

# I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 29, 2014  
Updated Thursday, July 31, 2014

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## Page 1

### 1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

310500860979 HARLEM SUCCESS ACAD CS 5

### 2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 5

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
301 W. 140th St., 3rd Floor New York, NY 10030	646-380-2590	646-380-2580	SAH5.MainOffice@saschools.org

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Kurt Wilhelm
Title	Associate Director of Operations
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

www.successacademies.org

### 6. DATE OF INITIAL CHARTER

2010-02-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2010-08-01 00:00:00

### 8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

## 9. GRADES SERVED IN SCHOOL YEAR 2013-14

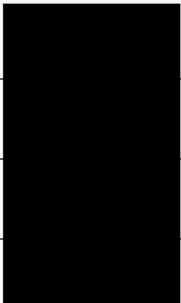
Check all that apply

• K
• 1
• 2
• 3

## 10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
Yes	Success Academy Charter Schools

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Eva Moskowitz			info@successacademies.org	Yes
CFO (e.g., network CFO)	Dennis McIntosh			info@successacademies.org	Yes
Compliance Contact	Emily Kim			emily.kim@successacademies.org	Yes
Complaint Contact	Emily Kim			emily.kim@successacademies.org	Yes

## 11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	301 W. 140th St., 3rd Floor New York, NY 10030	646-380-2580	CSD 5	K-3	Yes	DOE space
Site 2	461 W. 131st St. New York, NY 10027	646-569-5900	CSD 5	4-5	No	DOE space

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Khari Shabazz			SAH5.MainOffice@saschools.org
Operational Leader	Kia Higgins			SAH5.MainOffice@saschools.org

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Lisa Sun			SAHNC.MainOffice@saschools.org

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

### 15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Other	An amendment to merge the school, operated by Success Academy NYC, with Success Academy Bronx 1, Success Academy Bronx 2, Success Academy Upper West, Success Academy Bed-Stuy 1, Success Academy Bed-Stuy 2, Success Academy Cobble Hill, and Success Academy Williamsburg, with Success Academy NYC as sole successor, was finalized. The merger became effective on July 1, 2014.	09/2013	02/2014
2	Change in admissions/enrollment policy	An amendment was made to the school's admissions policy pursuant to U.S. Department of Education guidance to remove the school's lottery preference for English Language Learners.	06/2013	09/2013

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

KS

Signature, President of the Board of Trustees

SC

Thank you.

# Appendix A: Link to the New York State School Report Card

Created Thursday, July 31, 2014

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## Page 1

Charter School Name: 310500860979 HARLEM SUCCESS ACAD CS 5

### 1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<https://reportcards.nysed.gov/files/2011-12/RC-2012-310500860979.pdf>



**Success Academy Charter  
School – Harlem 5**

**2013-14 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Brett Wagoner

301 West 140<sup>th</sup> St., Floor 3  
New York, NY 10030  
(646) 380-2580

Brett Wagoner, Data Reporting Associate, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Sam Cole	Chair
Bryan Binder	Vice Chair
Scott Friedman	Treasurer
Greg Sawers	Secretary
Cate Shainker	
Jay Bryant	
Sam Chainani	
Donna Kennedy	
Lance Rosen	
Derrell Bradford	
Khadijah Patrick-Pickel	<i>Ex-officio</i> Parent Representative

**Khari Shabazz (K-3) and Lauren Jonas (4-5) served as the school leaders in 2013-14.**



## INTRODUCTION

The mission of Success Academy Charter School – Harlem 5 (“SA Harlem 5”) 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.

### School Enrollment by Grade Level and School Year<sup>1</sup>

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	84	104												188
2011-12	57	85	107											249
2012-13	79	77	91	86										333
2013-14	86	86	87	92	73									424

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<sup>1</sup> Enrollment numbers are current as of March 31, 2014. Per instruction from SUNY, enrollment numbers reflect originating charters.

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

Students will demonstrate proficiency in reading, writing, and comprehending the English language

### **Background**

Believing that all students can succeed, SA Harlem 5 goes above and beyond Common Core standards. SA Harlem 5 uses THINK Literacy, a comprehensive balanced literacy program, in all grades. THINK Literacy was developed in-house by the Instructional Management team at Success Academy Charter Schools, the charter management organization. There are many components of THINK, including Shared Text, Guided Reading, Read Aloud with Discussion, Reading Workshop, and Writing Workshop. During Shared Text, the teacher displays a text and the whole class reads and analyzes it together, giving students practice interpreting brief, engaging texts. During Guided Reading, the teacher works with a small group of students to read and comprehend a book that is one level above what they can read and understand independently. During Read Aloud with Discussion, the teacher models the internal thinking that excellent readers exhibit, and students discuss their ideas about the book with their classmates. During Reading Workshop and Writing Workshop, students internalize key aspects of great reading and writing, through direct instruction, independent work, and partner work. All THINK components press students to read, write, think, and speak with clarity and precision.

In kindergarten and first grade, students also receive extensive phonics instruction. This early literacy curriculum is modeled on an enhanced version of Success For All (SFA), which has a proven track record in urban schools and has been implemented in 1,300 schools around the United States.

Students are assessed in reading regularly. They progress to the next instructional reading level when ready. Thus, children are assigned to appropriate reading levels based on reading performance, not age or grade.

SA Harlem 5 enforces specific protocols for how it collects, distributes, and analyzes data. These protocols work to help teachers and school leaders freely access information in real-time. In a fast-paced and constantly changing school environment, having ready access to academic data empowers the staff to better decide how to expend time and resources so as to maximize student achievement.

