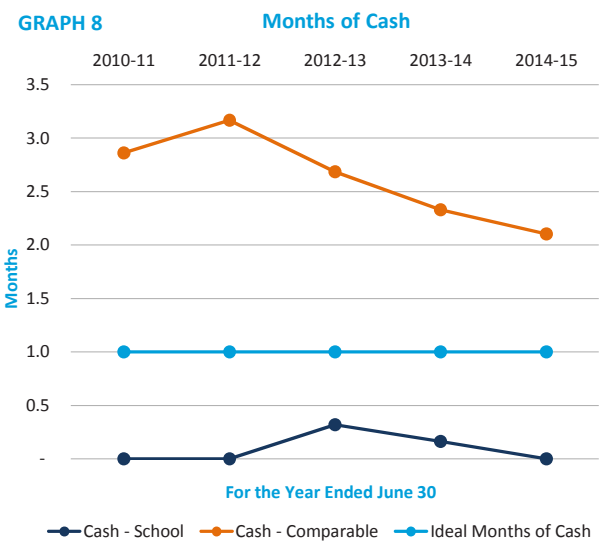
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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 RENEWAL BENCHMARK 1B

SUCCESS ACADEMY CHARTER SCHOOLS NYC¹

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

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

Success Academy Charter Schools ("Success Academy") implements a rigorous and comprehensive assessment system that improves instructional effectiveness and student learning. Network 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, Success Academy administers the Fountas & Pinnell² (F&P) and Success for All³ ("SFA") assessments, both of which have demonstrated success as academic interventions with urban and low-income students. Schools administer network-developed interim assessments in ELA, mathematics and science as well as weekly tests in vocabulary, spelling and no hesitation math facts.

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

1. For additional information on the managing organization, refer to www.successacademies.org.

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

For additional information, please visit www.heinemann.com/fountasandpinnell.

3. 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.

DOES THE SUCCESS ACADEMY CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Success Academy’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, Success Academy reviews the practices of high performing schools (district, charter and private) nationwide and education research developments while assessing its curricular strengths and weaknesses. During the school year, teachers work in grade level study teams to adjust instructional plans and provide feedback to network teams. School leaders complete annual surveys. Network content area teams manage revision of curricular materials by reviewing feedback from schools and piloting instructional materials in classrooms.

In addition to a curriculum framework that details what students will learn in each grade, the network provides teachers with 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, Success Academy supplements its THINK Literacy framework with the SFA program, which uses a researched-based approach to enhance students’ literacy skills through methods such as cooperative learning and frequent assessment of student understanding. In mathematics, Success Academy uses TERC Investigations⁴, 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 Context⁵, 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, Success Academy offers an array of specials classes including chess, theater and dance.

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1C

4. For additional information, please visit www.investigations.terc.edu.

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

SUNY RENEWAL BENCHMARK 1D

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT SUCCESS ACADEMY SCHOOLS?

High quality instruction that creates consistent focus on academic achievement and develops students' higher-order thinking and problem-solving skills is evident across Success Academy schools. In the last five years across first year visits, mid charter term visits and renewal visits to Success Academy schools, Institute teams conducted classroom observations in 16 schools. Consistently, visit teams have found well-crafted lessons that feature student-to-student interaction in solving real world problems, skillful questioning and ongoing informal assessment of students' progress toward concept mastery.

Typically, lessons limit the amount of time spent on direct instruction while maximizing opportunities for students to work independently or in small groups. In a mathematics lesson, for example, the teacher might model the steps necessary to solve a sample problem then assess the need for additional examples by asking individual students direct questions and checking for whole class understanding with a thumbs up/thumbs down prompt. Once the teacher determines students are ready to move on, he or she would then introduce 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 make adjustments to future instruction based on student responses. Across content areas, Success Academy 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 and parcel of Success Academy's 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.

DO SUCCESS ACADEMY SCHOOLS HAVE STRONG INSTRUCTIONAL LEADERSHIP?

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

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

Success Academy'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. 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, Success Academy often conducts different sessions for varying levels of experience.

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SUNY RENEWAL BENCHMARK 1F

DO SUCCESS ACADEMY SCHOOLS MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Success Academy has a wide range of strong supports in place to meet the needs of at-risk students. Success schools implement clear procedures for identifying and serving students with disabilities, ELLs and students at risk of academic failure. During the 2015-16 school year, students with special needs represented 14.3% of enrollment across the network, and ELLs comprised 4.5% of total 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.

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

SACS-NYC educates students with disabilities in the least restrictive environment in accordance with each student's individualized education program while offering additional supports embedded in its existing programming. SACS-NYC offers students with disabilities related services (i.e. speech/language, occupational, physical and psychological therapy), special education teacher support services (SETSS), collaborative team teaching, individual and group counselling, behavior intervention plans and programming within the RtI framework. For students requiring a self-contained setting, SACS-NYC offers seventeen 12:1:1 classrooms across the operating schools.

Success Academy uses the Home Language Survey and the New York State Identification Test for English Language Learners (NYSITELL) to identify students requiring English

acquisition supports. Success Academy implements a comprehensive English language immersion program, focused on increasing early literacy skills. Success schools serve ELLs within the core academic program, which provides abundant opportunities for oral and written communication through its research-based curriculum. Schools monitor student progress annually with the New York State English as a Second Language Achievement Test (NYSESLAT) and informally throughout the school year. Network professional development activities develop teachers' skills in supporting ELLs with strategies such as intentional seating, visual demonstrations and the use of supplementary audio materials. These supports prove to be successful, with many ELLs reaching English proficiency and performing better than district peers on state ELA assessments. To meet the needs of students with IEPs mandating academic services, Success Academy schools utilize a number of instructional settings including push-in and pull-out Special Education Teacher Support Services (SETSS), integrated co-teaching ("ICT") classrooms and shared restricted setting (12:1:1) programs offered in three locations for students requiring more intensive supports. Of the 1438 students with disabilities enrolled in 2015-16, 426 received SETSS services, 760 learned in ICT classrooms, 60 attended a 12:1:1 program⁶; 192 students received related services Teachers are well aware of students' IEP goals and collaborate with at-risk program staff to plan instruction and monitor progress. Student support teams meet regularly to discuss students' progress toward meeting IEP goals using disaggregated data from the network SMS, classroom assignments and teacher observations.

DO SUCCESS ACADEMY SCHOOL ORGANIZATIONS EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

Success Academy schools establish 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 leadership residents. Deans focus largely on school culture and operations staff members manage the day-to-day business of schools. Strong network supports and clearly established career paths assist Success Academy 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.

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6. These counts include 19 students who received both SETSS and ICT services at some point in the school year.

APPENDIX E: Education Corporation Overview

Success Academy has developed a leadership residency program that prepares internal and external candidates to take on future principal positions with ongoing training while managing a variety of instructional and general academic program responsibilities including teacher coaching. School leaders and network staff use student achievement results, classroom observations, coaching feedback and other data to identify particularly strong teachers and staff for the leadership residency program. This one- to two-year program serves as a leadership pipeline to retain quality talent and as a feeder system to support the network's increasing portfolio of schools. Network leaders report this pipeline provides more than 90% of the future leader candidate pool. Success Academy invests in its teaching teams. In 2012, the network launched a teacher preparation partnership with Touro College. Through this program, Success Academy teachers earn a master's degree from the Graduate School of Education at no cost while teaching full-time. Success Academy pays teachers' tuition. The network has also developed an informal peer learning process that provides less experienced teachers opportunities to observe master teachers across network schools. As master teachers possess exceptionally strong instructional delivery and classroom management skills, school leaders may send teachers struggling to develop their own pedagogical practice in similar grade levels and/or content areas to observe one or more master teachers for live demonstration of effective strategies.

SACS-NYC 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. See charts on pages Ax35-42 for information on enrollment and retention targets across the network. Few SACS-NYC schools face enrollment challenges. Efforts to recruit at-risk students include multilingual advertisements, informational sessions and canvassing of local CSDs. Though SACS-NYC established a lottery preference for ELLs as a good faith recruiting effort, the U.S. Department of Education ("USDOE") released guidance limiting the ability of charters schools receiving Charter Schools Program (CSP) grant funding to utilize weighted lotteries, and the preference was suspended in 2013-2014. SACS-NYC discussed the issue with the USDOE, and reached an understanding regarding a revised admissions policy that reinstates the ELL lottery preference for 2016-17 applicants.

SACS-NYC continually monitors its programs and makes changes as necessary. The network instructional team, like school leaders, regularly uses the SMS to analyze student assessment data in order to identify which objectives students have mastered and which they have not. This determination may result in adjustments to pacing documents and/or other curricular materials. While school leaders have some discretion over implementation of certain program aspects, major changes are mainly driven by network analyses of data gathered from assessments, leaders' daily observations of classrooms, feedback from teachers and school leaders provided in annual surveys and informal communications throughout the year. Previous analyses have resulted in changes to existing curricular materials, development of supplementary materials and modifications to professional development plans.

DOES THE EDUCATION CORPORATION BOARD WORK EFFECTIVELY TO ACHEIVE SCHOOLS' ACCOUNTABILITY PLAN GOALS?

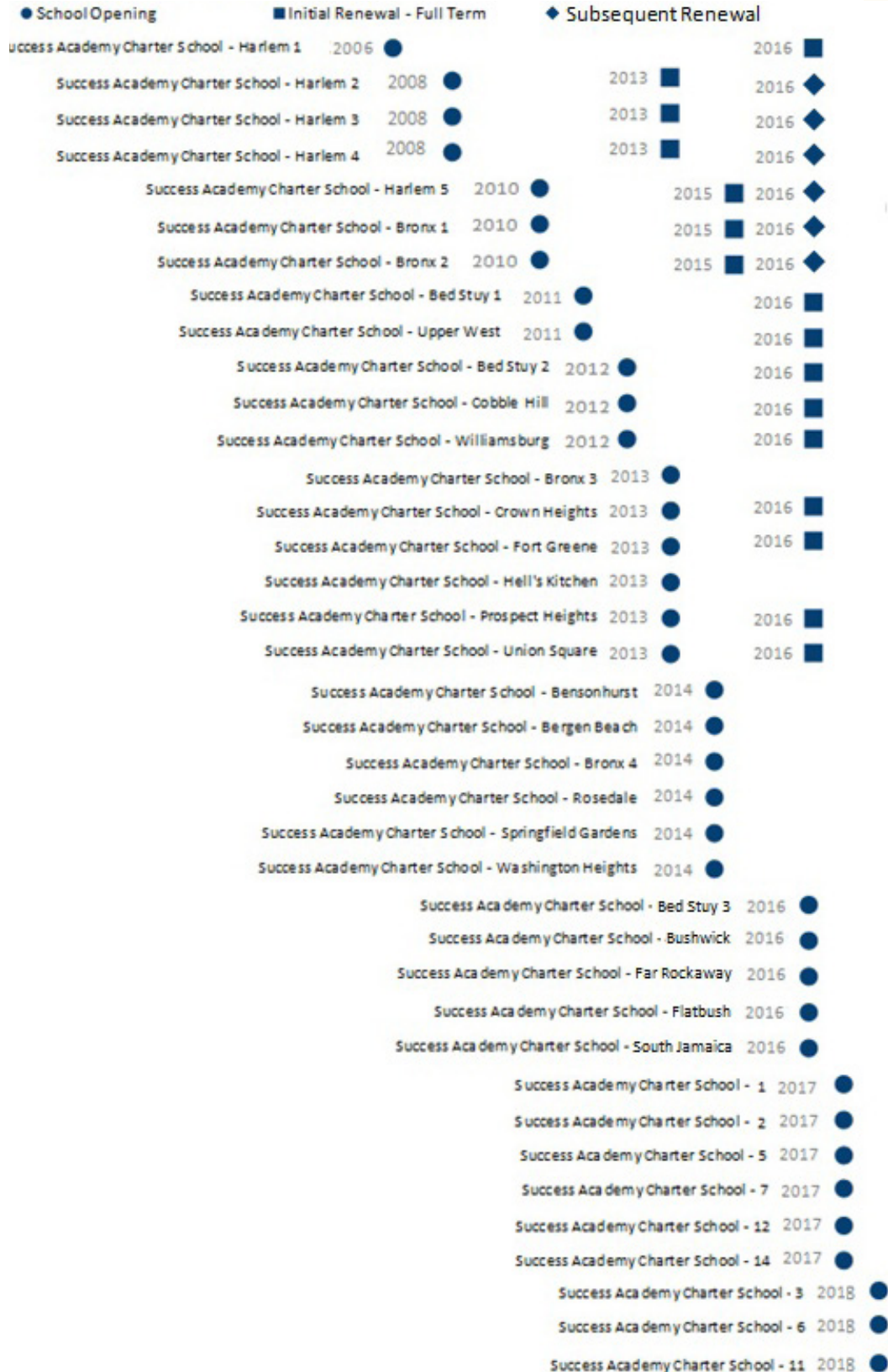
SUNY RENEWAL BENCHMARK 2D

The education corporation board, equipped with a diverse skill set relevant to governance, provides rigorous oversight of all SACS-NYC schools with a central focus on student outcomes. Though deeply knowledgeable about the schools' educational program, progress toward meeting Accountability Plan goals, enrollment levels, financial condition and facility plans, it maintains appropriate distance from the day-to-day management of schools, which it delegates to the network. The board establishes clear priorities including fundraising goals, 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 the network prior to each of six annual board meetings. It reviews these reports thoroughly for clear understanding of individual school status and of the network as a whole. In addition to these written reports, the board receives information directly from school leaders in presentations specific to individual schools on matters such as student performance, student attendance or staff concerns. The board also receives information on litigation and other legal matter from network counsel. It understands well 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 SACS-NYC program with fidelity.

APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Success Academy Charter School – Bed Stuy 1	CSD 14	Yes	601	K-6
Success Academy Charter School – Bed Stuy 2	CSD 14	Yes	675	K-5
Success Academy Charter School – Bed Stuy 3	CSD 18	Yes	190	K-1
Success Academy Charter School - Bensonhurst	CSD 21	Yes	380	K-3
Success Academy Charter School - Bergen Beach	CSD 22	Yes	380	K-3
Success Academy Charter School – Bronx 1	CSD 7	Yes	697	K-7
Success Academy Charter School – Bronx 2	CSD 8	Yes	705	K-7
Success Academy Charter School – Bronx 3	CSD 8	Yes	510	K-4
Success Academy Charter School – Bronx 4	CSD 8	Yes	380	K-3
Success Academy Charter School - Bushwick	CSD 22	No – NYCDOE Leased	190	K-1
Success Academy Charter School – Cobble Hill	CSD 15	Yes	675	K-5
Success Academy Charter School – Crown Heights	CSD 17	Yes	510	K-4

APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

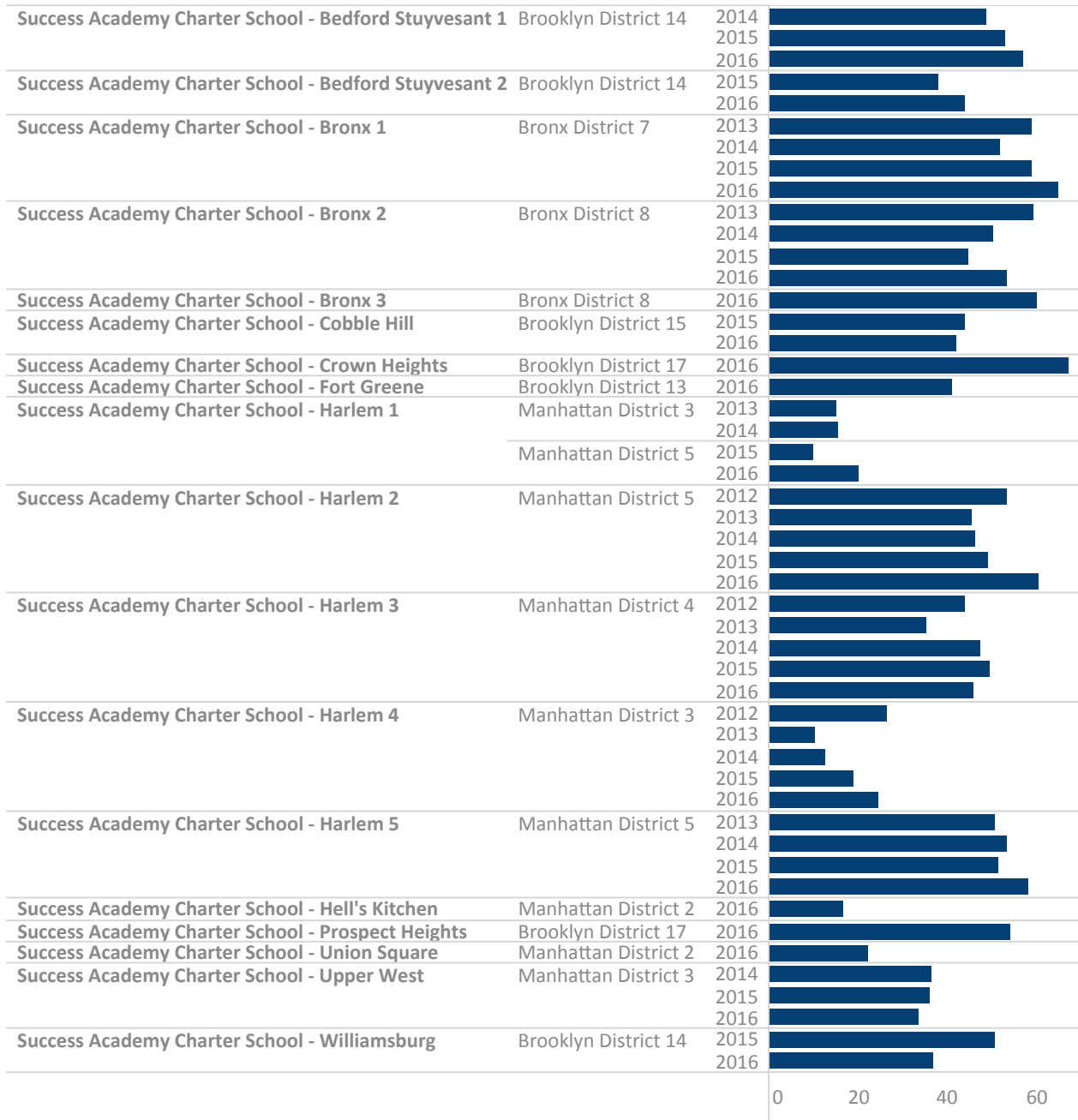
School	Local District	Co-located?	Chartered Enrollment	Grade Span
Success Academy Charter School – Far Rockaway	CSD 27	Yes	190	K-1
Success Academy Charter School - Flatbush	CSD 17	No – NYCODE Leased	190	K-1
Success Academy Charter School – Fort Greene	CSD13	Yes	510	K-4
Success Academy Charter School – Harlem 1	CSD 3	Yes	1058	K-11
Success Academy Charter School – Harlem 2	CSD 5	Yes	918	K-8
Success Academy Charter School – Harlem 3	CSD 4	Yes	906	K-8
Success Academy Charter School – Harlem 4	CSD 3	Yes	647	K-8
Success Academy Charter School – Harlem 5	CSD 5	Yes	678	K-7
Success Academy Charter School – Hell’s Kitchen	CSD 2	Yes	510	K-4
Success Academy Charter School – NYC 1	CSD 2	To Open Fall 2017	To Open Fall 2017	To Open Fall 2017
Success Academy Charter School – NYC 2	CSD 3	To Open Fall 2017	To Open Fall 2017	To Open Fall 2017
Success Academy Charter School – NYC 3	CSD 9	To Open Fall 2018	To Open Fall 2018	To Open Fall 2018
Success Academy Charter School – NYC 5	CSD 13	To Open Fall 2017	To Open Fall 2017	To Open Fall 2017

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Success Academy Charter School – NYC 6	CSD 14	To Open Fall 2018	To Open Fall 2018	To Open Fall 2018
Success Academy Charter School – NYC 7	CSD 15	To Open Fall 2017	To Open Fall 2017	To Open Fall 2017
Success Academy Charter School – NYC 11	CSD 23	To Open Fall 2018	To Open Fall 2018	To Open Fall 2018
Success Academy Charter School – NYC 12	CSD 24	To Open Fall 2017	To Open Fall 2017	To Open Fall 2017
Success Academy Charter School – NYC 14	CSD 30	To Open Fall 2017	To Open Fall 2017	To Open Fall 2017
Success Academy Charter School – Prospect Heights	CSD 17	Yes	510	K-4
Success Academy Charter School - Rosedale	CSD 29	No – NYCDOE Leased	380	K-3
Success Academy Charter School – South Jamaica	CSD 28	No – NYCDOE Leased	190	K-1
Success Academy Charter School – Springfield Gardens	CSD 29	Yes	380	K-3
Success Academy Charter School – Union Square	CSD 2	Yes	510	K-4
Success Academy Charter School – Upper West	CSD 3	Yes	622	K-6
Success Academy Charter School – Washington Heights	CSD 6	No – NYCDOE Leased	380	K-3
Success Academy Charter School - Williamsburg	CSD 14	Yes	675	K-5

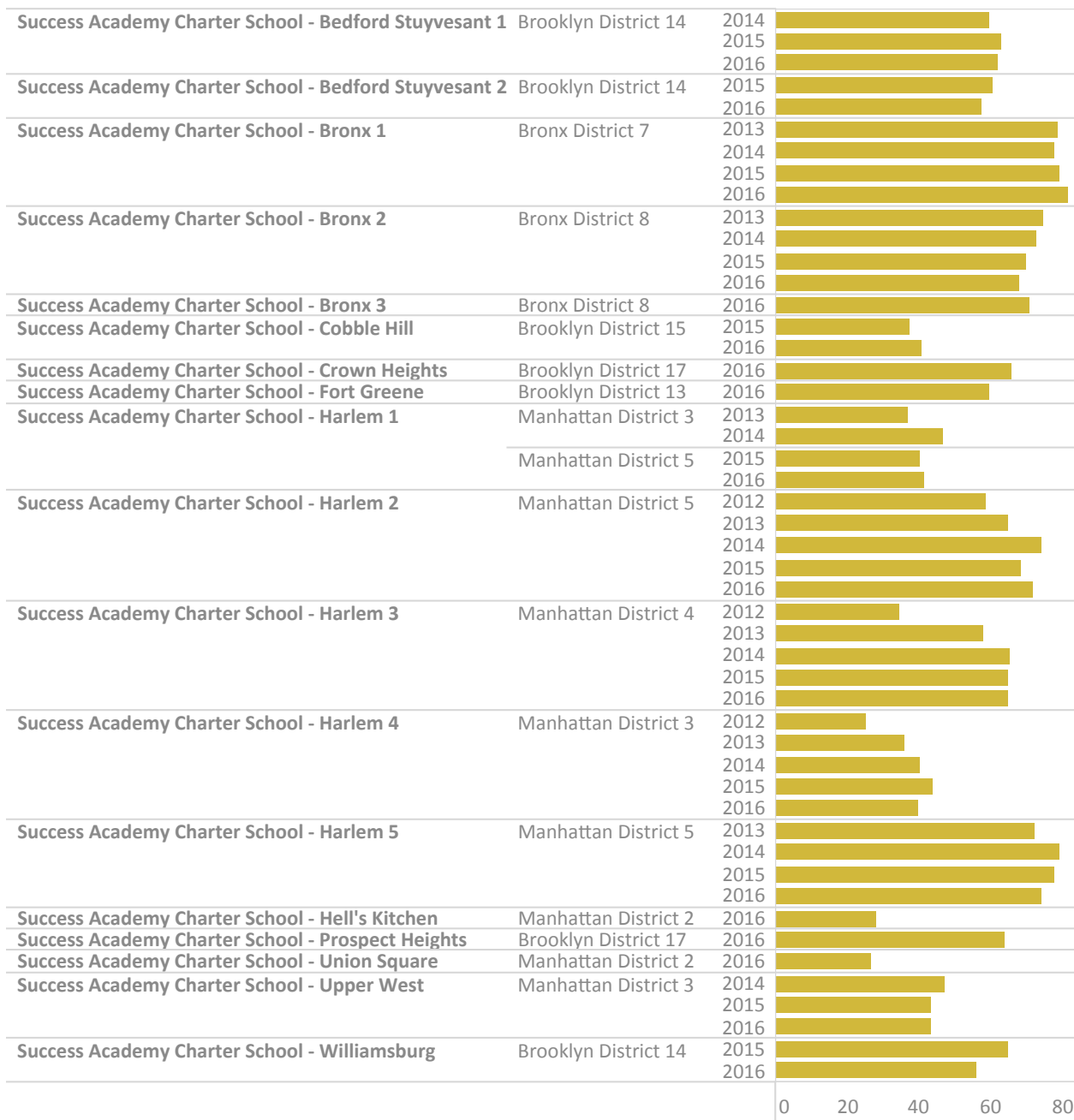
APPENDIX E: Education Corporation Overview

DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District Difference for each year broken down by school and district. 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.

