



# Renewal Recommendation Report Success Academy Charter School – Upper West

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State University of New York  
41 State Street, Suite 700  
Albany, New York 12207

(518) 445-4250  
(518) 320-1572 (fax)  
[www.newyorkcharters.org](http://www.newyorkcharters.org)



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# INTRODUCTION AND REPORT FORMAT

## INTRODUCTION

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

## REPORT FORMAT

The Institute makes all renewal recommendations based on a school’s Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not-for-profit education corporation with the authority to operate the school. Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),<sup>1</sup> 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.

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, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation, additional information about the education corporation and its schools, and additional evidence on student achievement of those schools.

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<sup>1</sup> Version 5.0, May 2012, available at: [www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf](http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf).

## INTRODUCTION AND REPORT FORMAT

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/operate/existing-schools/renewal/](http://www.newyorkcharters.org/operate/existing-schools/renewal/).

# RENEWAL RECOMMENDATION

## RECOMMENDATION:

## **FULL-TERM RENEWAL**

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Success Academy Charter School - Upper West and renew the education corporation's authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten through 10<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 890 students.

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

- (a) have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,<sup>2</sup> is generally effective; or
- (b) have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.<sup>3</sup>

## **REQUIRED FINDINGS**

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

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the 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.<sup>4</sup>

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

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<sup>2</sup> The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

<sup>3</sup> SUNY Renewal Policies (p. 12).

<sup>4</sup> See New York Education Law § 2852(2).

## RENEWAL RECOMMENDATION

retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. SUNY<sup>5</sup> 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.

Success Academy Charter Schools - NYC (“SACS-NYC” or the “education corporation”) uses sufficient outreach efforts to meet schools’ enrollment and retention targets. As noted in the Application for Charter Renewal, this outreach is critical in reaching underserved families in the communities in which its schools operate.

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 to charter schools that applied for renewal after January 2011. Success Academy Charter School – Upper West (“Success Upper West”) received its original charter in October 2010. For additional information regarding the school’s progress in meeting its targets, please reference Appendix A.

SACS-NYC submitted the following strategies it uses to meet schools’ targets:

- mailings and distributions to residents of the school’s community school district (“CSD”);
- mailings and distributions to residents in low-income in-district communities;
- mailings and distributions to residents in mixed-income in-district communities;
- targeted distribution of native language materials to individuals and communities within the CSD, as determined by each school;
- 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.

The SACS-NYC program is designed 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

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<sup>5</sup> SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

## RENEWAL RECOMMENDATION

lunch free of charge each day. The school employs these efforts in an attempt to meet its student retention targets.

### 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.

## Success Academy Charter School – Upper West

### BACKGROUND

Success Upper West's original application was approved by the SUNY Trustees on October 27, 2010. It opened its doors in the fall of 2011 initially serving 188 students in Kindergarten and 1<sup>st</sup> grade. The school is co-located in two New York City Department of Education ("NYCDOE") buildings. Grades K-4 are located at 145 West 84<sup>th</sup> Street in CSD 3 and are co-located with the Urban Assembly School for Green Careers, Innovation Diploma Plus High School, the Global Learning Collaborative and Frank McCourt High School. Grade 5 is located at 439 West 49<sup>th</sup> Street in CSD 2 and is co-located with the High School of Graphic Communication Arts, the Business of Sports School, the Urban Assembly School of Emergency Management and Success Academy Charter School – Hell's Kitchen (authorized by SUNY). This is the school's first renewal. In the current school year, Success Upper West serves 533 students in Kindergarten through 5<sup>th</sup> grade.

The mission of Success Upper West 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 Academies NYC Schools seek to provide this exceptionally high-quality education to all of their students, including English language learners and students with special education needs, irrespective of socioeconomic, racial, ethnic and/or other status.

Success Upper West is one of 38 SUNY authorized schools within the SACS–NYC education corporation. Twenty-four of these authorized schools are currently open and operating, while the remaining 14 schools are scheduled to open by the 2017-18 school year. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the approval of new schools as set forth in the Act, or through merger with one or more education corporations. All schools operated by the education corporation including Success Upper West 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 Success schools with academic, operational and back-office assistance. Schools utilize the network's curriculum and assessment materials, all of which are purchased and/or designed by network curriculum teams. 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.



# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

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 as well as a renewal visit to the school, the Institute finds that the program as implemented is strong.

Success Upper West 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 traditionally considered at risk of academic failure.

This performance indicates Success Upper West's curriculum, assessment system, instructional design and leadership combine into a demonstrably successful implementation of the Success Academy model. The strength of that model, detailed in Appendix E, along with the strong and sustained student performance outcomes at Success Upper West 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.

## NOTEWORTHY

Success Upper West achieved the highest mathematics proficiency level in the state in 2013-14 and remained one of the top five performers in 2014-15. During 2014-15, Success Upper West ranked 5<sup>th</sup> in mathematics proficiency and 15<sup>th</sup> in English language arts ("ELA") proficiency across the state. One hundred percent of 4<sup>th</sup> grade students scored above grade level expectations on the state science assessment. As with all SACS-NYC schools, students at Success Upper West learn to play chess, ballroom dance and participate in an arts program that includes multi-media art production and both vocal and instrumental music.

## IS THE SCHOOL AN ACADEMIC SUCCESS?

Success Upper West is a resounding academic success. During the charter term, the school has exceeded its key Accountability Plan goals and outperformed 99% of schools state-wide in both ELA and mathematics. Based on evidence the Institute compiled throughout the charter term and at the time of the renewal review, Success Upper West's academic program is strong, effective and supported by high quality instructional and organizational leadership.

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.”<sup>6</sup> As described in this report, Success Upper West has satisfied the requirements of the Act as well as the SUNY Renewal Policies<sup>7</sup> as it has posted consistently strong outcomes as measured by performance on state assessments. This performance indicates Success Upper West's curriculum, assessment system, instructional design and leadership combine into a demonstrably successful school. The strength of that model, detailed in Appendix E, along with the strong and sustained student performance outcomes at Success Upper West 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,<sup>8</sup> 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”<sup>9</sup> and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”<sup>10</sup> for other public schools, SUNY's required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY's required measures include measures that present schools’:

- absolute performance, i.e., what percentage of students score at a certain proficiency on state exams?;
- comparative performance, i.e., how did the school do as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how much did the school grow student performance as compared to the growth of similarly situated students?

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

<sup>7</sup> SUNY Renewal Policies (pp. 12-15).

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

<sup>9</sup> Education Law § 2850(2)(f).

<sup>10</sup> Education Law § 2854(1)(d).

## ACADEMIC PERFORMANCE

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Success Upper West 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 throughout the 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 ("AMO") attainment,<sup>11</sup> 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 Upper West 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 of Success Upper West's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Success Upper West's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> percentile. 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 its 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 Act ("NCLB") goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

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<sup>11</sup> The state did not calculate an AMO for 2012-13. As such, the Institute will only report on the 2013-14 and 2014-15 results.

## ACADEMIC PERFORMANCE

### *SUNY Renewal Benchmark 1A:*

#### *Has the school met or come close to meeting its Academic Accountability Plan Goals?*

In its initial charter term, Success Upper West's pattern of student achievement was exceptionally strong. The school met its key academic Accountability Plan goals in ELA and mathematics. During 2013-14 and 2014-15, the two years for which data are available, the school outperformed over 99% of schools in the state in both ELA and mathematics.

Success Upper West met its key ELA Accountability Plan goal during the first two years the school had testing grades. During 2013-14 and 2014-15, the school outperformed the local district by at least 35 percentage points. Also over the same two years, Success Upper West performed much higher than expected to a large degree compared to schools with similar demographics. The school posted its first mean growth percentiles in 2014-15 and exceeded the statewide median with percentiles of 50.8 and 61.4 in ELA and mathematics, respectively.

The school also met its mathematics Accountability Plan goal, posting some of the strongest scores statewide. In 2013-14 and 2014-15, the school outperformed the local school district by at least 42 percentage points. Success Upper West achieved the highest mathematics proficiency rate in New York State in 2013-14 and the fifth highest in 2014-15. The school met its growth measure in 2014-15, exceeding the state median by 11 percentile points.

The school is meeting its NCLB and science goals. Success Upper West first administered the New York State science exam in 2014-15. Laudably, 100 percent of Success Upper West 4<sup>th</sup> graders exceeded grade level performance expectations by scoring at Level 4.

Although not tied to separate goals in the school's formal Accountability Plan, academic outcome data about the school's students receiving special education services and ELLs are presented below for informational purposes.

		2012-13	2013-14	2014-15
<b>RESULTS</b>	Enrollment (N) Receiving Mandated Academic Services	(41)	(71)	(55)
	Tested on State Exams (N)	(N/A)	(10)	(28)
	School Percent Proficient on ELA Exam	N/A	50	67.9
	Percent Proficient Statewide	5.0	5.2	5.8

## ACADEMIC PERFORMANCE

		2012-13	2013-14	2014-15
ELL Enrollment (N)		(15)	(15)	(10)
RESULTS	Tested on NYSESLAT <sup>12</sup> Exam (N)	(9)	(15)	(9)
	School Percent 'Commanding' or Making Progress <sup>13</sup> on NYSESLAT	44.4	33.3	66.7

<sup>12</sup> New York State English as a Second Language Achievement Test, a standardized state exam.

<sup>13</sup> Defined as moving up at least one level of proficiency. As of 2014-15, student scores can fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced);, and, Commanding (formerly Proficient).

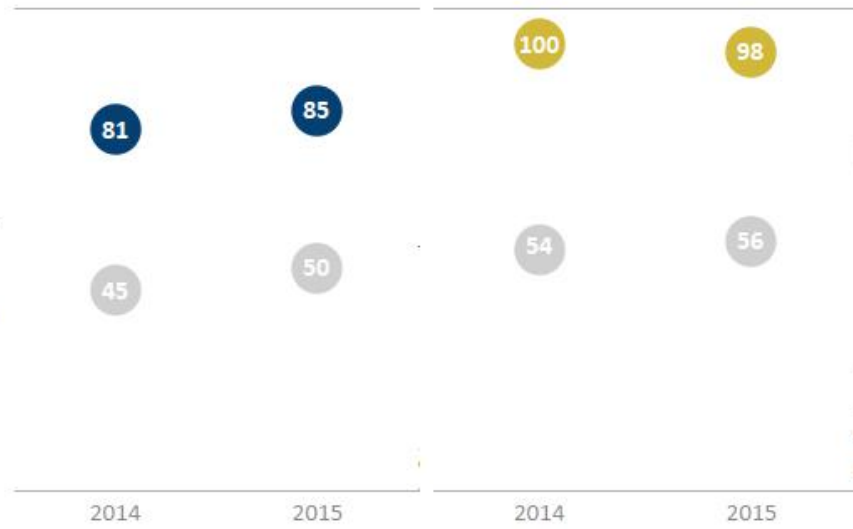
# ACADEMIC PERFORMANCE

## DESCRIPTION

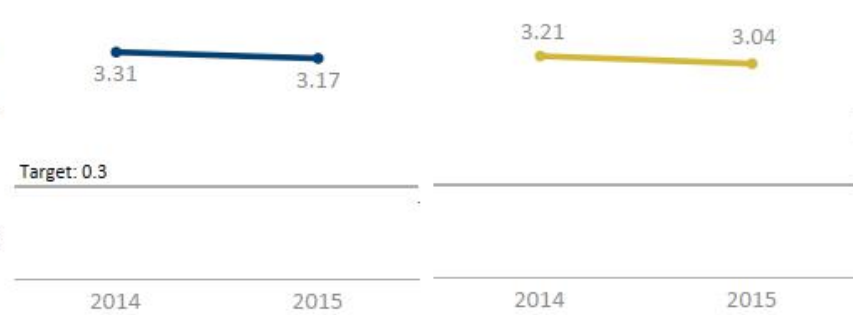
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**Comparative Measure: District Comparison.** Each year, the percentage of students at Success Upper West 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 3**.



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



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



### SCIENCE

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



## ACADEMIC PERFORMANCE

**Academic Program Summary.** With support from the network, Success Upper West has a strong academic program that undergirds its ability to support teachers in promoting high achievement amongst students. The principal, leadership residents and dean provide strong coaching and feedback to teachers, conducting daily whole school walk-throughs and providing more intense coaching to struggling teachers. Leaders also provide “in the moment” feedback during classroom observations, as well as in weekly one-on-one meetings to encourage teacher development. Success Upper West’s curriculum supports instructional planning, and the school’s assessment system improves instructional effectiveness and student learning. As in years prior, the network provides Success Upper West with a combination of network-created and commercial curricula that includes scope and sequence documents, unit plans and lesson plans. These documents are more than sufficient to aid teachers in facilitating lessons. Leaders also provide support by launching every unit with an explanation of the goals and related standards teachers will teach during the unit, thus allowing teachers to know what to teach and when to teach it. The school administers weekly assessments in vocabulary, spelling and no-hesitation math facts. Teachers administer interim assessments the network develops at the end of each unit in ELA, mathematics and science. Teachers, leaders and parents continue to be able to access student achievement data by logging into the network’s robust Student Management System (“SMS”) to view updated academic and cultural data.

Success Upper West has strong supports for students at risk of academic failure.<sup>14</sup> As has been the case throughout its existence, the school supports its 23 ELLs through the network’s immersion program, which prioritizes discussion with peers and exposure to language. In order to fulfill mandates of Individualized Education Programs (“IEPs”) for the 41 students with disabilities requiring academic support services, the elementary academy has Special Education Teacher Support Services (“SETSS”) and the middle academy has one Integrated Co-teaching (“ICT”) classroom with at least one special education certified teacher. The school’s staff uses observations, teacher feedback, student data and work samples to identify struggling students and to tailor interventions to meet individual student needs.

Additional information on SACS-NYC’s program and how it meets the demands of the SUNY Renewal Benchmarks is located in Appendix E.

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<sup>14</sup> At-risk student enrollment numbers reported by school to the Institute prior to the renewal visit.

## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Success Upper West has proven itself effective in delivering an educational program that produces outstanding student outcomes. The SACS-NYC board carries out its oversight responsibilities with unwavering focus on student achievement. The school organization effectively supports the delivery of the educational program. 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 2A:*

*Is the school faithful to its mission and does it implement the key design elements included in its charter?*

Success Upper West is faithful to its mission and key design elements. These are found in the School Background section at the beginning of this report and identified in Appendix A, respectively. The school is highly effective in implementing the school design and has produced the academic results promised at the time it was chartered by the SUNY Trustees.

### *SUNY Renewal Benchmark 2B:*

*Are parents/guardians and students satisfied with the school?*

To report on parent satisfaction with the school's program, the Institute used both survey data as well as data gathered from a focus group of parents representing a cross section of students, including parents of students with IEPs, ELL students, students that are newly enrolled at the school as well as parents who have chosen and persisted with the choice of Success Upper West.

**Parent Survey Data.** Success Upper West had a 41% parent participation rate for the NYCDOE's 2014-2015 NYC School Survey. The Institute compiled data from the survey the NYCDOE distributes to families each year to collect information about school culture, instruction, and systems for improvement. The vast majority of survey responses (99%) indicate high satisfaction with the school. Given the low participation rate, the survey results alone might not be useful in framing the results as representative of the school community; however, participants in the parent focus group conducted during the renewal visit also voiced strong satisfaction with the school.

**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 of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The seven parents in attendance at the Success Upper West focus group indicated strong loyalty to and high satisfaction with the school. Specifically, parents feel their students are receiving a high quality education and find school leaders responsive to the needs of students. Parents were particularly pleased with the school's academic program, as well as Success Upper West's performance on state tests. Participants indicated that communication from school leaders has improved over the charter term and that teachers provide students with appropriate support



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in classrooms. Further, parents point to traditions such as “Time In,” which is a period of non-academic fun and games with the principal awarded periodically to high achieving students, as demonstrative of a positive school culture.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2014-15, 87% of Success Upper West’s 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 NYCDOE or the New York State Education Department (“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.

### *SUNY Renewal Benchmark 2E:*

*Does the board implement, maintain and abide by appropriate policies, systems and processes?*

The education corporation 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 accountable for both academic results and fiscal soundness.

- The education corporation board has materially complied with the terms of its by-laws and code of ethics.
- The education corporation board receives reports on academic performance and keeps close tabs on the performance of the management organization.
- The board successfully sought 14 new charters in 2014 allowing it to be authorized to operate a total of 38 charter schools.

### *SUNY Renewal Benchmark 2F:*

*Has the school substantially complied with applicable laws, rules and regulations, and provisions of its charter?*

The school and education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter. The Institute noted the following.

- By-laws. The education corporation’s by-laws needs to be updated to comply with provisions of the New York General Municipal and Not-For-Profit Corporation Laws. The Institute will also ensure this is updated prior to the start of a new charter term.
- Code of Ethics. The education corporation’s code of ethics needs to be updated to comply with provisions of the General Municipal and Not-For-Profit Corporation Laws. The Institute will also ensure this is updated prior to the start of a new charter term.
- Complaints. The school has generated few informal complaints regarding student retention, student suspensions and compliance regarding students with disabilities. The Institute advised all parents through the appropriate complaint procedures. The Institute received one formal complaint regarding the request of a parent to change the general

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education placement of a student and his 504 accommodations. The Institute investigated and found the school had appropriately handled the matter.

- Open Meetings Law. Based on its board meeting minutes, the board appears to comply substantially with the New York Open Meetings Law when it goes into executive session.

### 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 Upper West. The SUNY Fiscal Dashboard presents color coded tables and charts indicating that Success Upper West and the merged education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>15</sup> (The SUNY Fiscal Dashboard for Success – Upper West is included in Appendix D and the Fiscal Dashboard for SACS-NYC is included in Appendix F.) The discussion that follows relates mainly to the merged education corporation because the school is not a legally distinct fiscal entity.

Success Upper West has adequate financial resources to ensure stable operations. In addition to analyzing the soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the school and finds it too is fiscally sound. The Success Academy network supports Success Upper West in the areas 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 the school's program solely through public funding, but during the growing years contributions have been needed to bolster their stability.

#### *SUNY Renewal Benchmark 3A:*

*Does the school operate pursuant to a fiscal plan in which it creates realistic budgets that it monitors and adjusts when appropriate?*

Working in partnership with the network, Success Upper West 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 grade 10 by the fifth year of the renewal charter term.
- The individual education corporation prepares a long-term budget that is updated on an annual basis.
- Success Upper West is located in shared NYCDOE facility space since opening in 2011. Success Upper West is not responsible for rent, utilities, custodial services, maintenance and school safety services on the facility.
- Effective July 1, 2014, Success Upper West merged with other charters into SACS-NYC. Shared expenses with the network and the 23 other operating charter schools within the education corporation produces operating efficiencies and greater purchasing power for the school.

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

## FISCAL PERFORMANCE

### *SUNY Renewal Benchmark 3B:*

#### *Does the school maintain appropriate internal controls and procedures?*

Success Upper West and the merged education corporation SACS-NYC have a history of sound fiscal policies, procedures and practices and maintain appropriate internal controls.

- SACS-NYC's Financial Policies and Procedures Manual guide all internal controls and procedures at Success Upper West. 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.
- The Success Upper West audit reports had no findings of deficiencies. With the effective merger dated July 1, 2014 the next audit report for the fiscal year ended June 30, 2015, was due to the Institute November 1, 2015 and was contained within the merged education corporation financial statements.

### *SUNY Renewal Benchmark 3C:*

#### *Does the school comply with financial reporting requirements?*

Success Upper West and the merged education corporation have complied with financial reporting requirements.

- Over the charter term, Success Upper West and the merged education corporation have complied with financial reporting requirements by providing 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.
- The individual education corporation and SACS-NYC have generally filed key reports on time and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.

### *SUNY Renewal Benchmark 3D:*

#### *Does the school maintain adequate financial resources to ensure stable operations?*

Success Upper West and SACS-NYC have maintained adequate financial resources to ensure stable operations.

- The school opened in 2011 and the first three years of operations resulted in operating deficits. It then worked its way to a surplus, which is typical as the school grade span grows. Actual enrollment for the 2014-15 school year was at 99% of chartered enrollment.