SA Harlem 5 views its teachers as Olympic athletes who must constantly train and improve their skills. Professional development is a regular part of their professional responsibilities as it develops skills, provides content area knowledge, and improves pedagogical techniques so that the teachers are prepared to “win the race” that is educating children. Further information is available in the school’s charter.

### **Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will

perform at proficiency on the New York State English language arts examination for grades 3-8.

This measure assumes that the general format and structure of the State ELA exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.

## Method

The school administered the New York State Testing Program English language arts assessment to students in third through fourth grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2013-14 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	92	0	0	0	92
4	73	0	0	0	73
5					
6					
7					
8					
All	165	0	0	0	165

## Results

Based on third and fourth grade scores from 2013-14, SA Harlem 5 did not meet the 75 percent proficient rate goal for English language arts. However, as noted below, this is due to significant changes to the exam.

**Performance on 2013-14 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students	Enrolled in at least their Second Year
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<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

	Percent	Number Tested	Percent	Number Tested
3	64.13	92	64.13	92
4	72.60	73	72.60	73
5				
6				
7				
8				
All	68.36	165	68.36	165

## Evaluation

Schools across New York State experienced significantly lower scores on state exams in 2012-13 and 2013-14 due to the shift to assessments that measure the Common Core Learning Standards. These lower scores were anticipated by the New York State Department of Education as the new examination was expected to “effectively create a new baseline measurement of student learning.”<sup>3</sup>

Despite the lower pass rates, SA Harlem 5 ranks in the top 3% of elementary schools statewide (by overall proficiency rate) and has outperformed other schools in its district in the 2013-14 school year by a wide margin.

## Additional Evidence

As noted above, the New York State English language arts examination increased in difficulty in 2012-13 and 2013-14. SA Harlem 5 ranks in the top 3% of elementary schools statewide.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			60.0%	85	64.13 %	92
4					72.60 %	73
5						
6						
7						
8						
All			60.0%	85	68.36 %	165

<sup>3</sup> See, e.g., *Memo from Commissioner King: Use of State Test Scores in Teacher and Principal Evaluations*, dated Aug. 2, 2013, available at <http://usny.nysed.gov/docs/memo-scores-release.pdf> (last visited Sept. 4, 2013).

**Goal 1: Absolute Measure**

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>4</sup>

**Results**

For 2013-14, SA Harlem 5 achieved a PLI of 164. This is substantially greater than the target AMO of 89 (by 75 points).

**English Language Arts 2013-14 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	4	28	54	14

$$\begin{array}{rccccccccc} \text{PI} & = & 28 & + & 54 & + & 14 & = & 96 \\ & & & & 54 & + & 14 & = & 68 \\ & & & & & & \text{PLI} & = & 164 \end{array}$$

**Evaluation**

SA Harlem 5 met this goal by achieving a PLI of 164. This is significantly greater than the AMO of 89.

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

A school compares tested students enrolled in at least their second year to all tested

<sup>4</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>5</sup>

## Results

SA Harlem 5 achieved an overall proficiency rate of 68.36%, approximately 53 percentage points higher than District 3's proficiency rate of 15%.

### 2013-14 State English Language Arts Exam SA Harlem 5 and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	SA Harlem 5 Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	64.13%	92	14%	932
4	72.60%	73	16%	899
5				
6				
7				
8				
All	68.36%	165	<b>15%</b>	1831

## Evaluation

SA Harlem 5 met this goal with a proficiency rate that exceeded the local district's proficiency rate of 15% by approximately 53 percentage points. SA Harlem 5 outperformed the local district in all grade levels.

## Additional Evidence

SA Harlem 5 significantly outperformed its local district in the 2012-13 and 2013-14 school years.

### English Language Arts Performance of SA Harlem 5 and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	SA Harlem 5	Local District	SA Harlem 5	Local District	SA Harlem 5	Local District
3			60.0%	13.4%	64.13%	14%
4					72.60%	16%
5						
6						

<sup>5</sup> Schools can acquire this data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

7						
8						
All			60.0%	13.4%	68.36%	<b>15%</b>

### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>6</sup>

### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

### Results

According to the Comparative Performance Report, SA Harlem 5 had a "higher than expected to a large degree" effect on student achievement; the school demonstrated an effect size of 3.13.

### 2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	80.0	80	63.8	21.8	42.0	3.13
4						
5						
6						
7						
8						

<sup>6</sup> The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

All	80.0	80	63.8	21.8	42.0	3.13
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<b>School's Overall Comparative Performance:</b>
Higher than expected to a large degree

## Evaluation

SA Harlem 5 met this goal with an effect size of 3.13. This far exceeds the target value of 0.3, and was determined to be “higher than expected to a large degree.”

## Additional Evidence

The 2012-13 academic year was the first for which SA Harlem 5 has comparative performance data. The school believes that it will demonstrate consistently high effect sizes in the years to come.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12						
2012-13	3	80	80	63.8	21.8	3.13

### Goal 1: Growth Measure<sup>7</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

## Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>8</sup>

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>8</sup> Schools can acquire this data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).



## Results

SA Harlem 5 did not serve testing grades in 2011-12. As such, no 2012-13 Mean Growth percentile is available.

