



Charter Schools Institute
The State University of New York

Renewal Recommendation Report

Success Academy Charter School - Harlem 4

OPERATED BY SUCCESS ACADEMY CHARTER SCHOOLS - NYC

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The school should broadly share the final version of the SUNY Charter Schools Institute’s renewal recommendation report with the entire school community. The Institute will post the final report on its website at:
www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”).¹

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/schoolsRenewOverview.htm.

RECOMMENDATION

Recommendation

Initial Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the Success Academy Charter School – Harlem 4 and renew Success Academy Charter Schools – NYC’s authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten through 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 631 students.

Background and Required Findings

In initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period² and the quality of the instructional program in place at the school at the time of the renewal review, as assessed using the Qualitative Education Benchmarks (a subset of the SUNY Charter Renewal Benchmarks (the “SUNY Renewal Benchmarks”) available on the Institute’s website at: <http://www.newyorkcharters.org/schoolsRenewOverview.htm>). In giving weight to both student achievement and the emergent program, this approach provides a balance between an outcomes-based system of accountability that holds schools accountable for meeting measurable student achievement results and a determination of the likelihood that the educational program will improve student learning and achievement going forward.

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York* (revised June 25, 2012) are available at: <http://www.newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

² In the case of an initial renewal, the SUNY Trustees consider student achievement data from only the first four years of a school’s operation as evidence of the school’s progress toward achieving its Accountability Plan goals.

The not-for-profit charter school education corporation, Success Academy Charter Schools – NYC, applied for an Initial Full-Term Renewal of its authority to operate Success Academy Charter School – Harlem 4 (“Harlem 4”), one of the five schools it currently operates. The SUNY Renewal Policies provide three possible renewal outcomes for Harlem 4: Full-Term Renewal, Short-Term Renewal or Non-Renewal. To earn a Full-Term Renewal, Harlem 4 must demonstrate that it has either (a) compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and has a generally effective educational program in place; or (b) made progress toward meeting its academic Accountability Plan goals and has a particularly strong and effective educational program in place.

The SUNY Trustees voted to grant Harlem Success Academy Charter School 4 (later renamed Success Academy Charter School – Harlem 4) a first charter in October of 2007. Based on the Institute’s review of the evidence that it gathered and that the education corporation has provided including, but not limited to, the school’s Application for Charter Renewal, evaluation visits conducted during the charter term, a renewal evaluation visit conducted in the last year of the current charter term, and the school’s record of academic performance determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met the criteria for a Full-Term Renewal by compiling a strong and compelling record of meeting its academic Accountability Plan goals, and having in place at the time of the renewal review an educational program that is generally effective.

As part of the renewal process, the Institute reviewed evidence submitted during the Accountability Period, the Application for Charter Renewal and supplemental information requested or provided. Based on the foregoing, 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;
- Success Academy Charter Schools - NYC can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the school’s next term of authority to operate; and,
- given the programs it will offer, its structure and its purpose, granting the education corporation authority to operate the school for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.³

As required by Education Law subdivision 2851(4)(e), the Institute, acting on behalf of the SUNY Trustees, considered the means by which Harlem 4 would meet or exceed SUNY’s enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. SUNY⁴ and the Board of Regents have finalized the methodology for setting targets but the Institute has not yet set final targets for individual schools. Therefore, the Institute, for this purpose, used district enrollment averages, and will assign final targets by the end of February 2013. Success Academy Charter Schools – NYC will agree to substitute the final school targets for the district average targets as part of its renewal charter agreement. In accordance with the Act, the Institute, acting on behalf

³ New York Education Law § 2850(2).

⁴ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

of the SUNY Trustees, considered the education corporation's plans for meeting the school's enrollment and retention targets prior to recommending the renewal application for approval.

On April 24, 2012, pursuant to the Act, the SUNY Trustees approved the merger of the Harlem 4's predecessor education corporation, Harlem Success Academy Charter School 4, with the education corporations of four other existing education corporations.⁵ The sole entity created under the merger, Success Academy Charter Schools – NYC (the "education corporation"), now has authority to oversee the operations and finances of the five existing schools as well as six additional schools approved by the SUNY Trustees to open during the next charter term. The education corporation would continue to contract with Success Academy Charter Schools, Inc., the school's not-for-profit charter management organization, for comprehensive management services. The education corporation intends to site the new schools in New York City Department of Education ("NYCDOE") space.

In accordance with the standard for Initial Renewal found in the SUNY Renewal Policies, the Institute recommends that the SUNY Trustees approve the education corporation's Application for Charter Renewal and renew Success Academy Charter Schools –NYC's authority to operate Harlem 4 for a full term of five years.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the education corporation's application for renewal of Harlem 4. As of the date of this report, the Institute has received no district comments in response.

Summary Discussion

Academic Success

Academic Accountability Plan Goals

In 2011-12, the first year for which all five measure in its Accountability plan were applicable, Harlem 4 has met its key Accountability Plan goals in English language arts ("ELA") and mathematics. The school has also met all applicable goals the previous year. The school is also meeting its science goal and state No Child Left Behind ("NCLB") goals.

The Institute presents Harlem 4's attainment of its accountability plan goals below under Academic Attainment and Improvement. Specific results for the key academic Accountability Plan goals in English language arts and mathematics appear on pages 19 and 20.

⁵ Success Academy Charter School – Harlem 1, Success Academy Charter School – Harlem 2, Harlem 4 and Success Academy Charter School – Harlem 5 all merged into Success Academy Charter School – Harlem 3, which was renamed Success Academy Charter Schools - NYC. A summary of the merger and other merger information is available at: http://www.suny.edu/Board_of_Trustees/webcastdocs/MergerBriefingDocs-Binder.pdf.