## FISCAL PERFORMANCE

- The individual school fiscal dashboard in Appendix D reflects fiscally needs monitoring while the merged education corporation fiscal dashboard in Appendix F reflects fiscally strong, which reflects that assets are kept at the merged level.
- For merged education corporations, one balance sheet contains the combined assets and liabilities of all the schools within the merged entity. In order to review the operations of each individual school's operating activities, the revenues and expenditures are reflected in their individual dashboard to show operating surpluses or deficits.
- The merged education corporation's balance sheet reflects an increase in total assets from \$24M to \$41M in the last fiscal year. Specifically, large technology equipment purchases were made resulting in lower cash balances and higher equipment account balances.
- SACS-NYC had total net assets of approximately \$23M as of the June 30, 2015 audit report. Each new charter is supported in the planning and start-up period from the merged education corporation. Historically, a start up can cost upwards of \$1 million. Success Upper West has grown to represent approximately \$575,400 of the total merged net assets of \$23 million.

## FUTURE PLANS

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

Success Upper West has met and exceeded its academic Accountability Plan goals and maintains an effective educational program. The school organization is viable and effectively delivers the educational program. 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 plans for the future are to continue to operate Success Upper West in accordance with its model, and to continue to grow the grades and enrollment of the education corporation as set forth in the Application for Charter Renewal and current charter agreement. The Institute finds the plans for Success Upper West reasonable, feasible and achievable based on its renewal review.

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

**Plans for the Educational Program.** Success Upper West plans to continue to implement the same core elements that have led the school to meet its Accountability Plan goals during the current charter term; these core elements are likely to enable the school to meet its goals in the future.

	Current Charter Term	End of Next Charter Term
Enrollment	565	890
Grade Span	K-5	K-10
Teaching Staff	40.5	86
Days of Instruction	180	180

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

**Fiscal & Facility Plans.** 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 Success Upper West budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other network contracts, when executed.

The school intends to provide instruction for Kindergarten through 10<sup>th</sup> grade students in co-located facilities in Manhattan and will grow to serve 11<sup>th</sup> and 12<sup>th</sup> grade students pending subsequent renewal.

## FUTURE PLANS

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 -- including by-laws and code of ethics -- to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

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# Appendix A

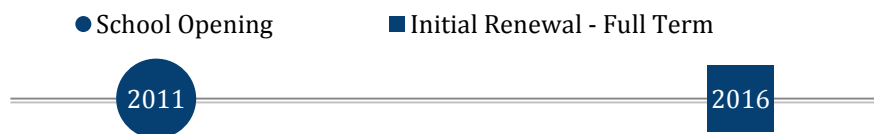
## Success Upper West Overview

## APPENDIX A: SUCCESS UPPER WEST OVERVIEW

### Board of Trustees<sup>16</sup>

Board Member Name	Position	Board Member Name	Position
Samuel Cole	Chair	Lorenzo Smith	Trustee
Gregory Sawers	Secretary	Derrell Bradford	Trustee
Scott Friedman	Treasurer	Sandeep Chainani	Trustee
Bryan Binder	Vice Chair	Jarrett Posner	Trustee
Suleman Lunat	Trustee	Catherine Shainker	Trustee
Rich Barrera	Trustee	Graham Officer	Trustee
Isela Bahena	Trustee	Brian Levine	Trustee
David Nanus	Trustee	Khadijah Patrick-Pickel	Parent Representative (Non-Voting)

### Timeline of Charter School Renewal



### Persistence in Enrollment

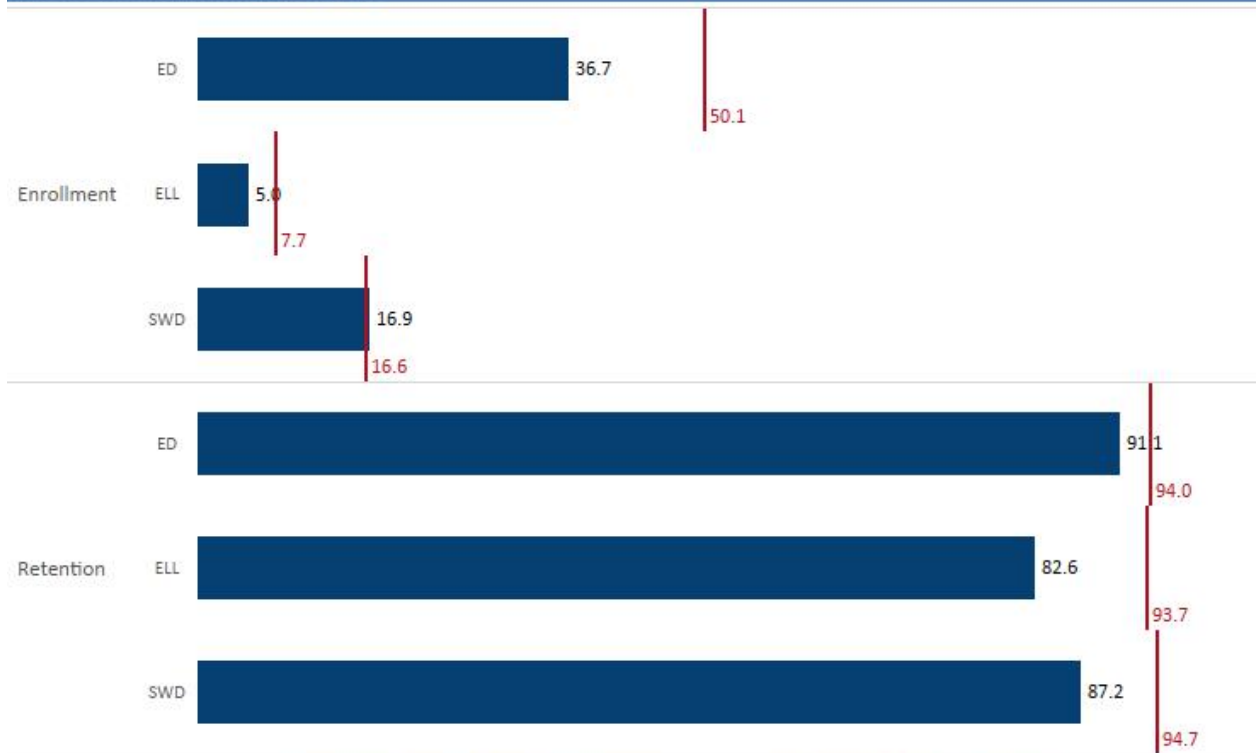
2014-15	87.4
2013-14	91.9
2012-13	91.6

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.

<sup>16</sup> Source: The Institute's board records at the time of the renewal review.

## APPENDIX A: SUCCESS UPPER WEST OVERVIEW

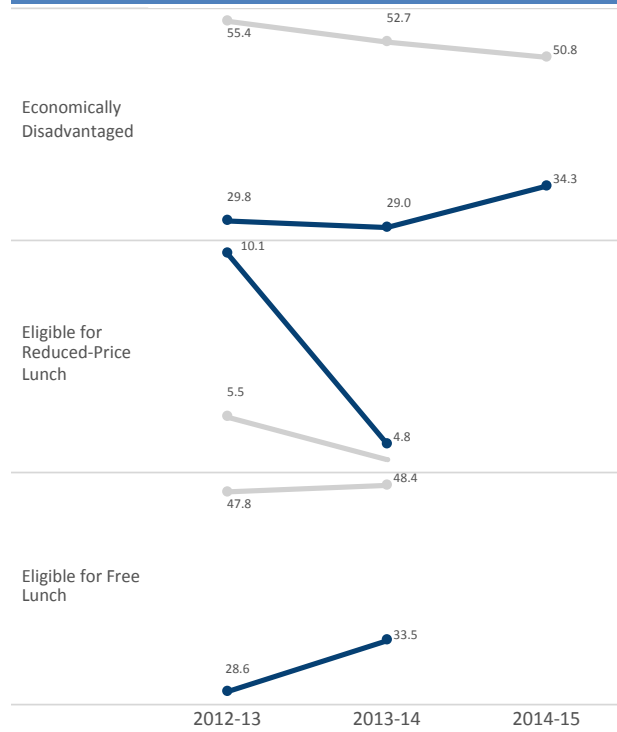
### Enrollment and Retention Targets



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, ELL, and FRPL students. This analysis is based on the most recently available data from NYSED.

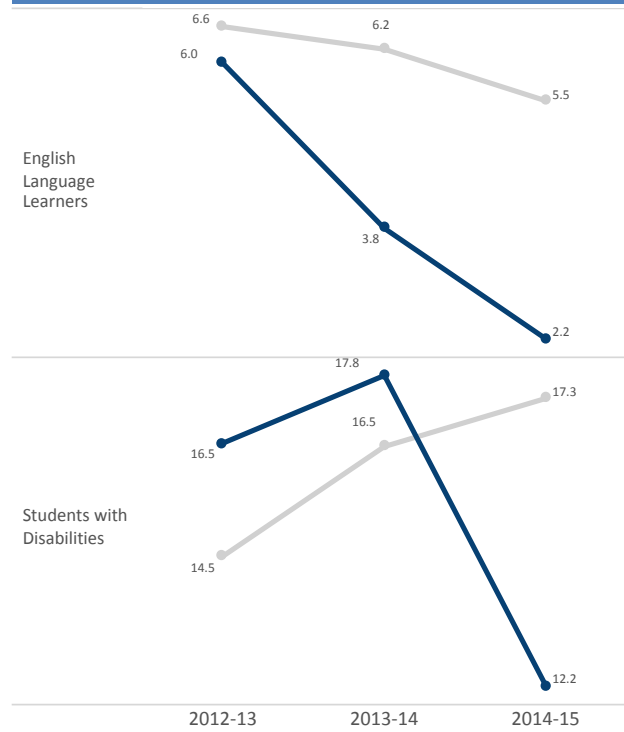
## APPENDIX A: SUCCESS UPPER WEST OVERVIEW

Student Demographics: Free/Reduced Lunch



The charts show the trends in enrollment in the **school** and the **district** for each subgroup over the charter term. Reduced-Price and Free Lunch data are not available for 2014-15. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

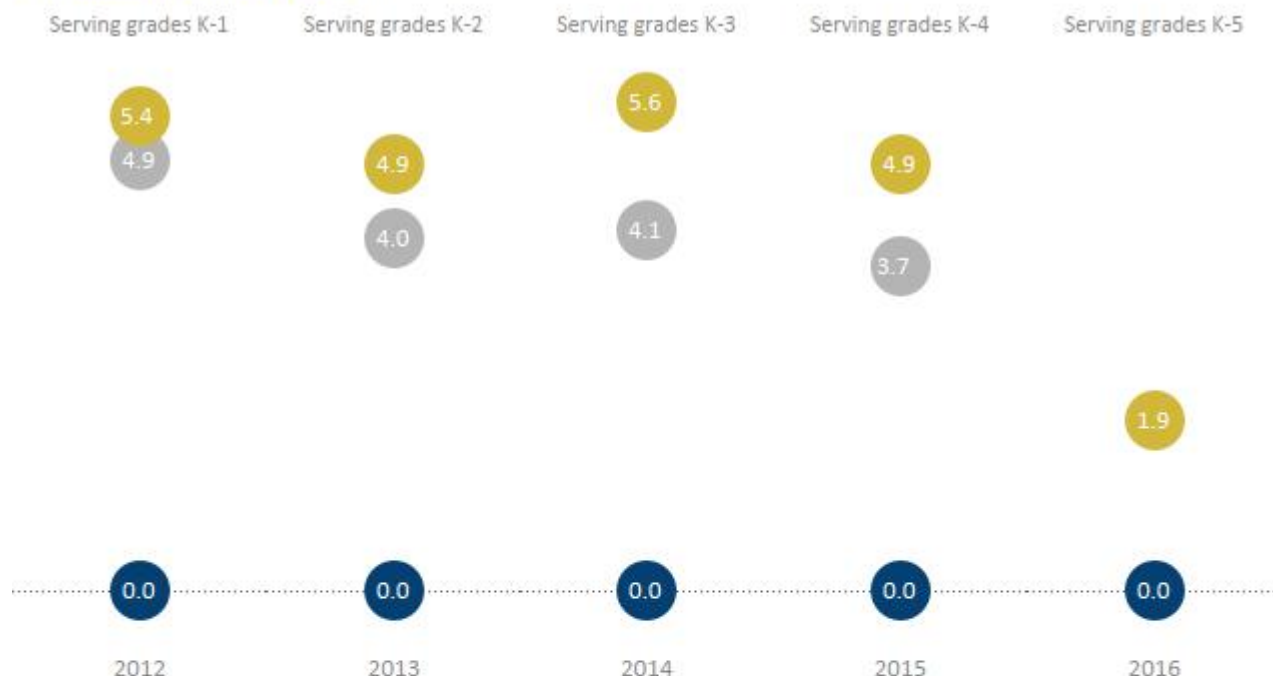
Student Demographics: Special Populations



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

## APPENDIX A: SUCCESS UPPER WEST OVERVIEW

**Suspensions: Success Academy Charter School - Upper West's in school suspension rate and 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 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.

2012	2013	2014	2015	2016
0	0	0	0	0

## APPENDIX A: SUCCESS UPPER WEST OVERVIEW

### School Characteristics

School Year	Chartered Enrollment	Actual Enrollment <sup>17</sup>	Actual as a Percentage of Chartered Enrollment	Proposed Grades	Actual Grades
2011-12	188	167	89%	K-1	K-1
2012-13	249	243	98%	K-2	K-2
2013-14	364	383	105%	K-3	K-3
2014-15	454	448	99%	K-4	K-4
2015-16	565	533	94%	K-5	K-5

### Key Design Elements

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

### Parent Satisfaction: Survey Results

#### Response Rate: 41%

Rigorous Instruction: 97%

Effective School Leadership: 85%

Supportive Environment: 99%

<sup>17</sup> Source: The Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

## APPENDIX A: SUCCESS UPPER WEST OVERVIEW

### School Leaders

School Year(s)	Name(s) and Title(s)
2011-12 to 2013-14	Carolyn Roby, Principal
2014-15 to Present	Jennifer Haynes, Principal

### School Visit History

School Year	Visit Type	Date
2011-12	First Year Visit	March 6, 2012
2015-16	Initial Renewal Visit	September 14, 2015

### Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
September 14, 2015	Aaron Campbell	Senior Analyst
	Sinnjinn Bucknell	Performance and Systems Analyst

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# Appendix B

## Success Upper West Performance Summaries

# APPENDIX B: SUCCESS UPPER WEST PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: English Language Arts

### Success Academy Charter School - Upper West



#### 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.

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.

#### 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.

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.

#### GROWTH MEASURE

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

2012-13 Grades Served: K-2			MET	2013-14 Grades Served: K-3			MET	2014-15 Grades Served: K-4			MET
Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)	
3	()	()		3	84.0 (75)	80.7 (57)		3	81.4 (102)	80.4 (92)	
4	()	()	4	(0)	(0)	4	91.2 (68)	91.2 (68)			
5	()	()	5	(0)	(0)	5	(0)	(0)			
6	()	()	6	(0)	(0)	6	(0)	(0)			
7	()	()	7	(0)	(0)	7	(0)	(0)			
8	()	()	8	(0)	(0)	8	(0)	(0)			
All	()	()	All	84.0 (75)	80.7 (57)	NA	All	85.3 (170)	85.0 (160)	YES	
Grades	PI	AMO		Grades	PLI	AMO	YES	Grades	PLI	AMO	YES
				3	184	89		3-4	184	97	
Comparison:				Comparison: Manhattan District 3			YES	Comparison: Manhattan District 3			YES
Grades	School	District		Grades	School	District		Grades	School	District	
			3	80.7	45.0	3-4	85.0	49.7			
% FL	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size
				27.3	84.0	41.7	3.31	34.5	85.3	40.8	3.17
Grades	School	State		Grades	School	State		Grades	School	State	
4				4				4	50.8		
5				5				5	0.0		
6				6				6	0.0		
7				7				7	0.0		
8				8				8	0.0		
All			All			All	50.8	50.0			

# APPENDIX B: SUCCESS UPPER WEST PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: Mathematics

### Success Academy Charter School - Upper West



#### 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.

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.

#### 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.

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.

#### GROWTH MEASURE

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

2012-13 Grades Served: K-2			MET	2013-14 Grades Served: K-3			MET	2014-15 Grades Served: K-4			MET
Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)	
3	()	()		3	100.0 (75)	100.0 (57)		3	97.1 (102)	96.7 (92)	
4	()	()		4	(0)	(0)		4	100.0 (68)	100.0 (68)	
5	()	()		5	(0)	(0)		5	(0)	(0)	
6	()	()		6	(0)	(0)		6	(0)	(0)	
7	()	()		7	(0)	(0)		7	(0)	(0)	
8	()	()		8	(0)	(0)		8	(0)	(0)	
All	()	()		All	100.0 (75)	100.0 (57)		NA	All	98.2 (170)	
Grades	PI	AMO		Grades	PLI	AMO	YES	Grades	PLI	AMO	YES
				3	200	86		3-4	198	94	
Comparison:				Comparison: Manhattan District 3				Comparison: Manhattan District 3			
Grades	School	District		Grades	School	District		Grades	School	District	
				3	100.0	54.0	YES	3-4	98.1	55.6	YES
% FL	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size
					27.3	100.0		54.4	3.21	34.5	
Grades	School	State		Grades	School	State		Grades	School	State	
4				4				4	61.4		
5				5				5	0.0		
6				6				6	0.0		
7				7				7	0.0		
8				8				8	0.0		
All			All			All	61.4	50.0		YES	

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# Appendix C

## District Comments

The Institute received no district or public comments.

# Appendix D

## Success Upper West Fiscal Dashboard

# APPENDIX D: SUCCESS UPPER WEST FISCAL DASHBOARD



NOTE: Effective 2014-15 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, the education corporation report contains the "Balance Sheet" for all schools merged into the education corporation. See (Code # = "500").

## Success Academy Charter School - Upper West

SCHOOL INFORMATION					
<b>BALANCE SHEET</b>					
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - GRAPH 1					
Grants and Contracts Receivable					
Accounts Receivable					
Prepaid Expenses					
Contributions and Other Receivables					
<b>Total Current Assets - GRAPH 1</b>					
Property, Building and Equipment, net					
Other Assets					
<b>Total Assets - GRAPH 1</b>					
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses					
Accrued Payroll and Benefits					
Deferred Revenue					
Current Maturities of Long-Term Debt					
Short Term Debt - Bonds, Notes Payable					
Other					
<b>Total Current Liabilities - GRAPH 1</b>					
L-T Debt and Notes Payable, net current maturities					
<b>Total Liabilities - GRAPH 1</b>					
<b>Net Assets</b>					
Unrestricted					
Temporarily restricted					
<b>Total Net Assets</b>					
<b>Total Liabilities and Net Assets</b>					
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment					
Students with Disabilities					
<b>Grants and Contracts</b>					
State and local					
Federal - Title and IDEA					
Federal - Other					
Other					
Food Service/Child Nutrition Program					
<b>Total Operating Revenue</b>					
<b>Expenses</b>					
Regular Education					
SPED					
Regular Education & SPED (combined)					
Other					
<b>Total Program Services</b>					
Management and General					
Fundraising					
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>					
<b>Surplus / (Deficit) From School Operations</b>					
<b>Support and Other Revenue</b>					
Contributions					
Fundraising					
Miscellaneous Income					
Net assets released from restriction					
<b>Total Support and Other Revenue</b>					
Total Unrestricted Revenue					
Total Temporarily Restricted Revenue					
<b>Total Revenue - GRAPHS 2 &amp; 3</b>					
<b>Change in Net Assets</b>					
<b>Net Assets - Beginning of Year - GRAPH 2</b>					
Prior Year Adjustment(s)					
<b>Net Assets - End of Year - GRAPH 2</b>					



# APPENDIX D: SUCCESS UPPER WEST FISCAL DASHBOARD



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

NOTE: Effective 2014-15 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, the education corporation report contains the "Balance Sheet" for all schools merged into the education corporation. See (Code # = "500").