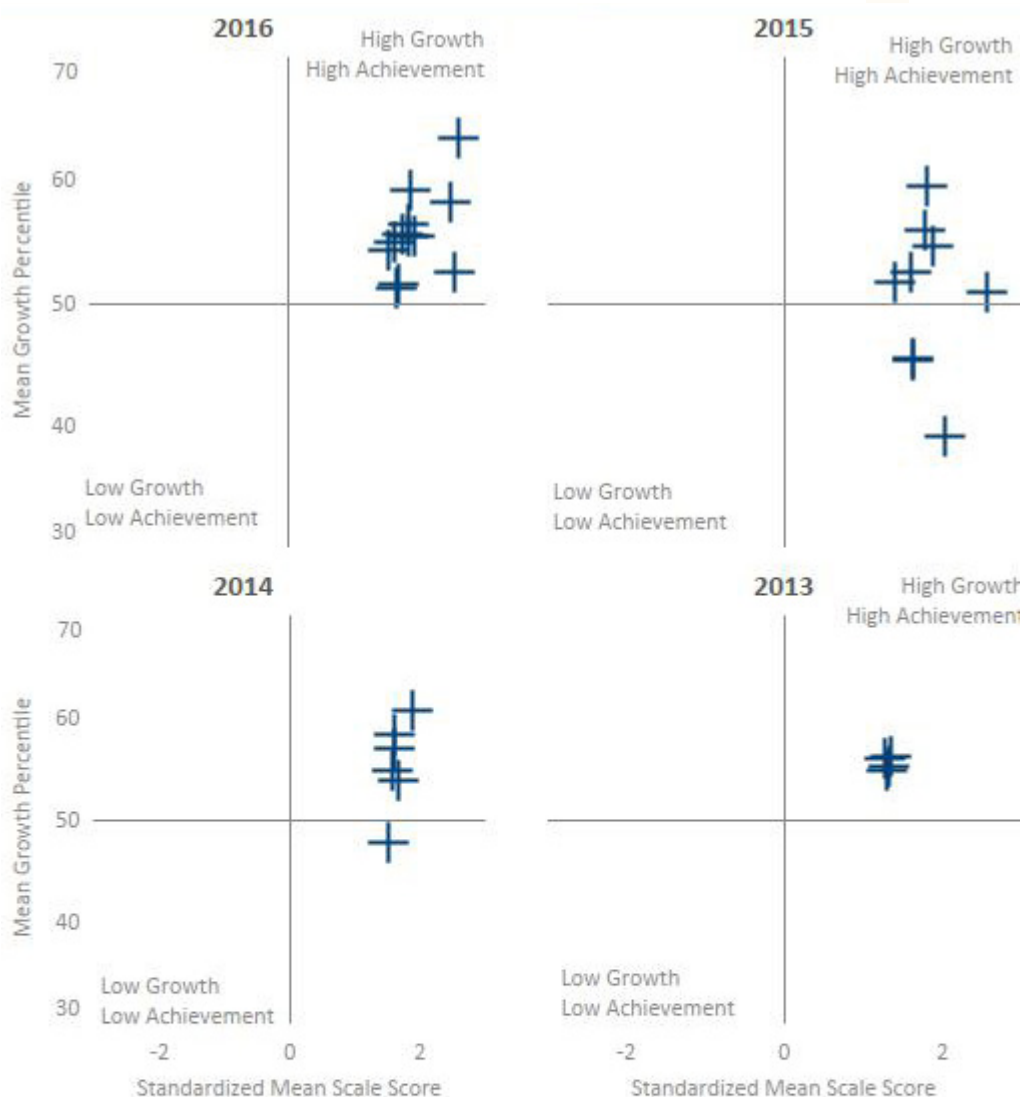
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District Difference for each year broken down by school and district. 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.

APPENDIX E: Education Corporation Overview

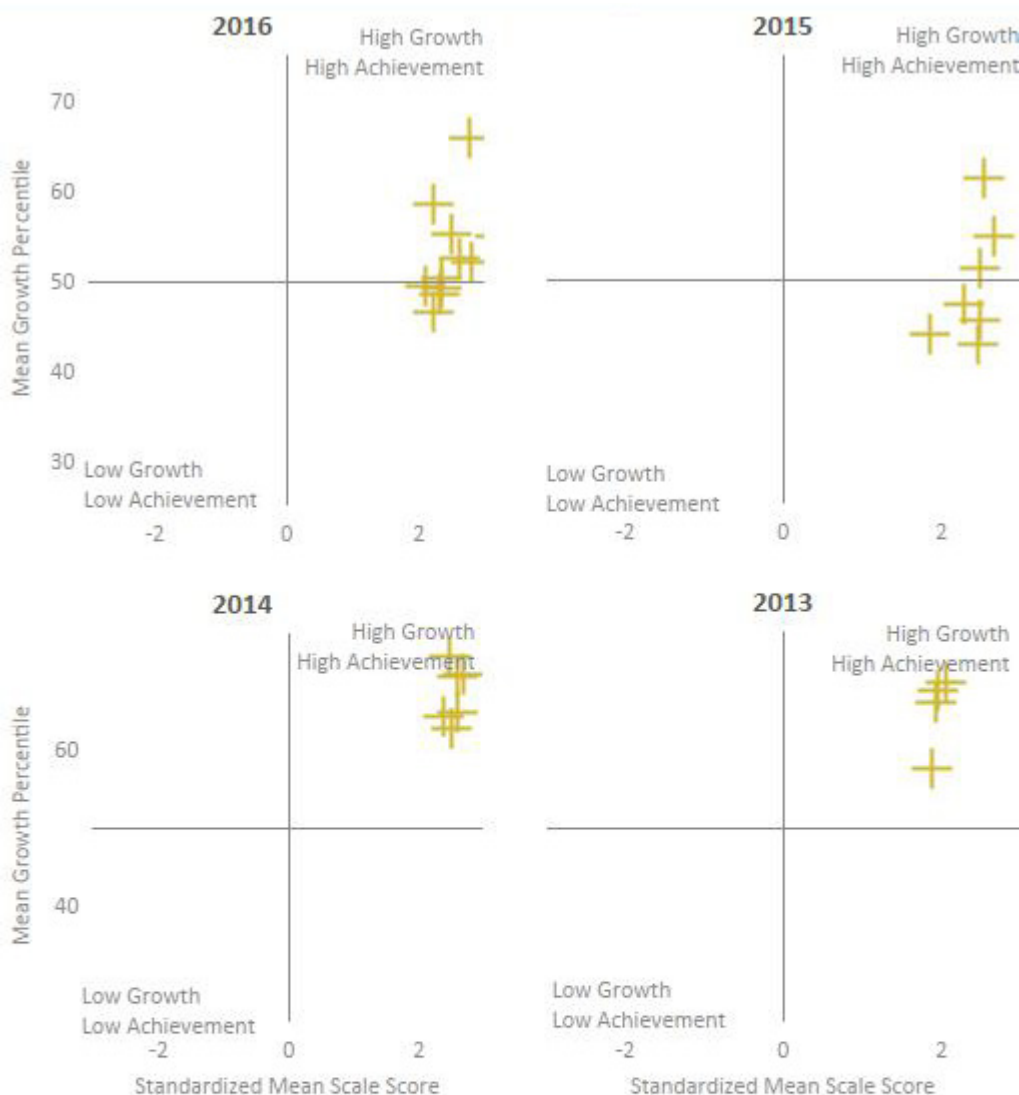
ELA GROWTH AND ACHIEVEMENT: 2012-13 THROUGH 2015-16



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.

MATH GROWTH AND ACHIEVEMENT: 2012-13 THROUGH 2015-16



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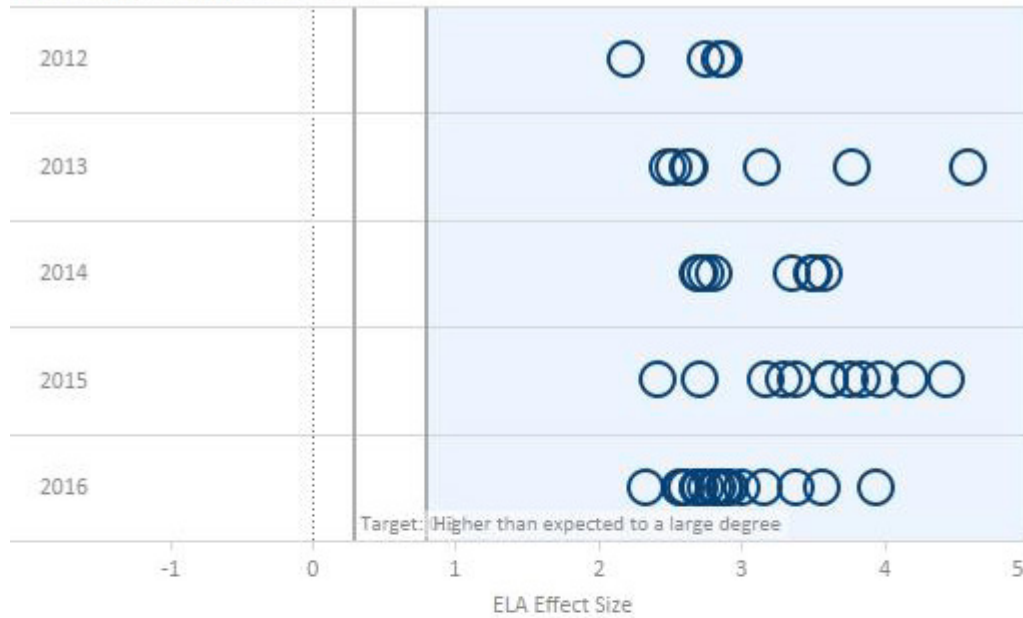
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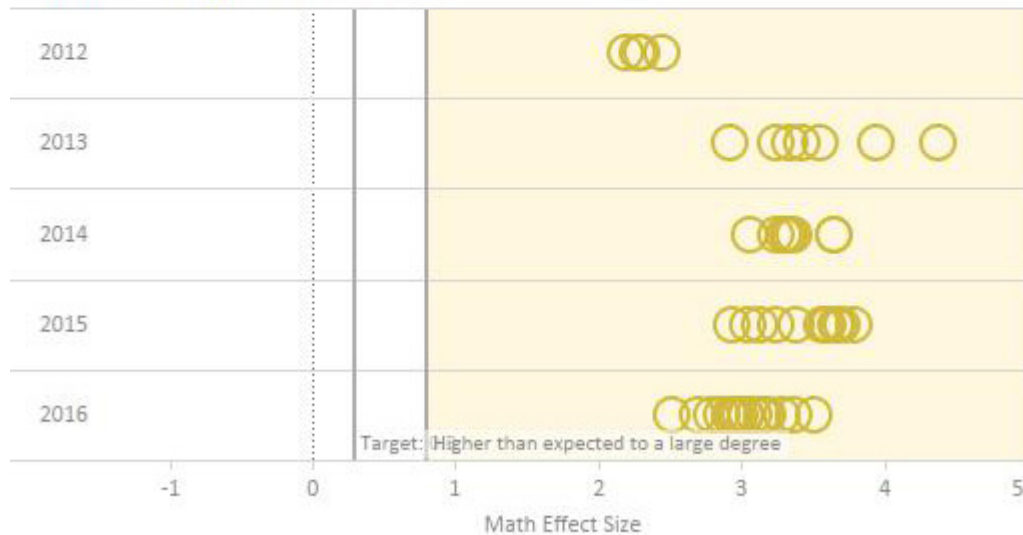
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ELA AND MATH EFFECT SIZE DOT PLOTS: 2011-12 THROUGH 2015-16