Harlem 4 has met its ELA goal based on all five measures of its Accountability Plan. In 2011-12, 97 percent of students enrolled in at least their second year at the school scored proficient⁶ on the state test, well exceeding the school's target of 75 percent. In both 2010-11 and 2011-12, Harlem 4 exceeded the Annual Measurable Objective ("AMO"), which is a standard set each year by the New York State Education Department ("SED") to monitor progress toward the NCLB goal of having all students proficient in ELA and math. The school met its comparative target, outperforming its local school district by more than 25 percentage points. In comparison to demographically similar schools statewide, Harlem 4 scored better than expected to a large degree in both years that the school administered the state ELA test. Harlem 4 also met its ELA growth target.

Harlem 4 has met its math goal. One hundred percent of Harlem 4 students scored proficient⁷ in both years that it has administered the test. The school exceeded the state's AMO in both years and outperformed its local school district by over 20 percentage points in 2011-12. In comparison to demographically similar schools throughout the state, Harlem 4 far exceeded its target in both years. The school's 4th graders also met the math cohort growth target.

Qualitative Education Benchmarks

Instructional Leadership. Harlem 4 has notably strong instructional leadership. School leaders have established an environment of high expectations by continually benchmarking the Qualities of Excellent Teaching ("QET"), a teacher effectiveness rubric used network-wide by all schools managed by Success Academy Charter Schools, Inc. as the standard for pedagogical performance. The school has multiple layers of instructional leadership that support teachers through a system of real-time coaching including the school principals, leadership residents, student achievement manager ("StAM"), dean and grade team leaders, as well as additional support from the network's central team. The principals coordinate all supports provided to teachers while the leadership residents, StAM and dean support teachers in individual grades. Instructional leaders provide teachers with ample time to plan instruction and improve their instructional practice through common planning meetings and weekly study groups. In addition, school leadership and network staff provide teachers with extensive professional development opportunities including a three-week "T-School" prior to the start of each school year and weekly half-day professional development sessions, as well as a variety of professional development opportunities that are interrelated to enhancing classroom practice. Harlem 4 focuses its middle school (currently consisting of only the 5th grade) professional development activities on academic departments and content areas rather than on grade levels. Instructional leaders regularly conduct teacher evaluations by assessing teachers in classroom observations using the QET rubric. In addition, all teachers have a personal development plan and are held accountable for student achievement results.

⁶ For the purpose of evaluating the goal's absolute measure, the Institute has adapted the New York State Education Department's ("SED's") "time-adjusted" ELA cut score for 2011-12 as it had in 2010-11. The other four measures utilize the current, revised ELA cut scores. As such, the cut scores for the NCLB Annual Measurable Objective ("AMO") and cohort growth are different from 2009-10 when the "time-adjusted cut score" was used instead.

⁷ For the purpose of evaluating the goal's absolute measure, the Institute has adapted SED's "time-adjusted" math cut score for 2011-12 as it had in 2010-11. The other four measures utilize the current, revised math cut scores. As such, the cut scores for the AMO and cohort growth are different from 2009-10 when the "time-adjusted cut score" was used instead.

The network provides significant coaching and supervision assistance to the school. For example, the executive director of pedagogy makes frequent visits to Harlem 4 to model lessons and to provide coaching for teachers. In one lesson on listening for the main idea observed during the renewal visit, the executive director used a variety of techniques to keep students engaged in the lesson while explaining his decision-making to the classroom teachers. The lesson included an example of how teachers can instill the school's Try and Try value while checking for students' understanding.

Use of Assessment Data. Harlem 4 has a comprehensive and rigorous assessment system that improves instructional effectiveness and student learning. The school regularly administers assessments aligned to the school's curriculum and state performance standards. Across all grades, the school administers Fountas and Pinnell reading assessments, network developed math interim assessments, and network developed writing prompts. In addition, at the middle school level, students receive regular grades for their work based on a middle school course grading system. Network staff and the school's StAM provide extensive training and support to teachers ensuring that the school has a valid and reliable process for evaluating assessment results. The network provides comprehensive and timely student achievement data reports to the education corporation's board and school leaders and teachers, which allows network and school staff to compare the performance of its students to the performance of students at other schools within the network; leaders also compare results across grade levels and classrooms within the school. In addition, the StAM at the elementary and middle levels provide teachers with item analyses to improve classroom instruction and identify individual students for intervention. Notably, at the elementary level, the StAM helps teachers identify appropriate instructional strategies based on the assessment data. School leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies. The school regularly distributes student progress reports to parents and families.

Curriculum. Harlem 4's comprehensive curriculum supports teachers in their instructional planning. The network develops a curriculum framework that articulates the essential knowledge and skills that students will learn within and across grade levels. The renewal visit team confirmed that the curriculum is both vertically and horizontally aligned. The network provides teachers with a set of supporting tools for instructional planning including scope and sequences, unit plans, and elementary-level lesson plans. Teachers report that they are encouraged to modify materials in order to meet the specific needs of their students. The school regularly reviews its curriculum based on student achievement results. Specifically, school leaders work together over the summer to refine and improve curriculum documents. Furthermore, teachers work together in grade-level study groups to develop and refine instructional plans and their delivery of the curriculum.

Pedagogy. The Institute found high quality instruction prevalent throughout Harlem 4. Teachers deliver purposeful lessons, and regularly and effectively check for student understanding using student-to-student interaction, questioning techniques, and ongoing informal assessments, which maximize individual student learning. Teachers challenge students with questions and activities to develop depth of understanding and higher-order thinking and problem solving skills. In math, teachers utilize an abundance of manipulatives such as color tiles and wooden blocks to allow students to work together on small projects before explicitly relating their work to a specific math concept. Teachers also ensure that lessons are relevant and engaging for students by encouraging

students to make connections between a lesson and their daily lives. Teachers make the most of learning time by providing students with clear directions and through the implementation of effective routines such as hand signaling. Teachers' effective classroom management techniques create an unrelenting focus on academic achievement.