## Success Academy Charter School - Upper West

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service	-	408,471	553,794	499,614	168,067
Administrative Staff Personnel	-	993,593	1,454,313	2,348,338	2,879,578
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,402,064	2,008,107	2,847,951	3,047,645
Fringe Benefits & Payroll Taxes	-	241,871	474,380	558,124	629,292
Retirement	-	31,002	-	45,182	59,182
Management Company Fees	-	219,572	328,049	636,118	931,859
Building and Land Rent / Lease	-	-	16,598	-	-
Staff Development	-	82,722	59,161	139,892	83,361
Professional Fees, Consultant & Purchased Services	-	821,731	34,559	11,486	42,011
Marketing / Recruitment	-	353,497	167,806	105,464	122,579
Student Supplies, Materials & Services	-	491,900	258,736	357,245	429,172
Depreciation	-	112,372	189,538	247,899	382,125
Other	-	360,521	426,623	774,847	612,364
<b>Total Expenses</b>	-	<b>4,117,252</b>	<b>3,963,557</b>	<b>5,724,208</b>	<b>6,339,589</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	188	249	401	574
Revised Enroll	-	-	-	364	454
Actual Enroll - GRAPH 4	-	167	243	383	448
Chartered Grades	-	K-1	K-2	K-3	K-4
Revised Grades	-	-	-	-	-

#### Primary School District: New York City

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

	2010-11	2011-12	2012-13	2013-14	2014-15
	-	13,527	13,527	13,527	13,777
	0.0%	100.0%	0.0%	0.0%	1.8%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	17,515	15,653	15,248	15,673
Other Revenue and Support	-	6,541	86	0	40
<b>TOTAL - GRAPH 3</b>	-	<b>24,056</b>	<b>15,739</b>	<b>15,248</b>	<b>15,713</b>

##### Expenses

Program Services	-	17,269	13,795	11,987	13,104
Management and General, Fundraising	-	7,394	2,516	2,958	1,047
<b>TOTAL - GRAPH 3</b>	-	<b>24,663</b>	<b>16,311</b>	<b>14,946</b>	<b>14,151</b>
% of Program Services	0.0%	70.0%	84.6%	80.2%	92.6%
% of Management and Other	0.0%	30.0%	15.4%	19.8%	7.4%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	-2.5%	-3.5%	2.0%	11.0%

#### Student to Faculty Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15
	-	8.6	9.3	9.8	9.3

#### Faculty to Admin Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15
	-	3.9	3.7	5.6	19.2

#### Financial Responsibility Composite Scores - GRAPH 6

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

	2010-11	2011-12	2012-13	2013-14	2014-15
	0.0	(0.4)	(0.6)	0.0	0.0
	N/A	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring	N/A

#### Working Capital - GRAPH 7

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

	2010-11	2011-12	2012-13	2013-14	2014-15
	0	(462,546)	2,920	(908,154)	0
	0.0%	-11.5%	0.1%	-15.6%	0.0%
	0.0	0.3	1.0	0.2	0.0
	N/A	HIGH	HIGH	HIGH	N/A
	N/A	Poor	Poor	Poor	N/A

#### Quick (Acid Test) Ratio

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

	2010-11	2011-12	2012-13	2013-14	2014-15
	0.0	0.3	0.4	0.1	0.0
	N/A	HIGH	HIGH	HIGH	N/A
	N/A	Poor	Poor	Poor	N/A

#### Debt to Asset Ratio - GRAPH 7

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

	2010-11	2011-12	2012-13	2013-14	2014-15
	0.0	1.2	1.3	1.1	0.0
	N/A	HIGH	HIGH	HIGH	N/A
	N/A	Poor	Poor	Poor	N/A

#### Months of Cash - GRAPH 8

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

	2010-11	2011-12	2012-13	2013-14	2014-15
	0.0	0.1	0.0	0.1	0.0
	N/A	HIGH	HIGH	HIGH	N/A
	N/A	Poor	Poor	Poor	N/A

Average -  
5 Yrs.  
OR Charter  
Term

16,022  
1,667  
17,689

14,039  
4,638  
18,677

81.9%  
18.1%  
-5.3%

8.6  
9.3  
9.8  
9.3

0.0  
(0.4)  
(0.6)  
0.0  
0.0

0  
(462,546)  
2,920  
(908,154)  
0

0.0%  
-11.5%  
0.1%  
-15.6%  
0.0%

0.0  
0.3  
1.0  
0.2  
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0.0  
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# APPENDIX D: SUCCESS UPPER WEST FISCAL DASHBOARD

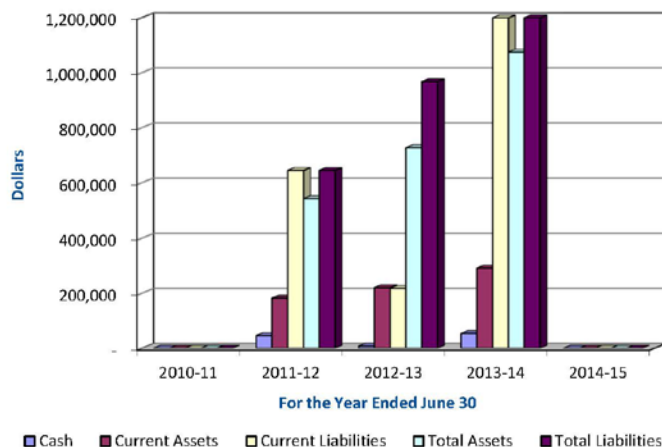


NOTE: Effective 2014-15 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, the education corporation report contains the "Balance Sheet" for all schools merged into the education corporation. See (Code # = "500").

## Success Academy Charter School - Upper West

GRAPH 1

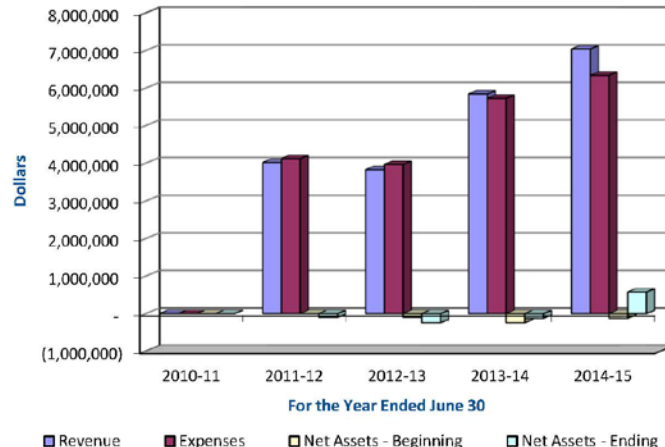
Cash, Assets and Liabilities



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

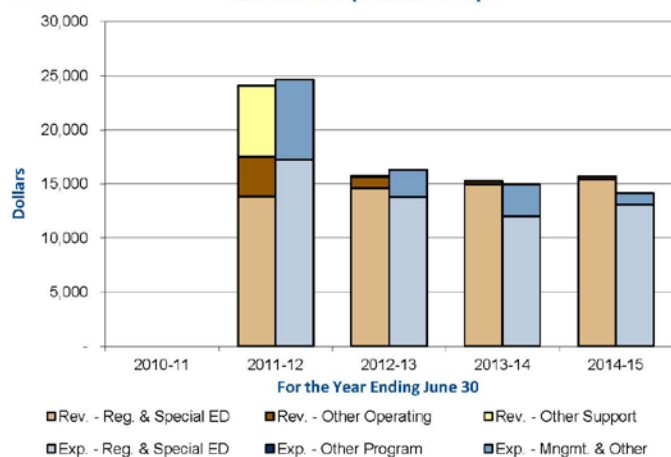
Revenue, Expenses and Net Assets



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 3

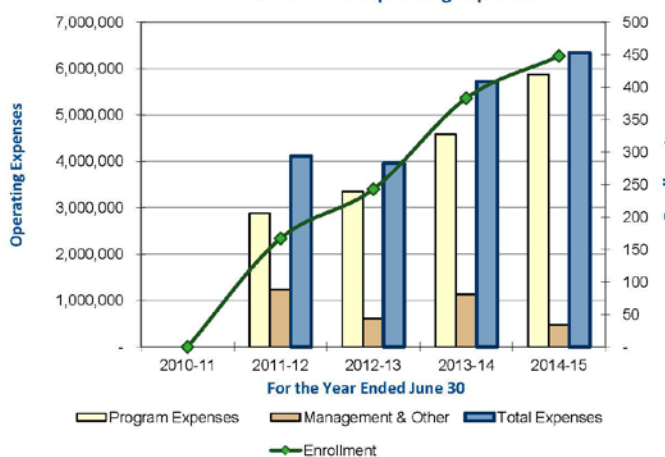
Revenue & Expenses Per Pupil



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.

# APPENDIX D: SUCCESS UPPER WEST FISCAL DASHBOARD



NOTE: Effective 2014-15 the school merged into the education corporation, "Success Academy Charter Schools - NYC." Accordingly, the education corporation report contains the "Balance Sheet" for all schools merged into the education corporation. See (Code # = "500").

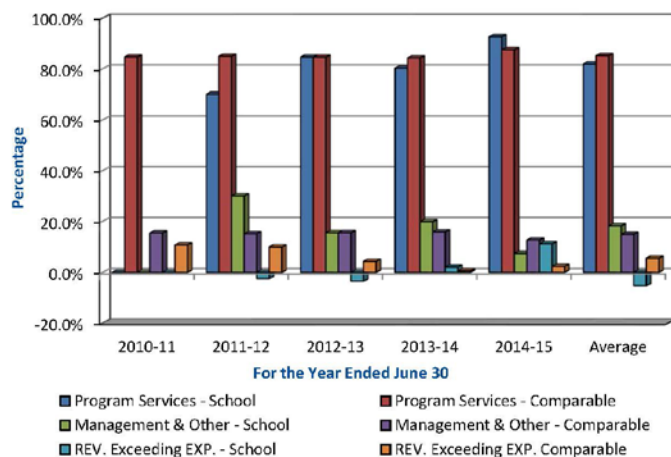
## Success Academy Charter School - Upper West

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

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

GRAPH 5

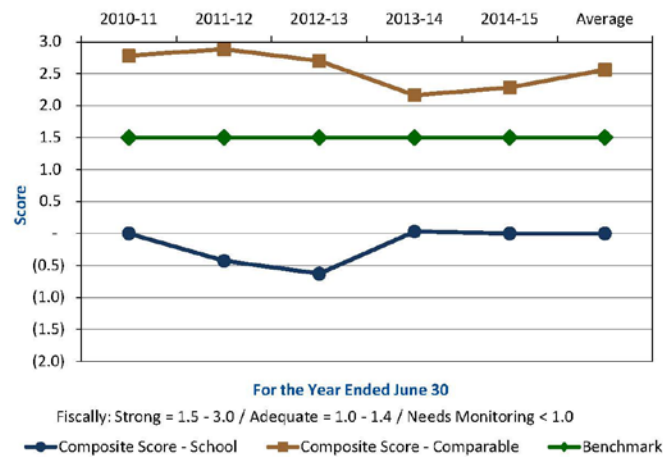
% Breakdown of Expenses



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

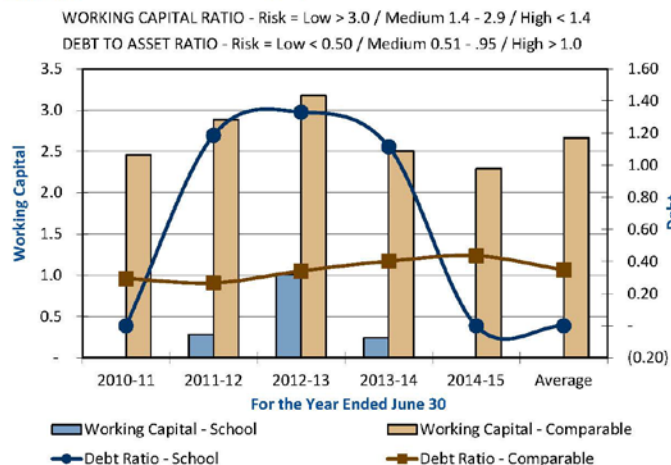
Composite Score



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

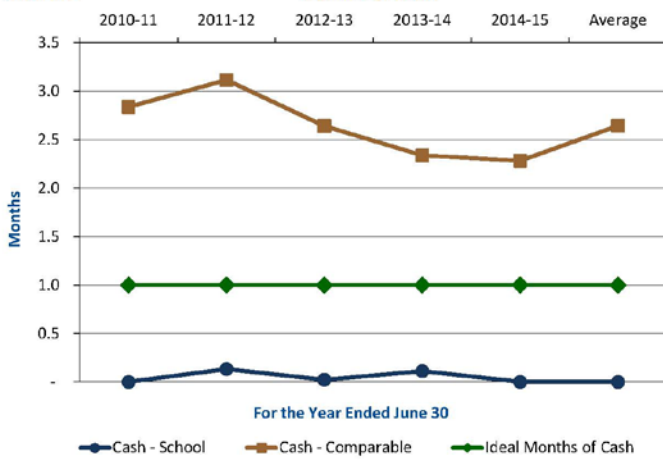
Working Capital & Debt to Asset Ratios



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 terms of its debt-load.

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.

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# Appendix E

## Education Corporation Overview

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

### SUCCESS ACADEMY CHARTER SCHOOLS - NYC<sup>18</sup>

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. The analysis below reflects information gathered from the education corporation's charter and founding documents<sup>19</sup> and Institute visits across all schools implementing the common design as well as information submitted in annual and other reports required of New York charter schools.

#### *SUNY Renewal Benchmark 1B:*

*Does Success Academy Charter Schools – NYC have an assessment system that improves instructional effectiveness and student learning?*

Success Academy Charter Schools – NYC ("Success Academy") implements a rigorous and comprehensive assessment system that improves instructional effectiveness and student learning. Network schools administer a variety of diagnostic, formative and benchmark assessments throughout the school year in order to determine students' level of mastery and identify intervention needs. To measure students' literacy skills, Success Academy administers the Fountas & Pinnell ("F&P")<sup>20</sup> and Success for All<sup>21</sup> ("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

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<sup>18</sup> For additional information on the managing organization, refer to [www.successacademies.org](http://www.successacademies.org).

<sup>19</sup> Primary sources: Success Academy Business Plan, July 2014; Success Academies – NYC Business Plan, July 2014; and, Success Academies – NYC merger application, 2012.

<sup>20</sup> 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](http://www.heinemann.com/fountasandpinnell).

<sup>21</sup> 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](http://www.successforall.org).



## APPENDIX E: EDUCATION CORPORATION OVERVIEW

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.

### *SUNY Renewal Benchmark 1C:*

#### *Does the Success Academy curriculum support teachers in their instructional planning?*

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

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

The academic program relies on a combination of network developed and commercial curricula. For ELA, Success Academy supplements its THINK Literacy framework with the SFA program, which uses a researched-based approach to enhance students' literacy skills through methods such as cooperative learning and frequent assessment of student understanding. In mathematics, Success Academy uses TERC Investigations,<sup>22</sup> 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,<sup>23</sup> 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

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<sup>22</sup> For additional information, please visit [www.investigations.terc.edu](http://www.investigations.terc.edu).

<sup>23</sup> For additional information, please visit [www.mathincontext.eb.com](http://www.mathincontext.eb.com).

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

students. In addition to internally developed science and technology programs, Success Academy offers an array of specials classes including chess, theater and dance.

### *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 network 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.

### *SUNY Renewal Benchmark 1E:*

#### *Do Success Academy schools have strong instructional leadership?*

Success Academy schools' strong instructional leadership practices include providing teachers with extensive coaching and professional development opportunities designed to catalyze accelerated student learning and achievement. Robust instructional teams at the school and network level support the development of teachers with daily sustained and systemic coaching and professional development activities that interrelate with classroom practice. Teachers receive over 400 hours,



## APPENDIX E: EDUCATION CORPORATION OVERVIEW

on average, of professional development throughout the year, including intervisitation 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 Success 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, frequently differentiated by content area or grade level, in order to target teacher and student needs most precisely, building on topics and skills introduced in T-School. In addition to gearing professional development activities toward specific grades, Success Academy often conducts different sessions for varying levels of experience.

### *SUNY Renewal Benchmark 1F:*

#### *Do Success Academy schools meet the educational needs of at-risk students?*

Success Academy has a wide range of strong supports in place to meet the needs of at-risk students. Success schools implement clear procedures for identifying and serving students with disabilities, English language learners ("ELLs") and students at risk of academic failure. During the 2014-15 school year, students with special needs represented 12.1% of enrollment across the network, and ELLs comprised 4.7% 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 Committee on Special Education as necessary. Outstanding school-wide performance on state

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

assessments across network schools provides clear evidence of Success Academy's ability to meet the educational needs of students at risk of academic failure.

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 implements a comprehensive English language immersion program, focused on increasing early literacy skills. Success schools serve ELLs within the core academic program, which provides abundant opportunities for oral and written communication through its research-based curriculum. Schools monitor student progress annually with the New York State English as a Second Language Achievement Test ("NYSESLAT") and informally throughout the school year. Network professional development activities develop teachers' skills in supporting ELLs with strategies such as intentional seating, visual demonstrations and the use of supplementary audio materials. These supports prove to be successful, with many ELLs reaching English proficiency and performing better than district peers on state ELA assessments.

To meet the needs of students with Individualized Education Programs ("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 1094 students with disabilities enrolled in 2014-15, 295 received SETSS services, 483 learned in ICT classrooms and 53 attended a 12:1:1 program<sup>24</sup>; 282 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.

### *SUNY Renewal Benchmark 2C:*

*Do Success Academy school organizations effectively support the delivery of the educational program?*

Success Academy schools establish well-functioning organizational structures with staff, systems and procedures that support high levels of student achievement and effective delivery of the comprehensive educational program. Clear roles and responsibilities at both the school and network level allow school leaders to focus on student learning, instructional practice and teacher development. Principals serve as primary instructional leaders and receive considerable support from leadership residents. Deans focus largely on school culture and operations staff members manage the day-to-day business of schools.

Strong network supports and clearly established career paths assist Success Academy in recruiting and retaining high quality staff. Network level managing directors visit schools regularly to

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<sup>24</sup> These counts include 19 students who received both SETSS and ICT services at some point in the school year.

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

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 with Touro College. Through this program, Success 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.

Success Academy 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 federal free and reduced price lunch program ("FRPL"). See charts on pages 56-61 for information on enrollment and retention targets across the network. Few Success Academy schools face enrollment challenges. Efforts to recruit at-risk students include multilingual advertisements, informational sessions and canvassing of local school districts. Though Success Academy established a lottery preference for ELLs as a good faith recruiting effort, the U.S. Department of Education (the "Department") released guidance limiting the ability of charters schools receiving Charter Schools Program ("CSP") grant funding to utilize weighted lotteries, and the preference was suspended last year. Success Academy discussed the issue with the Department and reached an understanding regarding a revised admissions policy that reinstates the ELL lottery preference for 2016-17 applicants.

Success Academy 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

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

resulted in changes to existing curricular materials, development of supplementary materials and modifications to professional development plans.