ELA Effect Size by Year and School



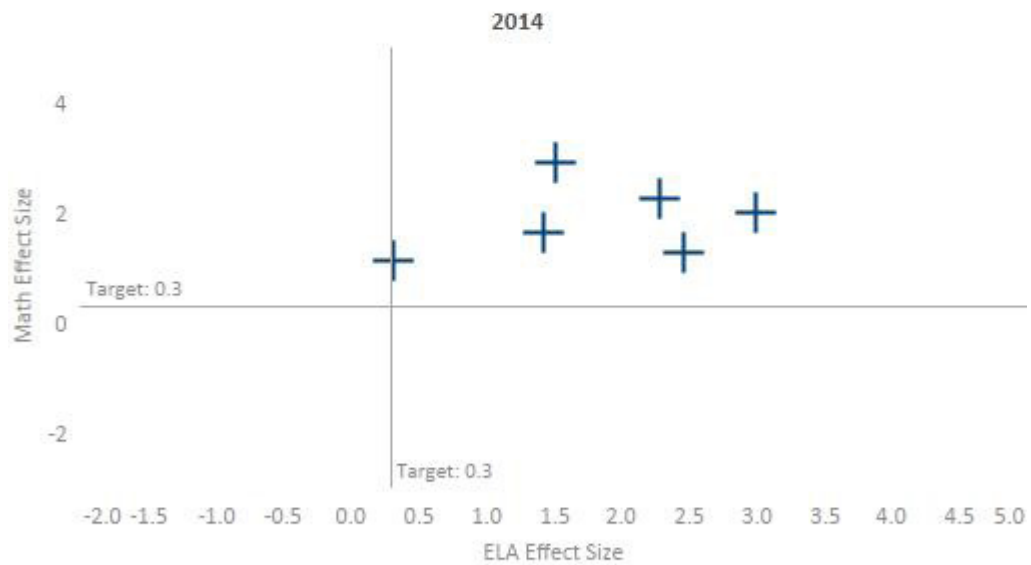
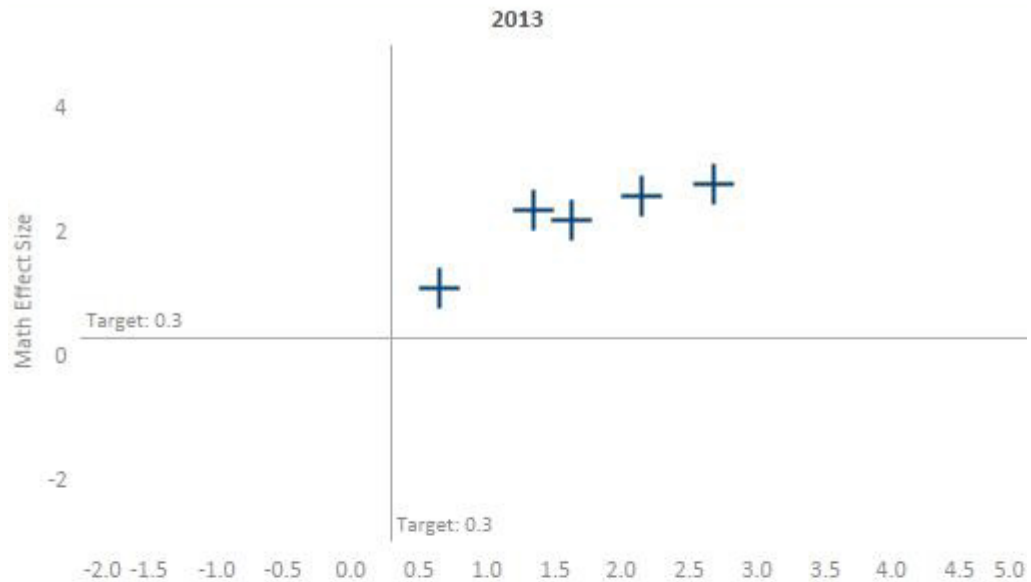
Math Effect Size by Year and School



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.

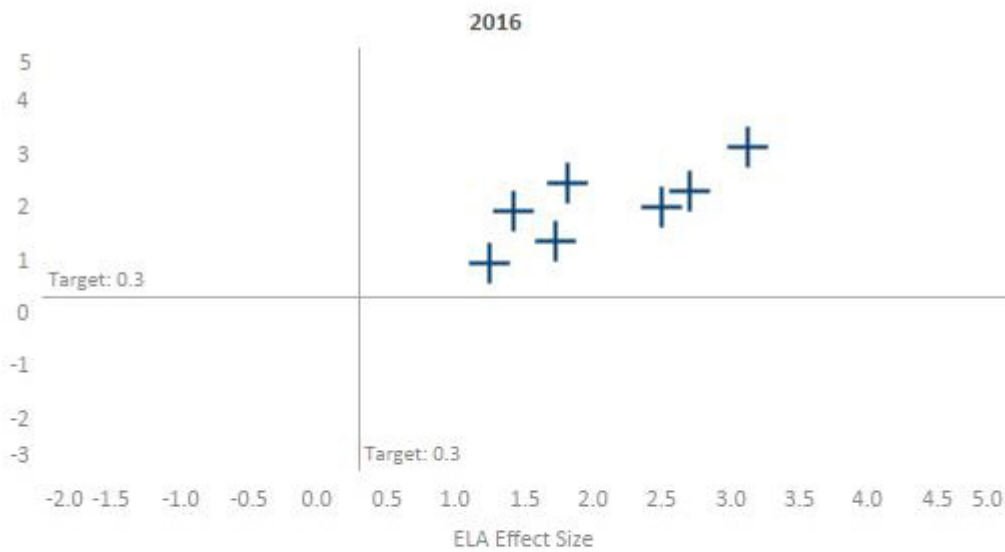
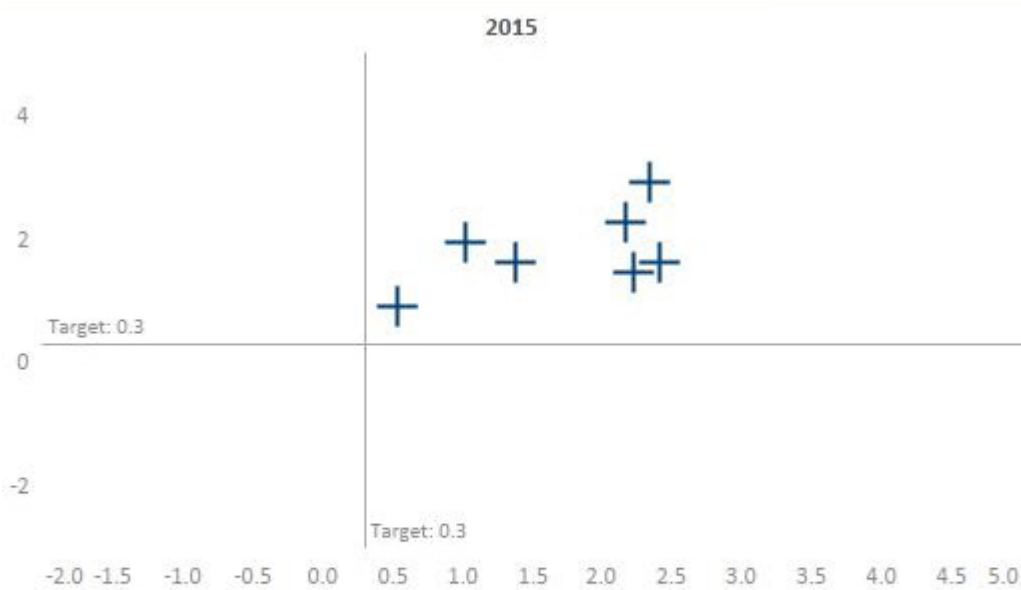
APPENDIX E: Education Corporation Overview

ELA AND MATH EFFECT SIZE SCATTER PLOTS 2012-13 THROUGH 2013-14



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.

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

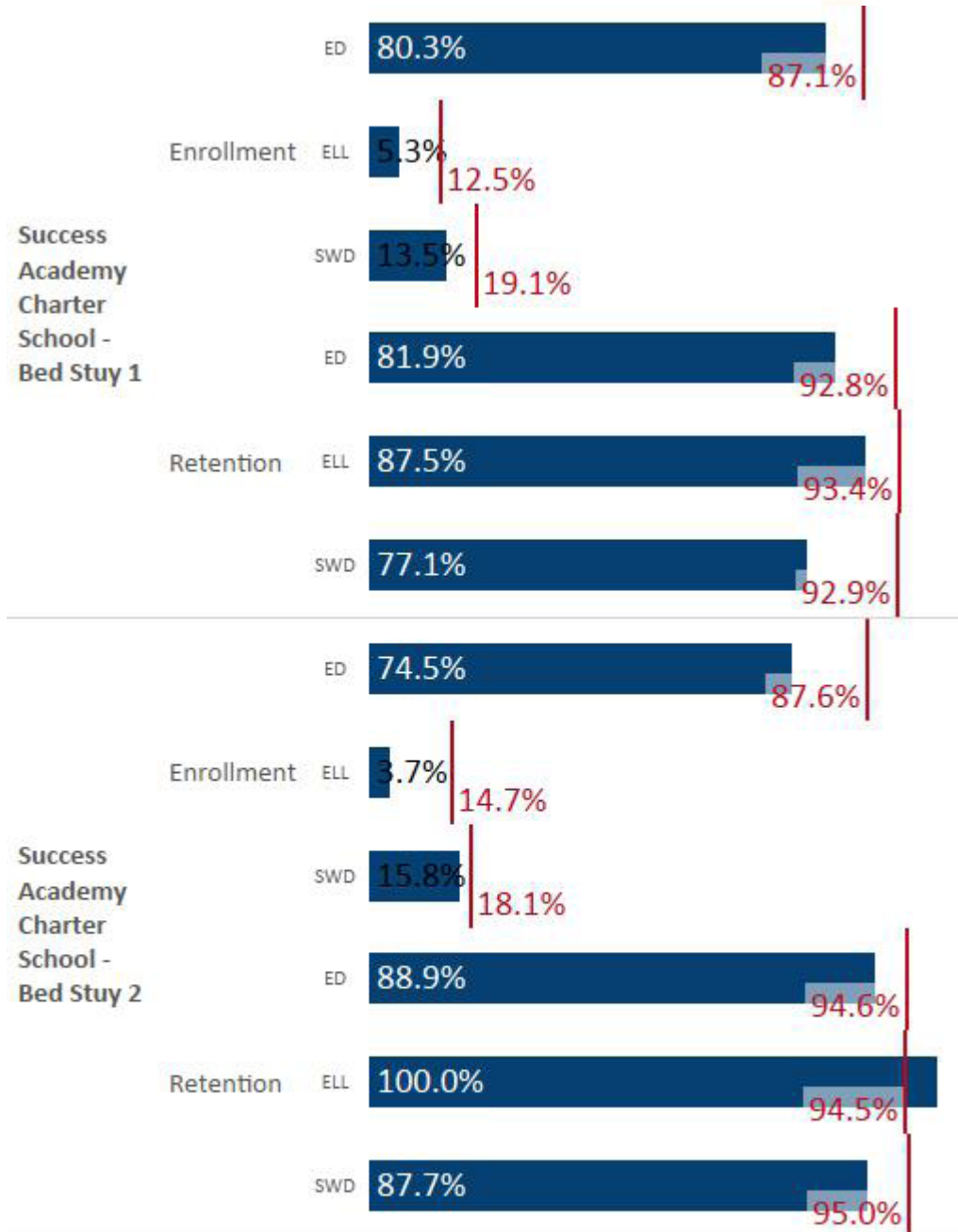


The charts compare a school's ELA and math Effect Sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or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