At-Risk Students. Harlem 4 meets the educational needs of at-risk students. The school has clear procedures for identifying at-risk students including students with disabilities, ELLs and those struggling academically. The StAM oversees the school's Response to Intervention program and monitors school-wide performance as well as the achievement of subgroups of students. Using an inclusive approach, the StAM identifies all struggling students at the school (including students with disabilities and ELLs), and supports teachers in meeting the needs of each of these students.

Through the network, the school has implemented a comprehensive English language immersion program to meet the needs of ELLs. The network tracks ELLs' performance and implements changes to the delivery of the English language immersion program at the network level. On the most recent state exams, all Harlem 4 ELLs scored proficient on both the ELA and math exams.

The school's two Special Education Teacher Support Services ("SETTS") teachers provide additional support to both students with identified disabilities and those who struggle academically. Three Collaborative Team Teaching teachers collaborate with general education colleagues to serve students in a designated class in the 2nd through 4th grades, as required by students' Individualized Education Programs (IEPs). Given the mainstream nature of the program, and the outstanding achievement results of all students including at-risk students, there is strong evidence that general education teachers utilize effective strategies to support all students. On the most recent state exams, all Harlem 4 students with disabilities scored proficient on both the ELA and math exams.

Harlem 4 has sufficient staff and resources available to meet the needs of students with disabilities, including those students requiring a more restrictive educational setting. In addition, as part of the merger of education corporations that created Success Academy Charter Schools – NYC, Harlem 4 together with Success Academy Charter Schools – Harlem 2 and 3, created a joint restricted setting classroom at Success Academy Charter School – Harlem 2 to serve students with disabilities. In an education corporation with just one school, the traditional model of charter schools in New York, the number of students enrolled requiring this setting is usually low and does not allow a single school the ability to create a joint restricted setting. In such a situation, the NYCDOE district Committee on Special Education, the entity under state law that makes all decisions regarding placement of students with special needs regardless of their enrollment in a district or charter public school, would require the student's placement change to a district school offering the proper educational setting. The NYCDOE makes these placement decisions even though the charter enrolls the students through the lottery process. Success Academy Charter Schools - Harlem 2, 3 and 4's work to create this setting allows the NYCDOE's Committee on Special Education to keep the students placements at a Success Academy Charter Schools – NYC charter school.

The school provides opportunities for general education teachers and at-risk staff to collaborate during grade level meetings. Teachers are aware of their students' progress toward meeting IEP goals, in part because quarterly progress reports include a narrative on students' progress. Teachers participate in network-wide professional development activities prior to the start of the

school year, and the StAM meets with grade teams following each interim assessment to discuss student data and strategies for supporting at-risk students. The student achievement team periodically distributes a detailed “Data Digest” to every teacher, which, in addition to actual assessment results, provides teachers with a synopsis of trends for monitoring to help teachers take a “big picture” look at instructional priorities.

Organizational Effectiveness and Viability

Mission. Throughout the charter term, Harlem 4 has worked diligently to realize its mission to prepare students “to lead and succeed in the school, college and a competitive global economy.” Teachers and school leaders articulate a clear vision for student achievement. The school has successfully built its key design elements into day-to-day activities. For example, teachers frequently model the school’s ACTION values (Agency, Curiosity, Try and Try, Integrity, Others and No Shortcuts).

Parent Satisfaction. Parents continue to be satisfied with the school as indicated by the school’s report of high student enrollment stability throughout the charter term. Harlem 4 received an “A” on the most recent NYCDOE school survey. The school reports that parents’ ratings of academic expectations placed Harlem 4 in the top ten out of almost 700 schools participating in the survey. The school also points to its historically long waitlist, noting that more than 2,500 students were on the 2011-12 waitlist. The school also reports high levels of participation at school events and an active parent council.

Organizational Capacity. Success Academy Charter Schools – NYC, Success Academy Charter Schools, Inc. and Harlem 4 have established a well-functioning organizational structure with staff, systems and procedures that support the educational program and enhance student achievement. Harlem 4 maintains an elementary campus with five primary leadership positions responsible for the day-to-day operation of the school including the principals, leadership residents, deans, a StAM, and a business operations manager. Various representatives from the network support the school leadership enabling them to focus on instruction and teacher practice. At the time of the renewal visit, the Harlem 4 principals oversaw a well-functioning organizational structure, and the school’s staff was clearly aware of their respective roles and responsibilities.

Coordination of school operations and the educational program across the elementary and secondary school is left to the network, as is the task of ensuring that policies remain consistent from school to school within the education corporation. Both principals report meeting regularly with their counterparts from other schools within the education corporation and network leaders to exchange information and share best practices. The priorities of the school’s leadership teams clearly align to the school’s mission.

The principals focus on the implementation of the academic program, while leadership residents coordinate the delivery of the program at specific grade levels. Deans ensure the consistent implementation of the school’s student discipline system. Grade team leaders facilitate planning meetings and provide some mentoring and support for their peers. The network has begun to establish career paths for school leaders and master teachers to support the ongoing development and retention of quality staff. The school leverages an abundance of resources including non-

academic specials teachers (e.g., musical theater, dance, art, chess) to enrich students' learning experiences. School leaders collaborate with members of the network's learning team to monitor the school's programs and make changes as necessary.

As is the case across the network, Harlem 4's middle school program begins in the 5th grade. Because of differences in the delivery of the academic program for middle school students, the network has established stand-alone middle schools. While the school's key design elements such as extended instructional time remain consistent at both the elementary and middle school levels, the school communicates age-appropriate expectations for older students with less emphasis on classroom rituals and increased latitude for making instructional choices, as well as a shift in emphasis to course grades and graded class work.

Harlem 4 has adopted a clear student discipline policy. School leaders report that the professional development programs at the school are front-loaded with instruction on student discipline and school culture, which allows them to empower all teachers and staff to implement the academic program as designed.

Throughout the charter term, Harlem 4 has maintained full enrollment with a sizable waitlist of students seeking entry each year. Harlem 4 admits students in grades K-3 via lottery. The school's admissions policy also has a variable at-risk set-aside for students classified as ELLs and for incoming Kindergarteners who have not been classified, but are likely to be identified following post-admission testing.