*SUNY Renewal Benchmark 2D:*

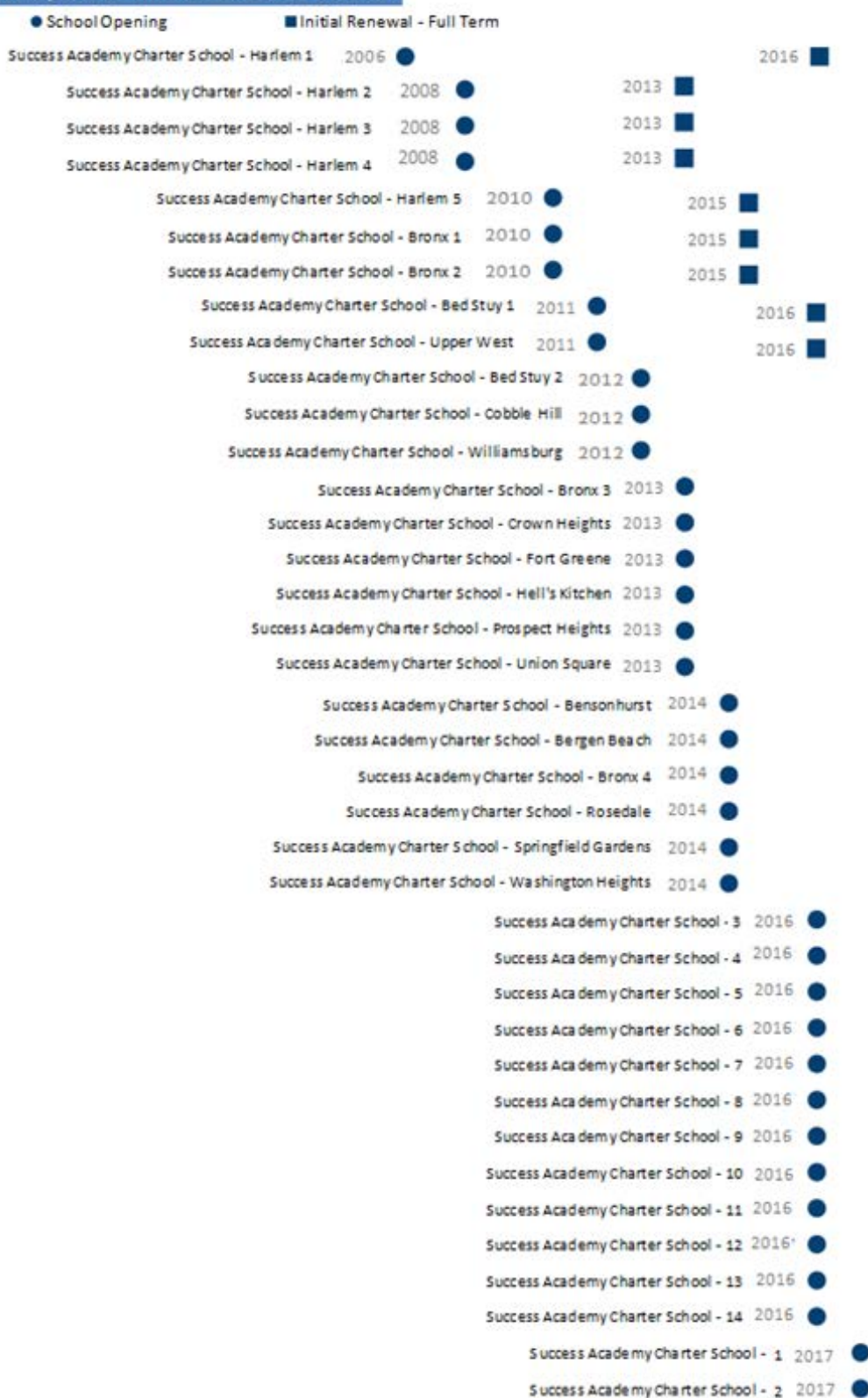
*Does the education corporation board work effectively to achieve Success Academy schools' Accountability Plan goals?*

The education corporation board, equipped with a diverse skill set relevant to governance, provides rigorous oversight of all Success Academy schools with a central focus on student outcomes. Though deeply knowledgeable about the schools' educational program, progress toward meeting Accountability Plan goals and financial condition, 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. It understands well the schools' Accountability Plan goals and the multiple performance measures within the goals. The board directs an abundance of resources to schools to ensure high levels of student achievement. The board works with the network to ensure schools have what they need to support and retain high quality staff and to purchase technology and other learning tools to implement the Success Academy program with fidelity.

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

### Education Corporation Timeline of Charter Renewal



## APPENDIX E: EDUCATION CORPORATION OVERVIEW

### EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located School	Chartered Enrollment <sup>25</sup>	Grade Span
Success Academy Charter School - Bed Stuy 1	CSD 14	Yes	554	K-5
Success Academy Charter School - Bed Stuy 2	CSD 14	Yes	510	K-4
Success Academy Charter School - Bensonhurst	CSD 21	Yes	250	K-2
Success Academy Charter School - Bergen Beach	CSD 22	Yes	250	K-2
Success Academy Charter School - Bronx 1	CSD 7	Yes	621	K-6
Success Academy Charter School - Bronx 2	CSD 8	Yes	629	K-6
Success Academy Charter School - Bronx 3	CSD 8	Yes	380	K-3
Success Academy Charter School - Bronx 4	CSD 8	Yes	250	K-2
Success Academy Charter School - Cobble Hill	CSD 15	Yes	510	Pre K-4
Success Academy Charter School - Crown Heights	CSD 17	Yes	380	K-3
Success Academy Charter School - Fort Greene	CSD 13	Yes	380	K-3
Success Academy Charter School - Harlem 1	CSD 3	Yes	976	Pre K-10
Success Academy Charter School - Harlem 2	CSD 5	Yes	911	K-8

<sup>25</sup> Enrollment does not include Pre-K enrollment.

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

School	Local District	Co-located School	Chartered Enrollment <sup>25</sup>	Grade Span
Success Academy Charter School - Harlem 3	CSD 4	Yes	905	K-8
Success Academy Charter School - Harlem 4	CSD 3	Co-located and NYCDOE Leased	641	K-8
Success Academy Charter School - Harlem 5	CSD 5	Yes	602	K-6
Success Academy Charter School - Hell's Kitchen	CSD 2	Yes	380	K-3
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 2016	To Open Fall 2016	To Open Fall 2016
Success Academy Charter School – NYC 4	CSD 27	To Open Fall 2016	To Open Fall 2016	To Open Fall 2016
Success Academy Charter School – NYC 5	CSD 13	To Open Fall 2016	To Open Fall 2016	To Open Fall 2016
Success Academy Charter School – NYC 6	CSD 14	To Open Fall 2016	To Open Fall 2016	To Open Fall 2016
Success Academy Charter School – NYC 7	CSD 15	To Open Fall 2016	To Open Fall 2016	To Open Fall 2016
Success Academy Charter School – NYC 8	CSD 17	To Open Fall 2016	To Open Fall 2016	To Open Fall 2016
Success Academy Charter School – NYC 9	CSD 18	To Open Fall 2016	To Open Fall 2016	To Open Fall 2016
Success Academy Charter School – NYC 10	CSD 22	To Open Fall 2016	To Open Fall 2016	To Open Fall 2016



## APPENDIX E: EDUCATION CORPORATION OVERVIEW

School	Local District	Co-located School	Chartered Enrollment <sup>25</sup>	Grade Span
Success Academy Charter School – NYC 11	CSD 23	To Open Fall 2016	To Open Fall 2016	To Open Fall 2016
Success Academy Charter School – NYC 12	CSD 24	To Open Fall 2016	To Open Fall 2016	To Open Fall 2016
Success Academy Charter School – NYC 13	CSD 28	To Open Fall 2016	To Open Fall 2016	To Open Fall 2016
Success Academy Charter School – NYC 14	CSD 30	To Open Fall 2016	To Open Fall 2016	To Open Fall 2016
Success Academy Charter School - Prospect Heights	CSD 17	Yes	380	K-3
Success Academy Charter School - Rosedale	CSD 29	No- NYCDOE Leased	250	K-2
Success Academy Charter School - Springfield Gardens	CSD 29	Yes	250	K-2
Success Academy Charter School - Union Square	CSD 2	Yes	380	K-3
Success Academy Charter School - Upper West	CSD 3	Yes	565	K-5
Success Academy Charter School - Washington Heights	CSD 6	No- NYCDOE Leased	250	K-2
Success Academy Charter School - Williamsburg	CSD 14	Yes	510	Pre K-4



