THE SUNY CHARTER SCHOOLS INSTITUTE

RENEWAL RECOMMENDATION REPORT
SUCCESS ACADEMY CHARTER SCHOOL - FORT GREENE

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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/.

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REPORT FORMAT

This renewal recommendation report compiles the evidence below using the S*tate 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?

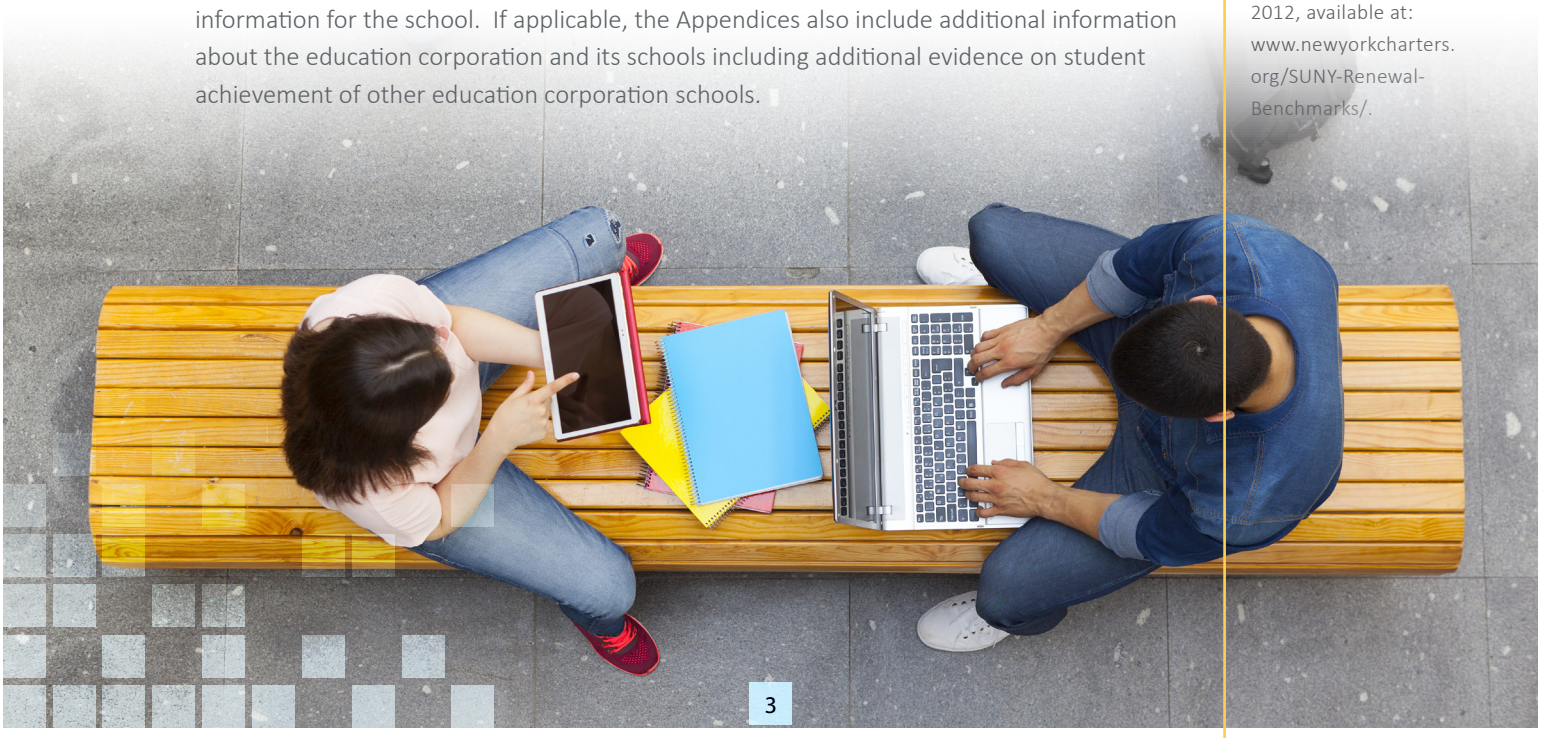
3. IS THE SCHOOL FISCALLY SOUND?

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/renewal/.

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



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RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Success Academy Charter School - Fort Greene 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 831 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.

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 - Fort Greene ("Success Fort Greene") received its original charter on September 6, 2012. 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 targets at renewal.

Success Fort Greene makes good faith efforts to meet its enrollment and retention targets.

The Success Academy Charter Schools NYC ("SACS-NYC") education corporation 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;
- mailings and distributions to residents in mixed-income in-district communities;

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- 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.

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SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

SUCCESS ACADEMY CHARTER SCHOOL - FORT GREENE

BACKGROUND

Success Fort Greene received its original charter from the SUNY Trustees on September 6, 2012. It opened its doors in the fall of 2013 initially serving 190 students in Kindergarten and 1st grade. The school is authorized to serve 510 students in grades K-4 in the 2016-2017 school year. The current charter term expires on July 31, 2018. A subsequent charter term would enable the school to operate through July 31, 2023. The school co-locatedsin a New York City Department of Education ("NYCDOE") building at 101 Park Avenue, Brooklyn, New York in CSD 13. The building also houses Dr. Susan S. McKinney Secondary School of The Arts, which serves 6th-12th grades.

The mission of Success Fort Greene is:

> *"The mission of Success Academy Charter School - Fort Greene 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 Fort Greene 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 in 2017-18 and 2018-19. 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 SACS-NYC 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 Success Academy's program model and schools appears in the Education Corporation Overview in Appendix E.

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SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

In its first year administering New York State English language arts ("ELA") and mathematics tests, Success Fort Greene met all performance targets for which data are available. These strong results followed a leadership transitions in the 2014-15 and 2015-16 school years. With network support, the school's new leaders maintained Success Fort Greene's high academic standards while making efforts to get to know each individual student, as well as his or her academic and other needs. Parents noted these efforts and expressed appreciation for the leadership. The qualitative evidence gathered during the renewal review and during the current charter term suggest the school's educational program is effective and likely to continue to generate outstanding student achievement results.

Success Fort Greene has requested charter renewal in advance of the July 31, 2018 expiration of the education corporation's authority to operate the school in order to pursue facilities options afforded under state statute. The school, which continues to expand within its chartered grade configuration, seeks to co-locate additional grades within NYCDOE school building space. Given the school's positive early student achievement results and the compelling track record of academic and organizational performance across SACS-NYC schools, the Institute supports the application.

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. While only in the fourth year of its initial charter term, Success Fort Greene has demonstrated considerable academic success in exceeding its Accountability Plan targets. The strength of the school's performance data and effectiveness of the program in place, as well as the network's record of supporting high levels of student achievement lead the Institute to recommend that the SUNY Trustees grant Success Fort Greene an Initial Full-Term Renewal.

NOTEWORTHY

Success Fort Greene outperformed 99 percent of New York public schools in both ELA and mathematics in 2015-16.

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ACADEMIC PERFORMANCE

IS THE SCHOOL AN ACADEMIC SUCCESS?

Now in its fourth year of operation, Success Fort Greene has proven itself to be an academic success. The school outperformed 99 percent of schools statewide while far exceeding its key Accountability Plan goals in ELA and mathematics. The educational program, helmed by a strong instructional leadership team, is effective in serving the full range of student needs.

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 Fort Greene has satisfied the requirements of the Act as well as the SUNY Renewal Policies[7] as it has posted consistently strong outcomes as measured by performance on state assessments. This performance indicates Success Fort Greene'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 Fort Greene 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 Fort Greene 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 Fort Greene 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 Fort Greene's demonstrated student learning compared to other schools' demonstrated student learning.

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ACADEMIC PERFORMANCE

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

The Accountability Plan also includes 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.

SUNY RENEWAL BENCHMARK :GOALS

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

Success Fort Greene met all available measures for both of its key academic Accountability Plan goals in ELA and mathematics during the first year performance data were available. The school posted exceptional scores, outperforming 99 percent of schools statewide in both subjects. Success Fort Greene also met its NCLB goal. The school did not yet generate data to evaluate attainment of the science goal included in its Accountability Plan.

Success Fort Greene met its key academic ELA Accountability Plan goal in 2015-16, the first year the school had testing grades. The school posted strong absolute and comparative achievement, exceeding the target of 75 percent of students scoring at or above proficiency and outperforming the district by 38 percentage points. Additionally, the school performed higher than expected to a large degree in comparison to schools across the state with similar concentrations of students who are economically disadvantaged.

The school also met its mathematics goal in 2015-16, with 100 percent of its 3rd graders scoring at or above proficiency on the state exam. The school was one of only three schools in New York State to have all of its tested students perform at or above proficiency. Further, 85 percent of those students scored at Level 4, the highest possible performance level on

the exam. Success Fort Greene's mathematics proficiency rate was 58 percentage points higher than that of the district. The school also met the target for its comparative effect size measure, performing higher than expected to large degree compared to schools enrolling similar percentages of economically disadvantaged students.

The school did not yet enroll students in successive testing grades, therefore, no statewide ELA and mathematics growth percentile analysis is available. Similarly, Success Fort Greene did not generate data to evaluate attainment of the school's science goal.

The school met its NCLB goal and remains in good standing under the state's accountability system.

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.

SA Fort Greene

		2013-14	2014-15	2015-16
Enrollment (N) Receiving Mandated Academic Services		(22)	(33)	(35)
RESULTS	Tested on State Exams (N)	(0)	(0)	(6)
	Percent Proficient on ELA Exam	N/A	N/A	66.7
	Percent Proficient Statewide	5.0	5.8	7.9

		2013-14	2014-15	2015-16
ELL Enrollment (N)		(5)	(7)	(17)
RESULTS	Tested on NYSESLAT* Exam (N)	(5)	(5)	(16)
	Percent 'Commanding' or Making Progress† on NYSESLAT	s‡	s	18.8

* 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 - FORT GREENE

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 Fort Greene 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 13.	2016	2016
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.	2.89	3.16
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**.	**Comparative Growth data not yet available.** Growth data becomes available after the school enrolls and administers the state ELA and mathematics exams to students in 4th grade.	

REQUIRED MEASURE DESCRIPTION	SCIENCE ACCOUNTABILITY PLAN GOAL
Science: Comparative Measure. Each year, the percentage of students at Heketi 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.	**Science data not yet avilable.** Science data becomes available after the school enrolls and administers the state science exam to students in the 4th and/or 8th grades.

ACADEMIC PROGRAM SUMMARY

Success Fort Greene implements an assessment system that improves instructional effectiveness and student learning. The school administers network-developed interim assessments three times a year. Teachers review resulting data through a centrally administered and network-provided database. Teachers use this interim information, as well as Fountas & Pinnell reading assessments, in-class trackers, and informal assessment data collected through exit tickets on a daily basis to make strategic pairing and grouping decisions when planning their lessons or identifying scholars who need extra academic support. Teachers use network-developed curricula aligned to state and Common Core standards to guide instruction.

Teachers utilize the network-provided Education Institute as the primary curriculum resource for lesson plans and materials. Grade teams meet once or twice a week to customize lessons in order to meet student needs. School leaders facilitate launch meetings prior to the start of each unit to prepare teachers to deliver instruction effectively.

Success Fort Greene's strong instructional leaders expect teachers to create safe environments for their students, demonstrate high levels of professionalism, communicate openly with students' parents, and be supportive of their colleagues and reflective of their own practice. In addition to quizzing teachers on school safety procedures, school leaders provide support to teachers through ongoing feedback during, and subsequent to, classroom observations, providing opportunities for teachers to engage in shared planning and practice the delivery of their lessons with other teachers, as well as facilitating professional development opportunities every Wednesday afternoon. Teachers credit the in-the-moment-coaching from leaders, as well as support from colleagues in the school and across the network, with helping them to improve their pedagogical practice continually.

Success Fort Greene addresses the educational needs of at-risk learners. The school's education manager regularly reviews formal and informal assessment data to assist teachers in identifying students struggling academically. 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. Most students with disabilities receive services in Integrated Co-teaching ("ICT") classrooms or through special education teacher support services ("SETSS").

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ORGANIZATIONAL PERFORMANCE

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

The Success Fort Greene organization effectively delivers the school's rich educational program and fosters student achievement. The board is knowledgeable about good governance practices and closely monitors schools' 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.

SUNY RENEWAL BENCHMARK :MISSION

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

Success Fort Greene is faithful to its mission and key design elements. These can be found in the School Background section at the begining of the report and Appendix A, respectively.

SUNY RENEWAL BENCHMARK :SATISFACTION

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. Success Fort Greene had a 20% parent participation rate for the NYCDOE's 2015-2016 NYC School Survey. The vast majority of survey responses (95%) indicate high satisfaction with the school. Given the low participation rate, the survey results might not be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. 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. Two parents attended the Success Fort Greene focus group. Participants indicated that the school's new principal and other members of the leadership team have made efforts to get to know each individual student, as well as his or her academic and other needs.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 75% of Success Fort Greene 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 wide or state 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?

SUNY RENEWAL BENCHMARK :POLICIES

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 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.

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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 several informal complaints regarding student discipline and the provision of special education. The Institute directed the complainants to follow the appropriate complaint policies and initial inquiries found no violations. The Institute received no formal complaints.

- **Investigation/Litigation.** In late October, 2015, the New York Times and other news outlets ran stories about a "got to go" list at the school created by its then principal. Several of the parents of the 16 students appearing on the list brought a lawsuit against the network and the school alleging the list was evidence of the weeding out academically weak or difficult students including students with disabilities. Through media outlets and the lawsuit, parents alleged excessive suspensions for minor infractions, repeated calls to meet with administrators, threats or calls to the police or child protective services, and failure to meet the special education needs of students. None of these parents contacted the Institute directly regarding their complaints. Six of the students remain in SACS-NYC schools.

  As an initial step, the Institute required enhanced disciplinary data reporting from all schools on an annual basis including the number and duration of suspensions by student, and the number of expulsions. Moving forward, the Institute will also have the school collect reasons for student withdrawal. A preliminary investigation by the Institute, which involved among other things the review of documents and policies and procedures, determined there was no common or systemic reason why the students appeared on

the list including academic performance and disability status. The Institute continues to monitor the situation and will follow up on any outstanding issues decided in the lawsuit. In addition, the Institute will review disciplinary data, policies, etc. for the school on an annual basis including an annual compliance visit to the school for the remainder of the charter term. Since the incident, the network has provided enhanced professional development to principals, administrators and teachers around such topics as student discipline and the proper reporting of child abuse to the Administration for Children's Services ("ACS").