The network handles almost exclusively student recruitment and outreach. Network representatives report canvassing the New York City Community School Districts ("CSDs") where Success Academy schools are located in multilingual advertisements, and targeting particular neighborhoods known to have a high concentration of ELLs and FRPL students. Harlem 4 also has in place an admissions preference for ELLs. Based on these factors and the academic program in place at Harlem 4, the school is likely to meet or exceed the enrollment and retention targets set by the SUNY Trustees.

Board Oversight. The composition of the board of Success Academy Charter Schools –NYC includes members with a diverse set of skills, with particular expertise in finance, general education, and special education. The board also has a non-voting parent representative. Each school within the merged education corporation also has an informal advisory committee composed of former school board members. The advisory committees meet thrice yearly and are tasked with assessing school and leadership quality, as well as with actively engaging parents.

The education corporation board fulfills its responsibilities primarily as a committee of the whole with no formal, active committee structure. The board has generally avoided creating conflicts of interest, and where conflicts of interest exist, managed them in a clear and transparent manner through recusal. In all material respects, the school board has implemented adequate board policies and procedures to ensure the effective governance and oversight of the school.

The board regularly requests, and the network supplies, regular reports and statements related to the academic performance and fiscal status of the school, as well as student attendance. The

education corporation board generally meets six times per year, timed to follow academic testing cycles, though school leaders are generally present between two and four times per year. The board is formally involved in personnel decisions only at the school leader level, acting on the recommendations of network representatives. All other personnel decisions are delegated to school leaders and the network. The board does not have a formal self-assessment in place.

Board Governance. The education corporation board holds the network accountable for measurable student performance results and for maintaining a fiscally strong and legally compliant organization. During the current charter term, the education corporation board has generally abided by its by-laws and held meetings generally in compliance with the New York Open Meetings Law. The board has effectively delegated the development and revision of school policies to the network. The network revises policies after consultation between the school principals, deans, and appropriate network representatives.

The education corporation board reports that the school leadership has clear expectations, and demonstrates a thorough understanding of its role in holding school leadership and management partner accountable for academic results, fiscal soundness, and legal compliance.

Legal Requirements. Based on the evidence available at the time of the renewal inspection visit and throughout the current charter term, in material respect, Success Academy Charter School – NYC’s operation of Harlem 4 has been in general and substantial compliance with the terms of the provisional charter, charter agreement, bylaws, applicable state and federal law, rules and regulations.

The school’s ELL program produces strong results for ELL students. In 2012, 85 percent of ELL students enrolled across all Success affiliated schools passed the New York State English language arts assessment. In mathematics, 96 percent of ELL students passed the state assessment. These outcomes indicate the program is strong. The school needs to align the monitoring of their ELL program to match the manner in which it is being implemented. The Institute indicated this need to the school and will follow-up during future monitoring activities to ensure it is in place.

Harlem4 has the required student discipline policy in place but the implementation of the policy relating to expulsion does not align with stated policy language. During renewal interviews, Harlem 4 school leaders reported the network implements the expulsion policy. The stated policy language does not closely track with the actual expulsion steps implemented. While the policy indicates each school leader may initiate an expulsion, the network handles expulsion situations when they arise. While such an arrangement could be permissible under applicable law, the school has not implemented the discipline policy as drafted. As such, procedures should be modified to properly implement the policy or the policy itself should be amended by the education corporation board to prevent the potential for due process violations. The Institute will follow-up with the education corporation to resolve this and the other compliance issues. Finally, pertaining to student discipline, alternative instruction for suspended students was not consistently presented to parents as mandatory. It was unclear that live instruction was consistently provided in accordance with New York’s compulsory education law.

In terms of academic program issues, Harlem 4 employed the statutory maximum five uncertified teachers, but did not maintain adequate documentation to verify that such teachers were “highly qualified” as required by the federal NCLB legislation. Institute staff will monitor the school’s collection of such documentation and, where necessary, parental notification of highly qualified status. While the education corporation laudably arranged for a joint program between schools to serve special education students requiring a more restrictive setting, the Institute was clear that the students were to remain enrolled in their original schools and, therefore, remain on each school’s Accountability Plan. Without notice to SUNY, some of those students were transferred, with the permission of the local Committee on Special Education, to Success Academy Charter School - Harlem 2, which houses the specialized program. The other schools no longer report that such transferred students attend those schools as had been originally contemplated when the schools merged. The Institute notified the school that going forward, such students must remain on the sending school’s Accountability Plan so as not to impact the school’s performance toward meeting enrollment and retention targets, and disrupt the schools’ accountability reporting.

At the time of the renewal visit, Success Academy Charter Schools - NYC was involved in litigation with respect to the co-location of Harlem 4’s elementary school program in a NYCDOE facility. Allegations were made against Harlem 4 in a complaint filed in New York State Supreme Court to compel the NYCDOE to collect rent from public charter schools co-located in NYCDOE facilities. Harlem 4, acting with approximately 15 other public charter schools, joined the lawsuit as intervener-defendants. Currently pending is the defendants’ motion to dismiss the complaint in its entirety. An adverse ruling could have a significant negative effect on the school’s profit/loss statement. The education corporation maintains a relationship with outside counsel to assist with school issues, where necessary, and has generally followed the terms of its monitoring plan for Harlem 4.

Fiscal Soundness

Budgeting and Long Range Planning. Over the course of the charter term, the education corporation created realistic budgets for Harlem 4 (as a separate education corporation) and routinely monitored and adjusted budgets when appropriate. The network’s finance and operations teams, the school-based operations team, the school principals and the education corporation board now collaborate on developing annual budgets. The network and the education corporation approach the budgeting process under the assumption that the school should be able to sustain its program on per-pupil funding alone. The network presents monthly budget variance reports to the school’s operations team and principals, and quarterly to the education corporation’s board. They collectively discuss material variances and make adjustments or revisions when necessary. Both the education corporation and network evaluate spending trends and staffing needs strategically when developing and monitoring the budgets. Over the course of the charter term, operating results have been positive.