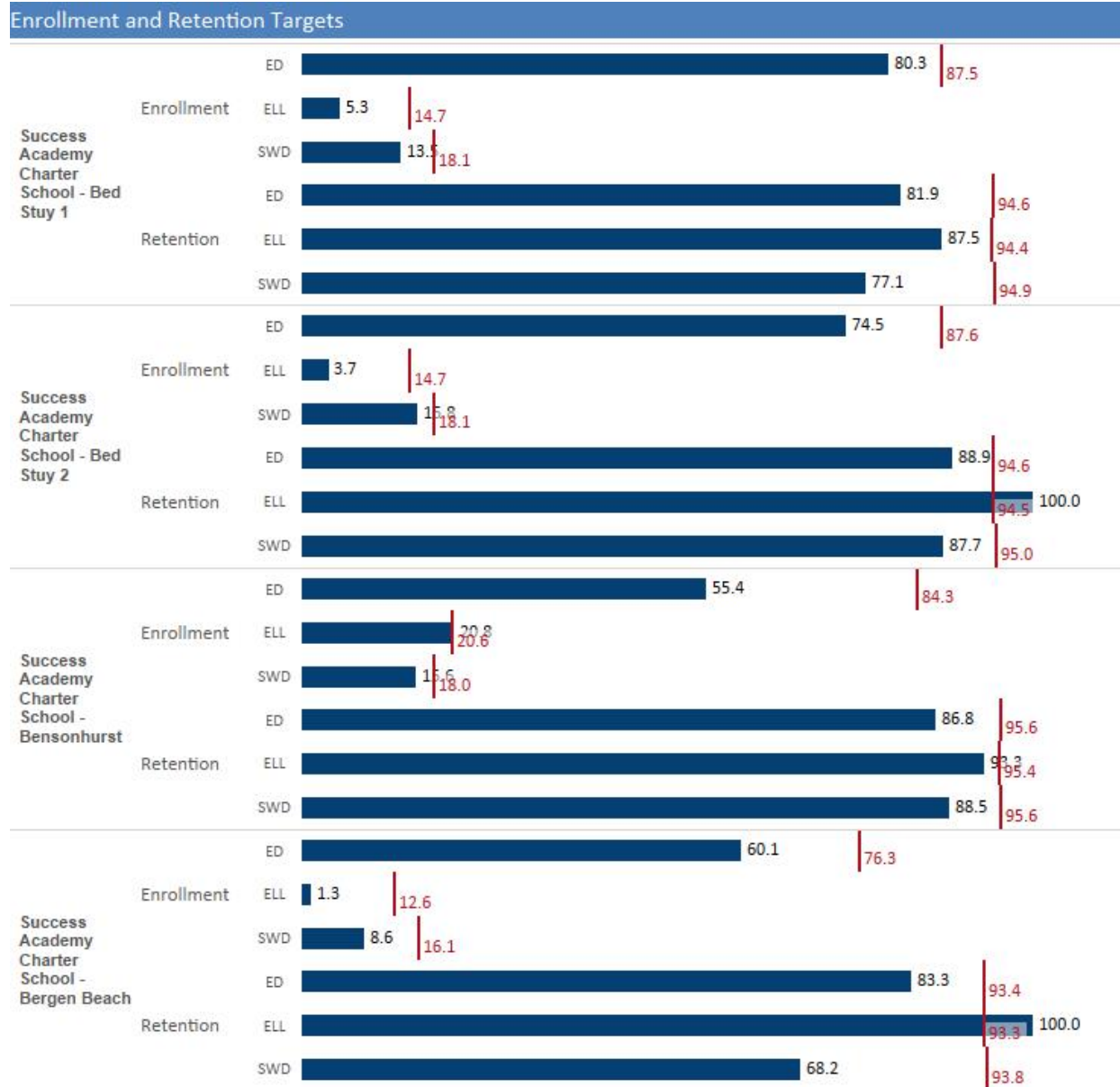
## APPENDIX E: EDUCATION CORPORATION OVERVIEW

### 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.

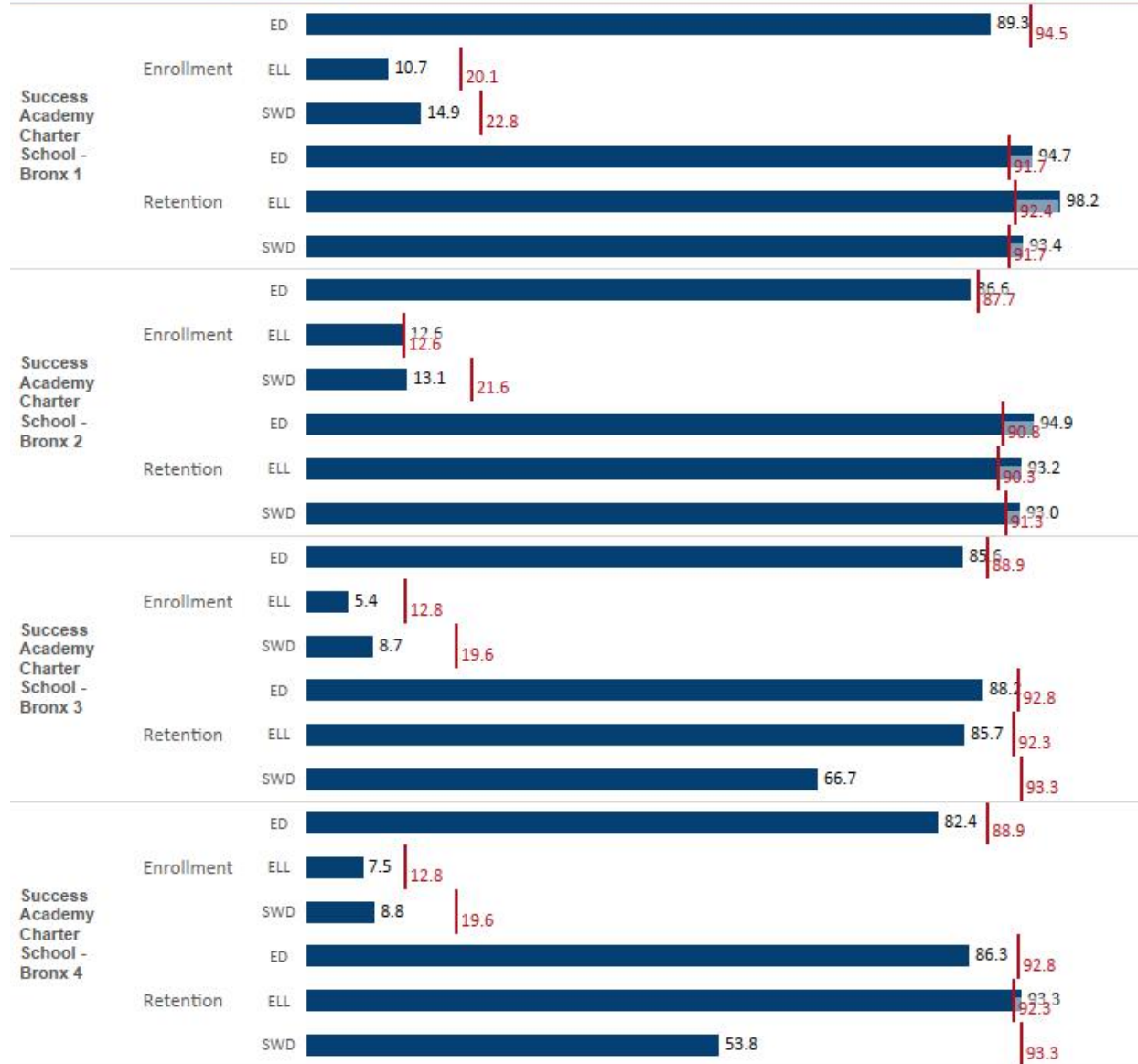
## APPENDIX E: EDUCATION CORPORATION OVERVIEW



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

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

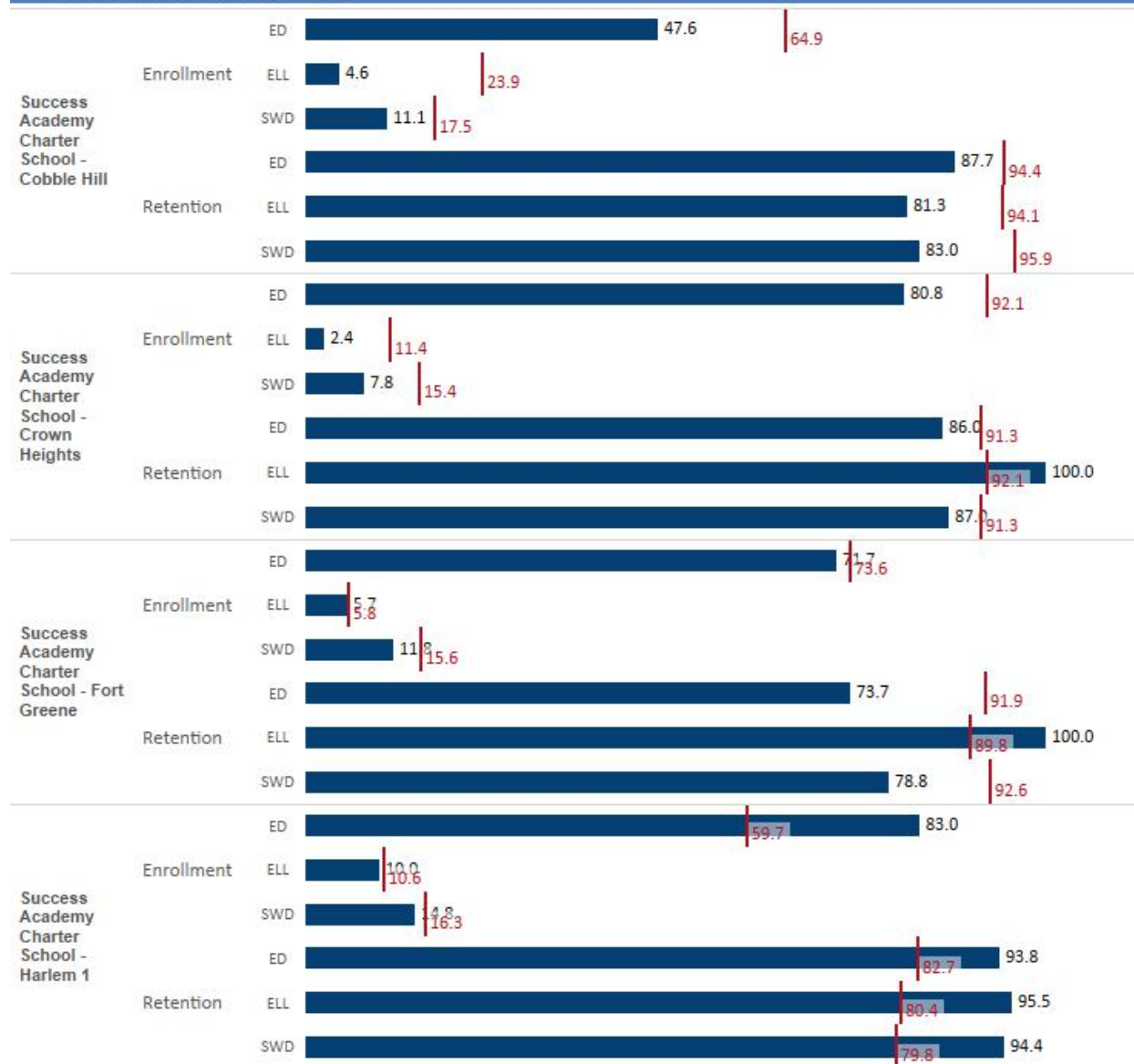
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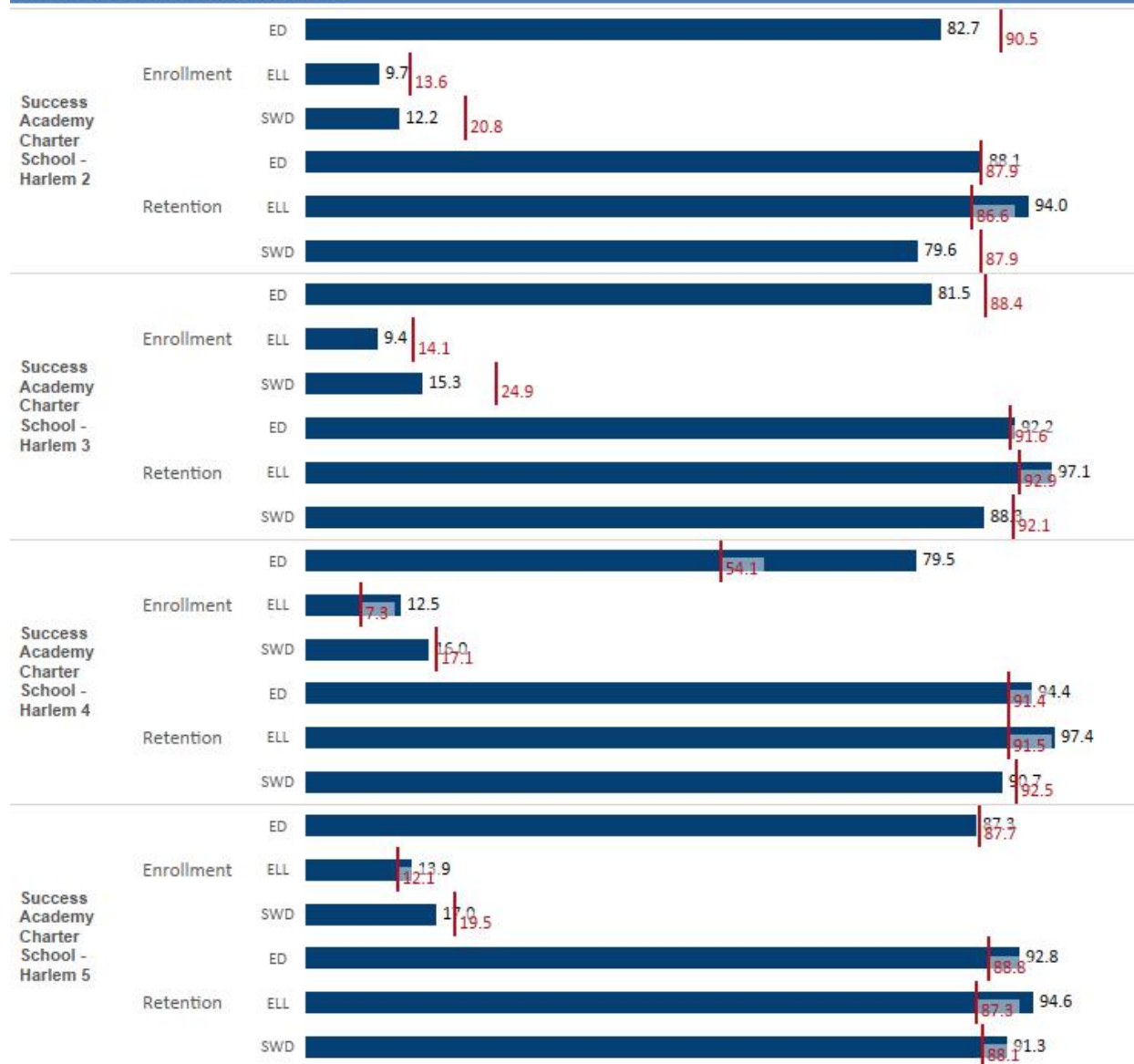
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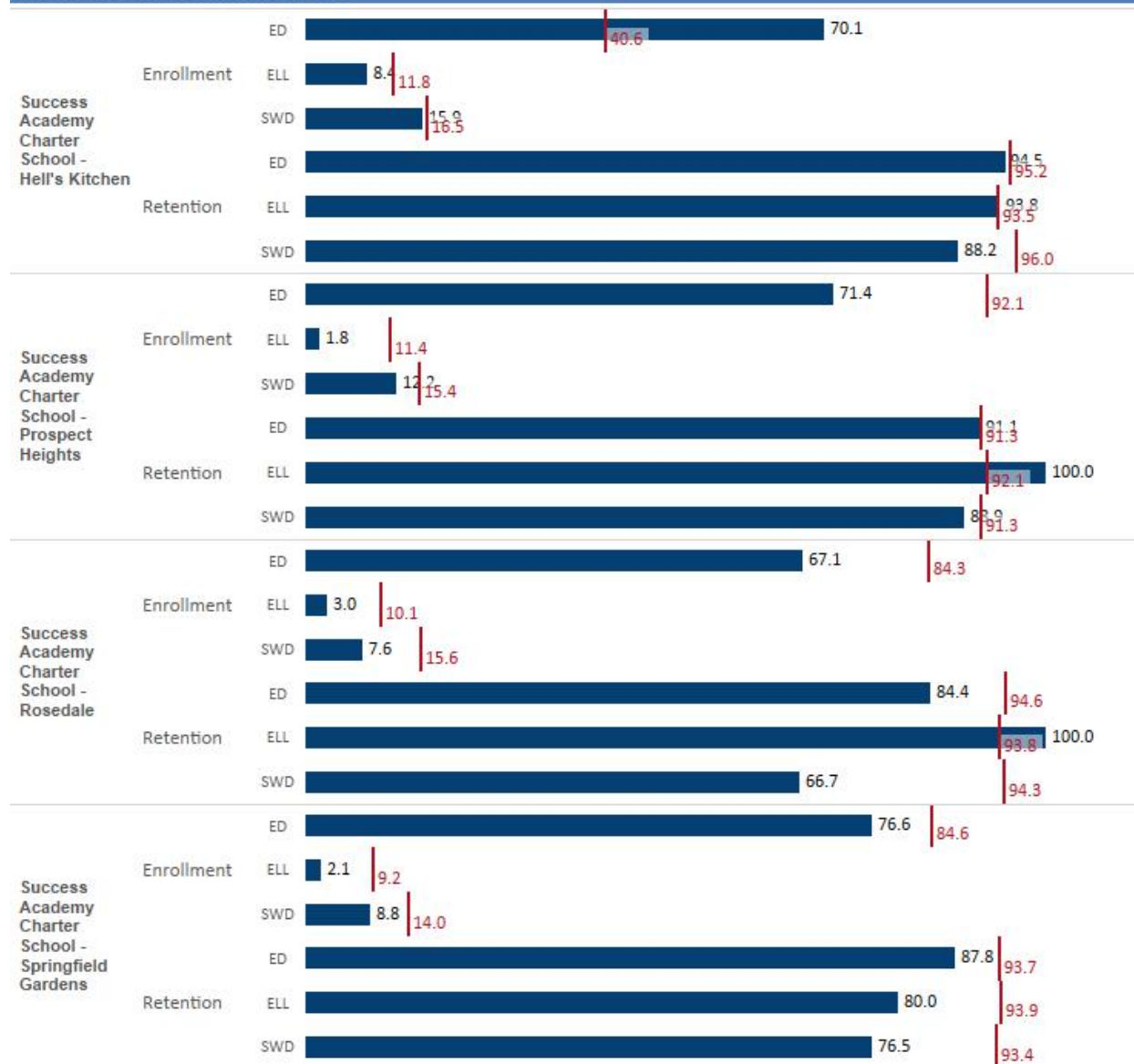
### Enrollment and Retention Targets



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

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

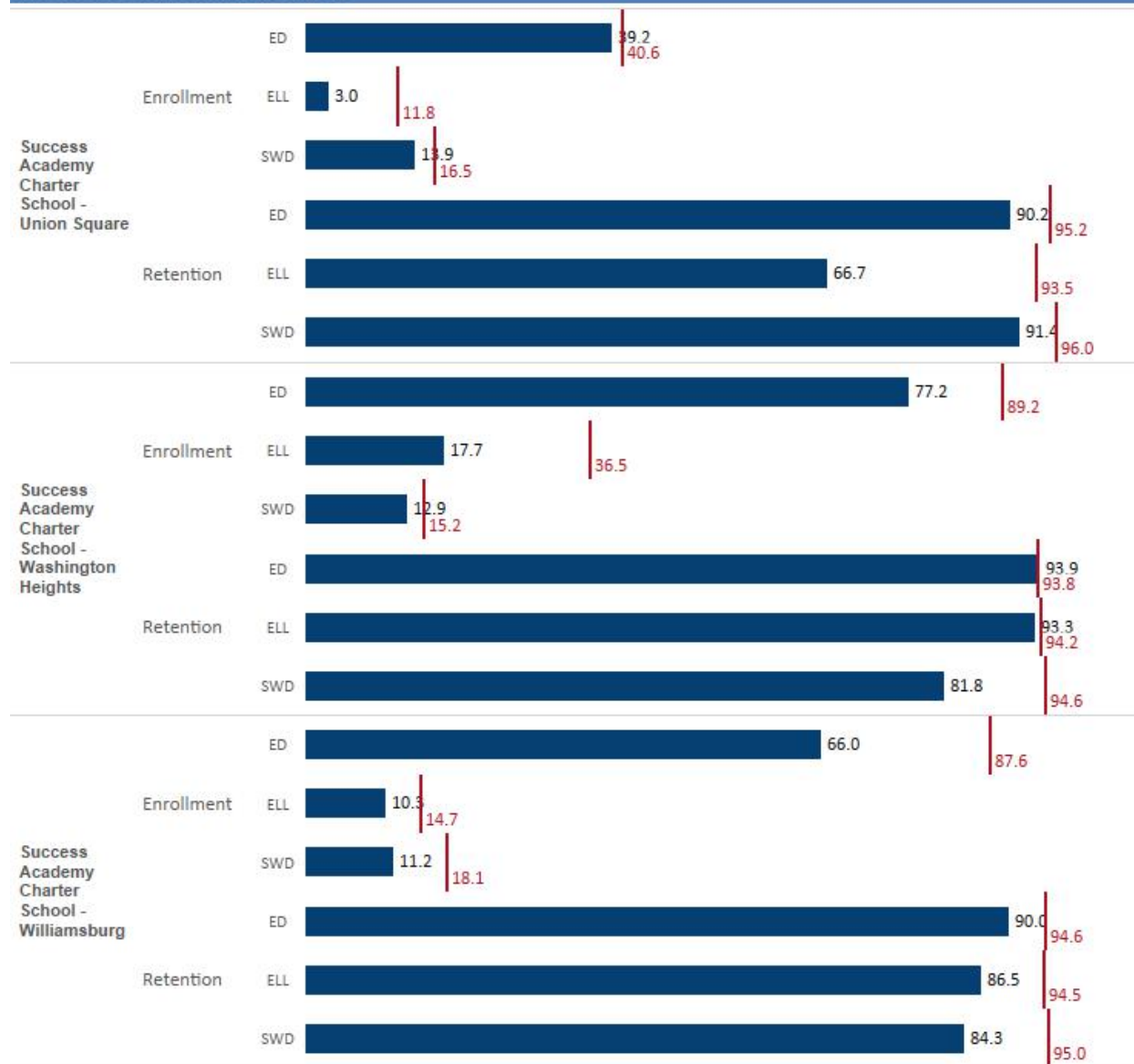
### Enrollment and Retention Targets



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

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

### Enrollment and Retention Targets

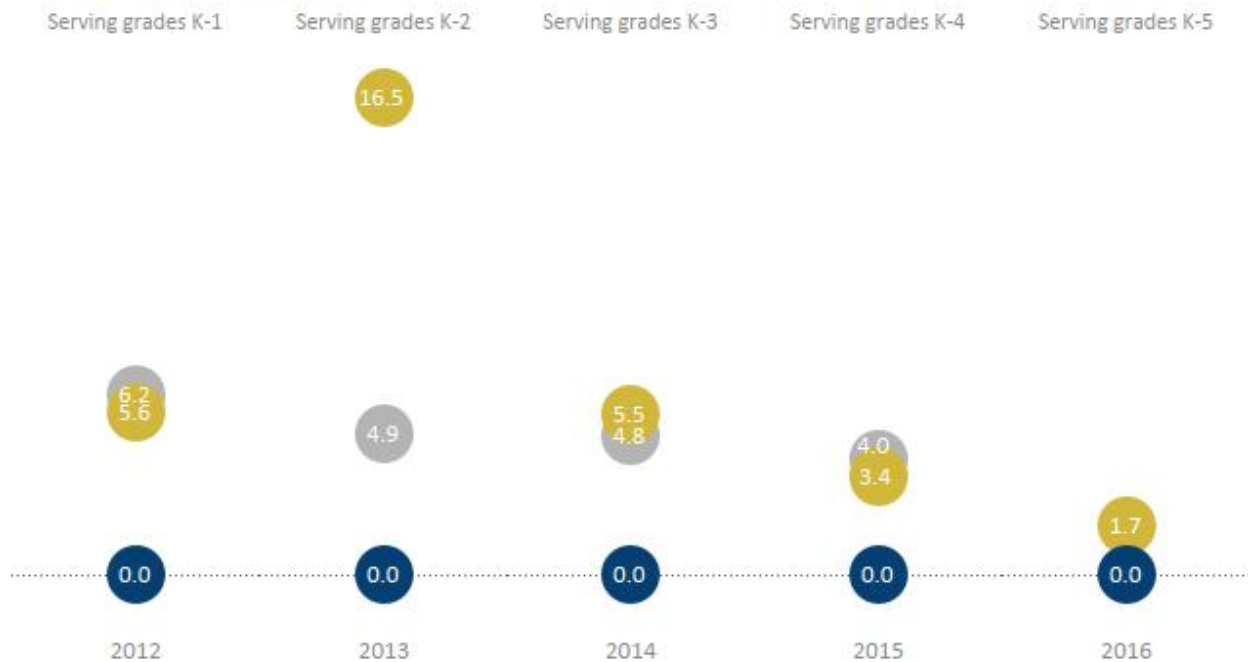


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the ed corp. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and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



## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Bed Stuy 1's in school suspension rate and 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 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.

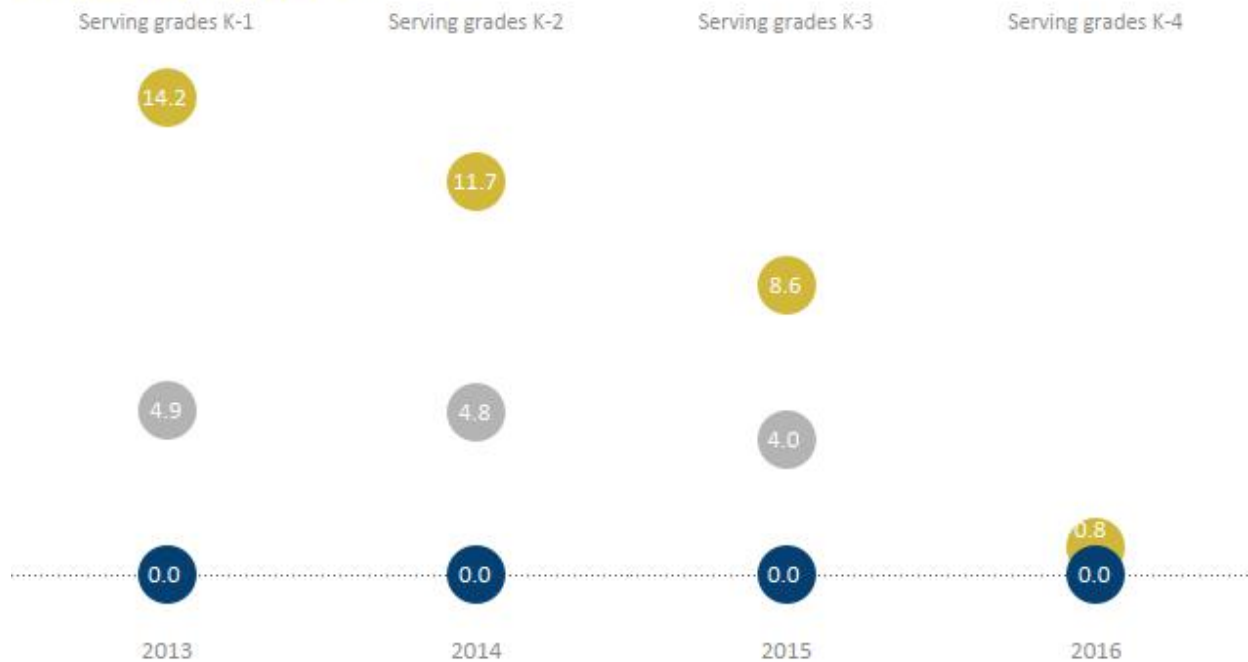
**Expulsions:** The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0



## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Bed Stuy 2's in school suspension rate and 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 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.

2013	2014	2015	2016
0	0	0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Bensonhurst's in school suspension rate and 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 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.

2015	2016
0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Bergen Beach's in school suspension rate and out of school suspension rate and the district overall suspension rate.**



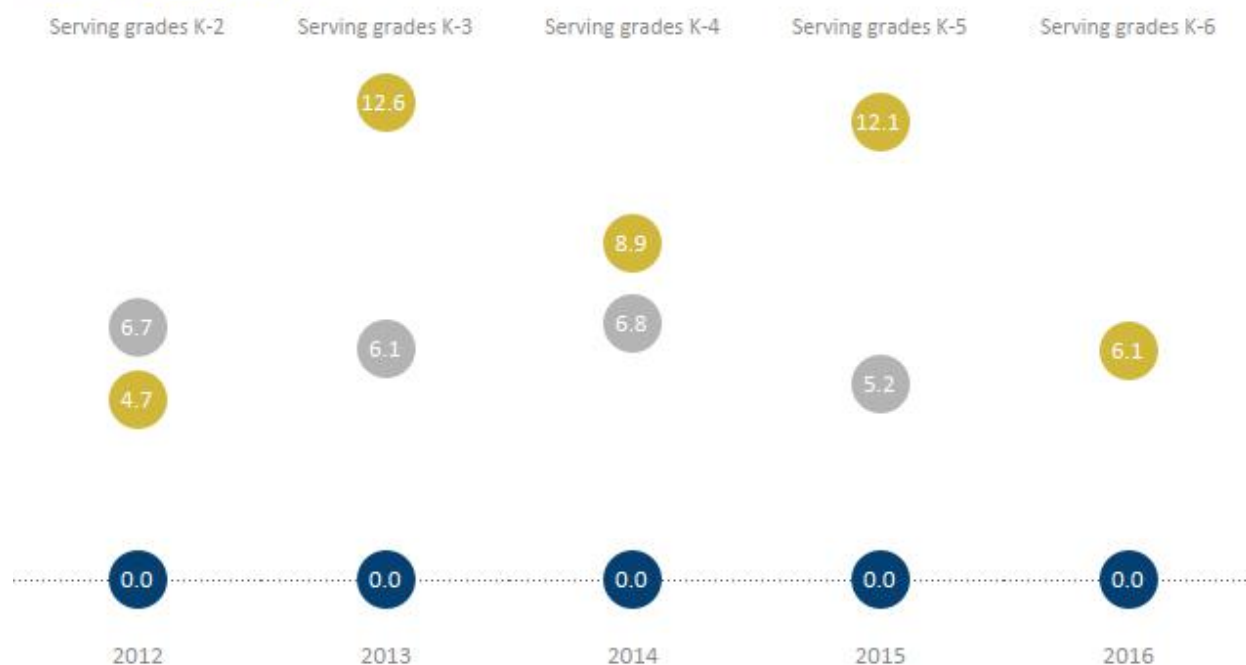
Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the 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.

2015	2016
0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Bronx 1's in school suspension rate and out of school suspension rate and the district overall suspension rate.**



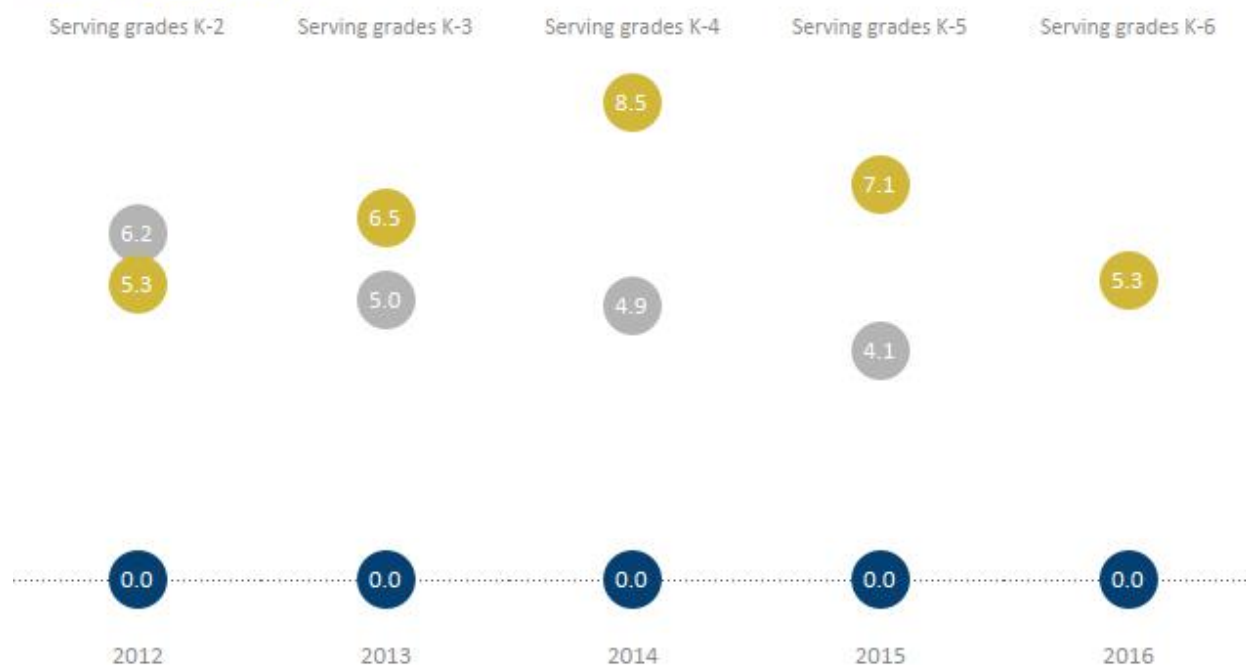
Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the 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.