- **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.

- **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.** During the 2015-16 school year, one student, who had been referred for evaluation for an IEP, received one more day of suspension than permitted by the Individuals with Disabilities Education Act without a manifestation determination. The school had procedures in place to prevent the extra suspension and stated that the district Committee on Special Education took a long time to process the IEP.

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.

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FISCAL PERFORMANCE

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, SACS-NYC is fiscally sound, as is its school, Success Fort Greene. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Success Fort Greene and the education corporation have demonstrated fiscal soundness over the majority of the charter term.[11] (The SUNY Fiscal Dashboard for Success Fort Greene 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 Fort Greene 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.

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

SUNY RENEWAL BENCHMARK :BUDGETS

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

Success Fort Greene has adequate financial resources to ensure stable operations. Working in partnership with the network, Success Fort Greene 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.

- The school prepares a long-term budget, which it updates on an annual basis.
- Success Fort Greene has operated in shared NYCDOE facility space since opening in 2013. Success Fort Greene is not responsible for rent, utilities, custodial services, maintenance and school safety services on the facility.
- Effective October 1, 2012, Success Fort Greene became part of the SACS-NYC education corporation, 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 Fort Greene 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 Fort Greene. 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.

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FISCAL PERFORMANCE

SUNY RENEWAL BENCHMARK :FINANCIAL REPORTING

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Success Fort Greene and SACS-NYC have complied with financial reporting requirements.

- Over the charter term, Success Fort Greene 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 Fort Greene 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 Fort Greene and SACS-NYC have maintained adequate financial resources to ensure stable operations.

- The school opened in 2013 with Kindergarten and 1st grade. In the 2015-16 school year, when the school served students in Kindergarten through 3rd grade, facility constraints limited enrollment to 268 students, or 71% of chartered enrollment of 380. SACS-NYC continues to work with NYCDOE for more space to match chartered enrollment to space allocations.
- For education corporations with the authority to operate multiple schools, one 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 individual school fiscal dashboard in Appendix D reflects deficits the first three years of operations. The education corporation fiscal dashboard in Appendix F reflects fiscally strong, indicating that assets are kept mainly at the corporate level.

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- SACS-NYC made substantial technology equipment purchases in the last audited fiscal year, resulting 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 Fort Greene represents net assets of ($842,756) of the total merged net assets of $23 million.

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FUTURE PLANS

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

Success Fort Greene has exceeded its Accountability Plan targets and maintains a demonstrably strong educational program. The school is an effective and viable organization, and 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 Fort Greene according to its existing model, expanding to serve Kindergarten through 9th grade in the next charter term. The Institute finds the plans for Success Fort Greene reasonable, feasible and achievable based on the 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 Fort Greene plans to continue to implement the same core elements that have led the school to meet its Accountabilty 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	268	831
Grade Span	K-3	K-10
Teaching Staff	25	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.

Success Fort Greene plans to provide instruction for Kindergarten through 9th 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
Fort
Greene

Ax

APPENDICES

PAGES Ax 1-50

A	B	C	D	E	F
SO SCHOOL OVERVIEW	PS PERFORMANCE SUMMARIES	DC DISTRICT COMMENTS	FD FISCAL DASHBOARD	EO ED CORP OVERVIEW	EF 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 Shainker
Lorenzo Smith
Rich Barrera

SCHOOL LEADERS

PRINCIPAL
Candido Brown (2013-14 to 2015-16)
Jennifer Loving (2016-17 to Present)

SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2013-14	190	124	65%	K-1	K-1
2014-15	250	183	73%	K-2	K-2
2015-16	380	268	71%	K-3	K-3
2016-17	510	Not Yet Available	Not Yet Available	K-4	K-4

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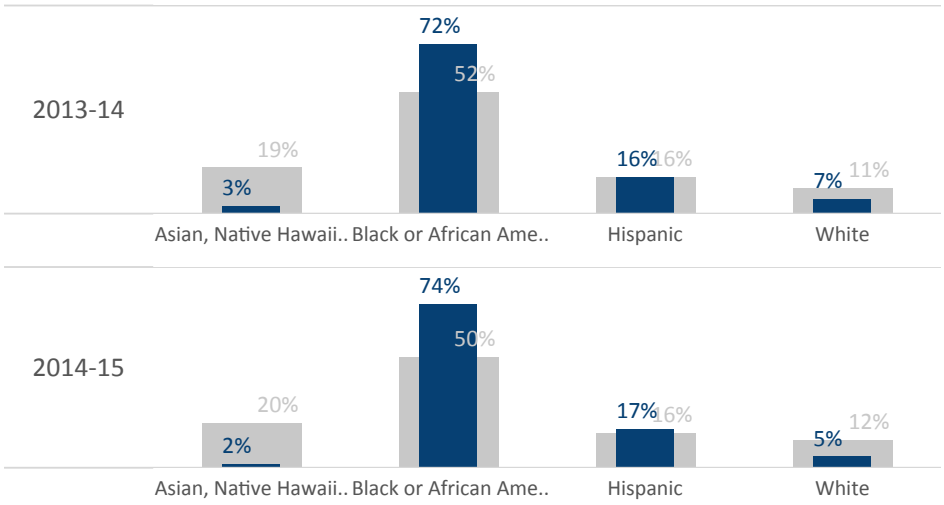
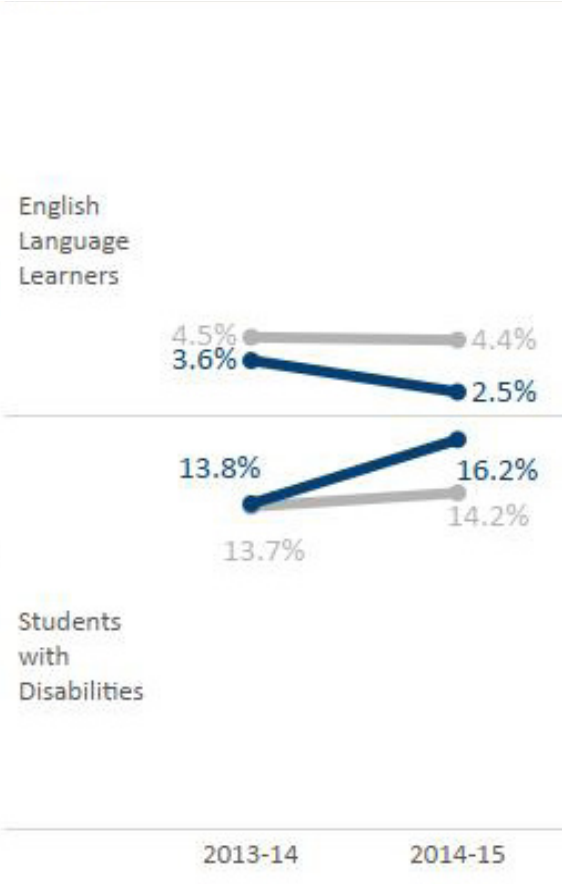
STUDENT DEMOGRAPHICS: RACE/ETHNICITY

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



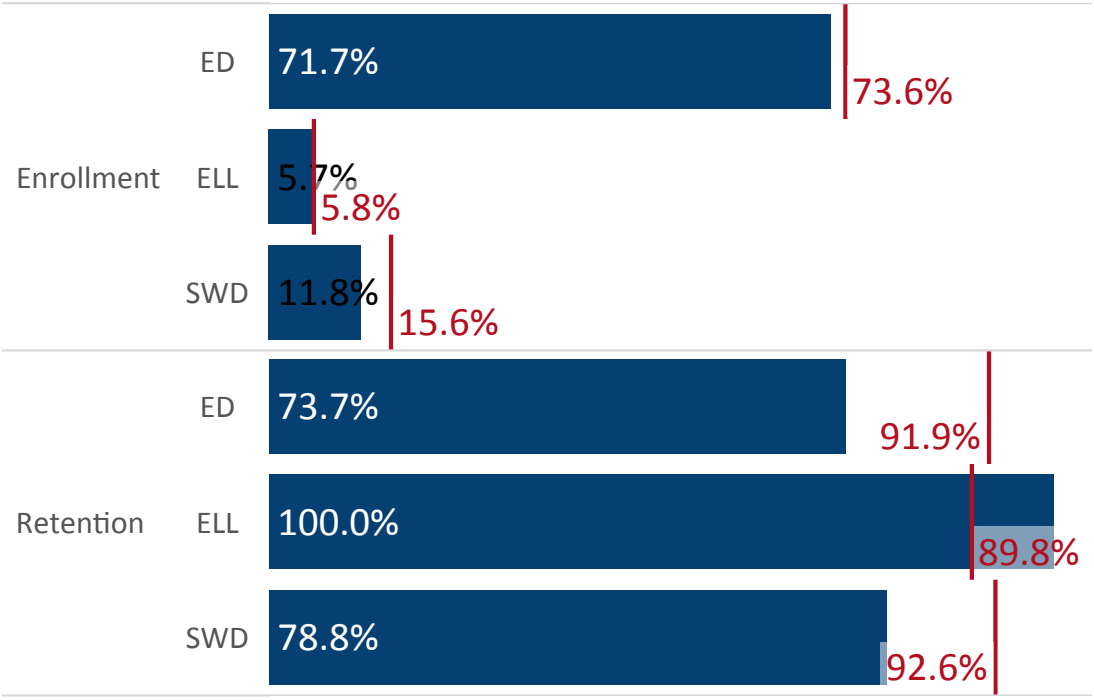
STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH

STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS



APPENDIX A: School Overview

ENROLLMENT AND RETENTION TARGETS

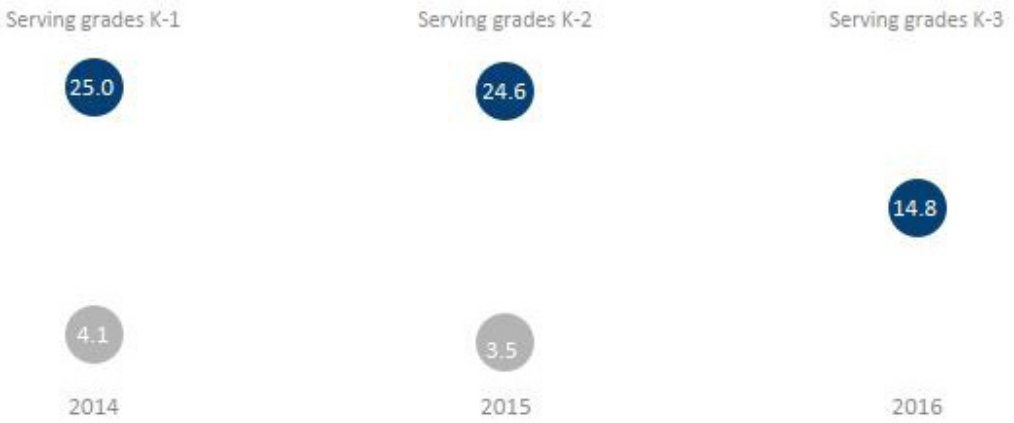


The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or 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 FORT GREENE** 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.

2011-12	2012-13	2013-14	2014-15	2015-16
0	0	0	0	0

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

RESPONSE RATE	COLLABORATIVE TEACHERS	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY COMMUNITY TIES
20%	80%	86%	97%

APPENDIX A: School Overview

TIMELINE OF CHARTER SCHOOL RENEWAL

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2013-14	First Year	June 2, 2014
2016-17	Initial Renewal	September 14, 2016

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
	Susie Miller Carello	Executive Director
September 14, 2016	Kim Wechtenhiser	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 and highly trained staff; and,	+
Strong school culture including reinforcement of ACTION principles (Agency, Curiosity, Try and Try, Integrity, Others and No Shortcuts).	+

SCHOOL PERFORMANCE SUMMARY: English Language Arts

Success Academy Charter School - Fort Greene

ABSOLUTE MEASURES

1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.

2013-14 Grades Served: K-1			MET
Grades	All Students % (N)	2+ Years Students % (N)	
3	()	()	
4	()	()	
5	()	()	
6	()	()	
7	()	()	
8	()	()	
All	()	()	

2014-15 Grades Served: K-2			MET
Grades	All Students % (N)	2+ Years Students % (N)	
3	()	()	
4	()	()	
5	()	()	
6	()	()	
7	()	()	
8	()	()	
All	()	()	

2015-16 Grades Served: K-3			MET
Grades	All Students % (N)	2+ Years Students % (N)	
3	85.4 (48)	87.2 (39)	
4	(0)	(0)	
5	(0)	(0)	
6	(0)	(0)	
7	(0)	(0)	
8	(0)	(0)	
All	85.4 (48)	**87.2** (39)	YES

2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.

Grades	PLI	AMO

Grades	PLI	AMO

Grades	PI	AMO	
3	**185**	**104**	YES

COMPARATIVE MEASURES

3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.

Comparison: Brooklyn District 13

Grades	School	District

Comparison: Brooklyn District 13

Grades	School	District

Comparison: Brooklyn District 13

Grades	School	District	
3	**87.2**	**47.0**	YES

4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.

% ED	Actual	Predicted	Effect Size

% ED	Actual	Predicted	Effect Size

% ED	Actual	Predicted	Effect Size	
59.6	85.4	40.7	**2.89**	YES

GROWTH MEASURE

5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.

Grades	School	State
4		
5		
6		
7		
8		
All		

Grades	School	State
4		
5		
6		
7		
8		
All		

Grades	School	State
4		
5		
6		
7		
8		
All		

SCHOOL PERFORMANCE SUMMARY: Mathematics

Success Academy Charter School - Fort Greene

ABSOLUTE MEASURES

1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.

2013-14 Grades Served: K-1			MET	2014-15 Grades Served: K-2			MET	2015-16 Grades Served: K-3			MET
Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)	
3	()	()		3	()	()		3	100.0 (48)	100.0 (39)	
4	()	()		4	()	()		4	(0)	(0)	
5	()	()		5	()	()		5	(0)	(0)	
6	()	()		6	()	()		6	(0)	(0)	
7	()	()		7	()	()		7	(0)	(0)	
8	()	()		8	()	()		8	(0)	(0)	
All	()	()		All	()	()		All	100.0 (48)	**100.0** (39)	YES

2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.

Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	AMO	
								3	**200**	**101**	YES

COMPARATIVE MEASURES

3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.

Comparison: Brooklyn District 13				Comparison: Brooklyn District 13				Comparison: Brooklyn District 13			
Grades	School	District		Grades	School	District		Grades	School	District	
								3	**100.0**	**41.7**	YES

4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.

% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size	
										59.6	100.0	43.0	**3.15**	YES

GROWTH MEASURE

5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.

Grades	School	State		Grades	School	State		Grades	School	State	
4				4				4			
5				5				5			
6				6				6			
7				7				7			
8				8				8			
All				All				All			

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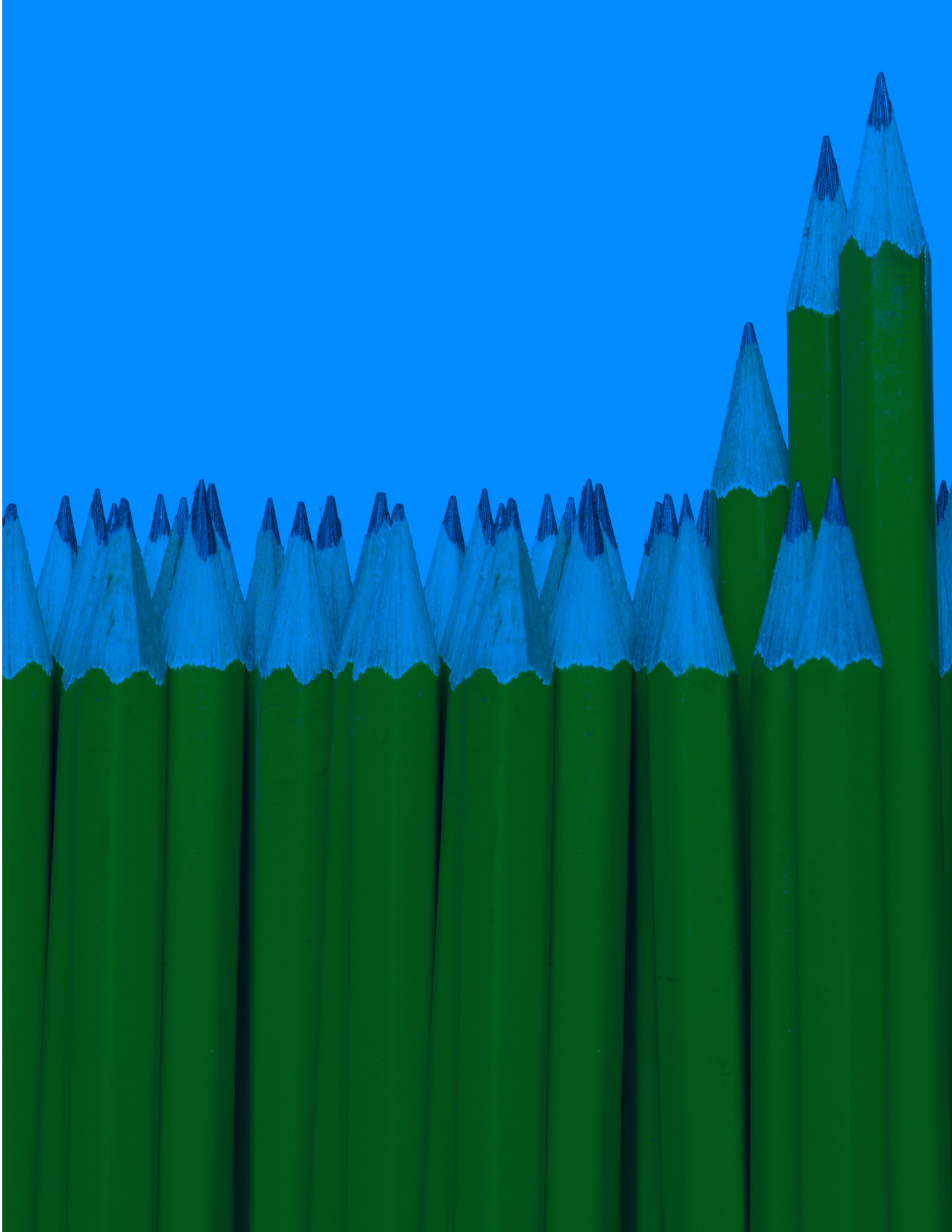
APPENDIX C: District Comments

NO COMMENTS RECEIVED



APPENDIX D: Fiscal Dashboard

SUCCESS ACADEMY CHARTER SCHOOL - FORT GREENE

NOTE: Effective 2012-13 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					Opened 2013-14
Assets		MERGED	MERGED	MERGED	
Current Assets	2010-11	2011-12	2012-13	2013-14	2014-15
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	-	-	-	1,757,807	2,693,404
Students with Disabilities	-	-	-	77,800	201,571
Grants and Contracts					
State and local	-	-	-	-	-
Federal - Title and IDEA	-	-	90,315	71,555	82,379
Federal - Other	-	-	-	348,963	234,788
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	90,315	2,256,126	3,212,142
Expenses					
Regular Education	-	-	167,362	2,010,270	2,862,676
SPED	-	-	20,260	274,125	390,365
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	187,622	2,284,395	3,253,041
Management and General	-	-	10,266	422,519	262,650
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	197,888	2,706,914	3,515,691
Surplus / (Deficit) From School Operations	-	-	(107,573)	(450,788)	(303,549)
Support and Other Revenue					
Contributions	-	-	-	-	17,693
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	1,277	185
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	-	1,277	17,878
Total Unrestricted Revenue	-	-	90,315	2,257,403	3,230,020
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	90,315	2,257,403	3,230,020
Change in Net Assets	-	-	(107,573)	(449,511)	(285,671)
Net Assets - Beginning of Year - GRAPH 2	-	-	-	(107,573)	(557,085)
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	(107,573)	(557,084)	(842,756)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	-	-	269,455	134,428
Instructional Personnel	-	-	-	921,462	1,433,847
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	-	1,190,917	1,568,275
Fringe Benefits & Payroll Taxes	-	-	-	244,010	328,364
Retirement	-	-	-	10,673	27,554
Management Company Fees	-	-	-	202,659	404,011
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	-	56,065	58,669
Professional Fees, Consultant & Purchased Services	-	-	-	16,287	40,605
Marketing / Recruitment	-	-	-	130,625	103,743
Student Supplies, Materials & Services	-	-	-	351,974	281,592
Depreciation	-	-	-	107,973	311,284
Other	-	-	-	395,730	391,592
Total Expenses	-	-	-	2,706,914	3,515,690

SCHOOL ANALYSIS

ENROLLMENT	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	-	-	190	250
Revised Enroll	-	-	-	-	
Actual Enroll - **GRAPH 4**	-	-	-	124	183
Chartered Grades	-	-	P-Year	K-1	K-2
Revised Grades	-	-	-	-	-
Primary School District:					
Per Pupil Funding (Weighted Avg of All Districts)	-	-	-	13,527	13,527
Increase over prior year	0.0%	0.0%	0.0%	100.0%	0.0%

PER STUDENT BREAKDOWN

Revenue					
Operating	-	-	-	18,195	17,553
Other Revenue and Support	-	-	-	10	98
TOTAL - GRAPH 3	-	-	-	18,205	17,650
Expenses					
Program Services	-	-	-	18,423	17,776
Management and General, Fundraising	-	-	-	3,407	1,435
TOTAL - GRAPH 3	-	-	-	21,830	19,211
% of Program Services	0.0%	0.0%	0.0%	84.4%	92.5%
% of Management and Other	0.0%	0.0%	0.0%	15.6%	7.5%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	0.0%	-16.6%	-8.1%
Student to Faculty Ratio	-	-	-	8.3	7.6
Faculty to Admin Ratio	-	-	-	3.8	12.0

Financial Responsibility Composite Scores - GRAPH 6

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

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

Working Capital - GRAPH 7

Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

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

Debt to Asset Ratio - GRAPH 7

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

Months of Cash - GRAPH 8

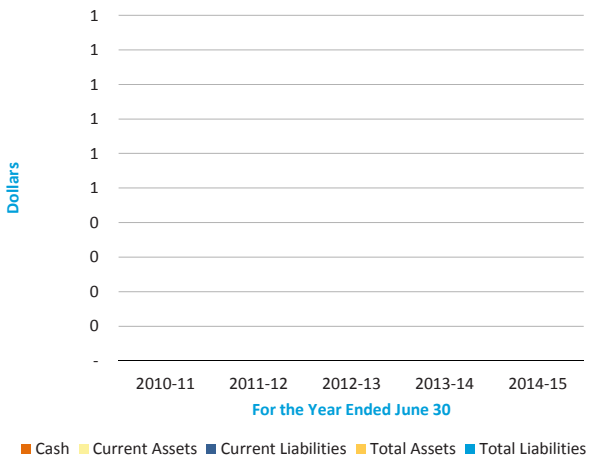
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

APPENDIX D: Fiscal Dashboard

SUCCESS ACADEMY CHARTER SCHOOL - FORT GREENE

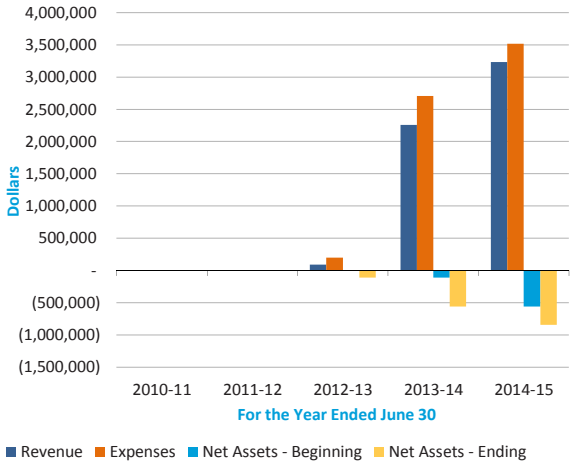
NOTE: Effective 2012-13 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

GRAPH 1 Cash, Assets and Liabilities



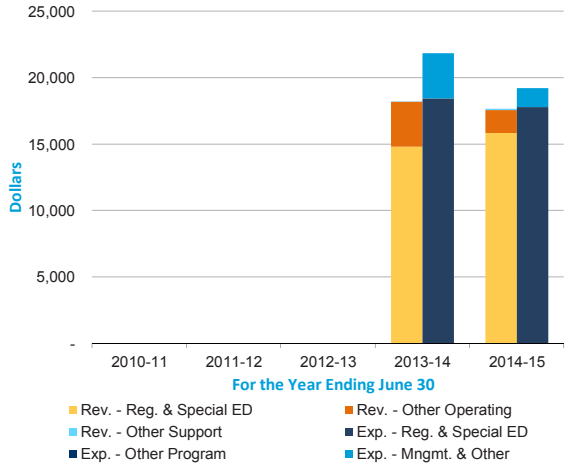
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2 Revenue, Expenses and Net Assets



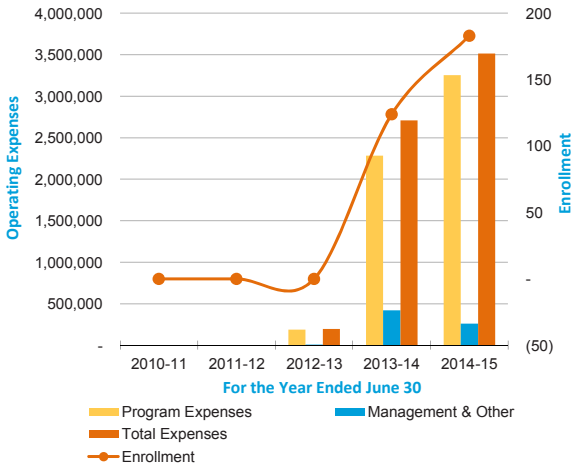
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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

GRAPH Revenue & Expenses Per Pupil



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.

GRAPH 4 Enrollment vs. Operating Expenses



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.

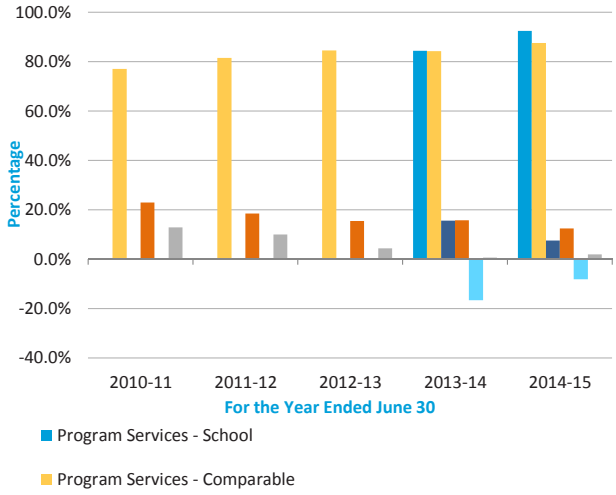
SUCCESS ACADEMY CHARTER SCHOOL - FORT GREENE

NOTE: Effective 2012-13 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)

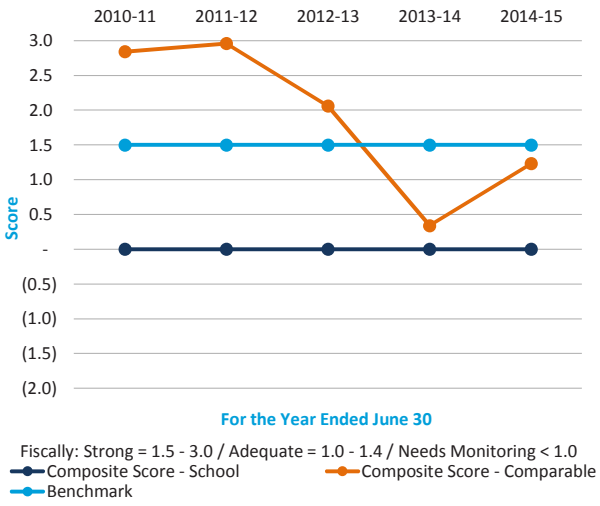
* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5 % Breakdown of Expenses



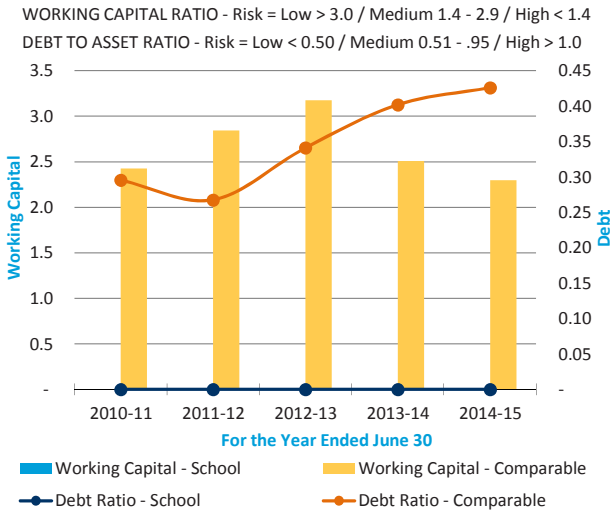
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

GRAPH 6 Composite Score



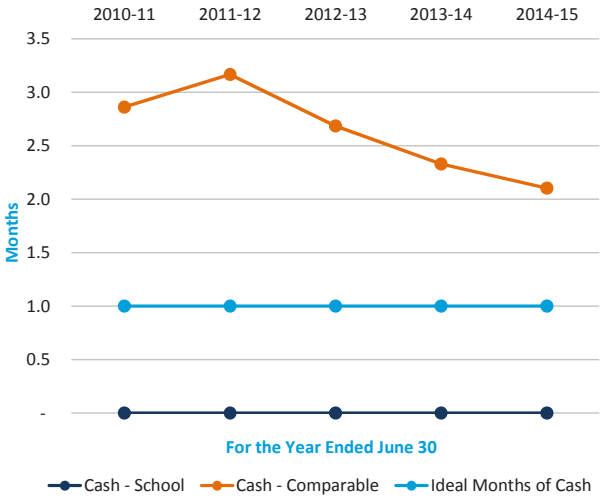
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid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

GRAPH 7 Working Capital & Debt to Asset Ratios



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

GRAPH 8 Months of Cash



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

APPENDIX E: Education Corporation Overview

SUCCESS ACADEMY CHARTER SCHOOLS NYC[1]

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.