Internal Controls. The education corporation has adopted the network’s written fiscal policies and procedures related to cash management, cash receipts and disbursements, personnel and payroll, fixed assets, grants/contributions, and the preparation of financial statements. The school-based operations team accurately records transactions in accordance with the network’s directives. The

network's staff works with the school principals, school leadership team and board of trustees to ensure that school staff document and follow the written fiscal policies and procedures. The school's annual audit reports on internal controls over financial reporting and compliance with laws, regulations and grants (last conducted when it was a separate education corporation), did not disclose any reportable conditions, material weaknesses, or instances of non-compliance. The absence of other deficiencies in the reports provides some, but not absolute, assurance that the education corporation has maintained adequate internal controls and procedures at the school.

Financial Reporting. The education corporation has complied with financial reporting requirements for Harlem 4 during the charter term. Though at times filing Institute required financial reports late, the education corporation filed its budget, quarterly and annual financial statement audit reports in an accurate and complete manner. Each of the education corporation's annual financial audits indicate that school staff followed and conducted reports in accordance with generally accepted accounting principles and received an unqualified opinion, indicating that in the auditor's opinion, the education corporation's financial statements and notes fairly represent, in all material respects, its financial position, changes in net assets, and cash flows including those for Harlem 4. The education corporation board has reviewed and approved various quarterly financial reports along with the annual financial audit reports.

Financial Condition. As a component of the education corporation, Harlem 4's financial condition is good. The education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations at Harlem 4. At fiscal year-end June 30, 2012, Harlem 4 (as an independent education corporation) pre-merger had \$1.85 million in cash, approximately \$602,000 in investments (invested in a certificate of deposit) and unrestricted net assets of \$2.8 million.

The SUNY Fiscal Dashboard, a multi-year financial data and analysis tool for SUNY authorized charter schools, is an appendix to this report. As illustrated in the school analysis section, Harlem 4, as an independent education corporation, had a "fiscally strong" financial responsibility composite score rating over the current charter term that includes fiscal year 2012, indicating a consistent level of fiscal stability. The composite score assists in measuring the financial health of a school using a blended score that measures the school's performances on key financial indicators. The blended score offsets the school's financial strengths against areas where there are financial weaknesses. Over the years, the school has averaged a "low risk/excellent" rating in its working capital ratio and quick ratio, indicating that the school has had sufficient short-term assets to cover liabilities due in the near to medium term. The school has averaged a "low risk/excellent" rating debt-to-asset ratio, indicating the low proportion of debt the school has relative to its assets. The school has no long-term debt; it operates in an NYCDOE facility that is cost free. The school's months of cash ratio averaged three months, meeting the Institute's minimum three months of cash guideline, which is the length of time the school could continue its operations without tapping into other non-cash forms of financing in the event that state revenues were to cease flowing to the school. The school averaged 83 percent of all expenses being allocated to program services over the current charter term. The school also showed revenues exceeding expenses per student on an average of 20 percent.

Based on all of the foregoing, Harlem 4, as an independent education corporation and now as part of the merged Success Academy Charter Schools - NYC, has demonstrated fiscal soundness over the course of its charter term.

Plans for the Next Charter Term

The education corporation plans few changes to Harlem 4's current educational program. It will continue to implement the key design elements that have supported the success of the educational program during the current charter term. The school plans to expand to serve students in 6th through 8th grade and the education corporation will hire additional teachers and administrative staff to support this expansion. The school will undertake the expansion following the design of the network's existing middle school organizational structure.

Renewal Charter Exhibits. The education corporation has provided all of the key structural elements for a renewal of its authority to operate Harlem 4 for a period of five years and those elements are reasonable, feasible and achievable. The education corporation does not plan to make changes to Harlem 4's mission or key design elements.

The mission of Harlem 4 will continue to be that of all network schools:

The mission for each school operated by Success Academy Charter Schools – NYC is to provide children 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.

Plans for the Educational Program. Harlem 4 will continue to provide instruction to students in Kindergarten through 5th grade, while expanding to provide instruction to 6th through 8th grade students. Harlem 4 would operate with a total projected enrollment of 631 students. To accommodate the grade expansion and increased student enrollment, Harlem 4 would hire nine additional staff members over the course of the term of authority to operate.

The same core elements that have led Harlem 4 to meet its Accountability Plan goals during the initial charter term would drive the 6th to 8th grade program. The elementary school curriculum, as well as that of the middle school curriculum going forward, is redesigned to align to the Common Core State Standards⁸. In the next charter term, students in 5th-8th grade will attend classes at a consolidated middle school operated in conjunction with Success Academy Charter School - Harlem 1.

⁸ The Common Core State Standards initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. They developed in collaboration with teachers, school administrators, and experts, a clear and consistent framework to prepare students for college training and the workforce. New York State adopted the Common Core State Standards in 2011 and began assessing student achievement toward meeting the standards in 2012.

Plans for Board Oversight and Governance. Education corporation trustees express interest in continuing to serve on the education corporation board, which may recruit additional members in the future.

Fiscal and Facility Plans. The education corporation has presented a reasonable and appropriate fiscal plan for the next term of authority to operate Harlem 4 that is feasible and achievable. The fiscal plan includes the addition of 6th through 8th grade with Harlem 4's enrollment reaching 631 students in fiscal year 2018, the end of the next term of authority to operate Harlem 4. The plan presents balanced budgets that will need to be closely monitored and adjusted when appropriate to ensure fiscal stability. The education corporation has taken a strategic approach to budgeting and planning for the next charter term. The operating plan uses the current per pupil allowance throughout the next charter term. Expenses are increased at reasonable rates and include a four percent annual increase in salaries. The budget assumes the middle school will be co-located in a NYCDOE public school building; the budget includes expenses related to the staffing increase. Operational balance is contingent upon the school meeting enrollment goals, which the school has generally met in the past.