### Summary of the English Language Arts Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.  This measure assumes that the general format and structure of the State ELA exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

## Action Plan

In order to continue improving in English language arts, SA Harlem 5 will make the following improvements to its literacy program:

- More effectively use shared text to enhance student discussions around literature that are truly student-driven and less directed by the teacher.
- Provide students with more opportunities to respond to literature in writing.
- Promote genre variety in the classroom by giving students short excerpts of non-fiction, realistic fiction, folktales, interviews, plays, pamphlets, advertisements, etc.
- Help students identify the main idea of what they read in order to better understand author's purpose and connect details to a cohesive narrative.
- Deepen class discussions around literature to transcend the literal and have students infer character traits, feelings and other aspects of literature not explicitly written.

## MATHEMATICS

**Goal 2: Mathematics**

Students will show competency in their understanding and application of mathematical computation and problem solving.

**Background**

SA Harlem 5 uses Cognitively Guided Instruction (CGI) and the Investigations math program. Some of its key elements are described below:

- **Problem Solving** – CGI offers students a chance to solve real world, contextualized mathematical problems using conceptual understanding. Students learn the basics of problem solving strategies by solving daily word problems that require critical thinking and both written and verbal expression of mathematical reasoning. Students work individually to solve a problem and then share their strategies with their peers. The teacher leads a discussion based on student strategies that leads to understanding of mathematical properties.
- **Assessment** – SA Harlem 5 administers Math Interim Assessments and weekly quizzes to determine the progress of students with respect to the Common Core standards. Teachers use the data to inform future instruction.
- **Common Core State Standard Alignment** – SA Harlem 5 has mapped the scope and sequence of CGI and the Investigations math program to closely align with the Common Core. This scope and sequence closely follows the state and national requirements of what students should know and be able to do at each administration of the state math assessments. By aligning closely with the Common Core and assessments, teachers will have a much better sense of where their students stand in SA Harlem 5's goal of preparing all students for college-track level mathematics in middle and high school.
- **Conceptual Understanding** – Investigations math places an emphasis on open-ended exploration and interactive learning components to each lesson to let students make sense of mathematics by building on ideas and observations from previous experiences. By learning mathematical ideas and procedures that is grounded in meaning, students are able to apply their thinking to new situations and unfamiliar problems. CGI uses daily world problems to give students meaning, understanding, and application to the math they learn.
- **Computational Fluency** – SA Harlem 5 also provides students with regular math facts practice because it recognizes the importance of computational fluency. Math facts quizzes emphasize both accuracy and speed.

**Goal 2: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

This measure assumes that the general format and structure of the State mathematics exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.

## Method

The school administered the New York State Testing Program mathematics assessment to students in third through fourth grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2013-14 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>9</sup>			Total Enrolled
		IEP	ELL	Absent	
3	92	0	0	0	92
4	73	0	0	0	73
5					
6					
7					
8					
All	165	0	0	0	165

## Results

Based on scores from 2013-14, SA Harlem 5 exceeded the absolute measure goal for math.

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<sup>9</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2013-14 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	96.73%	92	96.73%	92
4	94.52%	73	94.52%	73
5				
6				
7				
8				
All	95.63%	165	95.63%	165

**Evaluation**

SA Harlem 5 met the absolute measure goal in 2013-14 for mathematics. All grades achieved high proficiency rates.

**Additional Evidence**

SA Harlem 5 exceeded this absolute measure goal for math by a wide margin with an overall proficiency rate of 95.63% (for students enrolled in at least their second year). As it continues to improve its math program, SA Harlem 5 expects to continue to perform well in the future.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			83.5%	85	96.73 %	92
4					94.52 %	73
5						
6						
7						
8						
All			83.5%	85	95.63 %	165

**Goal 2: Absolute Measure**

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>10</sup>

**Results**

SA Harlem 5 scored a PLI of 196 for Mathematics in 2013-14, which is substantially greater than the target AMO of 86.

**Mathematics 2013-14 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0	4	26	70

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 4 & + & 26 & + & 70 & = & 100 \\
 & & & & 26 & + & 70 & = & \underline{96} \\
 & & & & & & \text{PLI} & = & 196
 \end{array}$$

**Evaluation**

SA Harlem 5 met this goal by achieving a PL of 196, substantially exceeding the target AMO of 86.

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

<sup>10</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>11</sup>

## Results

SA Harlem 5 achieved an overall proficiency rate of 95.63%, which was substantially greater than District 5's proficiency rate of 17.5%.

### 2013-14 State Mathematics Exam SA Harlem 5 and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	SA Harlem 5 Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	96.73%	92	17%	939
4	94.52%	73	18%	915
5				
6				
7				
8				
All	95.63%	165	<b>17.5%</b>	1854

## Evaluation

SA Harlem 5 met this goal by achieving a proficiency rate of 95.63%. This exceeds the local district's pass rate by approximately 78 percentage points. SA Harlem 5 significantly outperformed the local district in all grade levels.

## Additional Evidence

SA Harlem 5 significantly outperformed its local district in the 2012-13 and 2013-14 school years.

### Mathematics Performance of SA Harlem 5 and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	SA Harlem 5	Local District	SA Harlem 5	Local District	SA Harlem 5	Local District

<sup>11</sup> Schools can acquire this data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

3			83.5%	16.1%	96.73%	17%
4					94.52%	18%
5						
6						
7						
8						
All			83.5%	16.1%	95.63%	<b>17.5%</b>

## Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>12</sup>

## Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

## Results

According to the Comparative Performance Report, SA Harlem 5 had a "higher than expected to a large degree" effect on student achievement: the school demonstrated an effect size of 3.55.