SUNY RENEWAL BENCHMARK 1B

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

Success Academy, Inc. 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 & Pinnell[2] (F&P) and Success for All[3] ("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?

SUNY RENEWAL BENCHMARK 1C

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 Investigations,[4] a program that centers on the teaching of fundamental ideas of numbers, operations, data and measurement, and Cognitively Guided Instruction, an instructional approach that builds from students' mathematical reasoning, in the elementary grades. In the middle grades, schools use a network-developed program adapted from Math in Context,[5] 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 schools offer an array of specials classes including chess, theater and dance.

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?

SUNY RENEWAL BENCHMARK 1E

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.

APPENDIX E: Education Corporation Overview

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 Academy 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 Academy 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 program[6]; 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?

SUNY RENEWAL BENCHMARK 2C

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.

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

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

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?

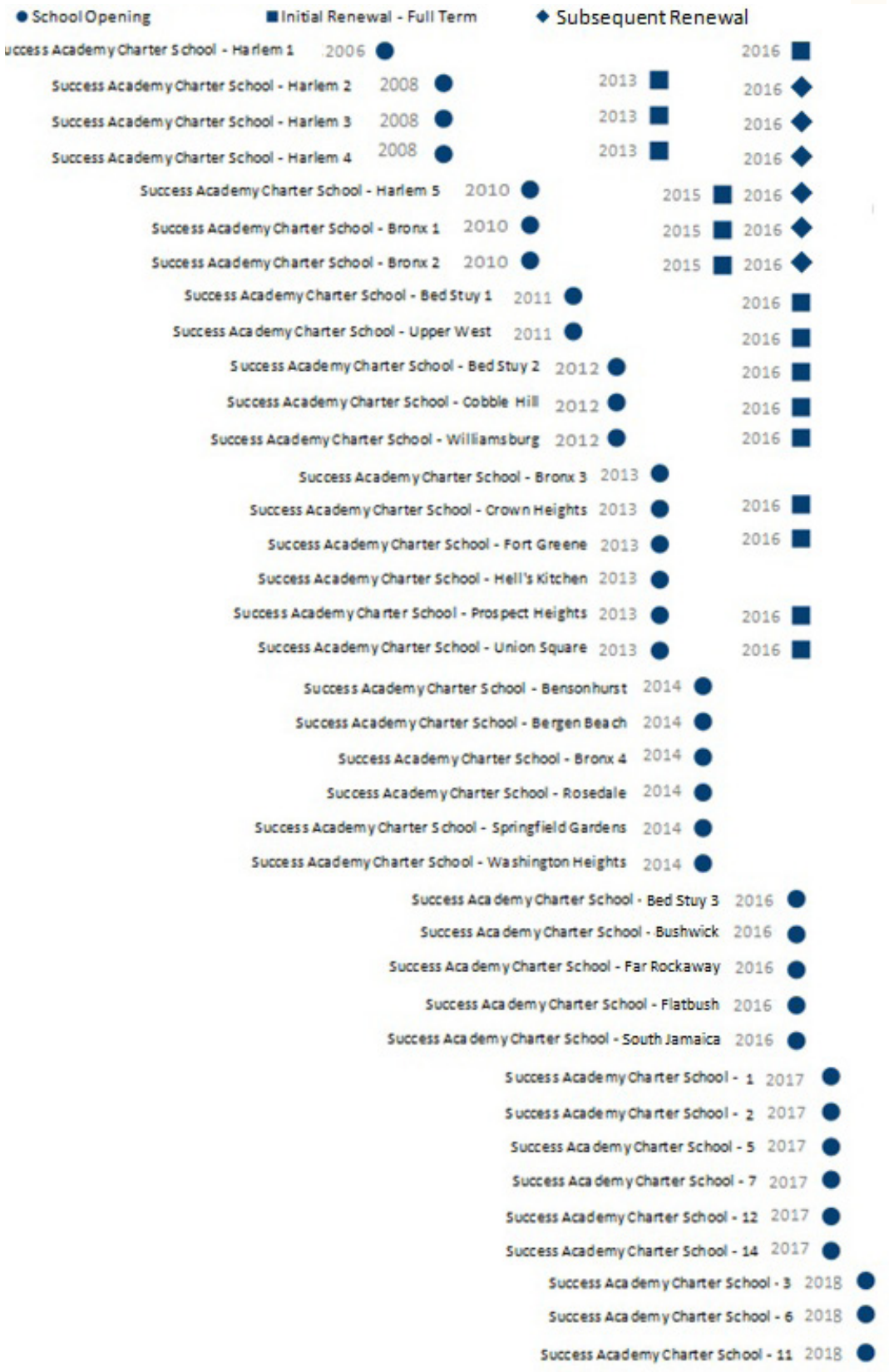
SUNY RENEWAL BENCHMARK 2D

The SACS-NYC board, equipped with a diverse skill set relevant to governance, provides rigorous oversight of all its schools with a central focus on student outcomes. Though deeply knowledgeable about the schools' educational program, progress toward meeting Accountability Plan goals, enrollment levels, 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 measureswithin the goals. The board directs an abundance of resources to schools to ensure high levels of student achievement. The board works with the network to ensure schools have what they need to support and retain high quality staff and to purchase technology and other learning tools to implement the Success Academy program with fidelity.

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

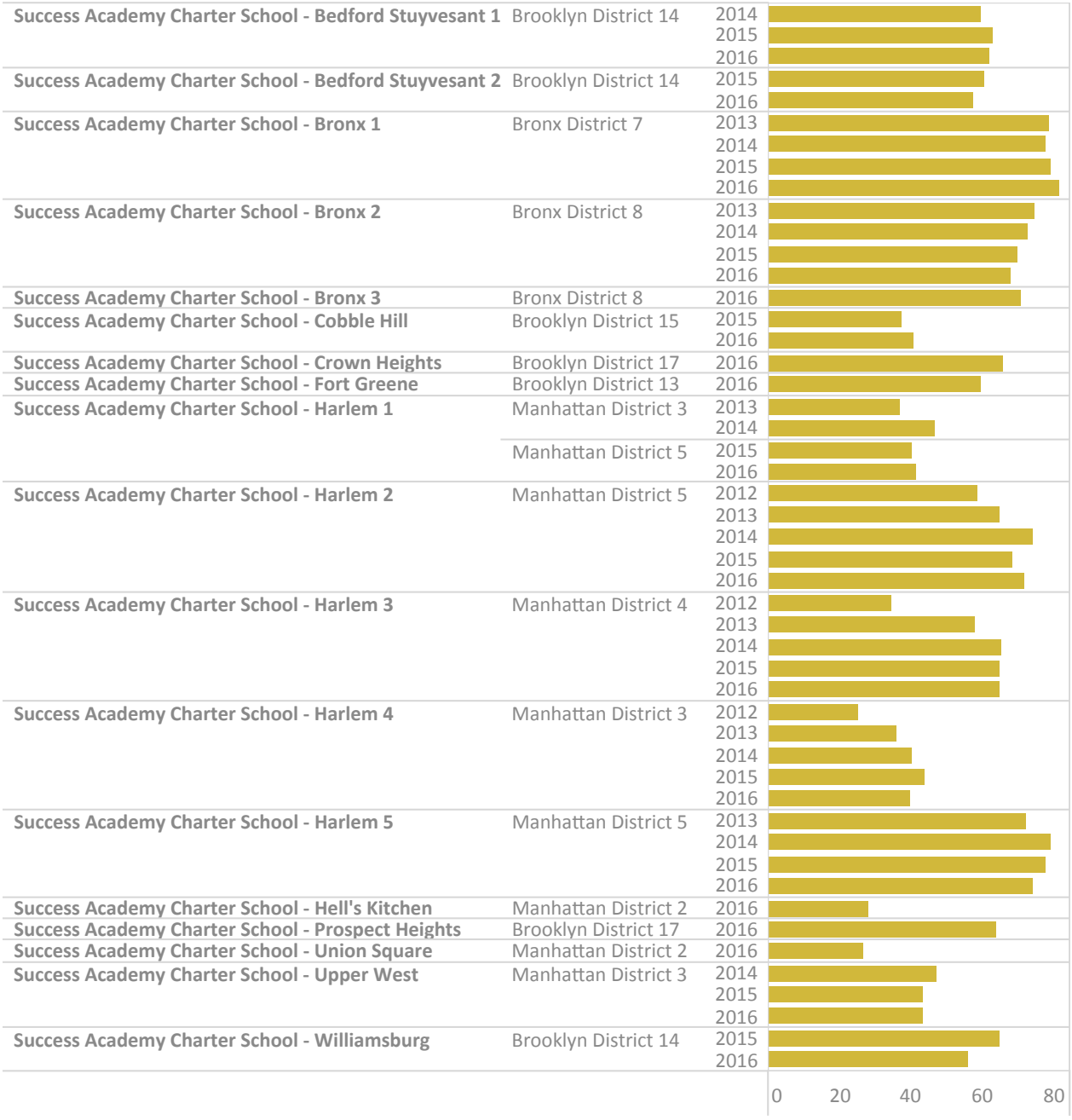
School	Local District	Co-located?	Chartered Enrollment	Grade Span
Success Academy Charter School – NYC 6	CSD 14	To Open Fall 2018	To Open Fall 2018	To Open Fall 2018
Success Academy Charter School – NYC 7	CSD 15	To Open Fall 2017	To Open Fall 2017	To Open Fall 2017
Success Academy Charter School – NYC 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



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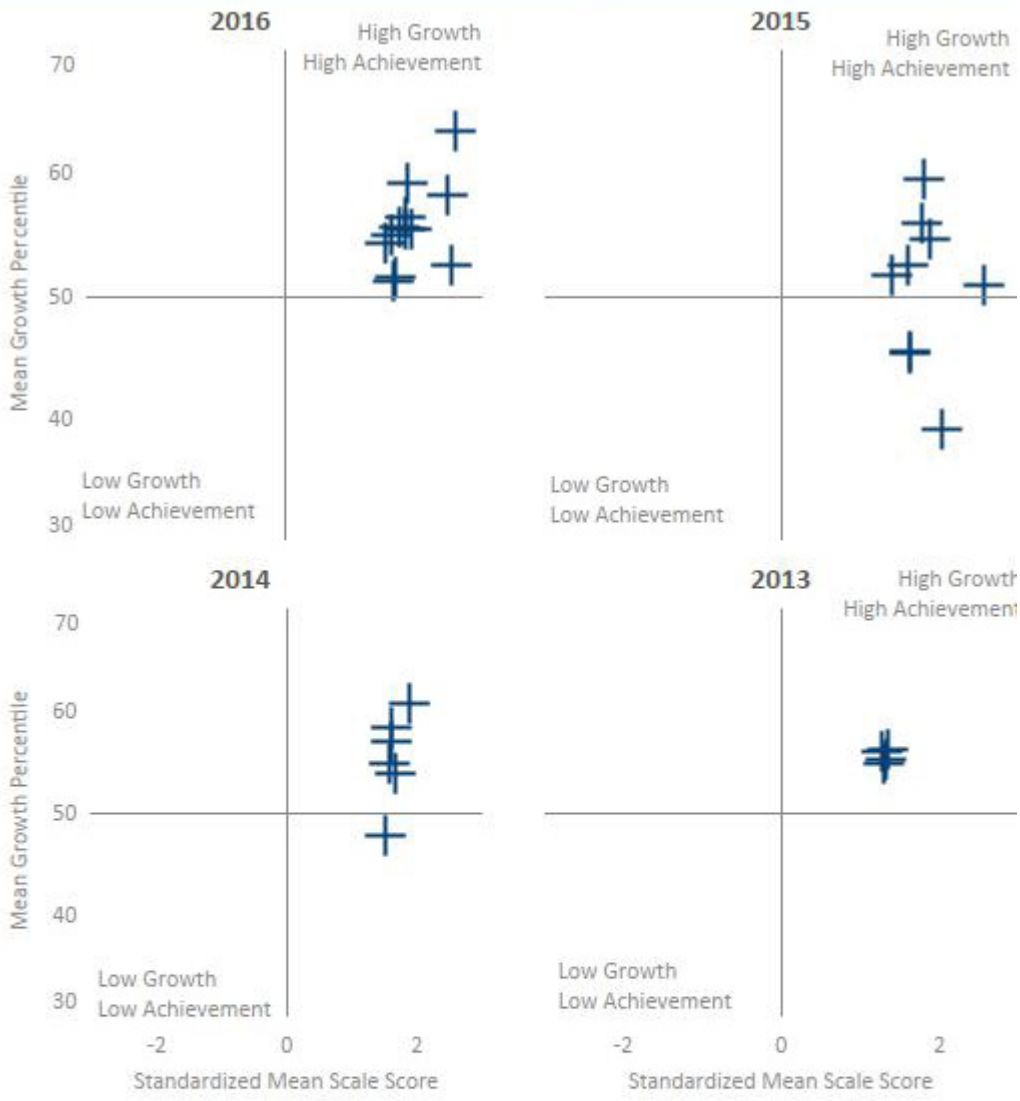
APPENDIX E: Education Corporation Overview

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



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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.