The education corporation and its management partner continually develop budget outcomes to ensure the school has adequate funds to cover organizational priorities and planned initiatives as well as a contingency plan should unexpected funding challenges arise. Projections are subject to revision due to changes in local conditions, objectives, laws and state funding. The education corporation will be required to continually develop and adopt annual budgets based on known per-pupil amounts for the districts from which it draws enrollment. Critical financial needs of the school will also be tied to the addition of the proposed grade expansion going forward and will also be dependent on student enrollment as noted above.

Harlem 4 plans to continue to share its NYCDOE facility enabling the school to continue to provide instruction to students in Kindergarten-4th grade at its current elementary school location. A permanent location for the middle school program has not yet been determined, but the education corporation's plan is for it to be located in a NYCDOE facility.

The education corporation's Application for Charter Renewal contained all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to comply with all necessary 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 other key aspects of the renewal application, to include the proposed bylaws 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.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	October 26, 2007
Date Initial Charter Approved by Operation of Law	March 11, 2008
School Opening Date	August 25, 2008

Location

School Year(s)	Location(s)	Grades At Location	District
2008-2009	160 East 120 th St. New York, NY	K-1	NYC CSD 4
2009-10 to Present	240 West 113 th St. New York, NY	K-5	NYC CSD 3

Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current Partner	Success Academy Charter Schools, Inc.	Charter Management Organization	2007 to Present

Current Mission Statement

The mission for each school operated by SA-NYC is to provide children in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed NY State Common Core Learning Standards and the resources to lead and succeed in school, college, and a competitive global economy.

The schools seek to provide this exceptionally high-quality education to all students residing within the Community School District (“CSD”) of the school location, including English language learners and students with special education needs, irrespective of socioeconomic, racial, ethnic, and/or other status.

Current Key Design Elements

• 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).

School Characteristics⁹

School Year	Original Chartered Enrollment	Actual Enrollment	Original Chartered Grades	Actual Grades
2008-09	155	187	K-1	K-1
2009-10	245	240	K-2	K-2
2010-11	363	317	K-3	K-3
2011-12	473	400	K-4	K-4
2012-13	483	413 ¹⁰	K-5	K-5

Student Demographics

	2008-09 ¹¹		2009-10		2010-11	
	Percent of School Enrollment	Percent of NYC CSD 4 Enrollment	Percent of School Enrollment	Percent of NYC CSD 3 Enrollment	Percent of School Enrollment ¹²	Percent of NYC CSD 3 Enrollment ¹³
Race/Ethnicity						
American Indian or Alaska Native	0	1	0	0	0	0
Black or African American	80	30	77	31	76	29
Hispanic	18	62	20	36	20	36
Asian, Native Hawaiian, or Pacific Islander	2	5	0	7	0	7
White	1	2	0	25	0	27
Multiracial	1	0	3	0	4	0
Special Populations						
Students with Disabilities	N/A	N/A	N/A	N/A	15	N/A
English Language Learners	1	13	4	9	7	8
Free/Reduced Lunch						
Eligible for Free Lunch	55	80	58	48	62	47
Eligible for Reduced-Price Lunch	14	7	16	7	12	6

⁹ Source: SUNY Charter Schools Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

¹⁰ Source: 1st Quarter Financial Report, 2012-13.

¹¹ Source: 2008-09, 2009-10 and 2010-11 School Report Cards, SED.

¹² Source: The 2010-11 Students with Disabilities statistic is derived from the school's October 2010 student enrollment report to SED (2010-11 BEDS Report).

¹³ Source: District-level Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012. Based on the state's Empirical Analysis of Enrollment Targets, the CSD's 2011-12 Students with Disabilities enrollment is 17 percent compared to 16 percent for the school.

Current Board of Trustees¹⁴

Board Member Name	Term	Position/Committees
Sam Cole	February 2015	Chair
Bryan Binder	February 2015	Vice Chair
Greg Sawers	February 2015	Secretary
Jay Bryant	February 2015	Trustee
Sam Chainani	February 2015	Trustee
Donna Kennedy	February 2015	Trustee
Lance Rosen	February 2015	Trustee
Khadijah Pickel	February 2015	Parent Representative

School Leader(s)

School Year	School Leader(s) Name and Title
2008-09 to 2009-10	Mitch Center, Principal
2010-11 to Present	Danique Day Loving, K-4 Principal
2012-13	Jackie Albers, 5 th Grade Principal

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2008-09	First-Year Visit	Institute	April 28, 2009
2009-10	Routine Visit	External (Class Measures)	April 12-13, 2010
2012-13	Initial Renewal Visit	Institute	November 28-29, 2012

¹⁴ Source: Institute Board Records.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and math. The Accountability Plan also includes science and NCLB goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The required subject-area outcome measures include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include optional goals and measures in the Accountability Plan.

Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans					
GOAL	Required Outcome Measures				
	Absolute ¹⁵		Comparative		Growth
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent
English Language Arts	✦	✦	✦	✦	✦
Math	✦	✦	✦	✦	✦
Science	✦		✦		
NCLB	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which the school demonstrates in large part by meeting the goals in its Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school's goals. A general analysis of the key academic goals appears above under Academic Accountability Plan Goals in the summary of the school's academic success. The following presentation divides the data into two sections: 1) the key goals of ELA, math; and 2) the additional goals of science and NCLB.

¹⁵ Note: In 2009-10, SED raised its achievement standard, by increasing the scaled score cut off for proficiency or Level 3 performance on the ELA and math exams. In order to maintain a consistent standard for determining the absolute measure, the Institute has adapted SED's "time-adjusted" cut-offs. In the presentation below of ELA and math results, the Institute uses the "time-adjusted" Level 3 cut-offs for 2009-10, 2010-11 and 2011-12.