2012	2013	2014	2015	2016
0	0	0	0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Bronx 2's in school suspension rate and 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 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.

2012	2013	2014	2015	2016
0	0	0	0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Bronx 3's in school suspension rate and 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 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.

2014	2015	2016
0	0	0



## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions:** Success Academy Charter School - Bronx 4's in school suspension rate and out of school suspension rate and the district overall suspension rate.



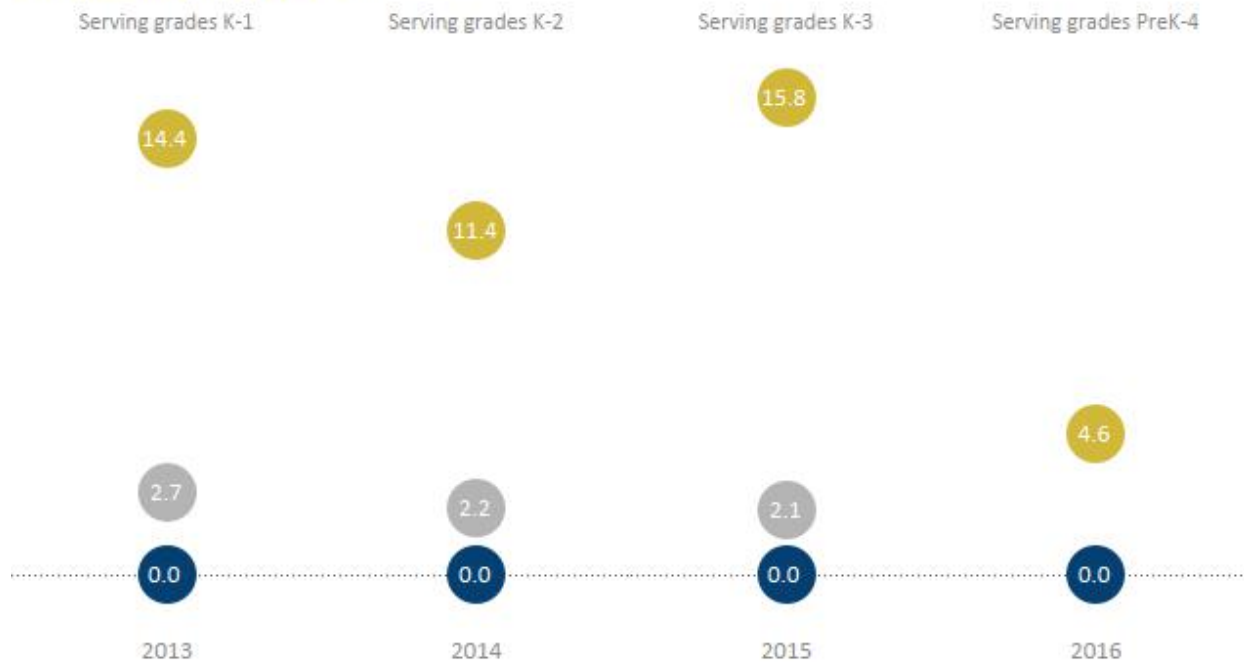
Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the 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.

2015	2016
0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Cobble Hill's in school suspension rate and 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 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.

2013	2014	2015	2016
0	0	0	0



## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Crown Heights's in school suspension rate and 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 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.

2014	2015	2016
0	0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Fort Greene's in school suspension rate and out of school suspension rate and the district overall suspension rate.**



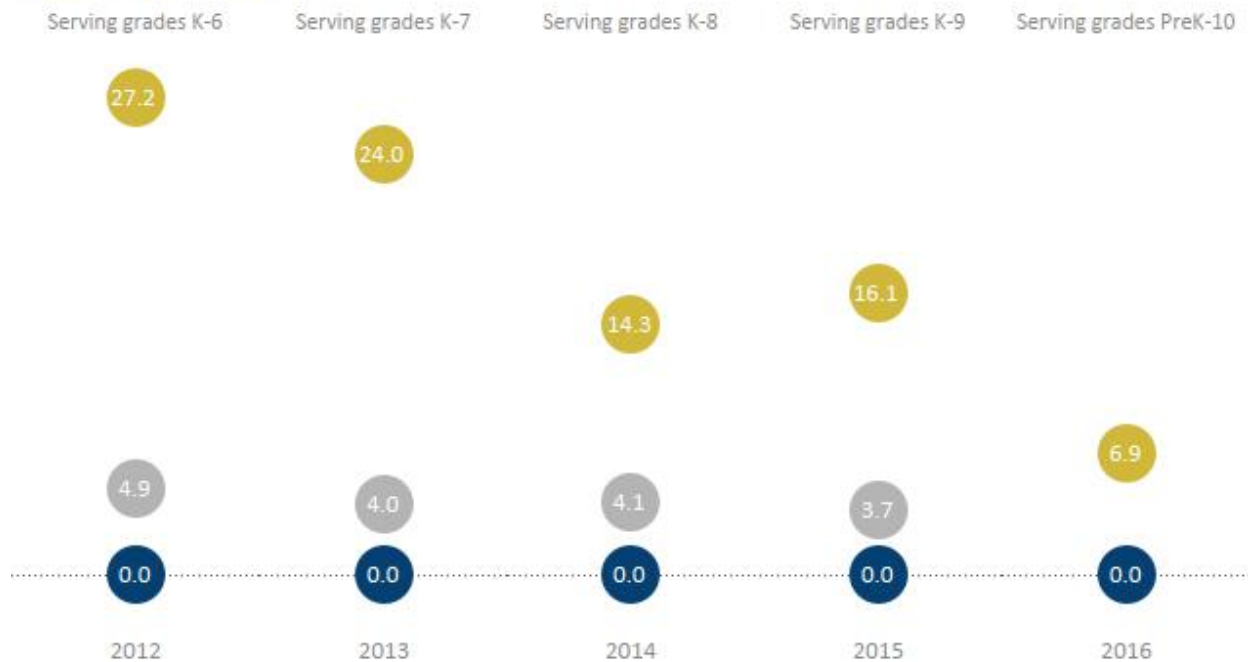
Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the 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.

2014	2015	2016
0	0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Harlem 1's in school suspension rate and out of school suspension rate and the district overall suspension rate.**



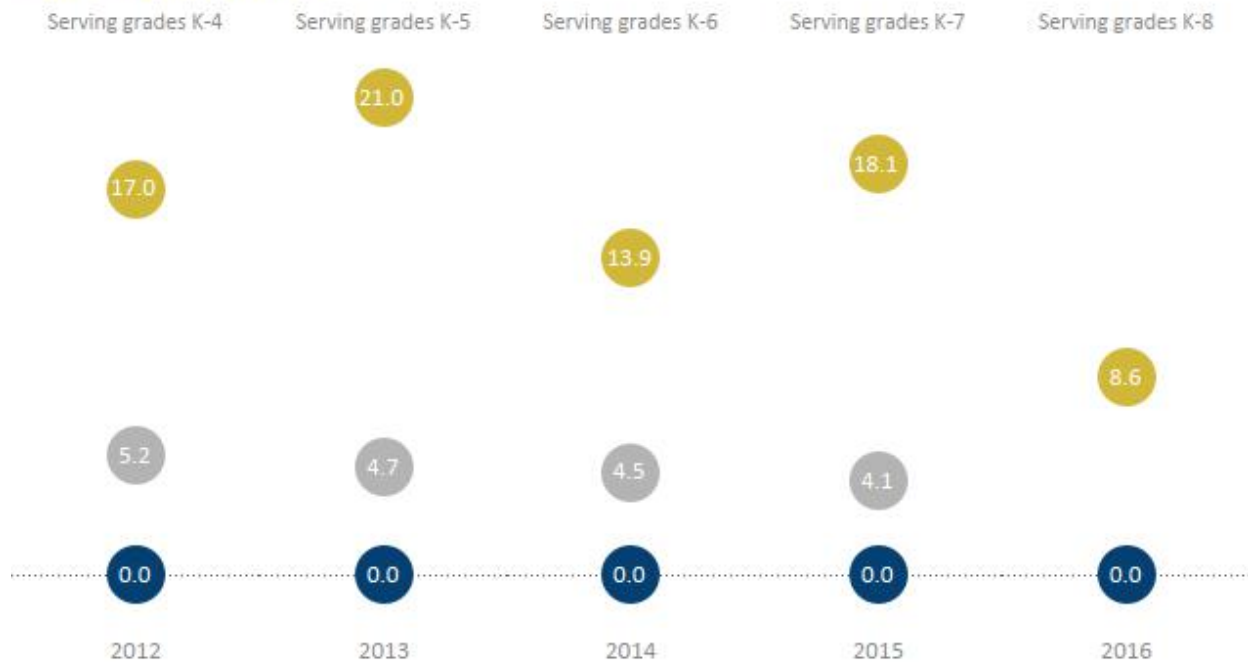
Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the 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.

2012	2013	2014	2015	2016
0	0	0	0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Harlem 2's in school suspension rate and out of school suspension rate and the district overall suspension rate.**



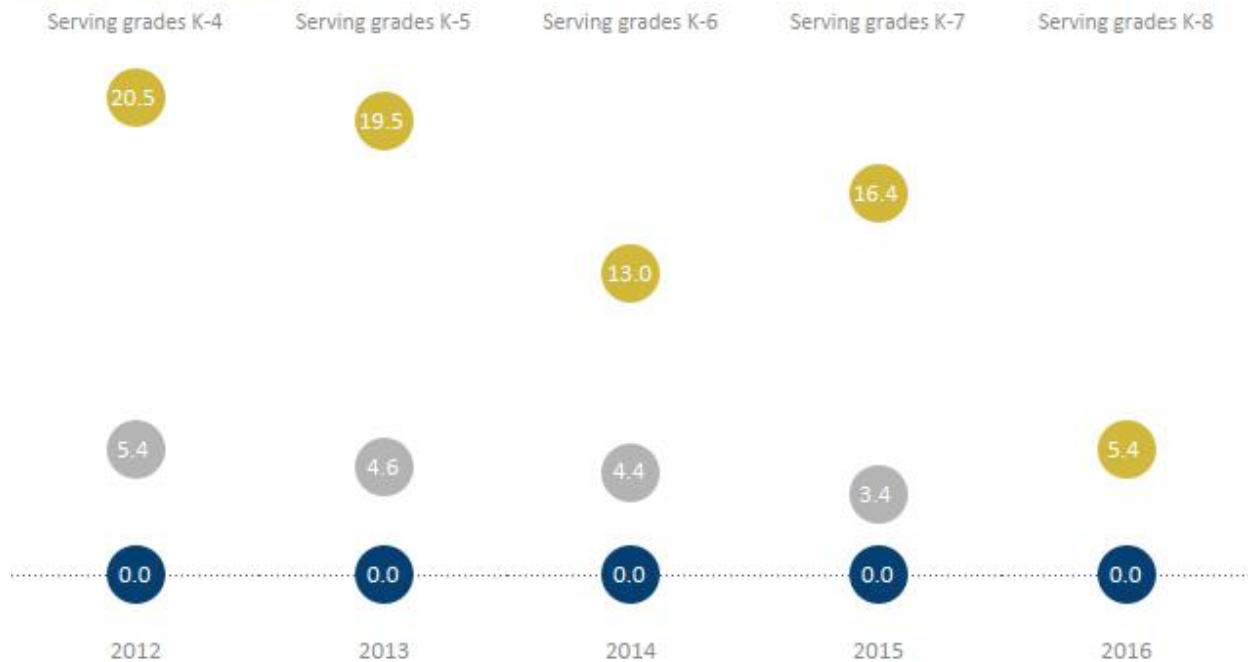
Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the 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.

2012	2013	2014	2015	2016
0	0	0	1	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Harlem 3's in school suspension rate and 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 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.

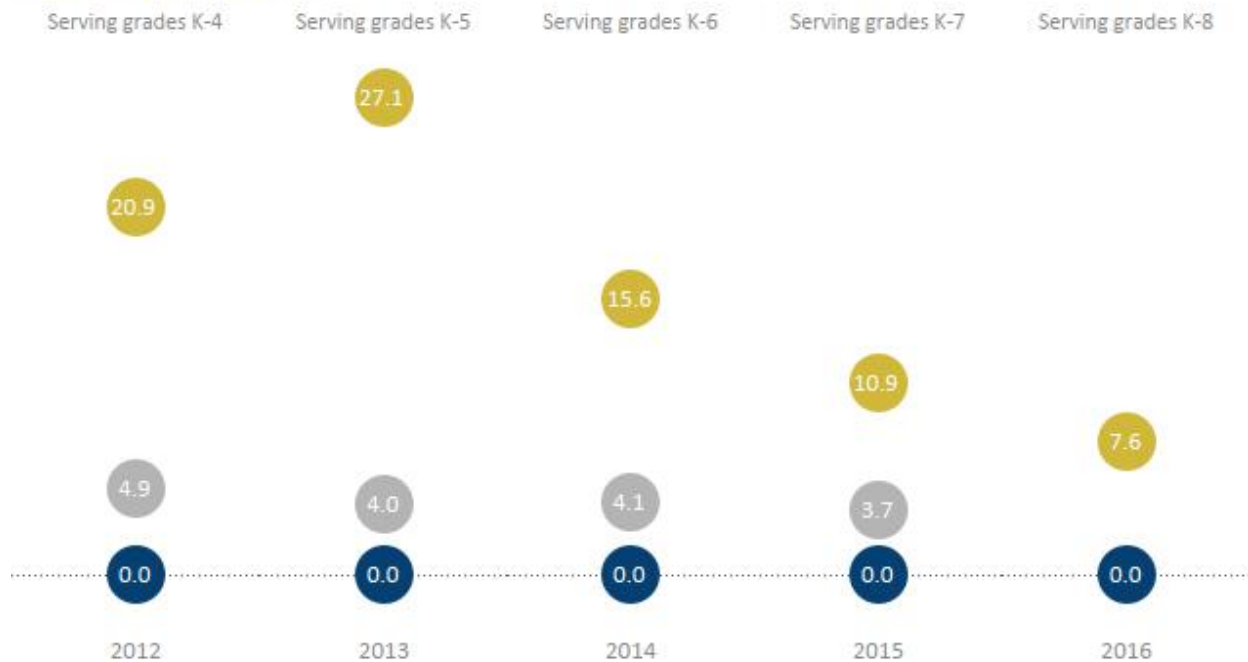
**Expulsions:** The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0



## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Harlem 4's in school suspension rate and out of school suspension rate and the district overall suspension rate.**



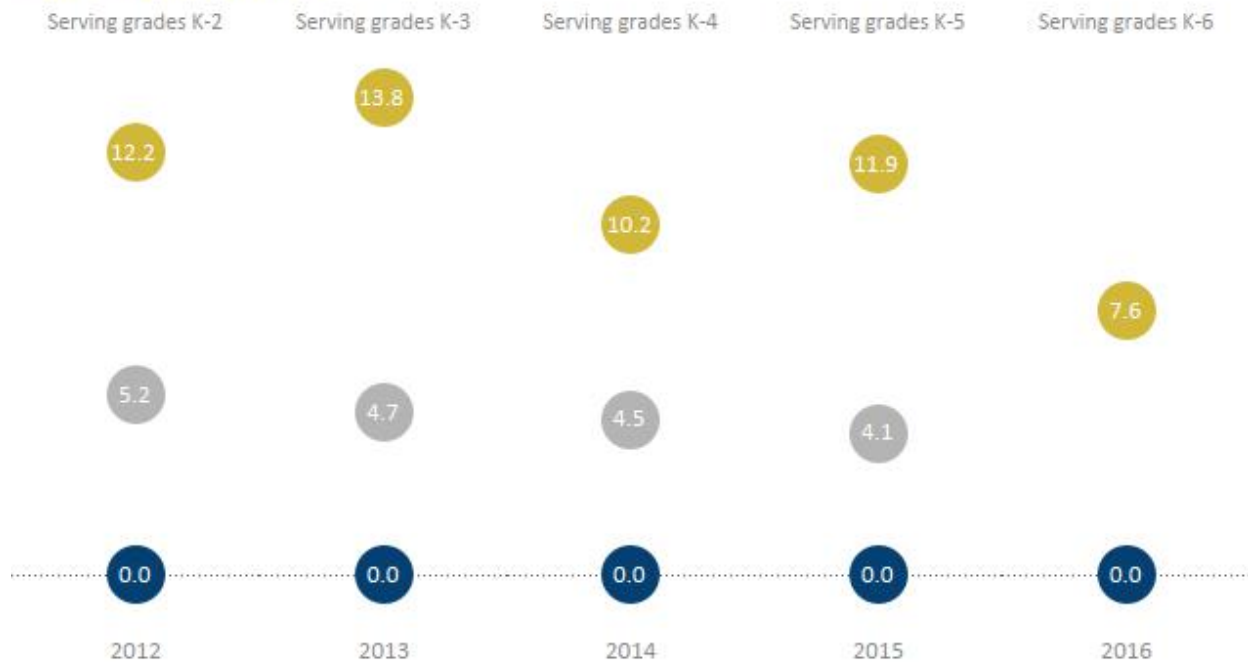
Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the 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.

2012	2013	2014	2015	2016
0	0	0	0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Harlem 5's in school suspension rate and out of school suspension rate and the district overall suspension rate.**



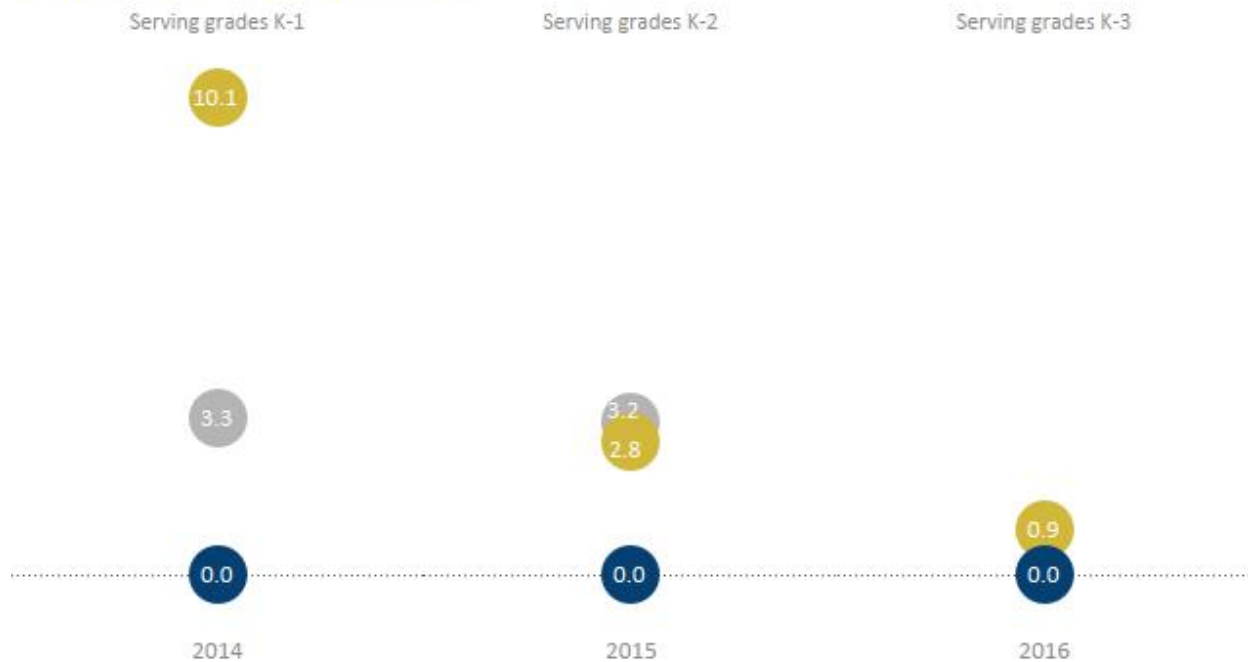
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**Expulsions:** The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Hell's Kitchen's in school suspension rate and 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 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.