### **2012-13 Mathematics Comparative Performance by Grade Level**

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	80.0	80	87.5	25.2	62.3	3.55
4						

<sup>12</sup> The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

5						
6						
7						
8						
All	80.0	80	87.5	25.2	62.3	3.55

<b>School's Overall Comparative Performance:</b>						
Higher than expected to a large degree						

## Evaluation

SA Harlem 5 met this goal with an effect size of 3.55. This is significantly higher than the target value of 0.3.

## Additional Evidence

The 2012-13 academic year was the first for which SA Harlem 5 has comparative performance data. The school believes that it will demonstrate consistently high effect sizes in the years to come.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12						
2012-13	3	80	80	87.5	25.2	3.55

### Goal 2: Growth Measure<sup>13</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

## Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

<sup>13</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.



Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>14</sup>

## Results

SA Harlem 5 did not serve testing grades in 2011-12. As such, no 2012-13 Mean Growth percentile is available.

### Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.  This measure assumes that the general format and structure of the State math exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

## Action Plan

Despite impressive state math test results, SA Harlem 5 is looking to make the following improvements to the math program:

- More effectively guide students to move away from invented strategies for solving problems, which can sometimes be laborious, towards more efficient strategies that improve accuracy
- Improve the pacing calendar for math instruction so that teachers have time to teach oft-overlooked skills like fractions

<sup>14</sup> Schools can acquire this data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## SCIENCE

### **Goal 3: Science**

Students will understand and apply scientific principles at a proficient level.

#### **Background**

The school's curriculum is unique in its attention to science, including unprecedented daily instruction. The school uses a discovery-based, experiential approach to science, guided by the most influential authorities on elementary science education today, the American Association for the Advancement of Science Benchmarks and the National Resource Council National Science Education Standards. Taught by specialized science teachers, students have hands-on experience with objects, materials, and organisms to understand the natural world. The curriculum provides students with a solid foundation in discovery-based science to ensure that they can excel in middle and high school science classes.

### **Goal 3: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

This measure assumes that the general format and structure of the State science exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.

#### **Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

#### **Results**

SA Harlem 5 achieved an overall proficiency rate of 100%.

#### **SA Harlem 5 Performance on 2013-14 State Science Exam By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	SA Harlem 5 Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	73	--	--

Grade	Percent of Students at Proficiency			
	SA Harlem 5 Students In At Least 2 <sup>nd</sup> Year		All District Students	
8				

### Evaluation

SA Harlem 5 met this goal by achieving a proficiency rate above 75%. Overall, the school demonstrated extremely high performance.

### Additional Evidence

One hundred percent of SA Harlem 5 students passed the New York State science test in 2013-14.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4					100%	73
8						
All					100%	73

### Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

### Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

### Results

SA Harlem 5 demonstrated an overall proficiency rate of 100%. Proficiency rates for District 5's 2013-14 New York State Testing Program Science Exam will not be available until spring 2015.

### 2013-14 State Science Exam

### SA Harlem 5 and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	SA Harlem 5 Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	73		
8				

#### Evaluation

Not yet available.

#### Additional Evidence

Not yet available.

### Science Performance of SA Harlem 5 and Local District by Grade Level and School Year

Grade	Percent of SA Harlem 5 Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	SA Harlem 5	Local District	SA Harlem 5	Local District	SA Harlem 5	Local District
4					100%	
8						
All					100%	

#### Summary of the Science Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.  This measure assumes that the general format and structure of the State science exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

## **Action Plan**

SA Harlem 5 will continue offering discovery-based science to all students five days a week. Results from state science tests show that SA Harlem 5's focus on science is paying considerable dividends.

## **NCLB**

### **Goal 4: NCLB**

The school will make Adequate Yearly Progress.

### **Goal 4: Absolute Measure**

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

## **Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

## **Results**

SA Harlem 5 achieved a status of "Good Standing" in 2013-14.

## **Evaluation**

SA Harlem 5 achieved its goal of attaining a status of "Good Standing" according to NCLB.

## **Additional Evidence**

In 2012-13 and 2013-14, SA Harlem 5 has maintained its "Good Standing." The school expects to maintain this status in the years to come.

### **NCLB Status by Year**

Year	Status
2011-12	N/A
2012-13	Good Standing
2013-14	Good Standing

# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Friday, August 01, 2014

## Page 1

Charter School Name: 310500860979 HARLEM SUCCESS ACAD CS 5

### B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child   Line 1: Total Expenditures	4337973
1. Total Expenditures Per Child   Line 2: BEDS Day Pupil Count	358
1. Total Expenditures Per Child   Line 3: Divide Line 1 by Line 2	12117

#### 2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 1: Relevant Personnel Services Cost (Row)	103685
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 2: Management and General Cost (Column)	609920
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 3: Sum of Line 1 and Line 2	713606
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 4: BEDS Day Pupil Count	358
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 5: Divide Line 3 by the BEDS Day Pupil Count	1993

Thank you.