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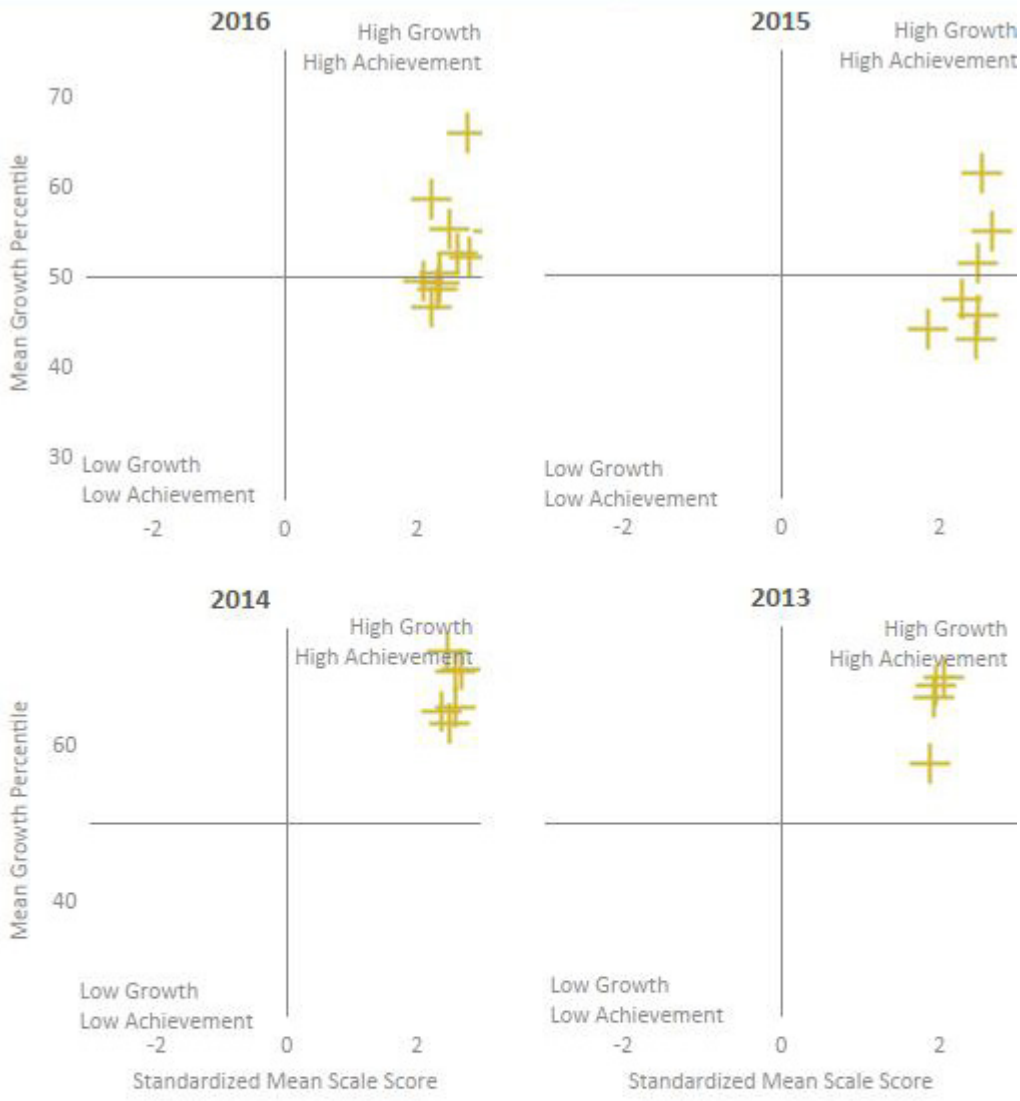

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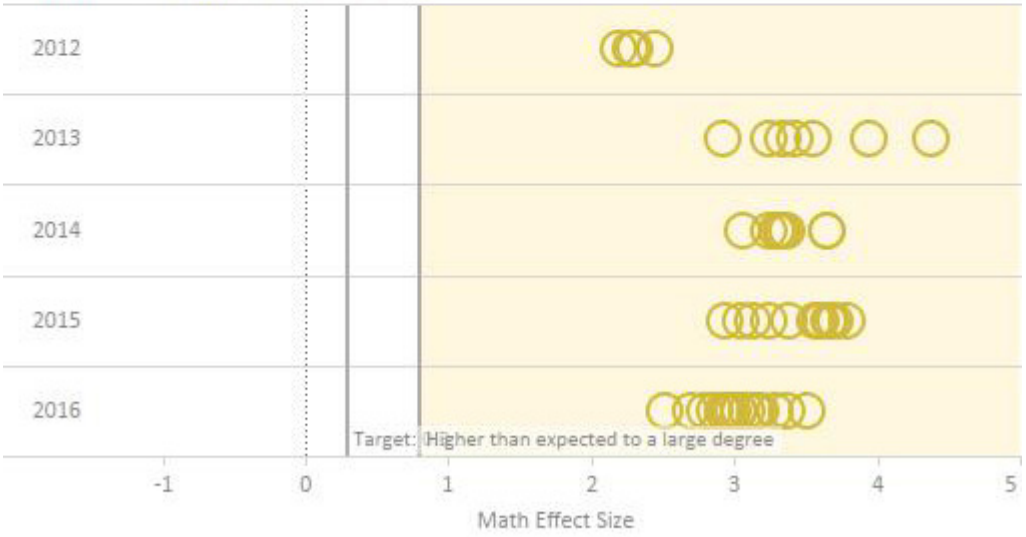
ENGLISH
28
31
32

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

ELA Effect Size by Year and School

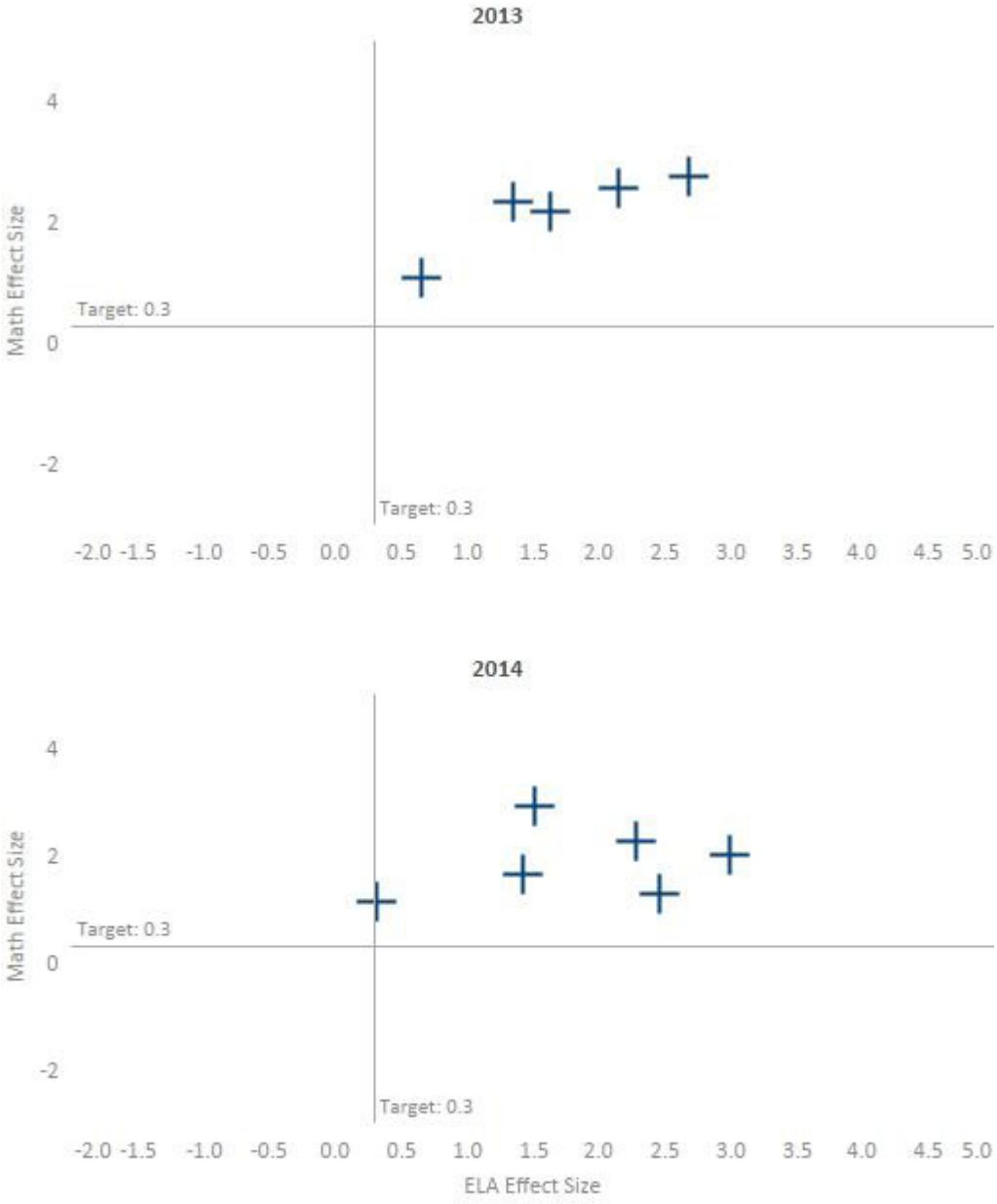
Math Effect Size by Year and School



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.

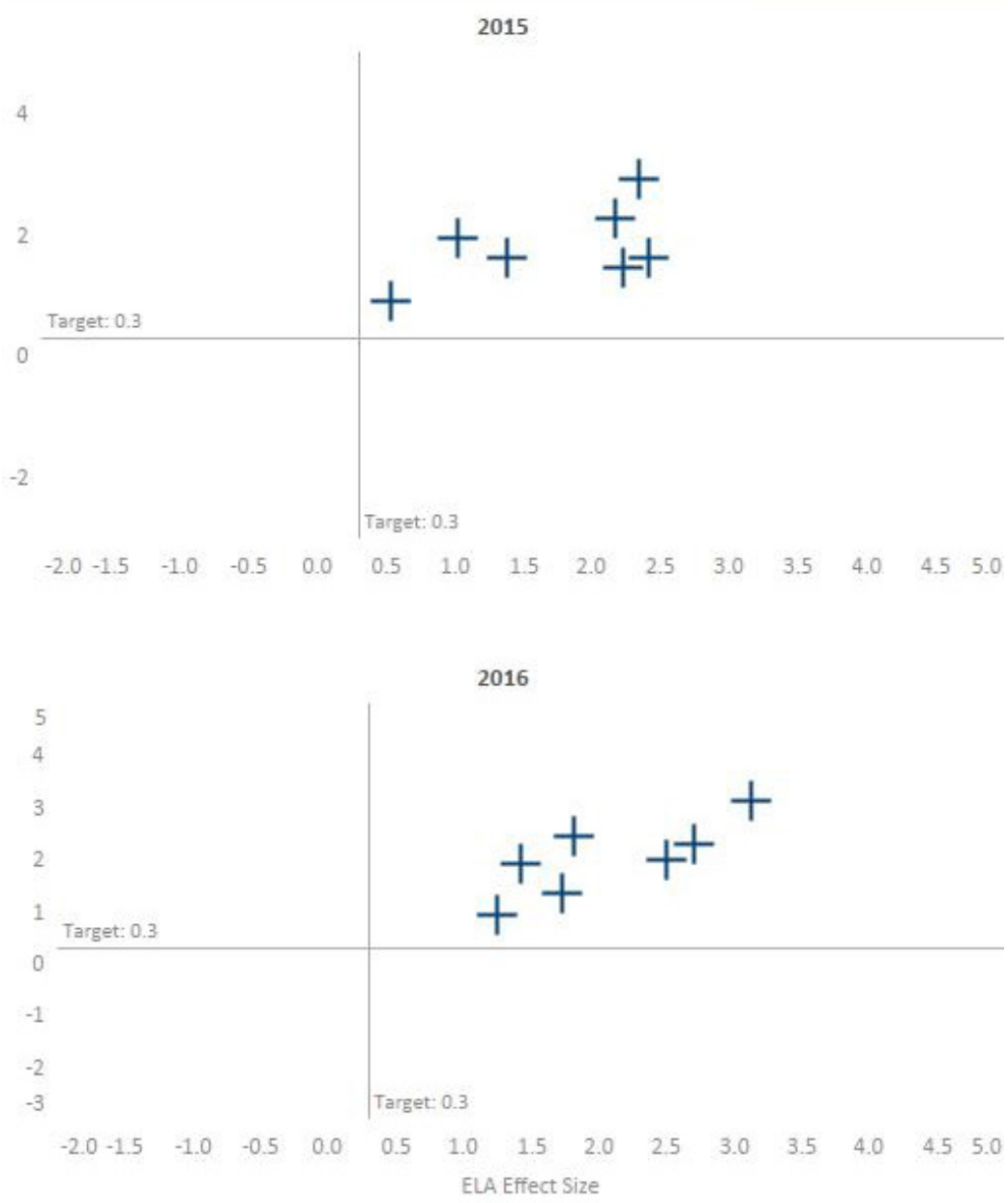
APPENDIX E: Education Corporation Overview