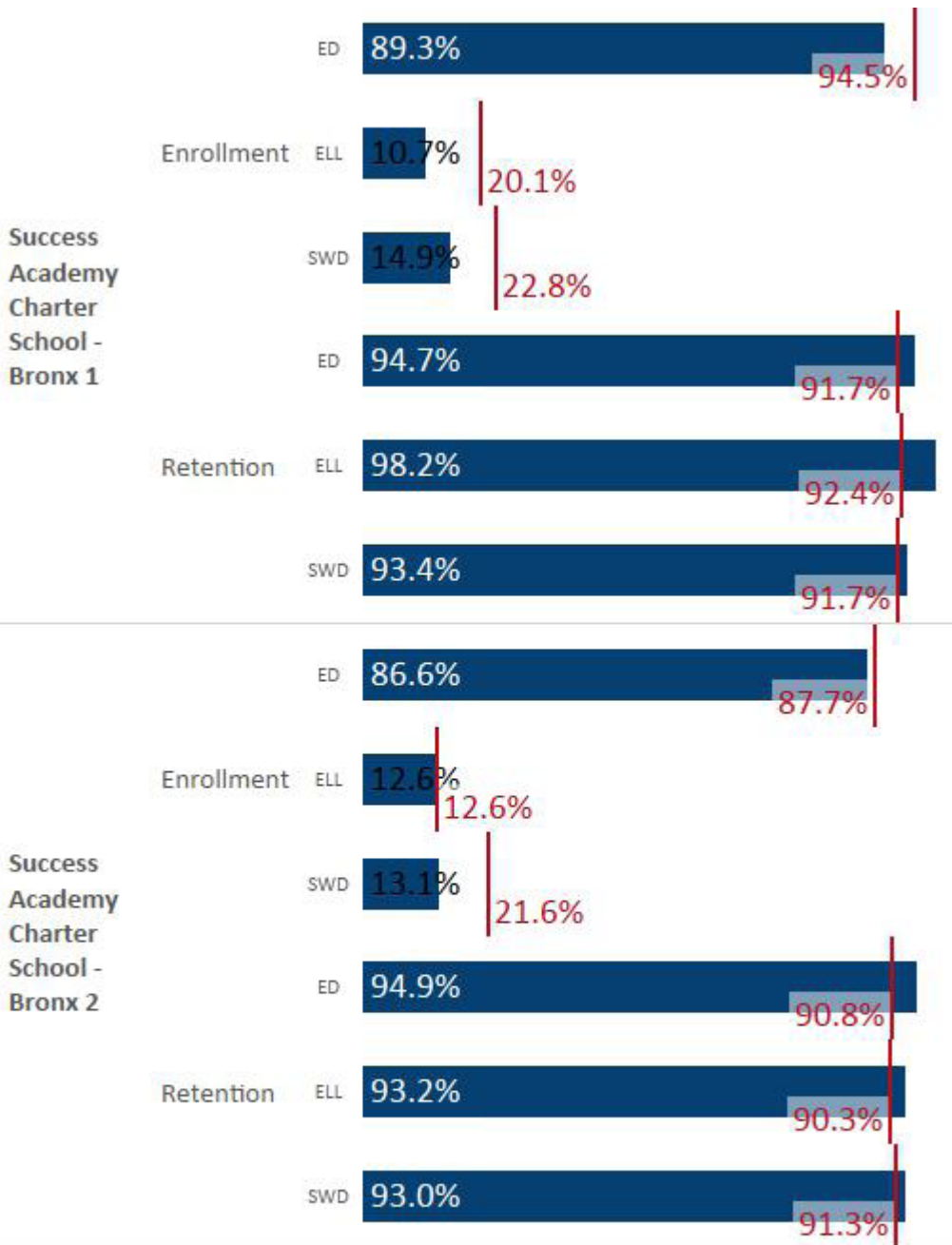
APPENDIX E: Education Corporation Overview

ENROLLMENT AND RETENTION TARGETS

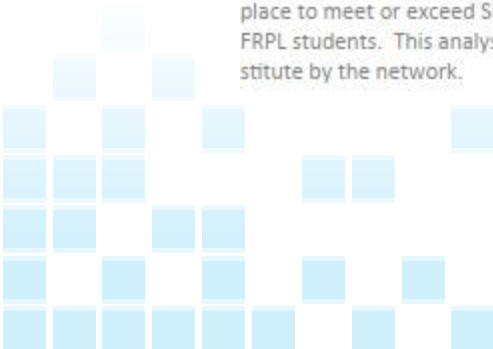


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the ed corp. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELL, and FRPL students. This analysis is based on the 2015-16 enrollment and retention data supplied to the Institute by the network.

ENROLLMENT AND RETENTION TARGETS

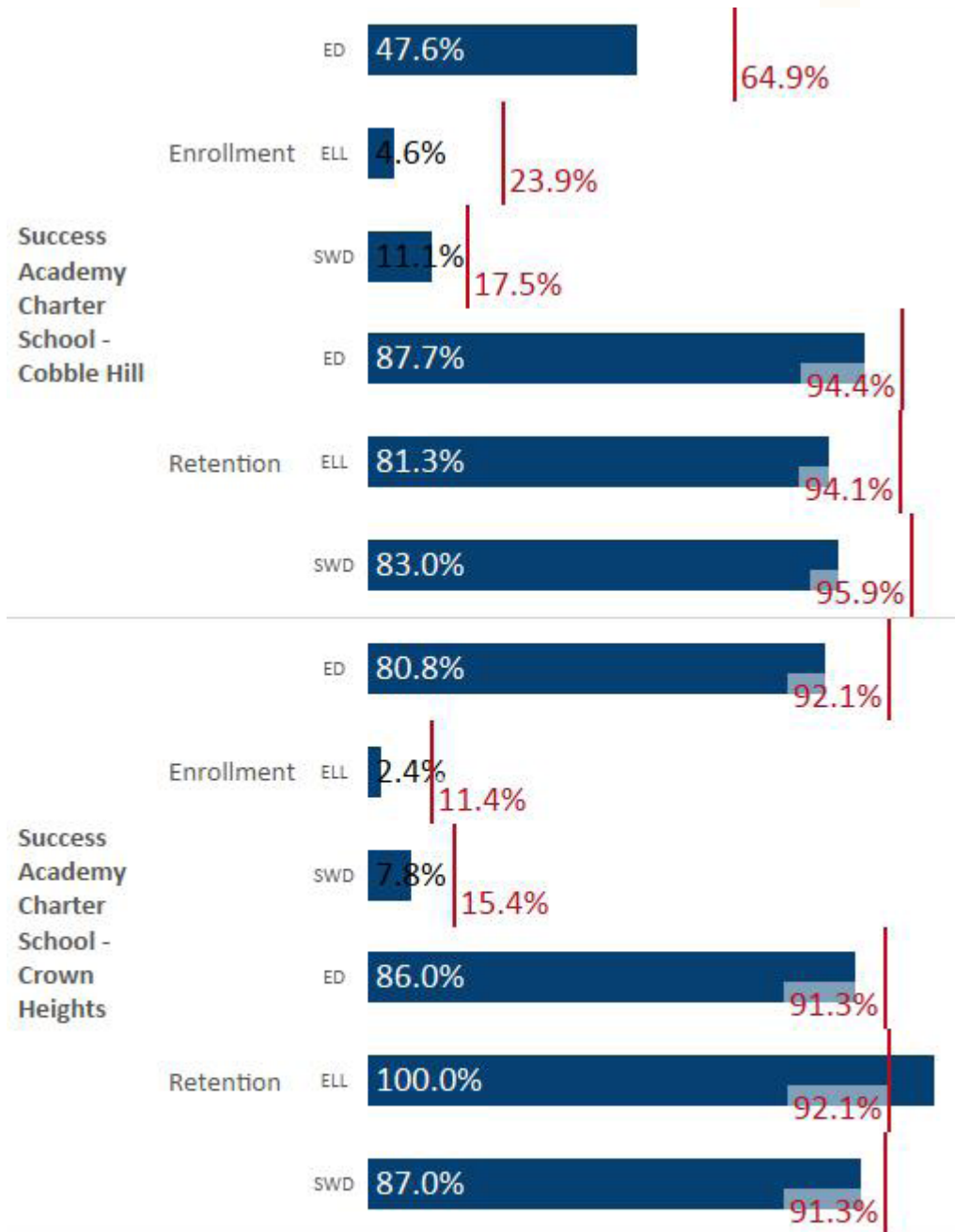


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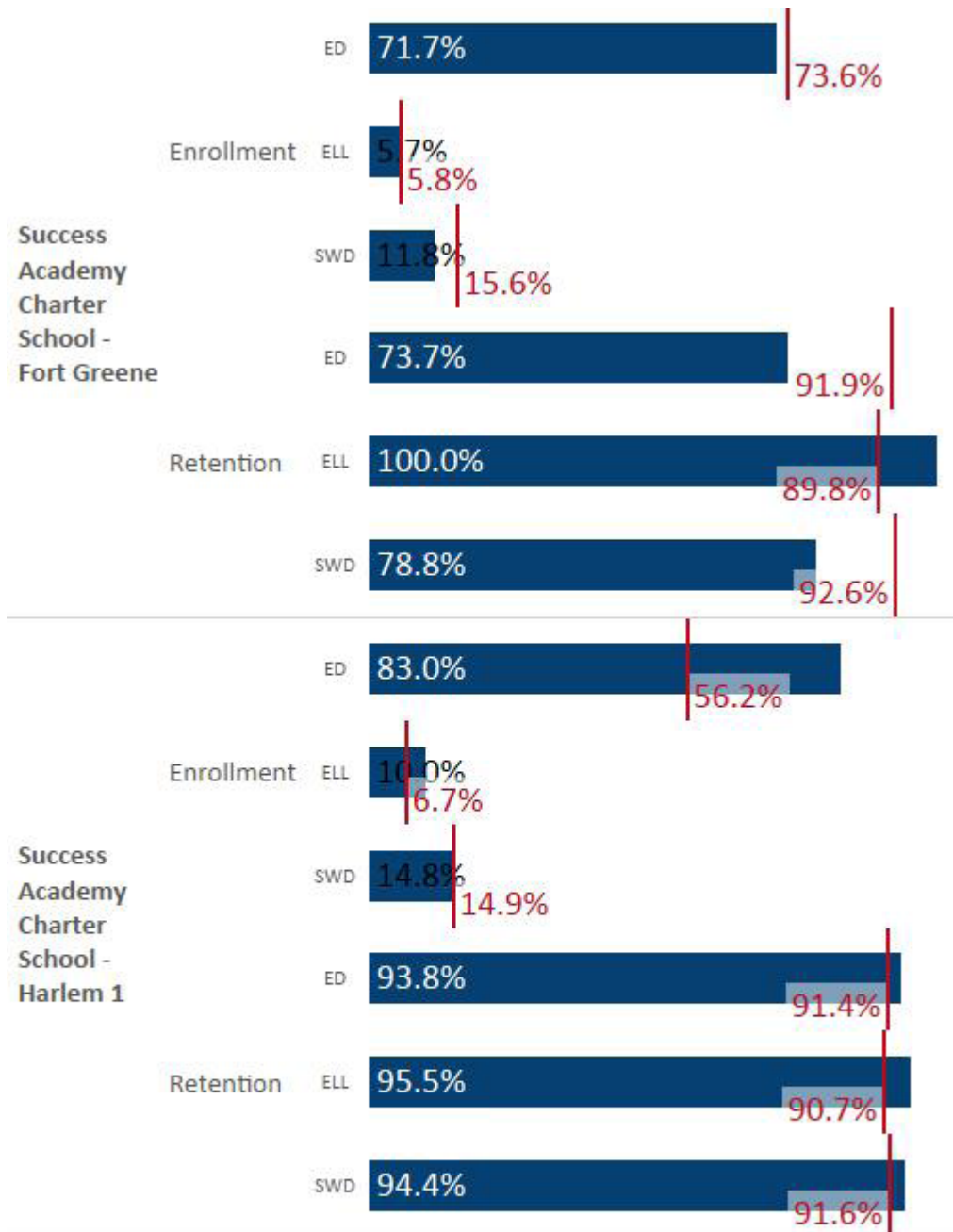
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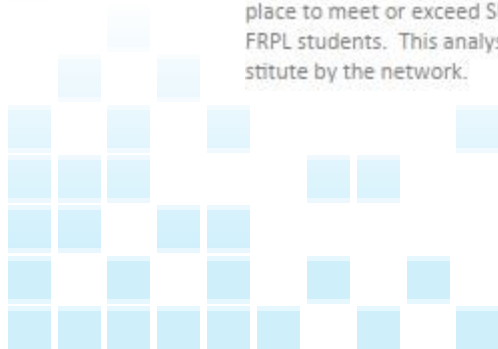