**Budget and Quarterly Report Template**  
*for SUNY Authorized Charter Schools*

Success Academy - Harlem 5

Contact Name: Scott Sobelman  
Contact Email: Scott.Sobelman@successacademies.org  
Contact Phone: 646.287.2905

Prior Year: 2013-14  
Current Year: 2014-15



**Success Academy - Harlem 5**  
**Budget / Operating Plan**  
**2014-15**

Total Revenue	-	1,338,338	-	-	1,338,338	-	-	1,338,338	-	-	1,338,338	-	-
Total Expenses	-	1,344,478	-	-	1,344,478	-	-	1,344,478	-	-	1,344,478	-	-
Net Income	-	(6,138)	-	-	(6,138)	-	-	(6,138)	-	-	(6,138)	-	-
Actual Student Enrollment	-	944	-	-	944	-	-	944	-	-	944	-	-
Total Paid Student Enrollment	-	944	-	-	944	-	-	944	-	-	944	-	-
	Prior Year Actual 2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
<b>REVENUE</b> * If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue													
New York City	13,777												
School District 2 (Enter Name)	-	1,184,822	-	-	1,184,822	-	-	1,184,822	-	-	1,184,822	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777	1,184,822	-	-	1,184,822	-	-	1,184,822	-	-	1,184,822	-	-
Special Education Revenue		114,293	-	-	114,293	-	-	114,293	-	-	114,293	-	-
Grants													
Stimulus													
DYCD (Department of Youth and Community Development)													
Other													
TOTAL REVENUE FROM STATE SOURCES		1,299,115	-	-	1,299,115	-	-	1,299,115	-	-	1,299,115	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs		8,150	-	-	8,150	-	-	8,150	-	-	8,150	-	-
Title I		29,335	-	-	29,335	-	-	29,335	-	-	29,335	-	-
Title Funding - Other		1,739	-	-	1,739	-	-	1,739	-	-	1,739	-	-
School Food Service (Free Lunch)													
Grants													
Charter School Program (CSP) Planning & Implementation													
Other													
TOTAL REVENUE FROM FEDERAL SOURCES		39,224	-	-	39,224	-	-	39,224	-	-	39,224	-	-
<b>LOCAL AND OTHER REVENUE</b>													
Contributions and Donations													
Fundraising													
Estate Reimbursement													
Earnings on Investments													
Interest Income													
Food Service (Income from meals)													
Tuition													
OTHER													
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES													
<b>TOTAL REVENUE</b>		<b>1,338,338</b>			<b>1,338,338</b>			<b>1,338,338</b>			<b>1,338,338</b>		