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



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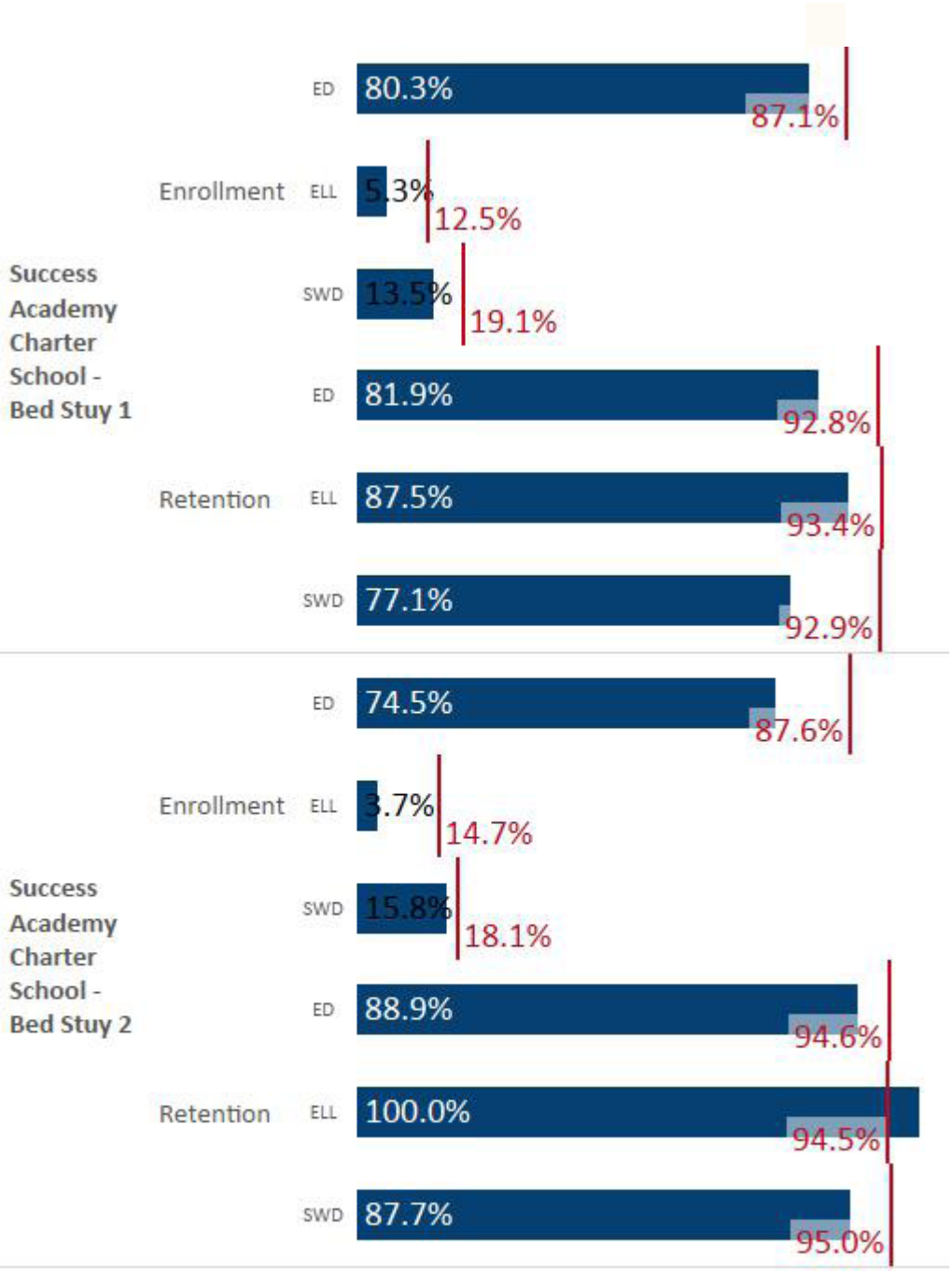
ENROLLMENT AND RETENTION TARGETS



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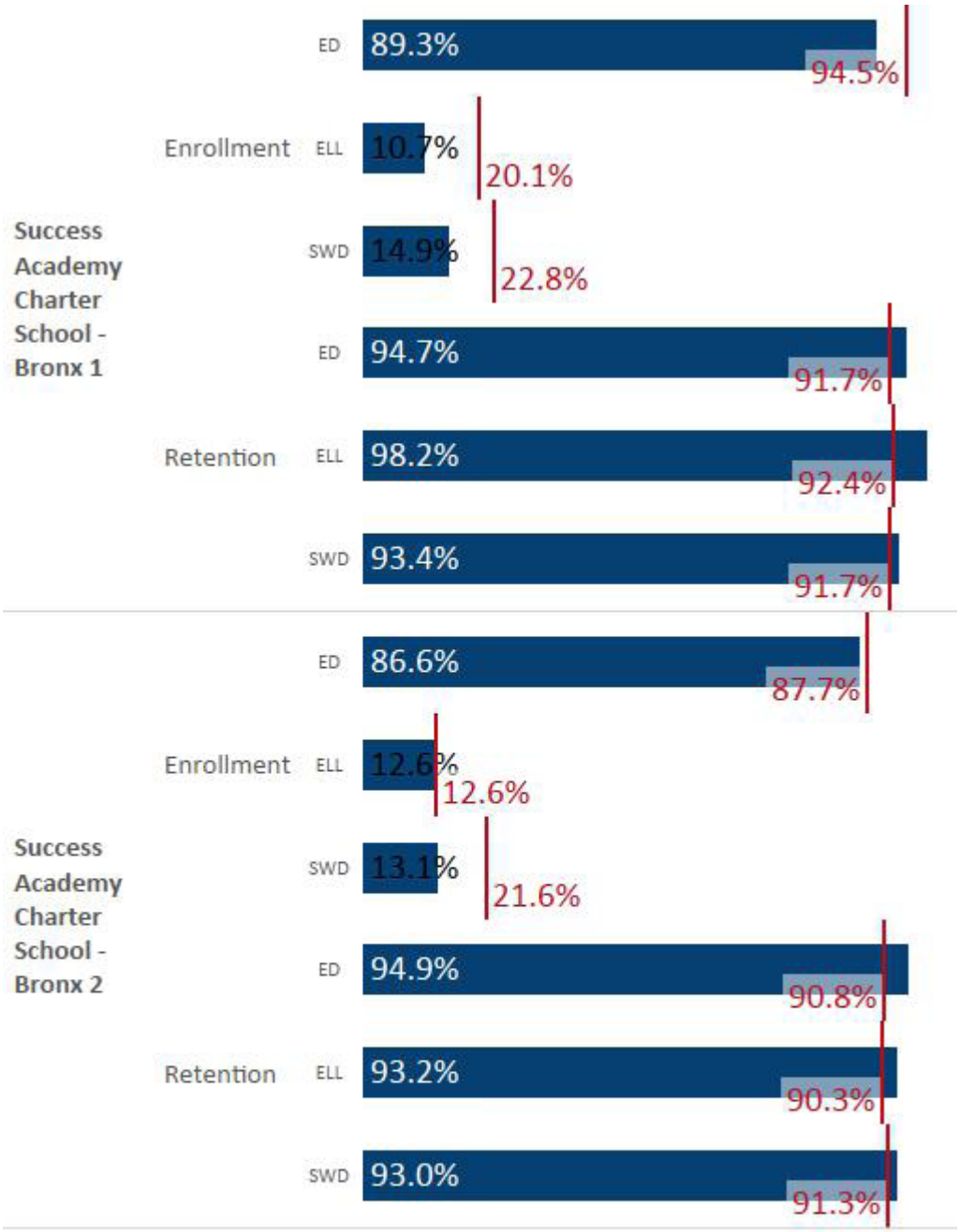

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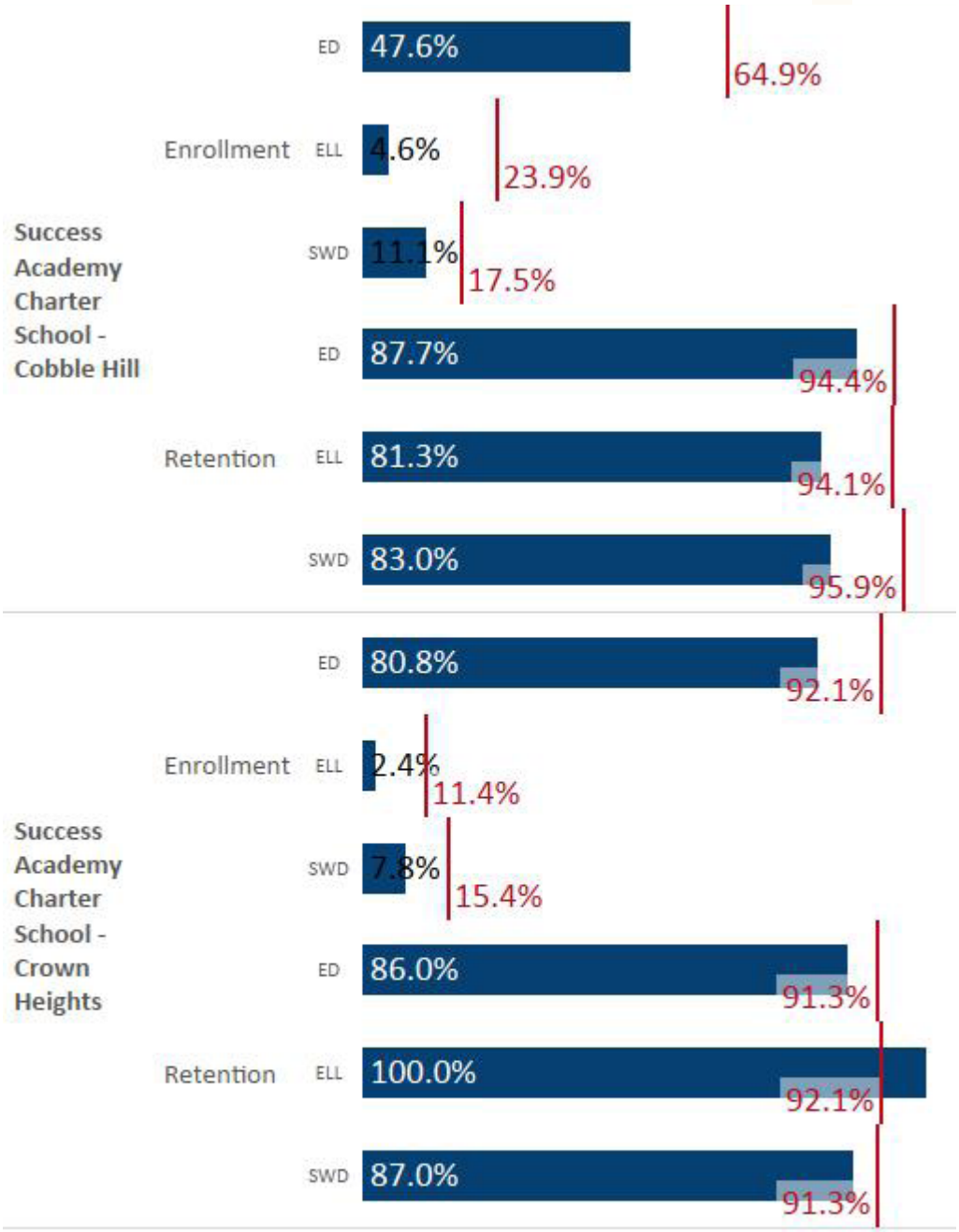

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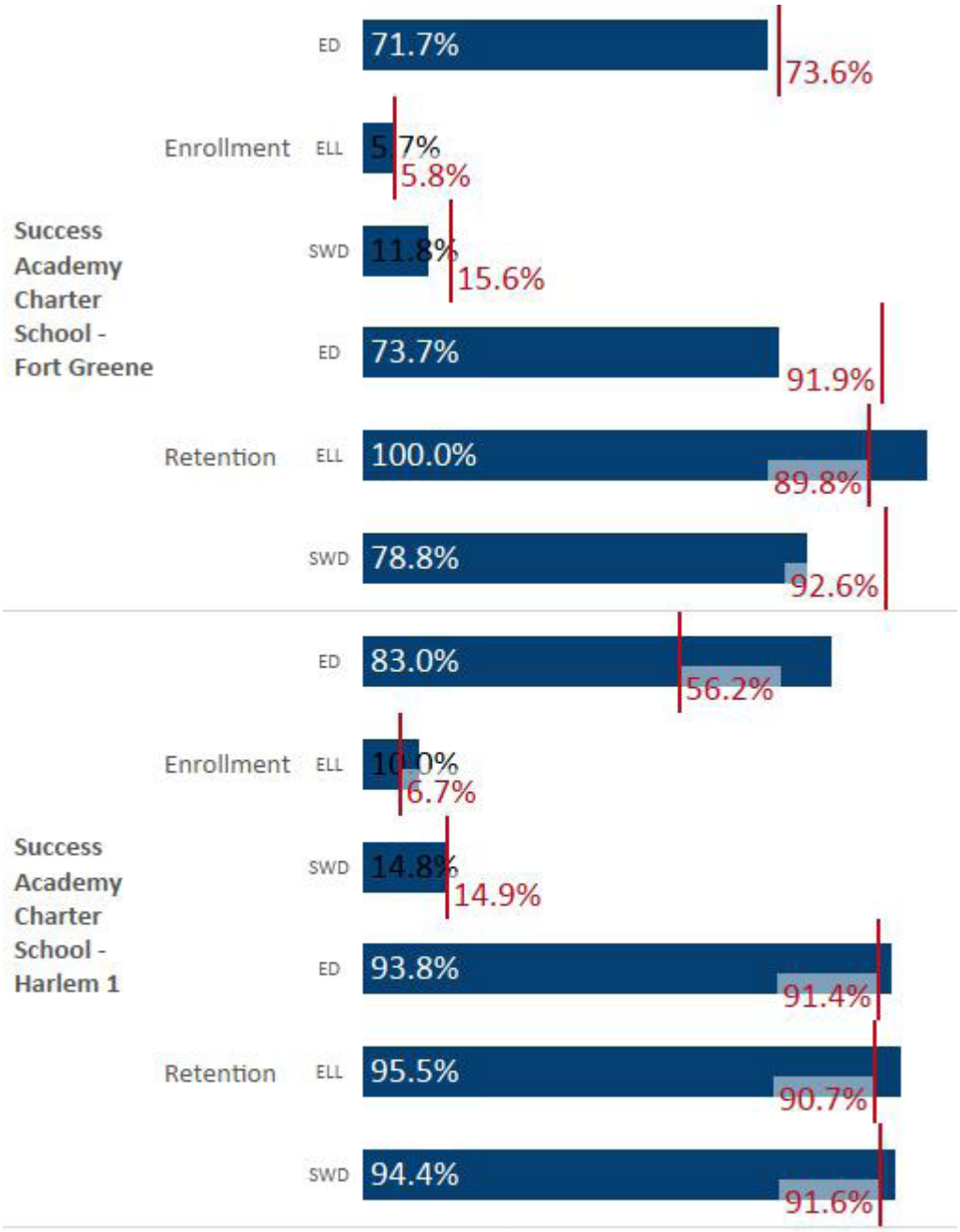