2014	2015	2016
0	0	0



## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Prospect Heights's in school suspension rate and 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 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.

2014	2015	2016
0	0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Rosedale's in school suspension rate and 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 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.

2015	2016
0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions:** Success Academy Charter School - Springfield Gardens's in school suspension rate and **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 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.

2015	2016
0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Union Square's in school suspension rate and 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 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.

2014	2015	2016
0	0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Washington Heights's in school suspension rate and out of school suspension rate and the district overall suspension rate.**



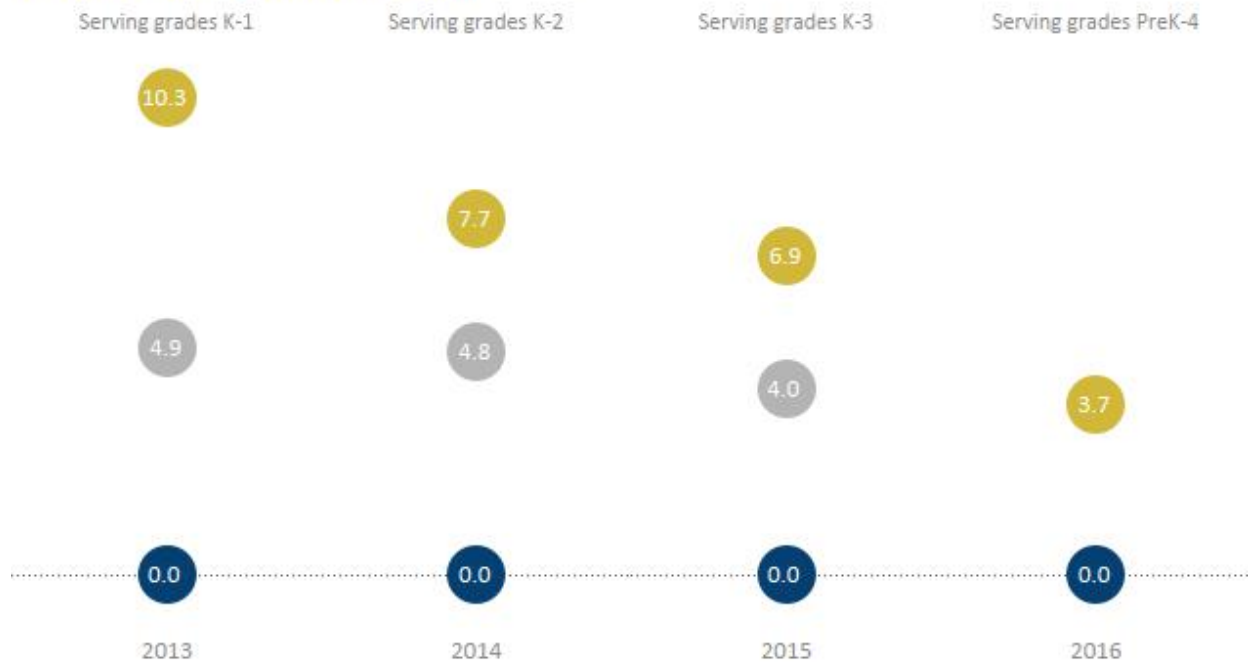
Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the 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.

2015	2016
0	0

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

**Suspensions: Success Academy Charter School - Williamsburg's in school suspension rate and 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 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.

2013	2014	2015	2016
0	0	0	0



## APPENDIX E: EDUCATION CORPORATION OVERVIEW

ELA Growth and Achievement: 2012-13 through 2014-15

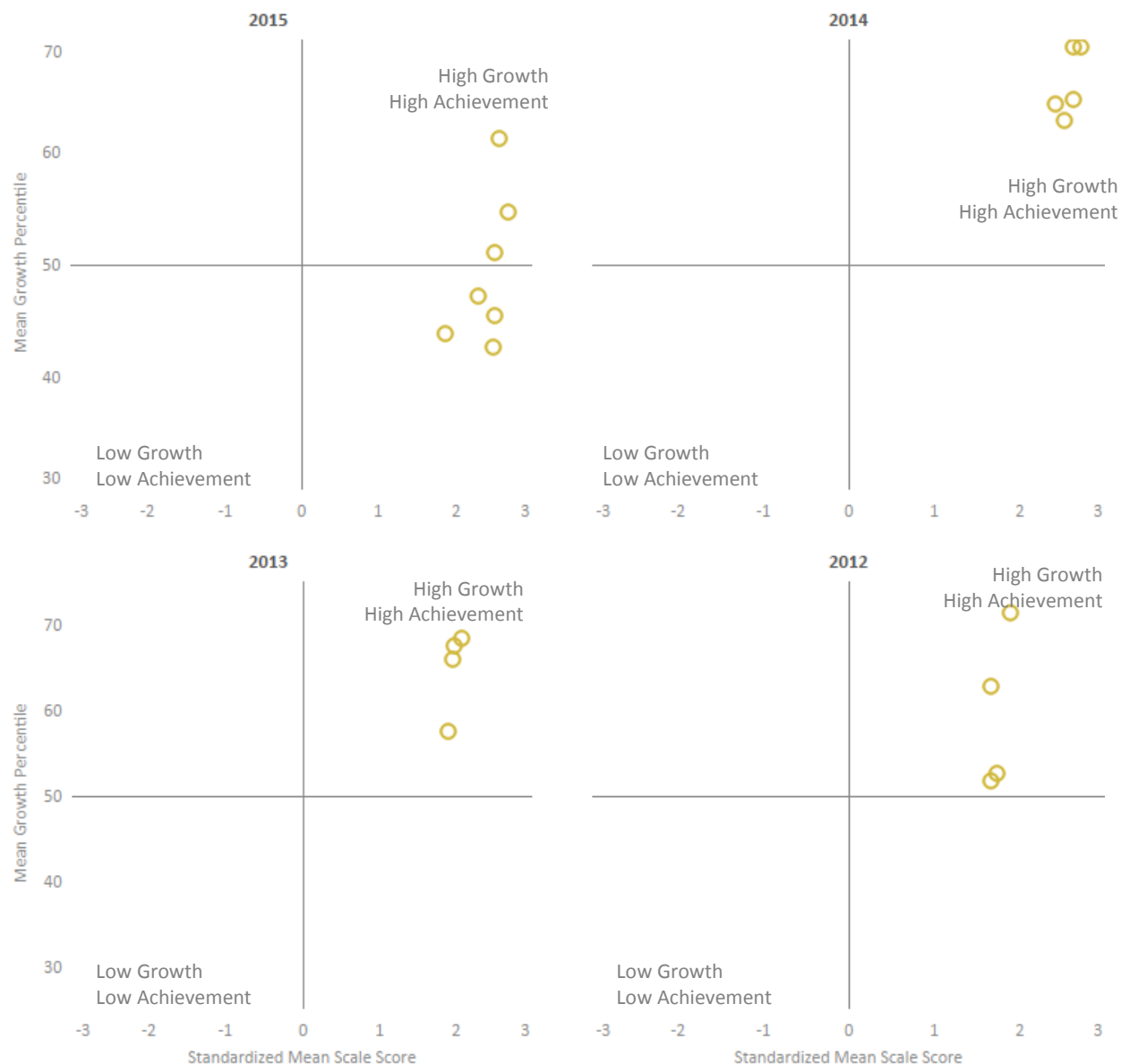


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state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

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

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

### Math Growth and Achievement: 2012-13 through 2014-15



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

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



## APPENDIX E: EDUCATION CORPORATION OVERVIEW

### STATEWIDE RANKINGS

During 2014-15...

100%  
90%  
80%  
70%  
60%  
50%  
40%  
30%  
20%  
10%  
0%

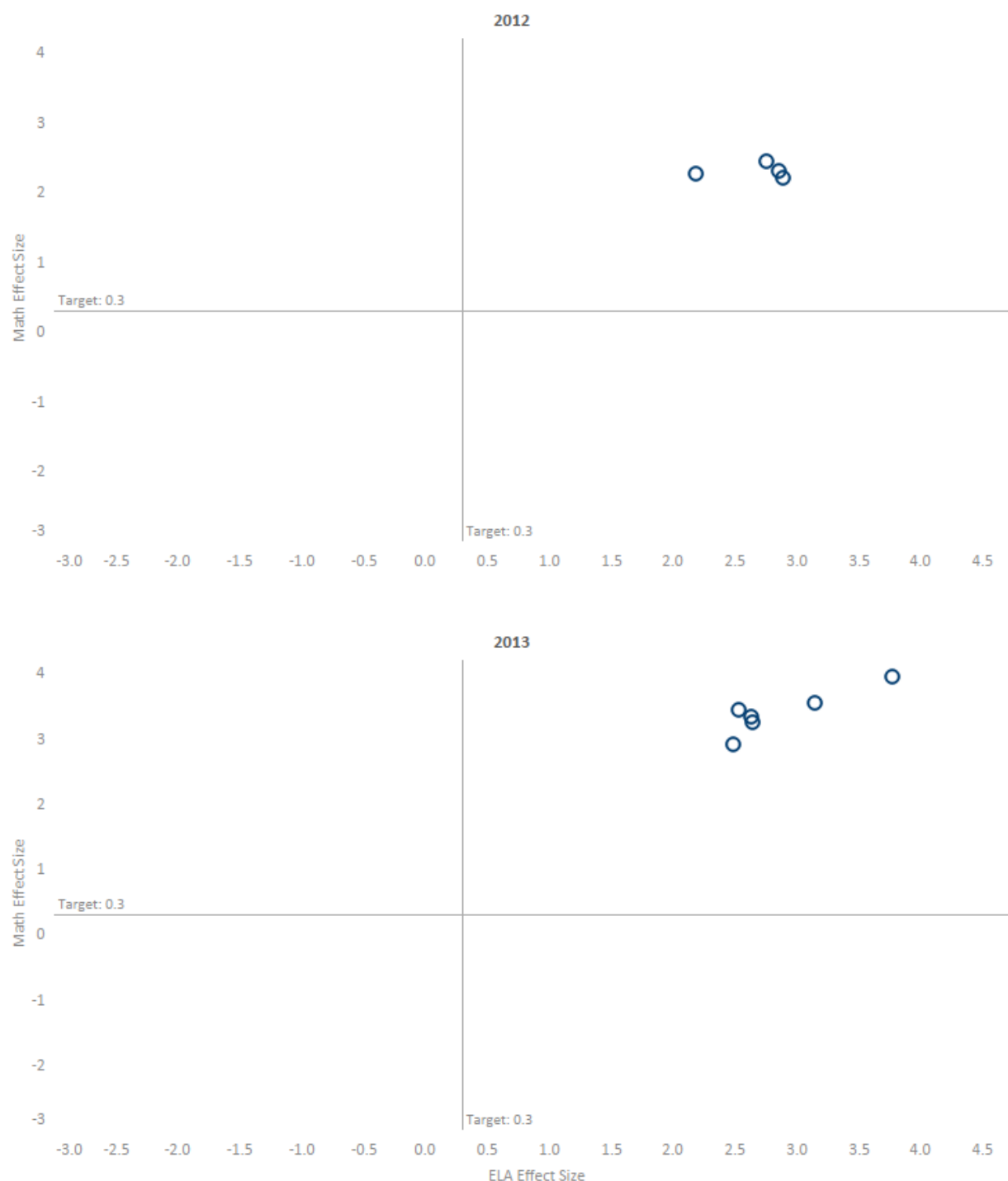
**All** of Success Academy's charter schools enrolling students in any of the state's testing grades posted scores in the **top 10%** of all schools statewide in **ELA**.

100%  
90%  
80%  
70%  
60%  
50%  
40%  
30%  
20%  
10%  
0%

**All** of Success Academy's charter schools enrolling students in any of the state's testing grades posted scores in the **top 2%** of all schools statewide in **mathematics**.

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

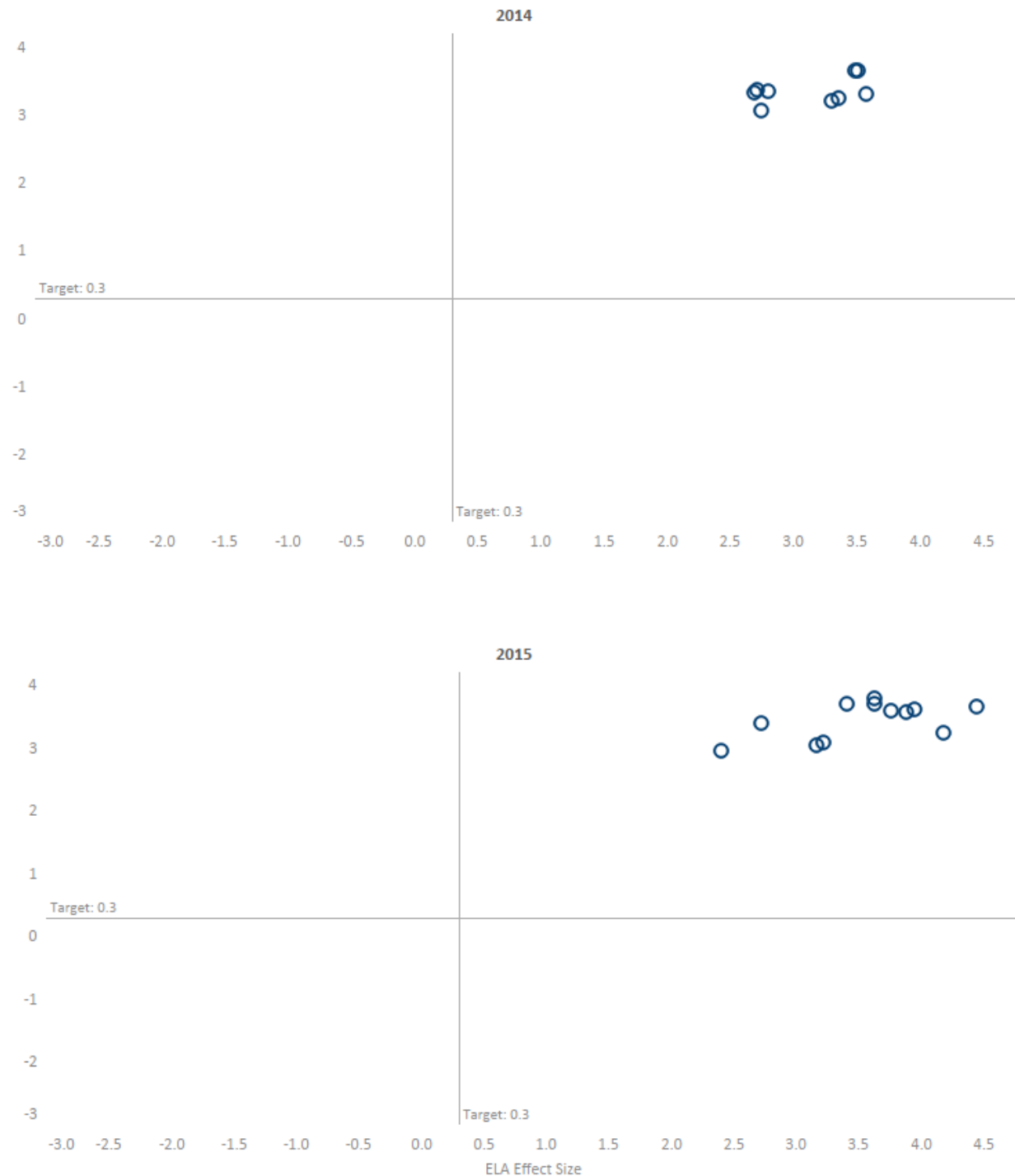
### ELA and Math Effect Size Scatter Plots: 2011-12 and 2012-13



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

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

### ELA and Math Effect Size Scatter Plots: 2013-14 and 2014-15

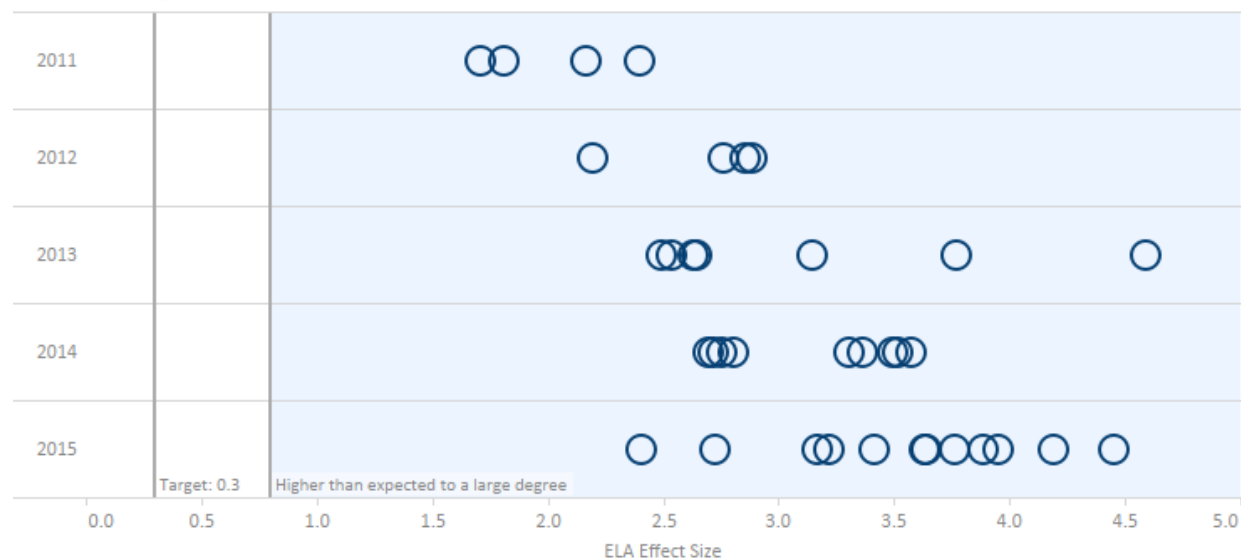


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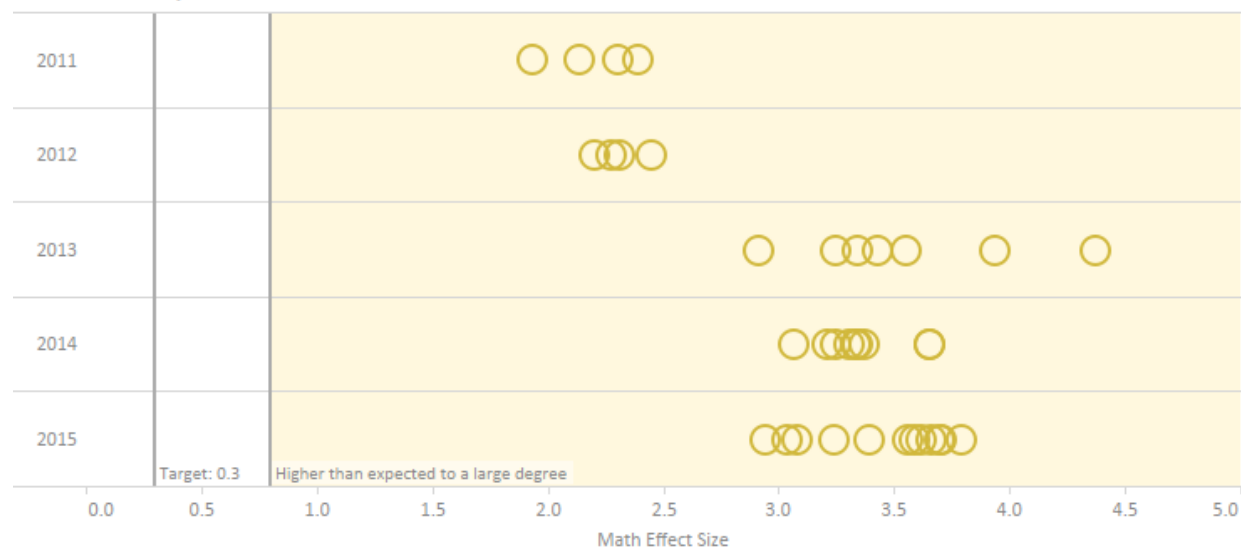
## APPENDIX E: EDUCATION CORPORATION OVERVIEW