C&B:  
This figure should be a blended rate of all districts under OTHER

**Success Academy - Harlem 5**  
**Budget / Operating Plan**  
**2014-15**

6	Total Revenue	-	1,338,538	-	-	1,338,538	-	-	1,338,538	-	-	1,338,538	-	-
7	Total Expenses	-	1,344,478	-	-	1,344,478	-	-	1,344,478	-	-	1,344,478	-	-
8	Net Income	-	(8,138)	-	-	(8,138)	-	-	(8,138)	-	-	(8,138)	-	-
9	Actual Student Enrollment	-	944	-	-	944	-	-	944	-	-	944	-	-
10	Total Paid Student Enrollment	-	944	-	-	944	-	-	944	-	-	944	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
14														
15	<b>EXPENSES</b>													
16	<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions												
17	Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Instructional Management	-	\$77,631.34	-	-	\$77,631.34	-	-	\$77,631.34	-	-	\$77,631.34	-	-
19	Deans, Directors & Coordinators	-	\$59,428.13	-	-	\$59,428.13	-	-	\$59,428.13	-	-	\$59,428.13	-	-
20	CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
21	Operation / Business Manager	-	\$31,587.52	-	-	\$31,587.52	-	-	\$31,587.52	-	-	\$31,587.52	-	-
22	Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
23	TOTAL ADMINISTRATIVE STAFF	-	179,891	-	-	179,891	-	-	179,891	-	-	179,891	-	-
24														
25	<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
26	Teachers - Regular	-	\$200,770.71	-	-	\$200,770.71	-	-	\$200,770.71	-	-	\$200,770.71	-	-
27	Teachers - SPED	-	82,718	-	-	82,718	-	-	82,718	-	-	82,718	-	-
28	Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
29	Teaching Assistants	-	80,308	-	-	80,308	-	-	80,308	-	-	80,308	-	-
30	Specialty Teachers	-	96,102	-	-	96,102	-	-	96,102	-	-	96,102	-	-
31	Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
32	Therapists & Counselors	-	21,416	-	-	21,416	-	-	21,416	-	-	21,416	-	-
33	Other	-	1,285	-	-	1,285	-	-	1,285	-	-	1,285	-	-
34	TOTAL INSTRUCTIONAL	-	482,599	-	-	482,599	-	-	482,599	-	-	482,599	-	-
35														
36	<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
37	Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
38	Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
39	Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
40	Security	-	-	-	-	-	-	-	-	-	-	-	-	-
41	Other	-	-	-	-	-	-	-	-	-	-	-	-	-
42	TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
43														
44	<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	662,490	-	-	662,490	-	-	662,490	-	-	662,490	-	-
45														
46	<b>PAYROLL TAXES AND BENEFITS</b>													
47	Payroll Taxes	-	\$74,383.21	-	-	\$74,383.21	-	-	\$74,383.21	-	-	\$74,383.21	-	-
48	Fringe / Employee Benefits	-	\$74,775.75	-	-	\$74,775.75	-	-	\$74,775.75	-	-	\$74,775.75	-	-
49	Retirement / Pension	-	\$13,249.80	-	-	\$13,249.80	-	-	\$13,249.80	-	-	\$13,249.80	-	-
50	TOTAL PAYROLL TAXES AND BENEFITS	-	162,409	-	-	162,409	-	-	162,409	-	-	162,409	-	-
51														
52	<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	824,899	-	-	824,899	-	-	824,899	-	-	824,899	-	-
53														
54	<b>CONTRACTED SERVICES</b>													
55	Accounting / Audit	-	\$241.94	-	-	\$241.94	-	-	\$241.94	-	-	\$241.94	-	-
56	Legal	-	\$487.89	-	-	\$487.89	-	-	\$487.89	-	-	\$487.89	-	-
57	Management Company Fee	-	\$177,723.30	-	-	\$177,723.30	-	-	\$177,723.30	-	-	\$177,723.30	-	-
58	Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
59	Food Service / School Lunch	-	\$0.00	-	-	\$0.00	-	-	\$0.00	-	-	\$0.00	-	-
60	Payroll Services	-	\$2,400.00	-	-	\$2,400.00	-	-	\$2,400.00	-	-	\$2,400.00	-	-
61	Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
62	Therment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
63	Other Purchased / Professional / Consulting	-	\$1,964.66	-	-	\$1,964.66	-	-	\$1,964.66	-	-	\$1,964.66	-	-
64	TOTAL CONTRACTED SERVICES	-	182,818	-	-	182,818	-	-	182,818	-	-	182,818	-	-
65														
66	<b>SCHOOL OPERATIONS</b>													
67	Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
68	Classroom / Teaching Supplies & Materials	-	\$26,398.78	-	-	\$26,398.78	-	-	\$26,398.78	-	-	\$26,398.78	-	-
69	Special Ed Supplies & Materials	-	\$3,944.65	-	-	\$3,944.65	-	-	\$3,944.65	-	-	\$3,944.65	-	-
70	Textbooks / Workbooks	-	\$16,782.73	-	-	\$16,782.73	-	-	\$16,782.73	-	-	\$16,782.73	-	-
71	Supplies & Materials other	-	\$0.00	-	-	\$0.00	-	-	\$0.00	-	-	\$0.00	-	-
72	Equipment / Furniture	-	\$0.00	-	-	\$0.00	-	-	\$0.00	-	-	\$0.00	-	-
73	Telephone	-	\$4,005.00	-	-	\$4,005.00	-	-	\$4,005.00	-	-	\$4,005.00	-	-
74	Technology	-	\$33,195.21	-	-	\$33,195.21	-	-	\$33,195.21	-	-	\$33,195.21	-	-
75	Student Testing & Assessment	-	\$4,013.07	-	-	\$4,013.07	-	-	\$4,013.07	-	-	\$4,013.07	-	-
76	Field Trips	-	\$11,148.75	-	-	\$11,148.75	-	-	\$11,148.75	-	-	\$11,148.75	-	-
77	Transportation (student)	-	\$3,251.00	-	-	\$3,251.00	-	-	\$3,251.00	-	-	\$3,251.00	-	-
78	Student Services - other	-	\$15,604.77	-	-	\$15,604.77	-	-	\$15,604.77	-	-	\$15,604.77	-	-
79	Office Expense	-	\$25,506.26	-	-	\$25,506.26	-	-	\$25,506.26	-	-	\$25,506.26	-	-
80	Staff Development	-	\$25,805.56	-	-	\$25,805.56	-	-	\$25,805.56	-	-	\$25,805.56	-	-
81	Staff Recruitment	-	\$9,436.45	-	-	\$9,436.45	-	-	\$9,436.45	-	-	\$9,436.45	-	-
82	Student Recruitment / Marketing	-	\$15,970.44	-	-	\$15,970.44	-	-	\$15,970.44	-	-	\$15,970.44	-	-
83	School Meals / Lunch	-	\$44,073.76	-	-	\$44,073.76	-	-	\$44,073.76	-	-	\$44,073.76	-	-
84	Travel (Staff)	-	\$3,404.96	-	-	\$3,404.96	-	-	\$3,404.96	-	-	\$3,404.96	-	-
85	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
86	Other	-	\$19,842.06	-	-	\$19,842.06	-	-	\$19,842.06	-	-	\$19,842.06	-	-
87	TOTAL SCHOOL OPERATIONS	-	262,327	-	-	262,327	-	-	262,327	-	-	262,327	-	-
88														
89	<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
90	Insurance	-	\$9,577.42	-	-	\$9,577.42	-	-	\$9,577.42	-	-	\$9,577.42	-	-
91	Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
92	Building and Land Rent / Lease	-	\$0.00	-	-	\$0.00	-	-	\$0.00	-	-	\$0.00	-	-
93	Repairs & Maintenance	-	\$7,136.30	-	-	\$7,136.30	-	-	\$7,136.30	-	-	\$7,136.30	-	-
94	Equipment / Furniture	-	\$5,334.69	-	-	\$5,334.69	-	-	\$5,334.69	-	-	\$5,334.69	-	-
95	Security	-	-	-	-	-	-	-	-	-	-	-	-	-
96	Utilities	-	\$0.00	-	-	\$0.00	-	-	\$0.00	-	-	\$0.00	-	-
97	TOTAL FACILITY OPERATION & MAINTENANCE	-	22,148	-	-	22,148	-	-	22,148	-	-	22,148	-	-
98														
99	<b>DEPRECIATION &amp; AMORTIZATION</b>	-	\$52,285.67	-	-	\$52,285.67	-	-	\$52,285.67	-	-	\$52,285.67	-	-
100	<b>RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
101														
102	<b>TOTAL EXPENSES</b>	-	1,344,478	-	-	1,344,478	-	-	1,344,478	-	-	1,344,478	-	-
103														
104	<b>NET INCOME</b>	-	(8,138)	-	-	(8,138)	-	-	(8,138)	-	-	(8,138)	-	-