Aside from required Accountability Plan measures, the additional goals section below also presents the results of optional academic measures included in the school's plan. Based on the Institute's analysis, numbers of students at times differ from those the school reported; these differences do not affect the interpretation of results.

SCHOOL PERFORMANCE SUMMARY: English Language Arts

Success Academy Charter School- Harlem 4



ABSOLUTE MEASURES

1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.

2. Each year the school's aggregate Performance 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 or above Level 3 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 or above Level 3 on the state exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.

GROWTH MEASURE

5. The year-to-year school-wide cohort of students will meet the target of reducing by one-sixth the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates grade-level cohort met target.

2009-10				MET	2010-11				MET	2011-12				MET			
Grades Served:					Grades Served: K-3					Grades Served: K-4							
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	(0)	(0)		3	83.9 (62)	(0)		3	95.3 (85)	96.1 (76)							
4	(0)	(0)		4	(0)	(0)		4	100.0 (56)	100.0 (56)							
5	(0)	(0)		5	(0)	(0)		5	(0)	(0)							
6	(0)	(0)		6	(0)	(0)		6	(0)	(0)							
7	(0)	(0)		7	(0)	(0)		7	(0)	(0)							
8	(0)	(0)		8	(0)	(0)		8	(0)	(0)							
All	(0)	(0)	-	All	83.9 (62)	(0)	NA	All	97.2 (141)	97.7 (132)	YES						
Grades	PI	AMO	--	Grades	PI	AMO	YES	Grades	PI	AMO	YES						
				3	181	122		3-4	189	135							
Comparison: Manhattan District 3				Comparison: Manhattan District 3				Comparison: Manhattan District 3									
Grades	School	District	--	Grades	School	District	NA	Grades	School	District	YES						
				3		61.0		3-4	89.4	63.5							
% FL	Actual	Predicted	Effect Size	-	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size					
				-	62.3	82.3	47.7	2.16	YES	67.8	88.0	46.6	2.75	YES			
Gr	N	Base	Target	Result	-	Gr	N	Base	Target	Result	NA	Gr	N	Base	Target	Result	YES
3	0					3	0					3	1	0.0		0.0	
4	0				4	0				4	56	83.9	84.0	89.3 *			
5	0				5	0				5							
6	0				6	0				6							
7	0				7	0				7							
8	0				8	0				8							
All	0				All	0				All	57	82.5	82.6	87.7			

TACS The Institute uses SED's "time adjusted cut scores", or "TACS", for evaluating the designated measures in the respective years. Although a lower standard than that used before 2009-10, TACS provide continuity with the standard used in previous years. Data Sources: SED data; school data workbook; the Institute's student test database.

SCHOOL PERFORMANCE SUMMARY: Mathematics

Success Academy Charter School- Harlem 4



	2009-10 Grades Served:			MET	2010-11 Grades Served: K-3			MET	2011-12 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)							
<u>ABSOLUTE MEASURES</u> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.	3	(0)	(0)	--	3	100.0 (62)	(0)	NA	3	100.0 (85)	100.0 (76)	YES						
	4	(0)	(0)		4	(0)	(0)		4	100.0 (56)	100.0 (56)							
	5	(0)	(0)		5	(0)	(0)		5	(0)	(0)							
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)							
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)							
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)							
	All	(0)	(0)		All	100.0 (62)	(0)		All	100.0 (141)	100.0 (132)							
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO	--	Grades	PI	AMO	YES	Grades	PI	AMO	YES						
					3	192	137		3-4	198	148							
<u>COMPARATIVE MEASURES</u> 3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: Manhattan District 3			--	Comparison: Manhattan District 3			NA	Comparison: Manhattan District 3			YES						
Grades	School	District	Grades		School	District	Grades		School	District								
					3		64.0		3-4	97.7	73.6							
4. Each year the school will exceed its predicted level of students at or above Level 3 on the State exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	% FL	Actual	Predicted	Effect Size	--	% FL	Actual	Predicted	Effect Size	YES	% FL	Actual	Predicted	Effect Size	YES			
						62.3	92.0	52.3	2.14		67.8	97.8	55.3	2.45				
<u>GROWTH MEASURE</u> 5. The year-to-year school-wide cohort of students will meet the target of reducing by one-sixth the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates grade-level cohort met target.	Gr	N	Base	Target	Result	--	Gr	N	Base	Target	Result	NA	Gr	N	Base	Target	Result	YES
	3	0					3	0					3	1	0.0		100.0	
	4	0					4	0					4	56	98.2	98.3	98.2	
	5	0					5	0					5					
	6	0					6	0					6					
	7	0					7	0					7					
	8	0					8	0					8					
	All	0				All	0				All	57	96.5	96.6	98.2			

TACS The Institute uses SED's "time adjusted cut scores", or "TACS", for evaluating the designated measures in the respective years. Although a lower standard than that used before 2009-10, TACS provide continuity with the standard used in previous years. Data Sources: SED data; school data workbooks; the Institute's student test database.

ADDITIONAL ACCOUNTABILITY PLAN GOALS

Science

Accountability Plan Goal: *Students will demonstrate competency in the understanding and application of scientific reasoning.*

Outcome: Harlem 4 has met its science goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.</i>				
Results (in percents)				
Grade	School Year			
	2008-09 (Tested:)	2009-10 (Tested:)	2010-11 (Tested: 37)	2011-12 (Tested: 36)
4	-	-	-	100.0
8	-	-	-	-

Harlem 4 exceeded its absolute target in 2011-12, the first year that the school's 4th graders took the state science exam. Again, this far exceeds the school target of 75 percent.

Comparative Measure: <i>Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the state science exam will be greater than that of all students in the same tested grades in the local school district.</i>				
Results (in percents)				
Comparison	School Year			
	2008-09 (Grade 4)	2009-10 (Grade 4)	2010-11 (Grade 4)	2011-12 (Grade 4)
School	-	-	-	100.0
District	78.0	82.0	85.0	88.6

Harlem 4 well outperformed Manhattan's CSD 3 on the 2011-12 state science test.