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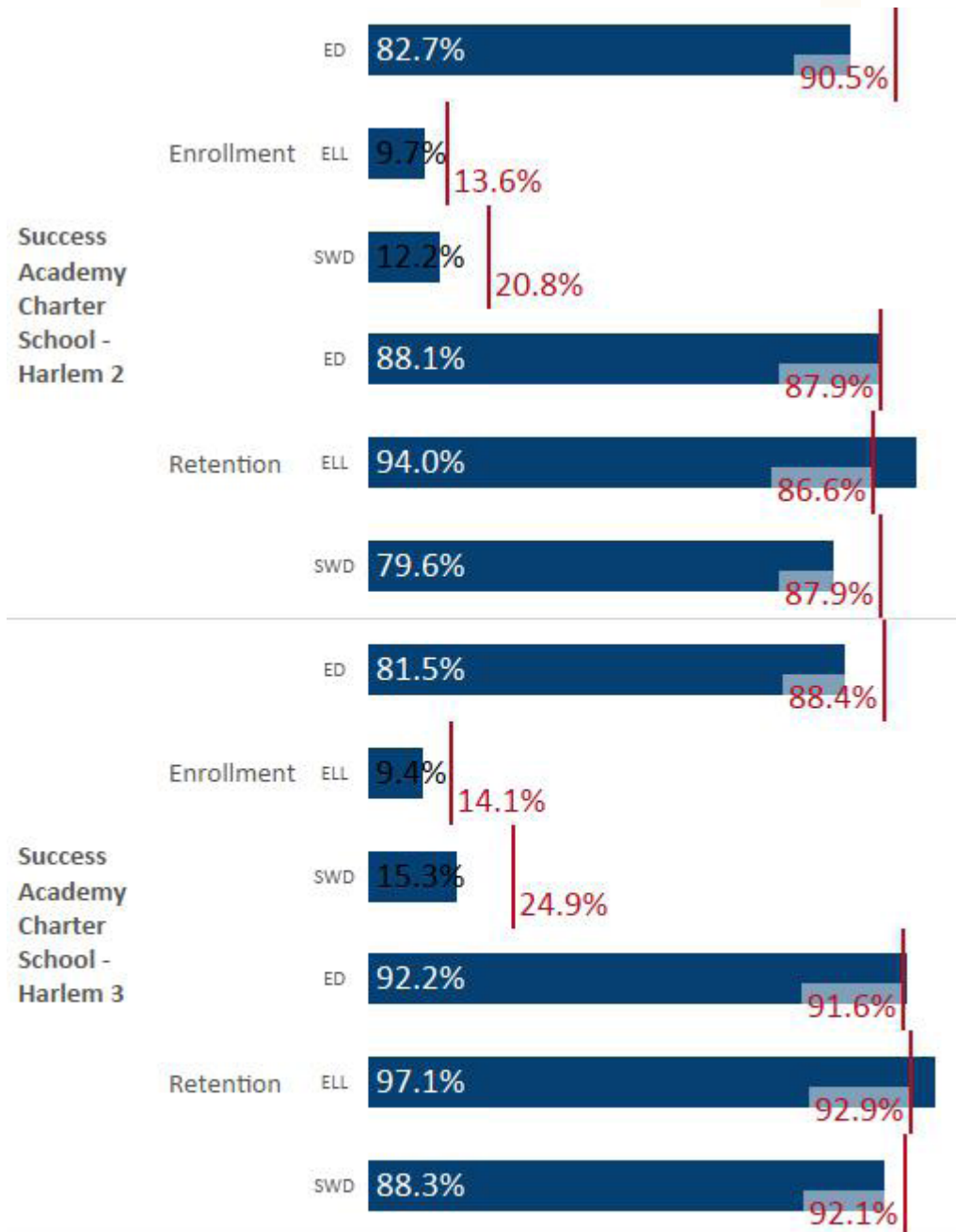


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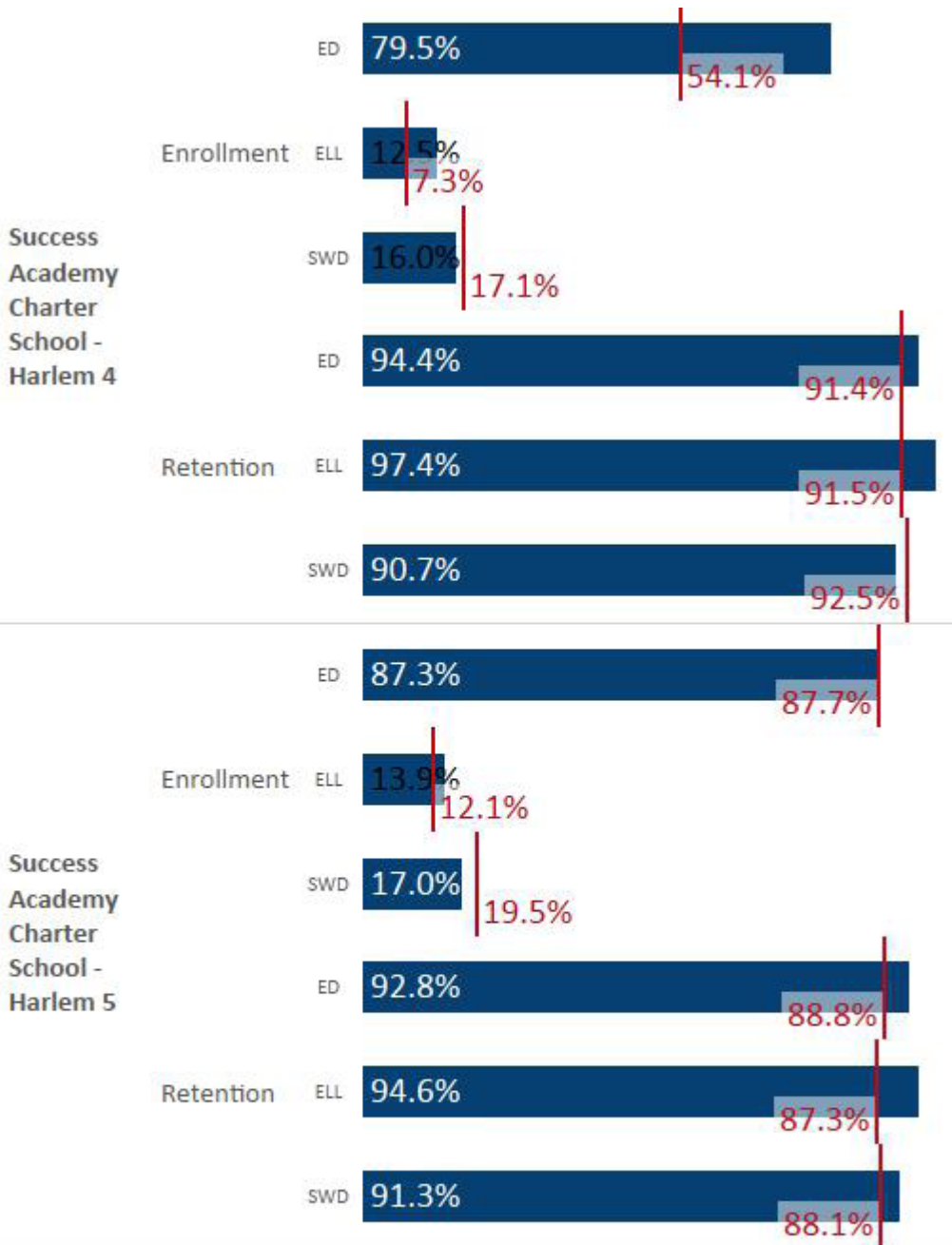
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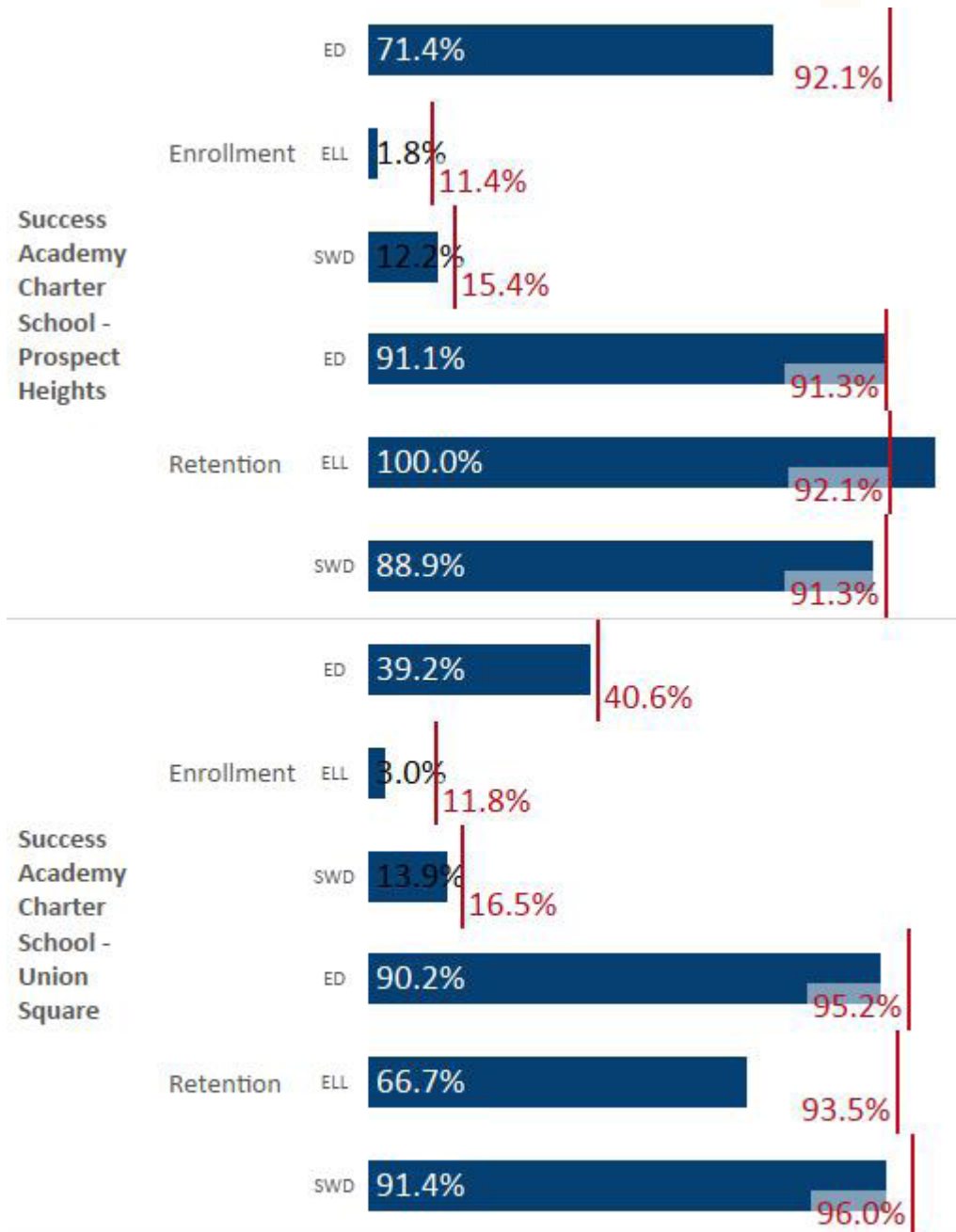