**Success Academy - Harlem 5**  
**Budget / Operating Plan**  
**2014-15**

6	Total Revenue	-	1,338,338	-	-	1,338,338	-	-	1,338,338	-	-	1,338,338	-	-
7	Total Expenses	-	1,344,478	-	-	1,344,478	-	-	1,344,478	-	-	1,344,478	-	-
8	Net Income	-	(6,138)	-	-	(6,138)	-	-	(6,138)	-	-	(6,138)	-	-
9	Actual Student Enrollment	-	361	-	-	361	-	-	361	-	-	361	-	-
10	Total Paid Student Enrollment	-	344	-	-	344	-	-	344	-	-	344	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
14														
150	<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>													
161	New York City	-	351	-	-	351	-	-	351	-	-	351	-	-
162	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
163	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	361	-	-	361	-	-	361	-	-	361	-	-
178	REVENUE PER PUPIL	-	3,813	-	-	3,813	-	-	3,813	-	-	3,813	-	-
180														
181	EXPENSES PER PUPIL	-	3,830	-	-	3,830	-	-	3,830	-	-	3,830	-	-



Success Academy - Harlem 5 Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	5,363,368	5,363,368	-	5,363,368	5,363,368
7	Total Expenses	5,377,910	5,377,910	-	(5,377,910)	(5,377,910)
8	Net Income	(24,663)	(24,663)	-	(24,663)	(24,663)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
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2	Success Academy - Harlem 5					DESCRIPTION OF ASSUMPTIONS
3	Budget / Operating Plan					
4	2014-15					
5						
6	Total Revenue	5,383,368	5,383,368	-	5,383,368	5,383,368
7	Total Expenses	5,377,810	5,377,810		(5,377,810)	(5,377,810)
8	Net Income	(24,663)	(24,663)	-	(24,663)	(24,663)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12		Total Year			VARIANCE	
13		Original	Current	Variance	Original vs. PY	Current vs. PY
14						
150	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	New York City					
162	School District 2 (Enter Name)					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178	REVENUE PER PUPIL					
180	EXPENSES PER PUPIL					
181						



**Budget and Quarterly Report Template**  
*for SUNY Authorized Charter Schools*

Success Academy MS - Harlem North Central

Contact Name: Scott Sobelman  
Contact Email: [scott.sobelman@successacademies.org](mailto:scott.sobelman@successacademies.org)  
Contact Phone: 646.287.2905

Prior Year: 2013-14  
Current Year: 2014-15

**Success Academy MS - Harlem North Central**  
**Budget / Operating Plan**  
**2014-15**

Total Revenue	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
Total Expenses	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
Net Income	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
Actual Student Enrollment	-	168	-	-	168	-	-	168	-	-	168	-	-
Total Paid Student Enrollment	-	168	-	-	168	-	-	168	-	-	168	-	-
	Prior Year Actual 2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
<b>REVENUE</b>													
* If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.													
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue													
NEW YORK CITY	13,777	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
Special Education Revenue		Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
Grants													
Stimulus													
DYCD (Department of Youth and Community Development)													
Other													
TOTAL REVENUE FROM STATE SOURCES		Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs		Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
Title I		Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
Title Funding - Other		Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
School Food Service (Free Lunch)													
Grants													
Charter School Program (CSP) Planning & Implementation		Err:511	-	-	Err:511	-	-	Err:511	-	-	Err:511	-	-
Other													
TOTAL REVENUE FROM FEDERAL SOURCES		Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations													
Fundraising													
Estate Reimbursement													
Earnings on Investments													
Interest Income													
Food Service (Income from meals)													
Tuition Book													
OTHER													
TOTAL REVENUE FROM LOCAL and OTHER SOURCES													
<b>TOTAL REVENUE</b>		Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-

Q8: This figure should be a blended rate of all districts under OTHER



**Success Academy MS - Harlem North Central**  
**Budget / Operating Plan**  
**2014-15**

Total Revenue	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
Total Expenses	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
Net Income	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
Actual Student Enrollment	-	168	-	-	168	-	-	168	-	-	168	-	-
Total Paid Student Enrollment	-	168	-	-	168	-	-	168	-	-	168	-	-
	Prior Year Actual 2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
Executive Management	No. of Positions	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Instructional Management	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Deans, Directors & Coordinators	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
CFO / Director of Finance	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Operation / Business Manager	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Administrative Staff	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
TOTAL ADMINISTRATIVE STAFF	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Teachers - SPED	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Substitute Teachers	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Teaching Assistants	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Specialty Teachers	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Aides	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Therapists & Counselors	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Other	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
TOTAL INSTRUCTIONAL	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Librarian	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Custodian	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Security	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Other	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
TOTAL NON-INSTRUCTIONAL	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Fringe / Employee Benefits	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Retirement / Pension	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
TOTAL PERSONNEL SERVICE COSTS	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Legal	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Management Company Fee	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Nurse Services	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Food Service / School Lunch	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Payroll Services	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Special Ed Services	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Therment Services (i.e. Title I)	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Other Purchased / Professional / Consulting	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
TOTAL CONTRACTED SERVICES	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
<b>SCHOOL OPERATIONS</b>													
Board Expenses	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Classroom / Teaching Supplies & Materials	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Special Ed Supplies & Materials	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Textbooks / Workbooks	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Supplies & Materials other	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Equipment / Furniture	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Telephone	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Technology	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Student Testing & Assessment	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Field Trips	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Transportation (student)	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Student Services - other	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Office Expense	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Staff Development	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Staff Recruitment	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Student Recruitment / Marketing	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
School Meals / Lunch	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Travel (Staff)	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Fundraising	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Other	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
TOTAL SCHOOL OPERATIONS	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Janitorial	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Building and Land Rent / Lease	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Repairs & Maintenance	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Equipment / Furniture	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Security	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
Utilities	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
DEPRECIATION & AMORTIZATION	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
RESERVES / CONTINGENCY	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
TOTAL EXPENSES	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-
NET INCOME	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-