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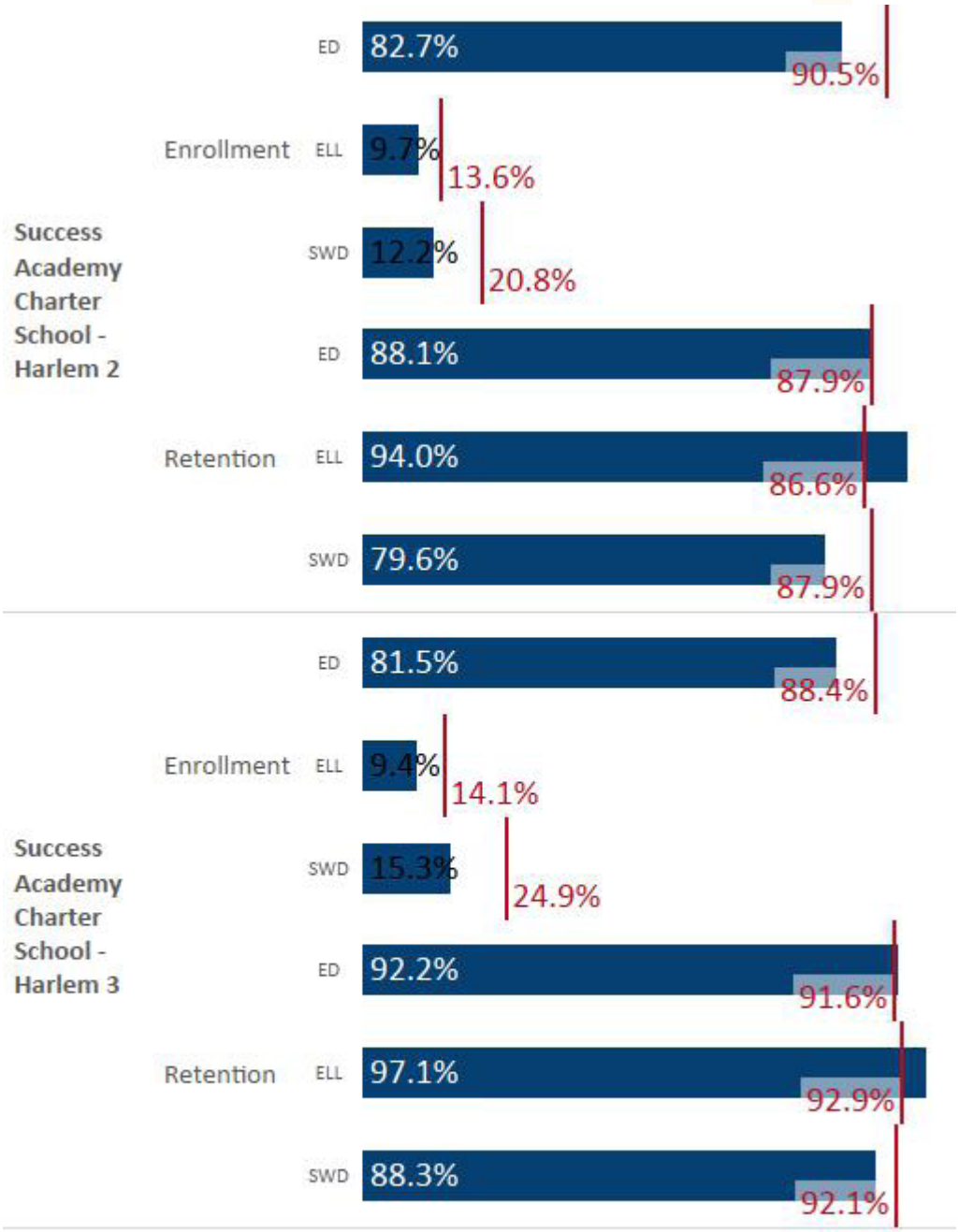

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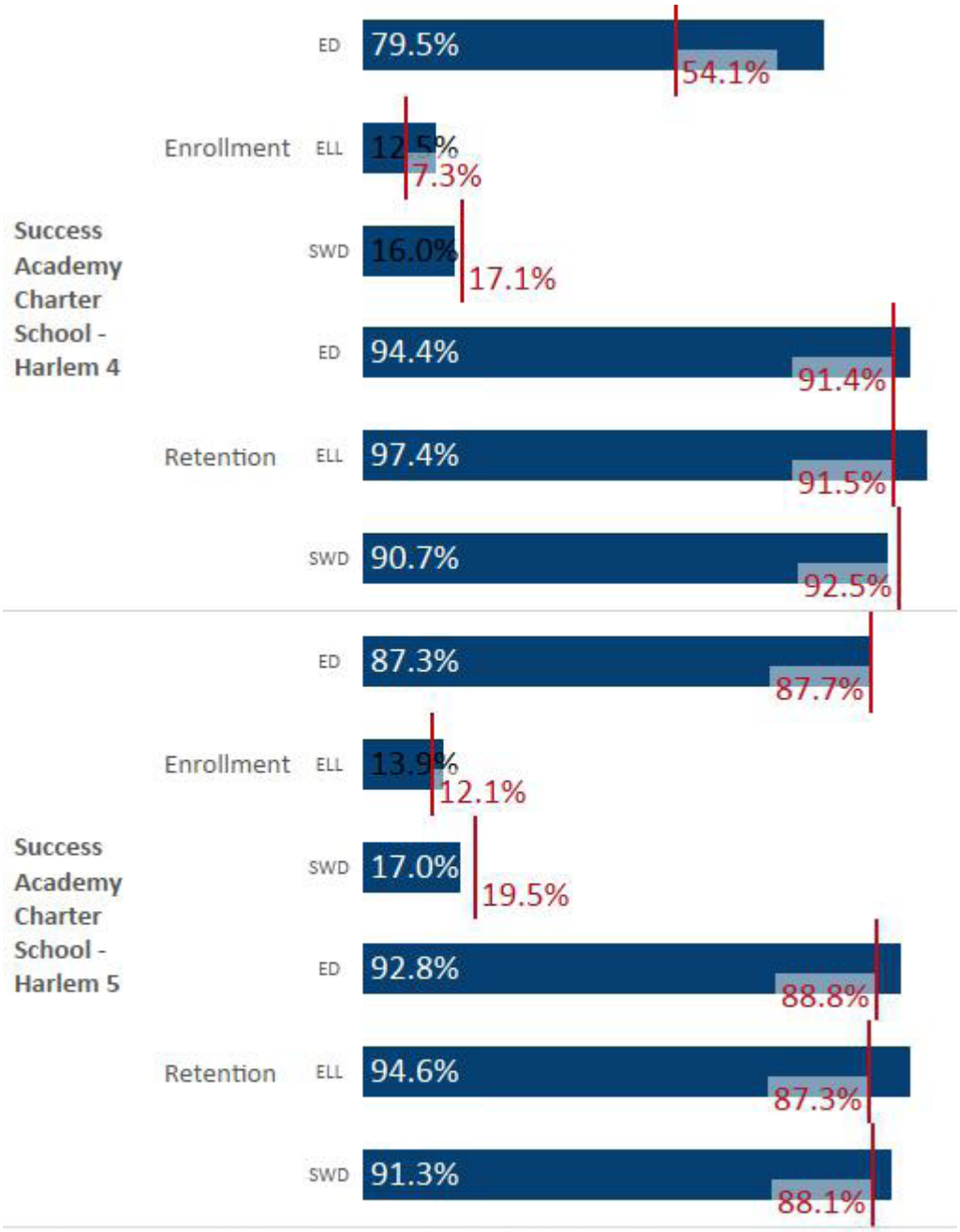

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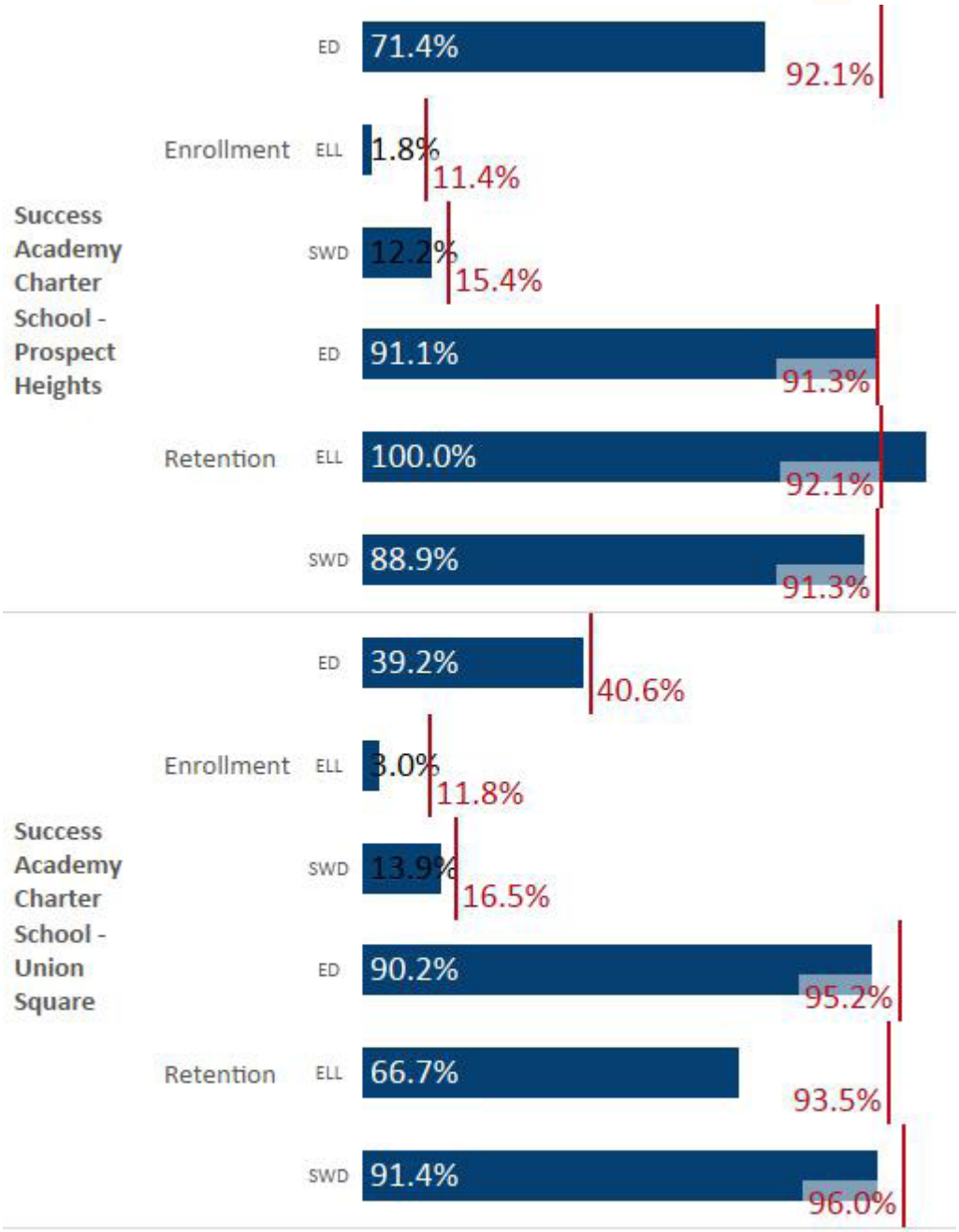

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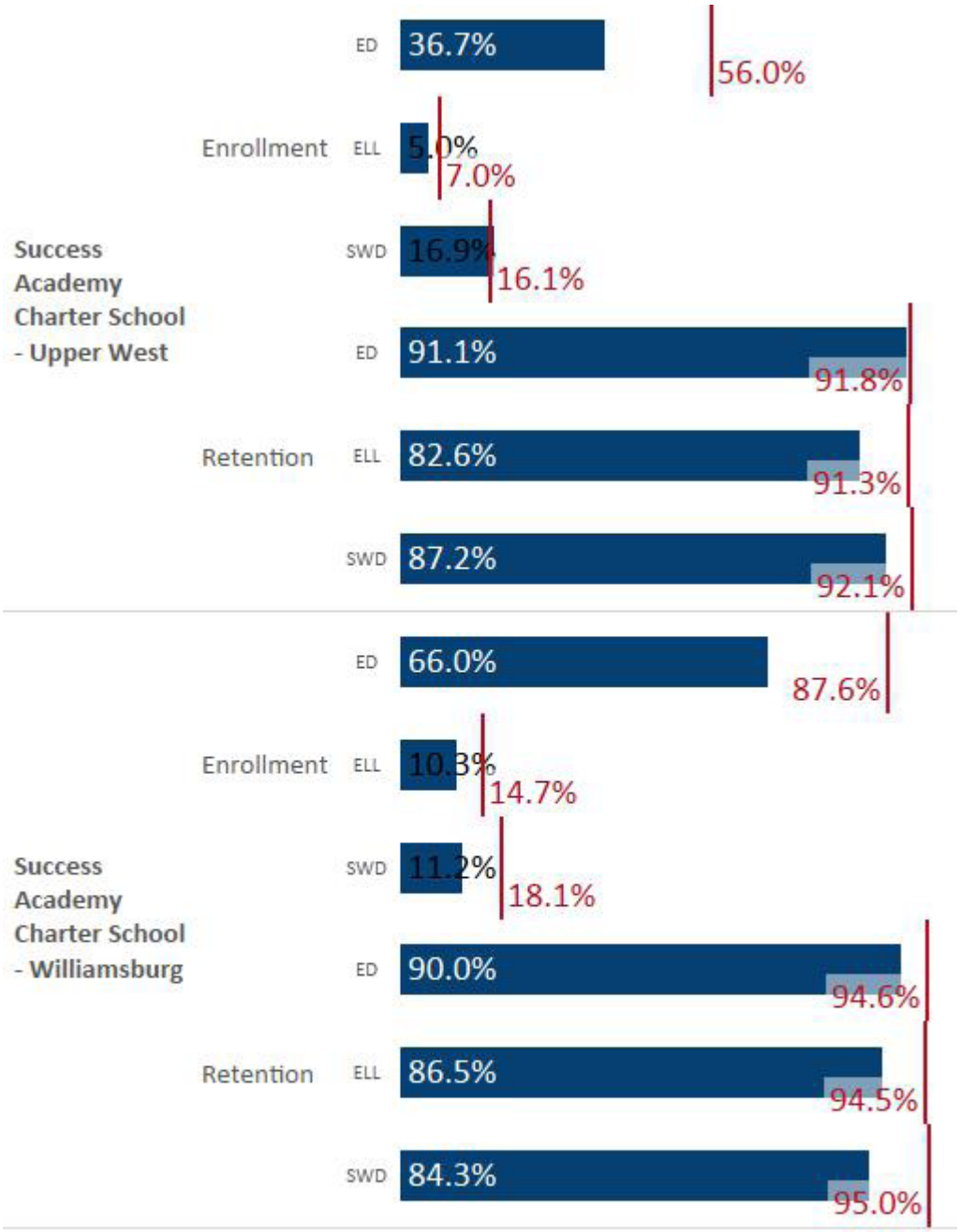

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APPENDIX E: Education Corporation Overview

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.