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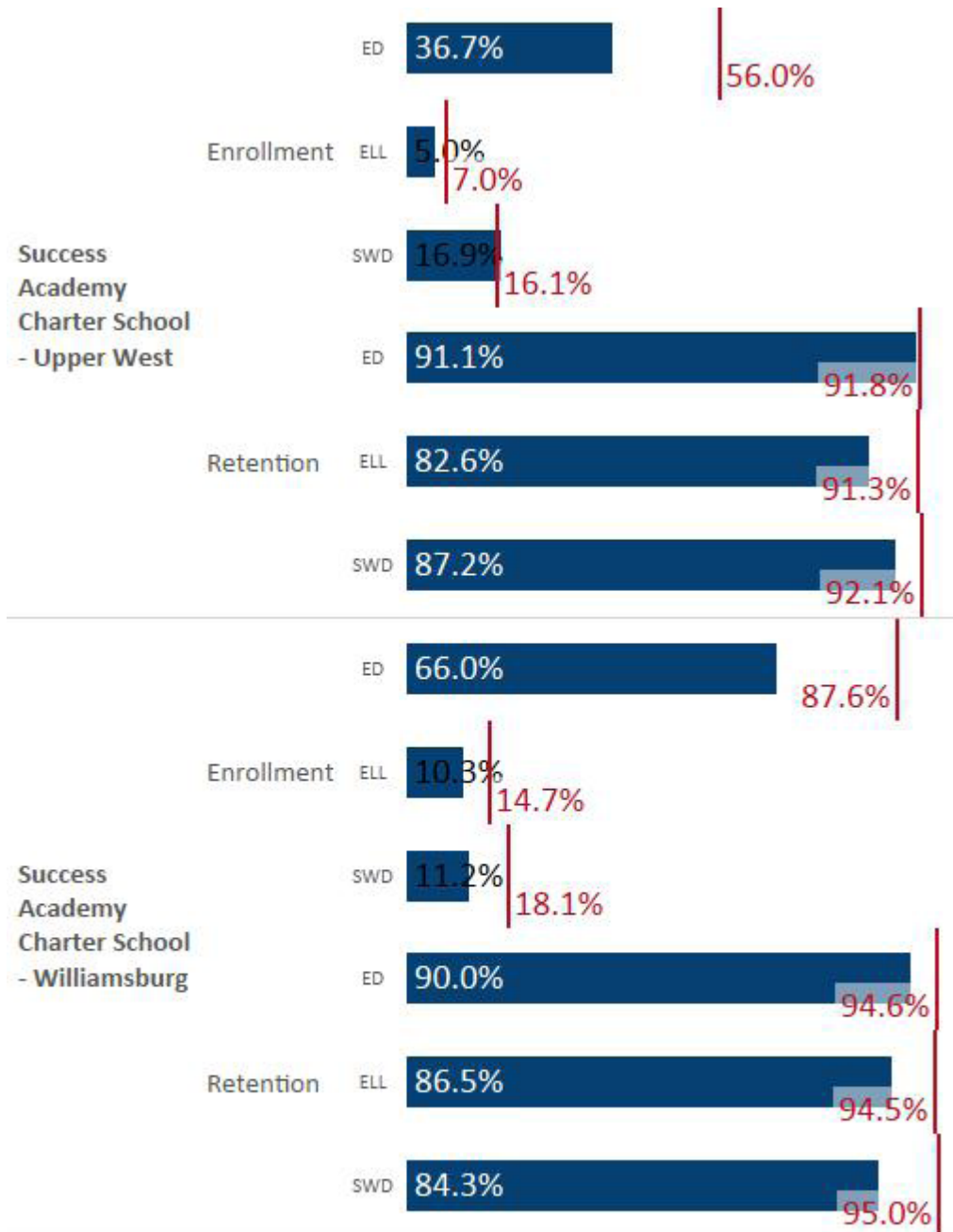
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ENROLLMENT AND RETENTION TARGETS



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APPENDIX E: Education Corporation Overview

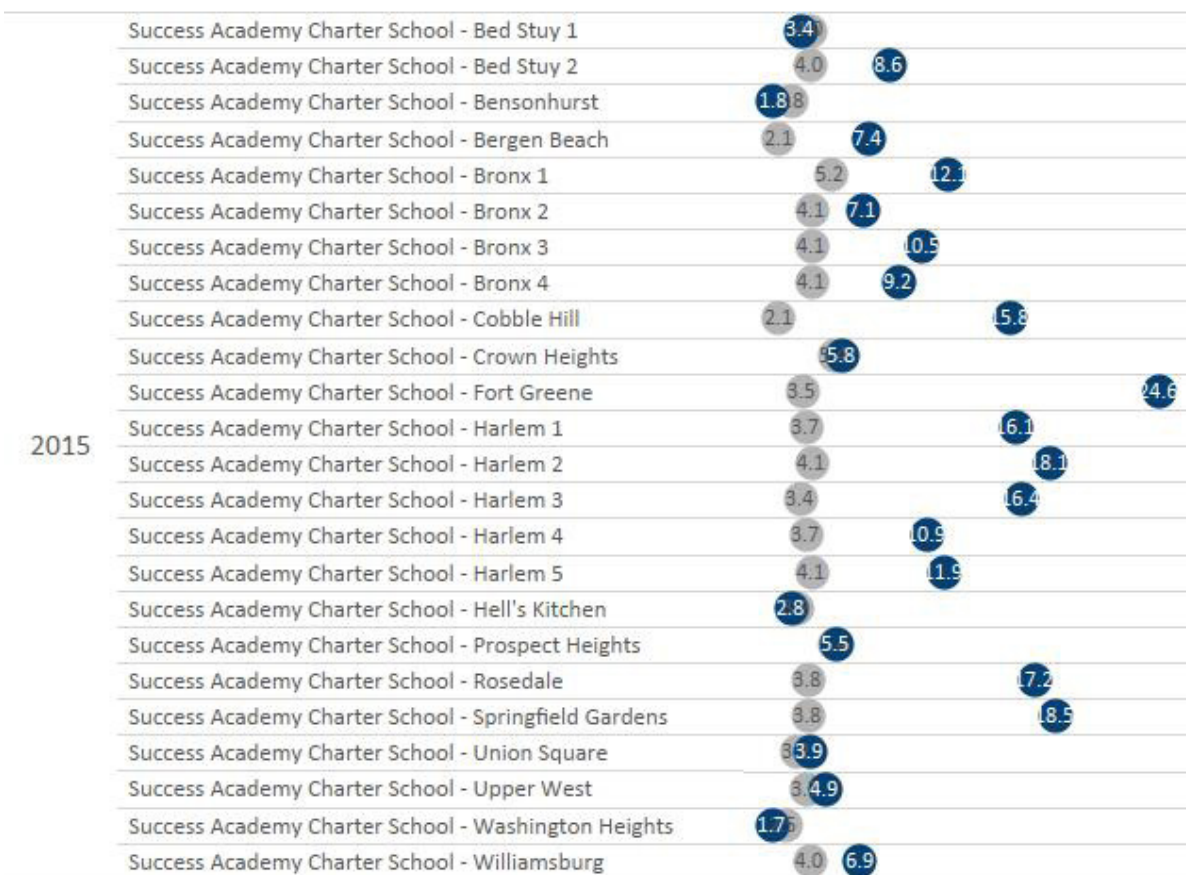
Suspensions: Success Academy Charter Schools' out of school suspension rate and the district overall suspension rate.



ALTHOUGH COMMUNITY SCHOOL DISTRICT (“CSD”) AND SCHOOL SUSPENSION RATES ARE PRESENTED ON THE SAME GRAPH, A DIRECT COMPARISON BETWEEN THE RATES IS NOT POSSIBLE BECAUSE AVAILABLE CSD DATA INCLUDES KINDERGARTEN THROUGH 12TH GRADES AND SCHOOL DATA INCLUDES ONLY THE GRADES SERVED BY THE SCHOOL. 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.

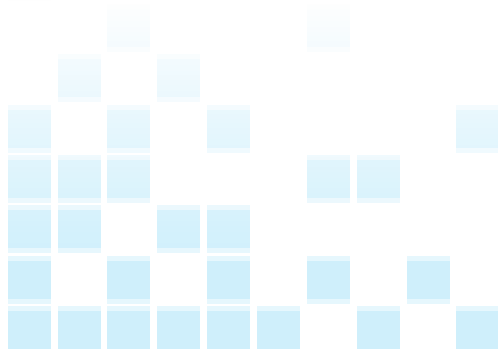
During the school year ending in 2014, Success Academy schools expelled 0 students.

Suspensions: Success Academy Charter Schools' out of school suspension rate and the district overall suspension rate.



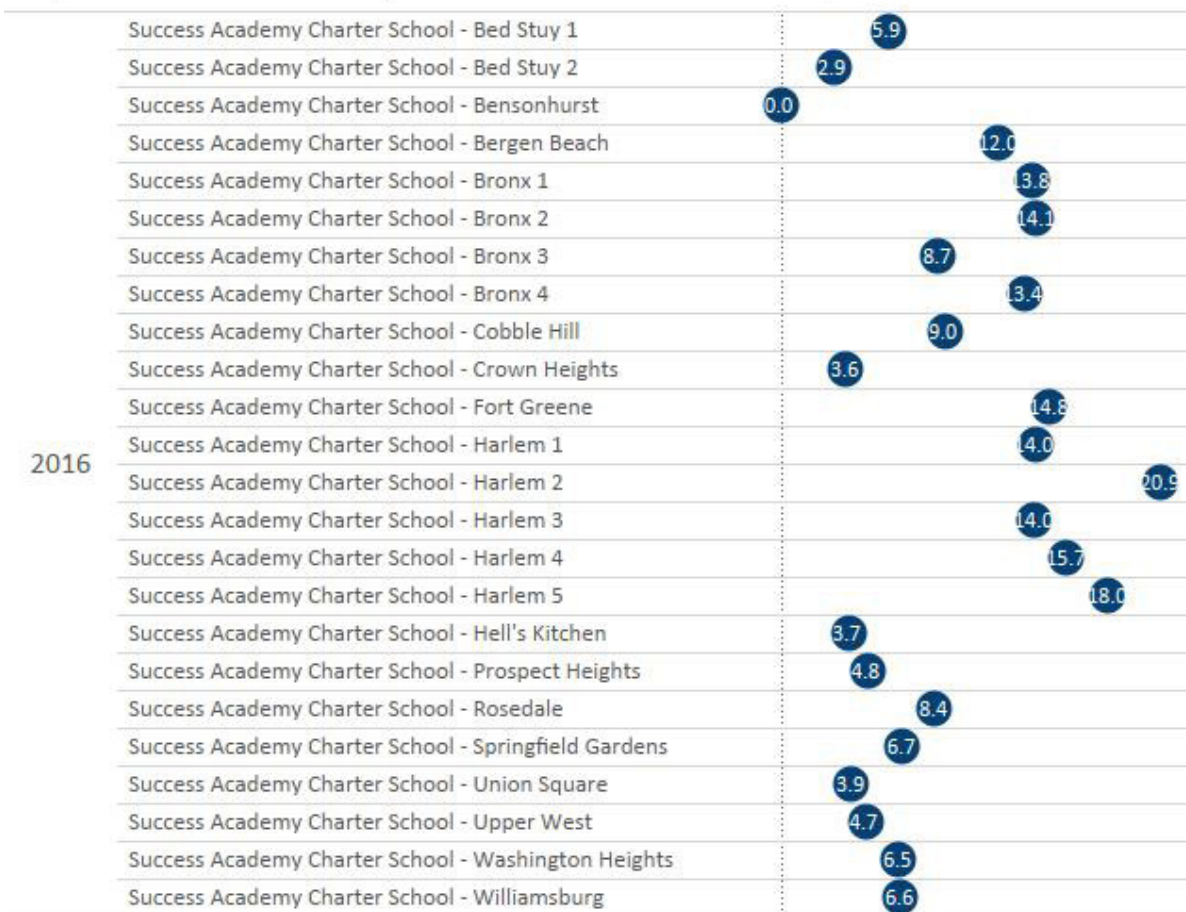
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During the school year ending in 2015, Success Academy schools expelled 1 student.



APPENDIX E: Education Corporation Overview

Suspensions: Success Academy Charter Schools' out of school suspension rate.



2016

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. COMPARISON DATA IS NOT CURRENTLY AVAILABLE FOR 2016.

During the school year ending in 2016, Success Academy schools expelled 0 students.

PERSISTENCE IN ENROLLMENT



Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.