ELA and Math Effect Size Dot Plots: 2010-11 through 2014-15

ELA Effect Size by Year and School



Math Effect Size by Year and School

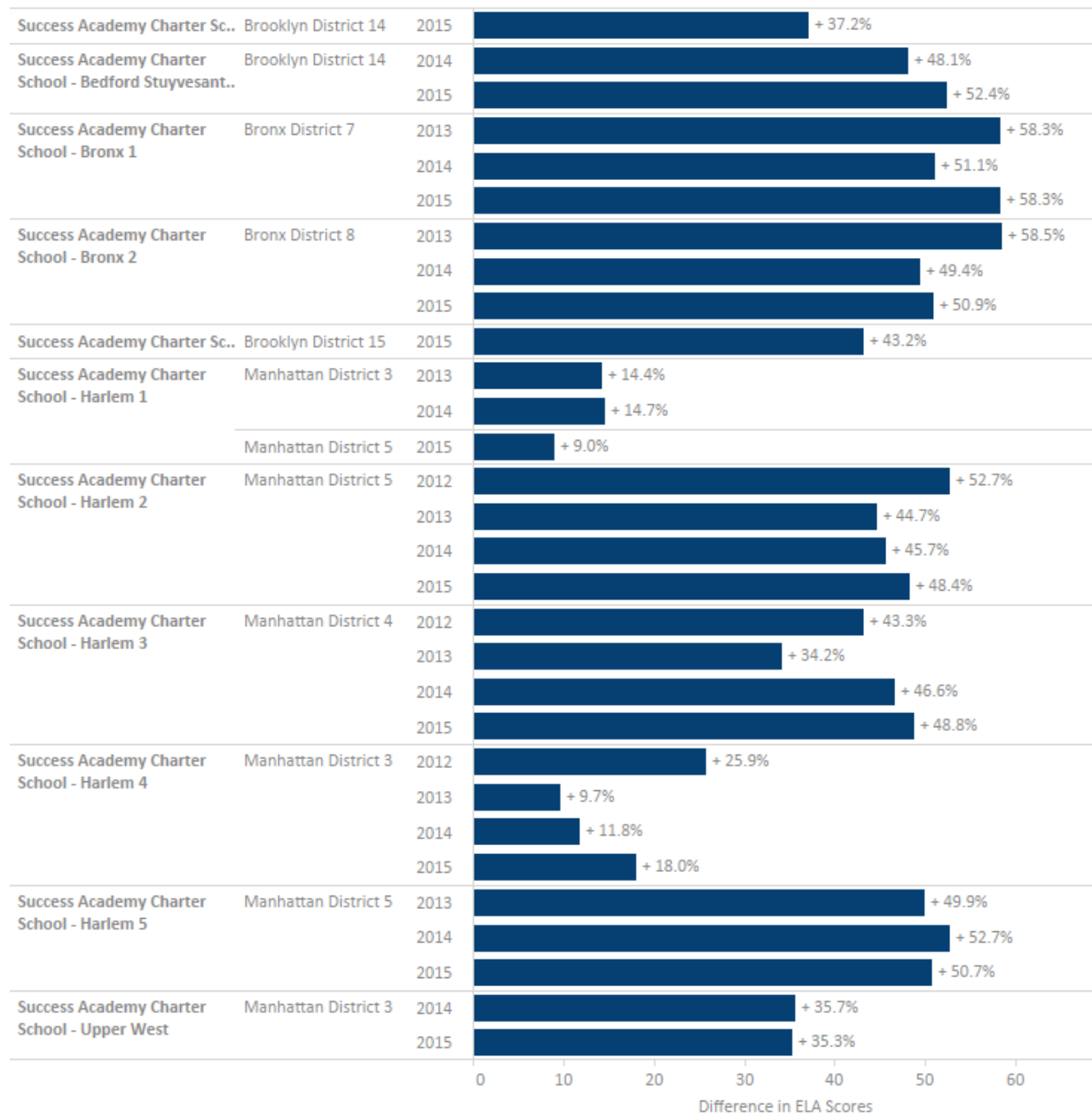


The charts illustrate the comparative Effect Size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher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

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

### Difference between schools and district scores: 2010-11 through 2014-15

#### Difference between ELA School and District Scores

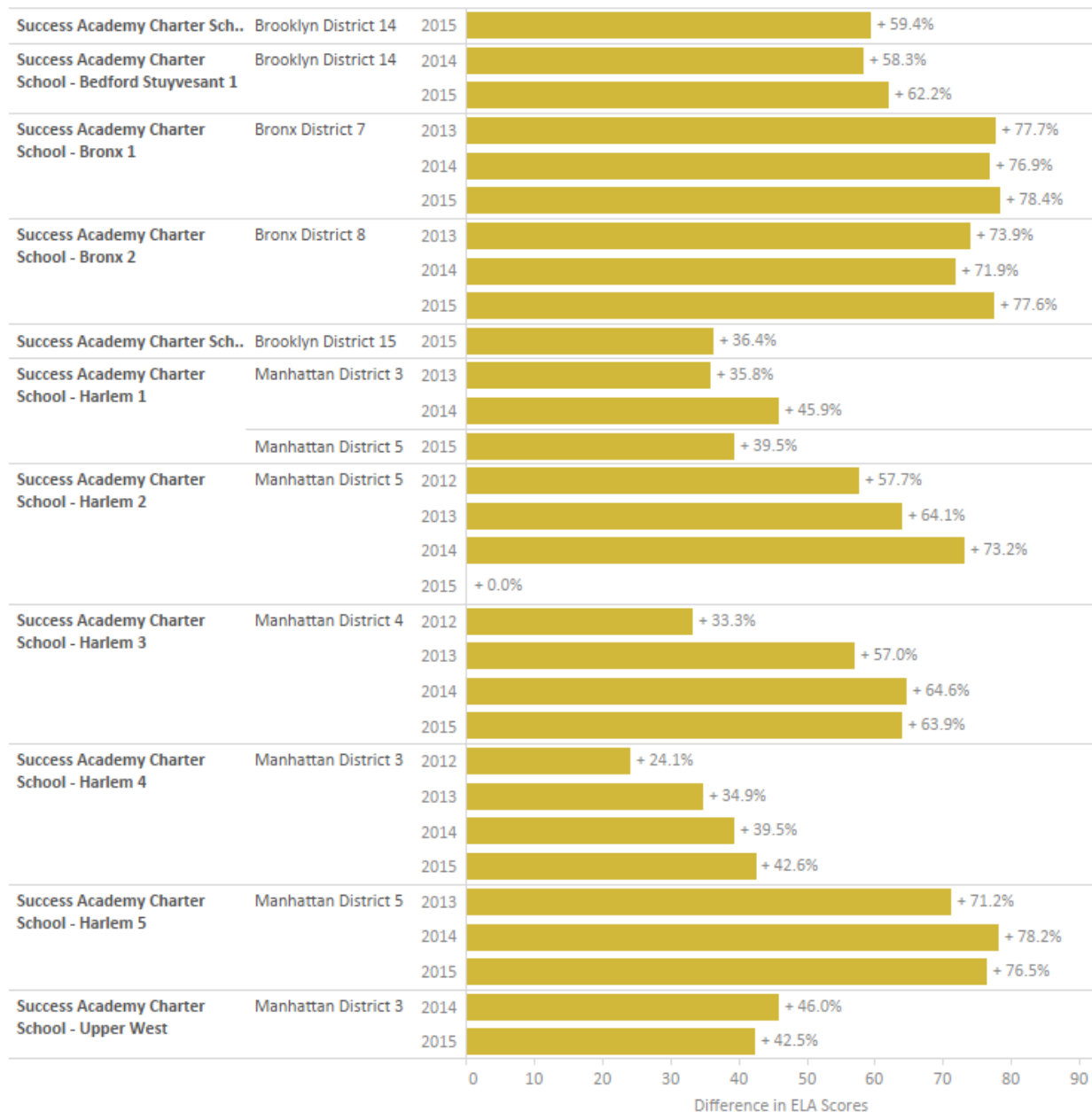


District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount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

## APPENDIX E: EDUCATION CORPORATION OVERVIEW

Difference between schools and district scores: 2010-11 through 2014-15

Difference between Math School and District Scores



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

# Appendix F

## Education Corporation Fiscal Dashboard

# APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD



## Success Academy Charter Schools - NYC (Merged)

### SCHOOL INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

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

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

Property, Building and Equipment, net

Other Assets

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

##### Liabilities and Net Assets

##### Current Liabilities

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

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

L-T Debt and Notes Payable, net current maturities

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

##### Net Assets

Unrestricted  
Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

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

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

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

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

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

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

##### Change in Net Assets

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

Prior Year Adjustment(s)

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

		MERGED	MERGED	MERGED
	2010-11	2011-12	2012-13	2013-14
	-	-	4,983,066	5,630,445
	-	-	1,860,018	2,921,408
	-	-	-	-
	-	-	1,710,515	2,823,903
	-	-	-	-
	-	-	8,553,599	11,375,756
	-	-	3,985,758	10,153,572
	-	-	11,522,347	3,234,700
	-	-	24,061,704	24,764,028

	-	-	308,817	480,918
	-	-	-	601,603
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	2,153,385	2,915,862
	-	-	2,462,202	3,998,383
	-	-	1,450,000	2,700,000
	-	-	3,912,202	6,698,383

	-	-	20,149,502	17,405,645
	-	-	-	660,000
	-	-	20,149,502	18,065,645
	-	-	24,061,704	24,764,028

	-	-	41,017,028	55,929,750
	-	-	-	4,375,139

	-	-	314,515	-
	-	-	3,308,294	1,889,190
	-	-	-	2,086,502
	-	-	-	-
	-	-	-	-
	-	-	44,639,837	64,280,581

	-	-	30,095,202	47,634,229
	-	-	7,447,352	6,495,579
	-	-	-	-
	-	-	-	-
	-	-	37,542,554	54,129,808
	-	-	8,442,962	13,199,157
	-	-	-	-
	-	-	45,985,516	67,328,965

	-	-	(1,345,679)	(3,048,384)
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	-	-	270,652	1,137,910
	-	-	-	-
	-	-	51,690	36,927
	-	-	-	-
	-	-	322,342	1,174,837

	-	-	44,962,179	64,795,418
	-	-	-	660,000
	-	-	44,962,179	65,455,418

	-	-	(1,023,337)	(1,873,547)
	-	-	21,172,839	20,149,500
	-	-	-	-
	-	-	20,149,502	18,275,953



# APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD



## 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	-
<b>Total Salaries and Staff</b>	-	-	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
<b>Total Expenses</b>	-	-	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: New York City

#### Per Pupil Funding (Weighted Avg of All Districts)

	2010-11	2011-12	2012-13	2013-14	2014-15
Per Pupil Funding	-	-	13,527	13,527	13,777
Increase over prior year	0.0%	0.0%	100.0%	0.0%	1.8%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	-	13,034	10,099	16,280
Other Revenue and Support	-	-	94	185	293
<b>TOTAL - GRAPH 3</b>	-	-	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
<b>TOTAL - GRAPH 3</b>	-	-	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

Student to Faculty Ratio	-	-	-	-	-
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#### Faculty to Admin 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

Average -  
5 Yrs.  
OR Charter  
Term

13,138  
191  
13,328

11,600  
1,922  
13,523  
84.9%  
15.1%  
-1.4%

-

2.0  
Fiscally Strong

6,605,271  
9.8%  
2.6  
MEDIUM  
Good

2.0  
MEDIUM  
Good

0.3  
LOW  
Excellent

0.9  
HIGH  
Poor

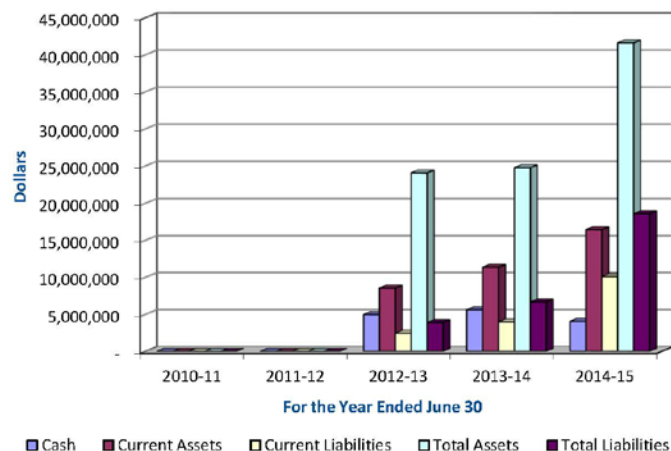
# APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD



## Success Academy Charter Schools - NYC (Merged)

GRAPH 1

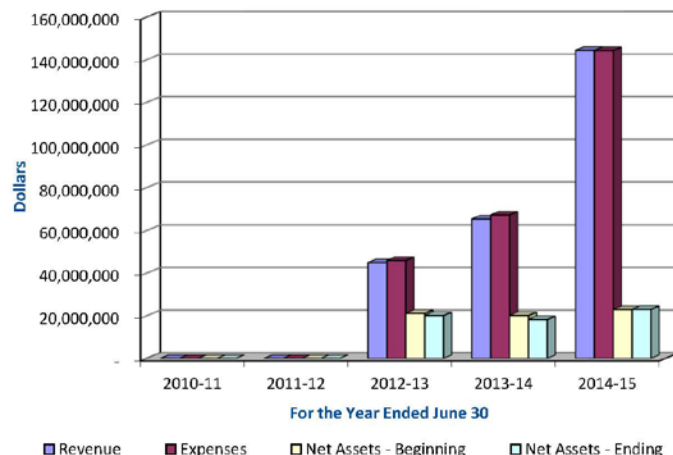
Cash, Assets and Liabilities



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

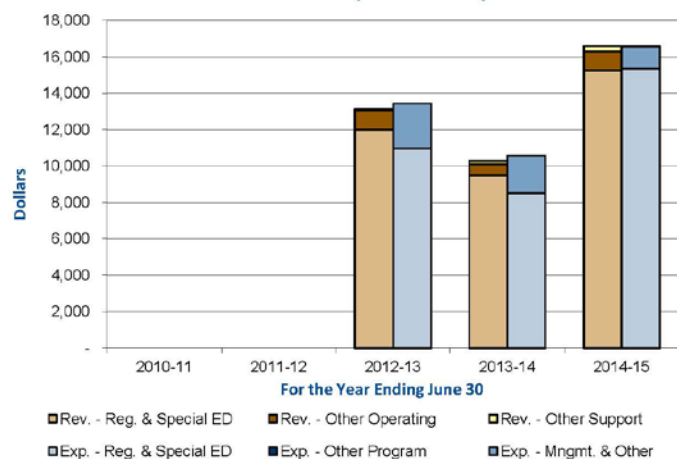
Revenue, Expenses and Net Assets



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 3

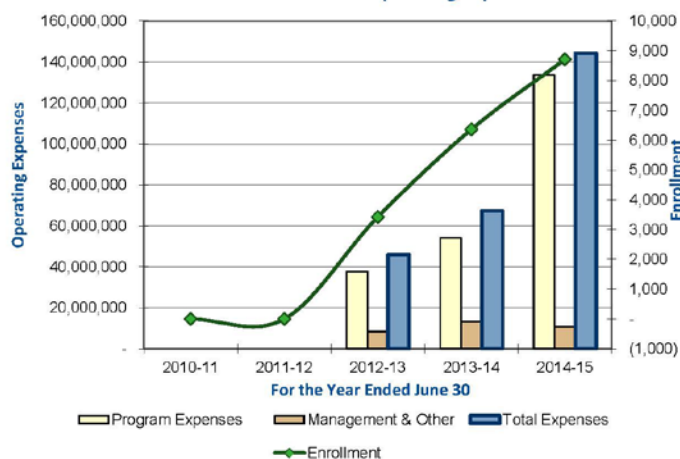
Revenue & Expenses Per Pupil



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.

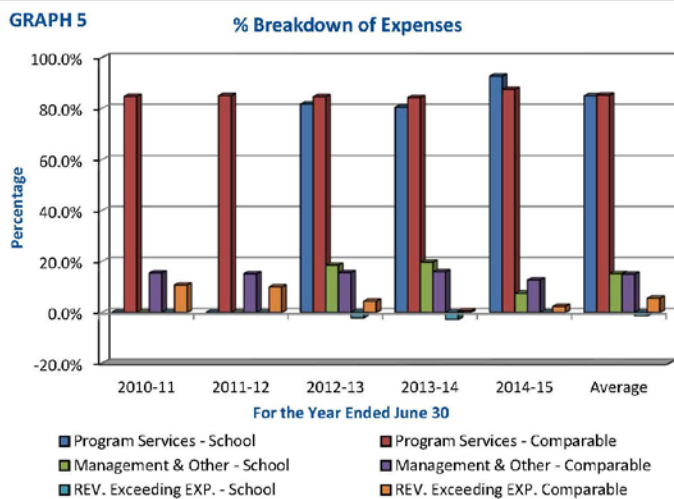
# APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD



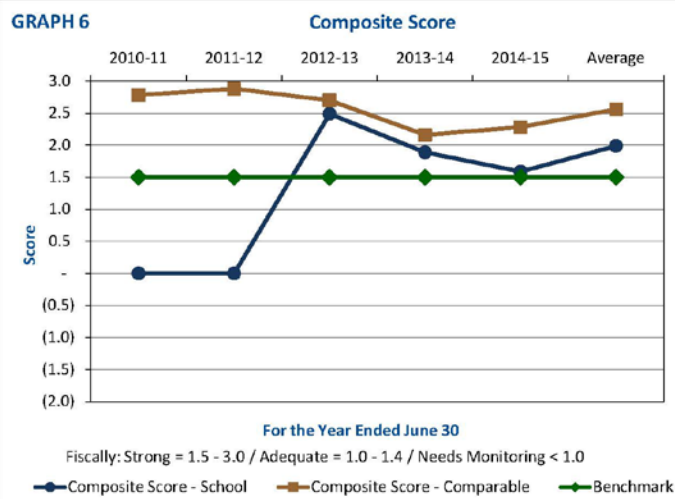
## Success Academy Charter Schools - NYC (Merged)

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

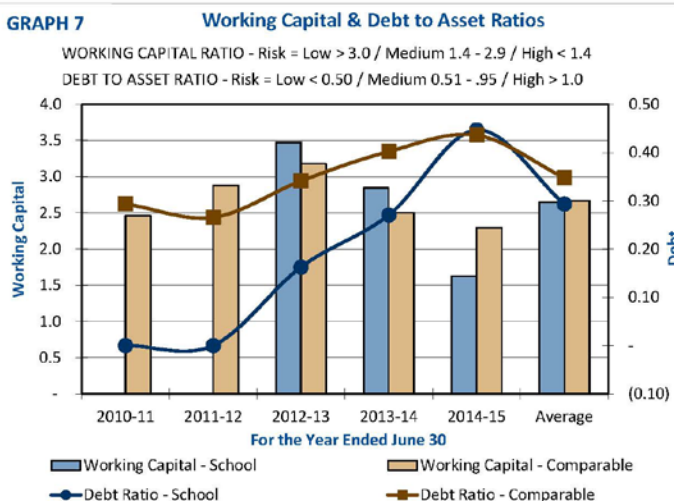
\* Average = Average - 5 Yrs. OR Charter Term



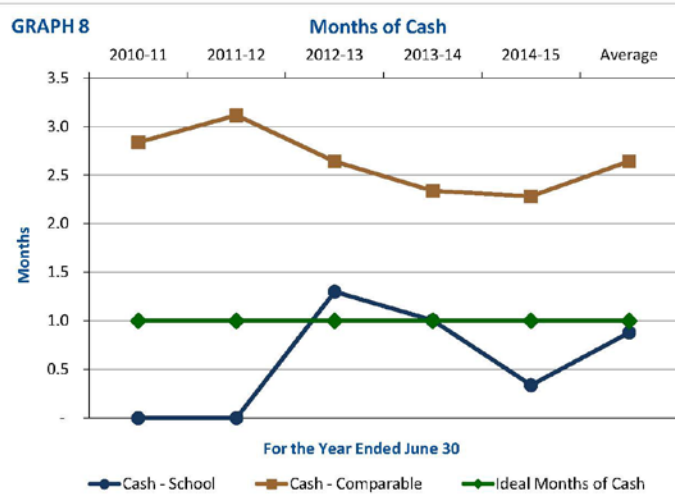
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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