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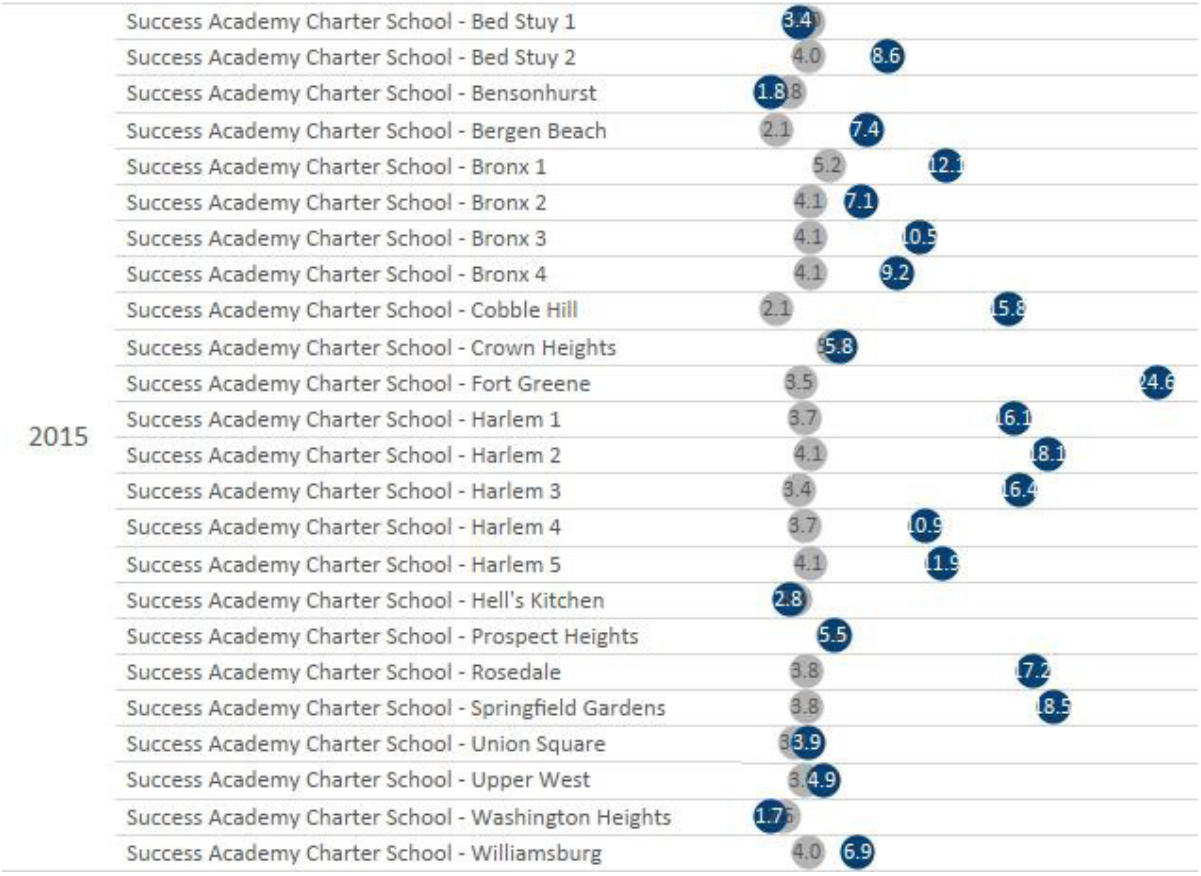

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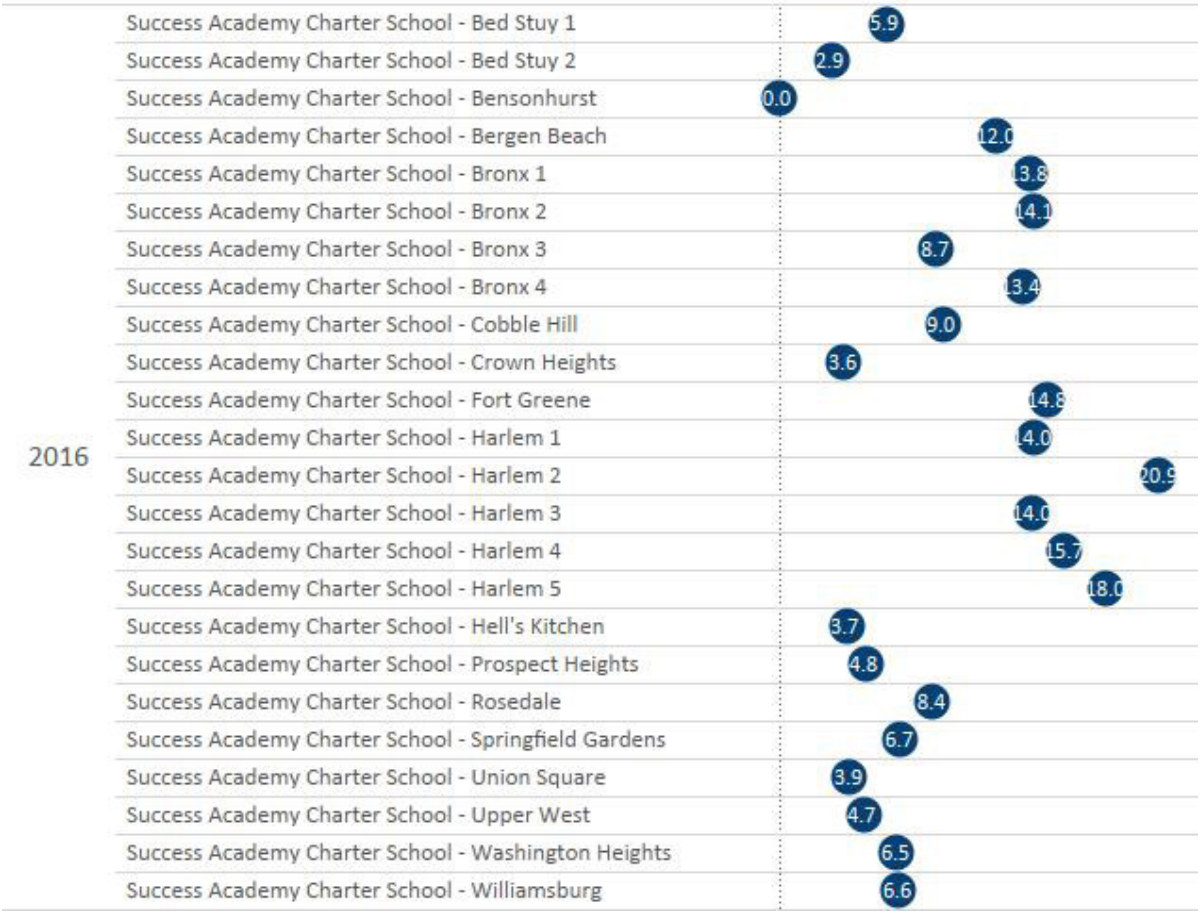

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During the school year ending in 2016, Success Academy schools expelled 0 students.

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

			MERGED	MERGED	MERGED
	2010-11	2011-12	2012-13	2013-14	2014-15
BALANCE SHEET					
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 Temporally 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)	-	-	13,527	13,527	13,527
Increase over prior year	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

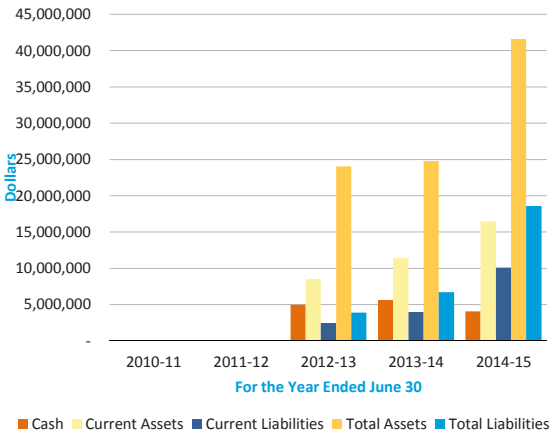
Months of Cash - GRAPH 8

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

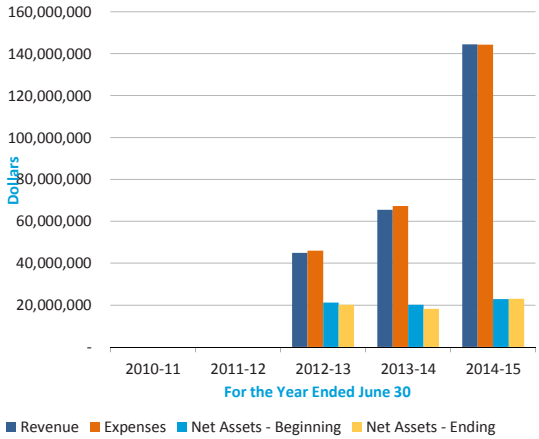
SUCCESS ACADEMY CHARTER SCHOOLS - NYC (MERGED)

GRAPH 1 Cash, Assets and Liabilities



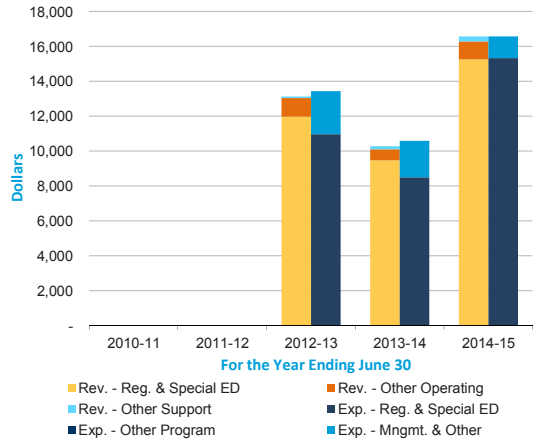
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2 Revenue, Expenses and Net Assets



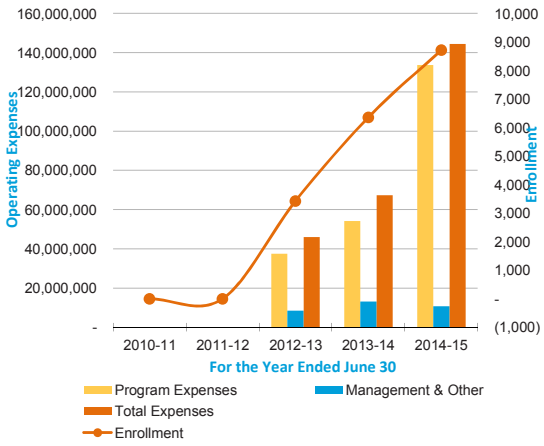
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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

GRAPH Revenue & Expenses Per Pupil



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.

GRAPH 4 Enrollment vs. Operating Expenses



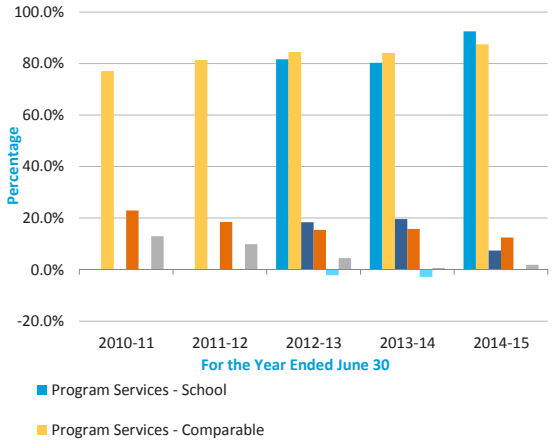
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving 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)

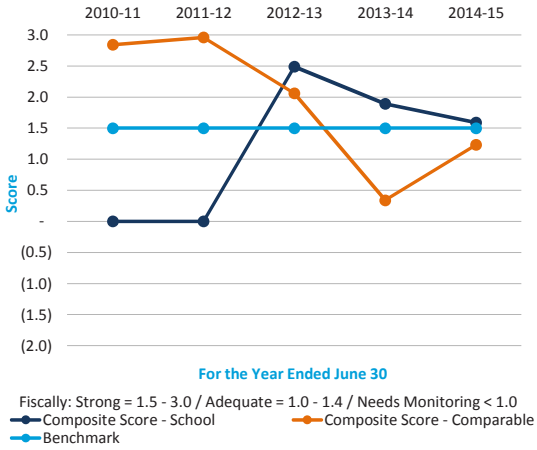
* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5 % Breakdown of Expenses



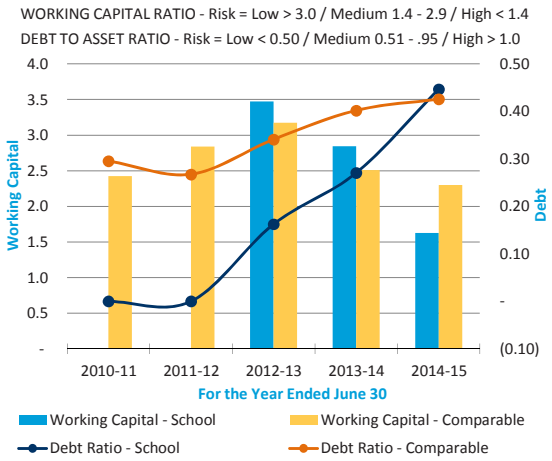
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

GRAPH 6 Composite Score



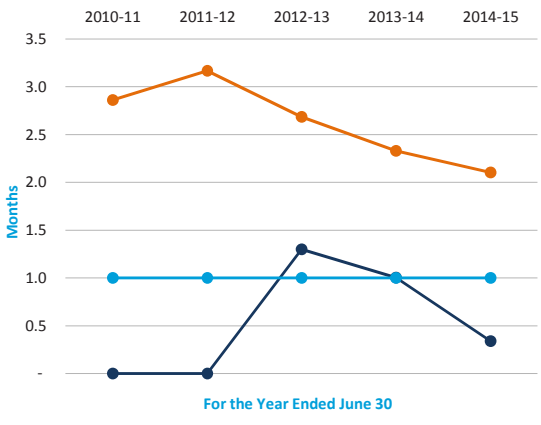
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid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

GRAPH 7 Working Capital & Debt to Asset Ratios



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

GRAPH 8 Months of Cash



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.