**Success Academy MS - Harlem North Central  
Budget / Operating Plan  
2014-15**

6	Total Revenue	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
7	Total Expenses	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
8	Net Income	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
9	Actual Student Enrollment	-	159	-	-	159	-	-	159	-	-	159	-	-
10	Total Paid Student Enrollment	-	159	-	-	159	-	-	159	-	-	159	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
159	ENROLLMENT - *School Districts Are Linked To Above Entries*													
161	NEW YORK CITY	-	159	-	-	159	-	-	159	-	-	159	-	-
162	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
163	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	159	-	-	159	-	-	159	-	-	159	-	-
178	REVENUE PER PUPIL	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-
180														
181	EXPENSES PER PUPIL	-	Err:510	-	-	Err:510	-	-	Err:510	-	-	Err:510	-	-



Success Academy MS - Harlem North Central Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	Err:510	Err:510	Err:510	Err:510	Err:510
7	Total Expenses	Err:510	Err:510	Err:510	Err:510	Err:510
8	Net Income	Err:510	Err:510	Err:510	Err:510	Err:510
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
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Success Academy MS - Harlem North Central Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	Err:\$10	Err:\$10	Err:\$10	Err:\$10	Err:\$10
7	Total Expenses	Err:\$10	Err:\$10	Err:\$10	Err:\$10	Err:\$10
8	Net Income	Err:\$10	Err:\$10	Err:\$10	Err:\$10	Err:\$10
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
14						
15						
16	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	NEW YORK CITY					
162	School District 2 (Enter Name)					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178	REVENUE PER PUPIL					
179	EXPENSES PER PUPIL					

# Appendix E: Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

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## Page 1

310500860979 HARLEM SUCCESS ACAD CS 5

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.  
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Wednesday, July 30, 2014

## Page 1

310500860979 HARLEM SUCCESS ACAD CS 5

### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Samuel Cole	Chair/President	Yes		Date appointed: 2/15/12 Terms served: 1	
2	Bryan Binder	Vice Chair/Vice President	Yes		Date appointed: 2/15/12 Terms served: 1	
3	Scott Friedman	Treasurer	Yes		Date appointed: 6/27/12 Terms served: 1	
4	Gregory Sawers	Secretary	Yes		Date appointed: 2/15/12 Terms served: 1	
5	Catherine Shinker		Yes		Date appointed: 1/16/13 Terms: 1	
6	Jay Bryant		Yes		Date appointed: 2/15/12 Terms served: 1	
7	Sandeep Chainani		Yes		Date appointed: 2/15/12 Terms served: 1	
8	Donna Kennedy		Yes		Date appointed: 2/15/12 Terms served: 1	
9	Lance Rosen		Yes		Date appointed: 2/15/12 Terms served: 1	
10	Derrell Bradford		Yes		Date appointed: 3/19/14 Terms served: 1	
11	Khadijah Patrick-Pickel	Parent Rep	No		Date appointed: 6/27/12 Terms served: 1	

### 2. Total Number of Members Joining Board during the 2013-14 school year

(No response)

### 3. Total Number of Members Departing the Board during the 2013-14 school year

(No response)

### 4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

5. How many times did the Board meet during the 2013-14 school year?

Bi-monthly

6. How many times will the Board meet during the 2014-15 school year?

Bi-monthly

Thank you.



## Appendix H: Enrollment and Retention Efforts

Success Academy Charter Schools undertake numerous strategies for recruiting and retaining students eligible for the Free and Reduced Price Lunch program (“FRPL”), English Language Learners (“ELL”), and students with special education needs. For the 2013-2014 school year, strategies included extensive outreach, including but not limited to:

- Mailings and distributions to residents of the CSD of a school’s location (“in-district residents”), including residents in low-income in-district communities;
- Bilingual flyers dropped in public housing complexes, supermarkets, preschools, and community centers;
- Advertisements and marketing materials (including bilingual advertisements and materials) posted in local newspapers, supermarkets, preschools, community centers, and public housing apartment complexes;
- Tours of existing Success Academy schools; and/or
- Information sessions hosted at public and private venues frequented by families of young children, including daycare and nursery schools.

Success Academy Charter Schools will continue these extensive outreach efforts for the 2014-2015 school year, with a focus on reaching typically underserved families within the community, including those targeted by the enrollment and retention targets. Success Academy Charter Schools also work to ensure student retention through strong programs that serve special education, ELL, and FRPL students at a very high level. Further information about our programs and outreach efforts is available in our charter.

# Appendix I: Teacher and Administrator Attrition

Created Friday, August 01, 2014

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## Page 1

Charter School Name: 310500860979 HARLEM SUCCESS ACAD CS 5

Instructions for completing the Teacher and Administrator Attrition Tables  
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

### 2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
33	5	1 (left Success Academy)

### 2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
4	0	0 (left Success Academy)

Thank you