APPENDIX F: Education Corporation Fiscal Dashboard

SUCCESS ACADEMY CHARTER SCHOOLS - NYC (MERGED)

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

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other

Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

		MERGED	MERGED	MERGED	
	2010-11	2011-12	2012-13	2013-14	2014-15
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	4,983,066	5,630,445	4,070,877
Grants and Contracts Receivable	-	-	1,860,018	2,921,408	8,283,986
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	1,710,515	2,823,903	4,090,345
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	8,553,599	11,375,756	16,445,208
Property, Building and Equipment, net	-	-	3,985,758	10,153,572	24,818,614
Other Assets	-	-	11,522,347	3,234,700	350,002
Total Assets - GRAPH 1	-	-	24,061,704	24,764,028	41,613,824
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	308,817	480,918	2,244,130
Accrued Payroll and Benefits	-	-	-	601,603	48,333
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	2,153,385	2,915,862	7,805,703
Total Current Liabilities - GRAPH 1	-	-	2,462,202	3,998,383	10,098,166
L-T Debt and Notes Payable, net current maturities	-	-	1,450,000	2,700,000	8,500,000
Total Liabilities - GRAPH 1	-	-	3,912,202	6,698,383	18,598,166
Net Assets					
Unrestricted	-	-	20,149,502	17,405,645	22,795,658
Temporarily restricted	-	-	-	660,000	220,000
Total Net Assets	-	-	20,149,502	18,065,645	23,015,658
Total Liabilities and Net Assets	-	-	24,061,704	24,764,028	41,613,824
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	41,017,028	55,929,750	122,210,419
Students with Disabilities	-	-	-	4,375,139	10,728,685
Grants and Contracts					
State and local	-	-	314,515	-	-
Federal - Title and IDEA	-	-	3,308,294	1,889,190	4,139,842
Federal - Other	-	-	-	2,086,502	4,805,683
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	44,639,837	64,280,581	141,884,629
Expenses					
Regular Education	-	-	30,095,202	47,634,229	117,611,180
SPED	-	-	7,447,352	6,495,579	16,037,881
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	37,542,554	54,129,808	133,649,061
Management and General	-	-	8,442,962	13,199,157	10,701,909
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	45,985,516	67,328,965	144,350,970
Surplus / (Deficit) From School Operations	-	-	(1,345,679)	(3,048,384)	(2,466,341)
Support and Other Revenue					
Contributions	-	-	270,652	1,137,910	2,548,977
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	51,690	36,927	7,516
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	322,342	1,174,837	2,556,493
Total Unrestricted Revenue	-	-	44,962,179	64,795,418	144,881,122
Total Temporarily Restricted Revenue	-	-	-	660,000	(440,000)
Total Revenue - GRAPHS 2 & 3	-	-	44,962,179	65,455,418	144,441,122
Change in Net Assets	-	-	(1,023,337)	(1,873,547)	90,152
Net Assets - Beginning of Year - GRAPH 2	-	-	21,172,839	20,149,500	22,925,506
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	20,149,502	18,275,953	23,015,658

SUCCESS ACADEMY CHARTER SCHOOLS - NYC (MERGED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	-	-	-	4,871,981
Instructional Personnel	-	-	-	-	64,270,955
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	23,085,127	32,608,159	-
Total Salaries and Staff	-	-	23,085,127	32,608,159	69,142,936
Fringe Benefits & Payroll Taxes	-	-	5,314,524	6,789,542	13,842,538
Retirement	-	-	-	-	1,438,557
Management Company Fees	-	-	5,632,591	8,389,463	18,323,033
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	612,312	1,277,601	1,883,087
Professional Fees, Consultant & Purchased Services	-	-	161,247	536,383	1,704,919
Marketing / Recruitment	-	-	2,060,051	1,858,928	3,154,593
Student Supplies, Materials & Services	-	-	3,180,756	5,816,891	11,303,770
Depreciation	-	-	1,753,768	3,247,644	10,154,458
Other	-	-	4,185,140	7,359,695	13,403,079
Total Expenses	-	-	45,985,516	67,884,306	144,350,970

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	-	4,075	7,088	9,854
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	-	3,425	6,365	8,715
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

Primary School District:

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

	-	-	13,527	13,527	13,527
	0.0%	0.0%	100.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	-	13,034	10,099	16,281
Other Revenue and Support	-	-	94	185	293
TOTAL - GRAPH 3	-	-	13,128	10,284	16,574

Expenses

Program Services	-	-	10,961	8,504	15,336
Management and General, Fundraising	-	-	2,465	2,074	1,228
TOTAL - GRAPH 3	-	-	13,426	10,578	16,564
% of Program Services	0.0%	0.0%	81.6%	80.4%	92.6%
% of Management and Other	0.0%	0.0%	18.4%	19.6%	7.4%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	-2.2%	-2.8%	0.1%

Student to Faculty Ratio

-	-	-	-	-
---	---	---	---	---

Faculty to Admin Ratio

-	-	-	-	-
---	---	---	---	---

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	0.0	2.5	1.9	1.6
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0	0	6,091,397	7,377,373	6,347,042
As % of Unrestricted Revenue	0.0%	0.0%	13.5%	11.4%	4.4%
Working Capital (Current) Ratio Score	0.0	0.0	3.5	2.8	1.6
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	LOW	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Excellent	Good	Good

Quick (Acid Test) Ratio

Score	0.0	0.0	2.8	2.1	1.2
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	LOW	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Excellent	Good	Good

Debt to Asset Ratio - GRAPH 7

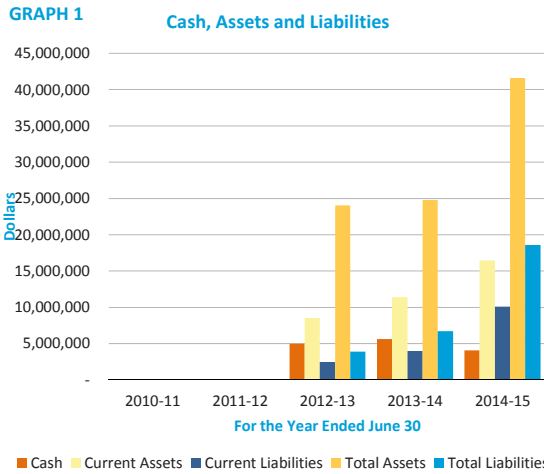
Score	0.0	0.0	0.2	0.3	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

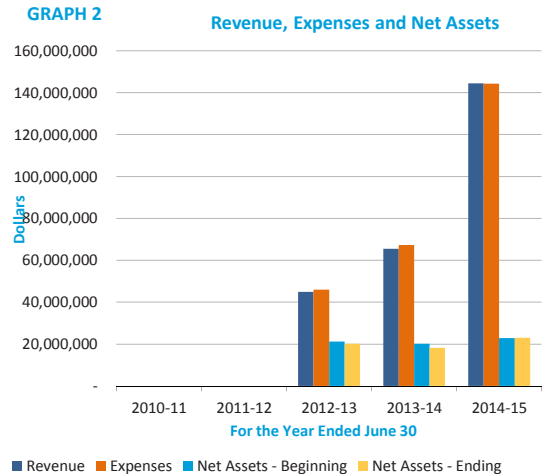
Score	0.0	0.0	1.3	1.0	0.3
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	MEDIUM	MEDIUM	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	Good	Good	Poor

APPENDIX F: Education Corporation Fiscal Dashboard

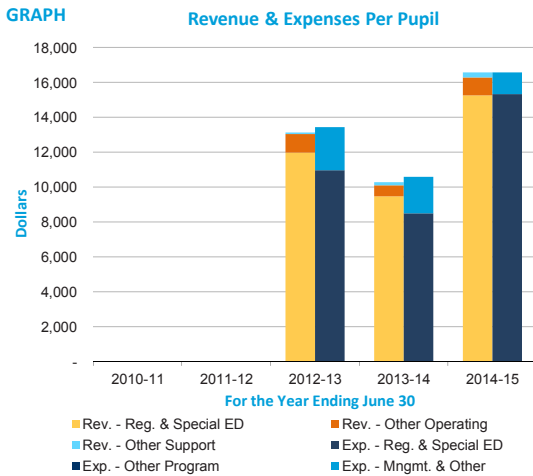
SUCCESS ACADEMY CHARTER SCHOOLS - NYC (MERGED)



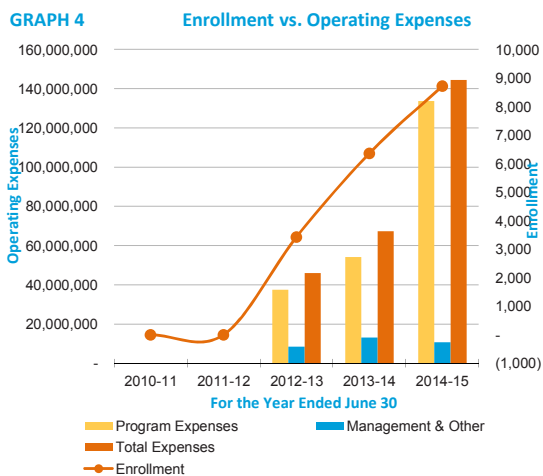
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

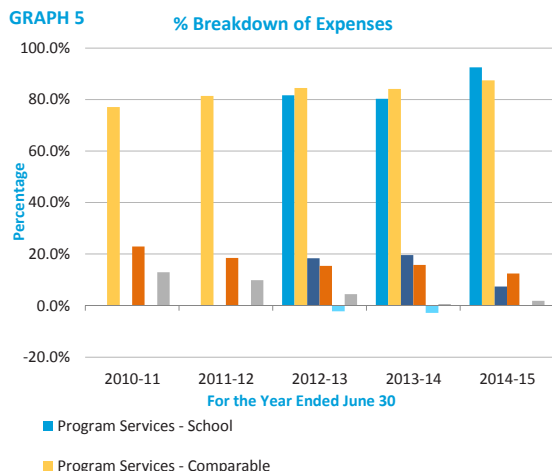


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

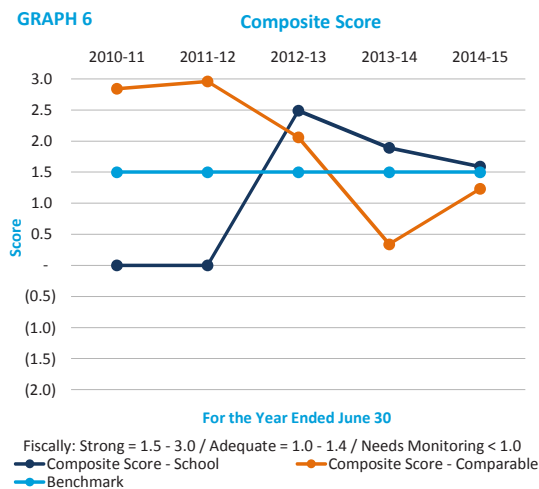
SUCCESS ACADEMY CHARTER SCHOOLS - NYC (MERGED)

Comparable School, Region or Network: New York City & Long Island Schools (Excluding Closed Schools)

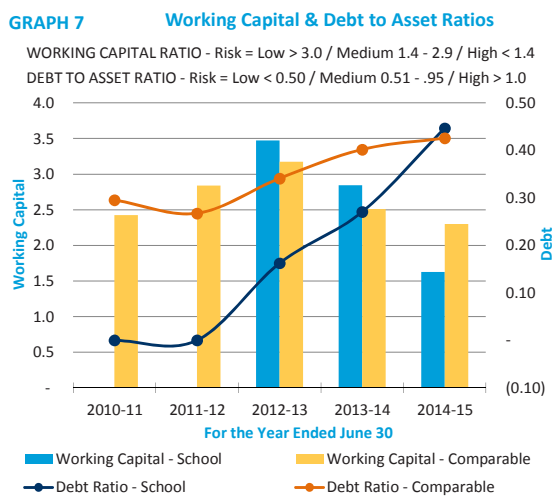
* Average = Average - 5 Yrs. OR Charter Term



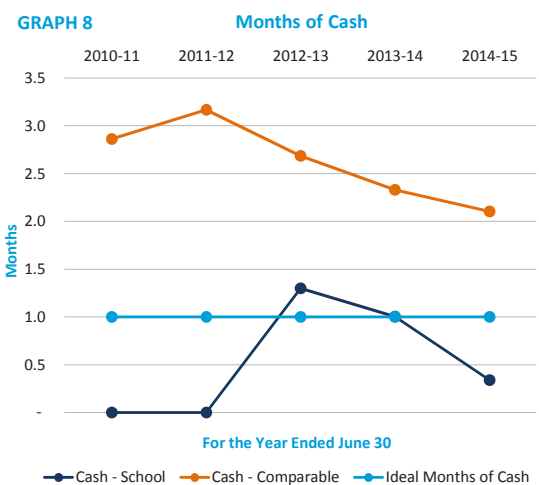
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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.