NCLB

In addition to meeting its specific subject area goals, the Accountability Plan requires schools under NCLB to make adequate yearly progress towards enabling all students to score at the proficient level on the state ELA and math exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school's status each year.

Accountability Plan Goal: *The school will make adequate yearly progress.*

Outcome: The school met the goal. The state deemed that Harlem 4 was in good standing each year that it administered the state tests.

Absolute Measure: <i>Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.</i>				
Results				
Status	School Year			
	2008-09	2009-10	2010-11	2011-12
Good Standing	-	-	Yes	Yes

Analysis of Additional Evidence

Harlem 4 received a letter grade of “**A**” on its 2011-12 NYCDOE Progress Report. The NYCDOE bases the overall grade on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in the letter grades, the city reports that it set overall cut scores for 2010-11 based on a pre-determined scoring distribution. For elementary and middle schools, the distribution is: 25 percent A, 35 percent B, 30 percent C, seven percent D, and three percent E. For high schools, the distribution is: 33 percent A, 32 percent B, 24 percent C, eight percent D, and four percent E.

Harlem 4 received the “**A**” based on the composite score of the three categories. The school received an “**A**” in School Environment, which measures factors other than student achievement. This category is largely based on parent and teacher satisfaction surveys, which measure the conditions necessary for learning. In the category that measures student performance, the school received an “**A**”, indicating that the school’s absolute performance was better on the whole than its peer schools in New York City. As a result of Harlem 4’s strong year-to-year growth in both ELA and math in comparison to its peer schools, it received an “**A**” in Student Progress. This result was derived from the school’s one student cohort that had scores on state tests for two years.

APPENDIX: FISCAL DASHBOARD



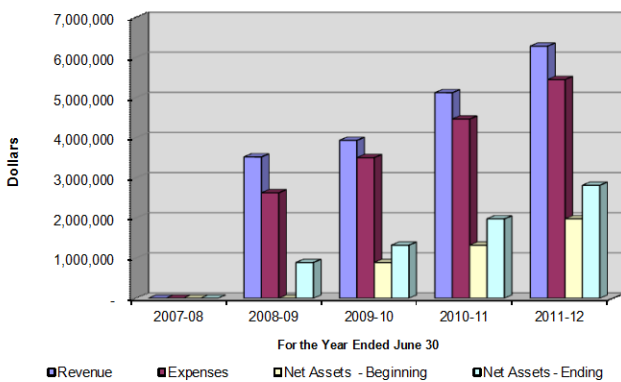
Success Academy - Harlem 4

SCHOOL INFORMATION					
FINANCIAL POSITION					
Assets	2007-08	2008-09	2009-10	2010-11	2011-12
Current Assets					
Cash and Cash Equivalents - GRAPH 2	-	558,313	917,419	767,169	1,849,325
Grants and Contracts Receivable	-	192,953	64,802	227,539	182,302
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	29,884	26,759	1,307	-
Contributions and Other Receivables	-	-	36,579	-	6,892
Total Current Assets - GRAPH 2	-	781,150	1,045,559	996,015	2,038,519
Property, Building and Equipment, net	-	346,538	574,152	628,156	347,623
Other Assets	-	20,880	50,469	675,883	678,059
Total Assets - GRAPH 2	-	1,148,568	1,670,180	2,300,054	3,064,201
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	36,945	67,863	90,177	31,869
Accrued Payroll and Benefits	-	77,943	120,994	188,075	85,945
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	140,914	158,395	42,481	131,737
Total Current Liabilities - GRAPH 2	-	255,802	347,252	320,733	249,551
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 2	-	255,802	347,252	320,733	249,551
Net Assets					
Unrestricted	-	892,766	1,322,928	1,979,321	2,814,650
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	892,766	1,322,928	1,979,321	2,814,650
Total Liabilities and Net Assets	-	1,148,568	1,670,180	2,300,054	3,064,201
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	2,101,243	3,054,301	4,288,059	5,371,234
Students with Disabilities	-	-	163,200	505,552	683,853
Grants and Contracts					
State and local	-	150,605	44,101	43,325	21,114
Federal - Title and IDEA	-	475,394	216,121	276,819	169,571
Federal - Other	-	-	200,000	-	36,003
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	2,727,242	3,677,723	5,113,755	6,281,775
Expenses					
Regular Education	-	-	2,738,899	3,256,813	3,529,060
SPED	-	-	190,892	320,991	1,100,924
Regular Education & SPED (combined)	-	2,223,422	-	-	-
Other	-	-	-	-	-
Total Program Services	-	2,223,422	2,929,791	3,577,804	4,629,984
Management and General	-	405,681	573,874	887,638	818,828
Fundraising	-	-	-	-	-
Total Expenses - GRAPH 1 / GRAPH 4	-	2,629,103	3,503,665	4,465,442	5,448,812
Surplus / (Deficit) From School Operations	-	98,139	174,058	648,313	832,963
Support and Other Revenue					
Contributions	-	772,600	243,501	2,500	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	22,027	12,603	5,580	2,366
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	794,627	256,104	8,080	2,366
Total Unrestricted Revenue	-	3,241,869	3,933,827	4,801,691	6,284,140
Total Temporarily Restricted Revenue	-	280,000	-	320,144	-
Total Revenue - GRAPH 1	-	3,521,869	3,933,827	5,121,835	6,284,140
Change in Net Assets	-	892,766	430,162	656,393	835,328
Net Assets - Beginning of Year - GRAPH 1	-	-	892,766	1,322,928	1,979,321
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 1	-	892,766	1,322,928	1,979,321	2,814,649
Functional Expense Breakdown					
Personnel Service					
Administrative Staff Personnel	-	-	204,562	301,104	642,271
Instructional Personnel	-	-	1,575,654	1,988,662	2,028,649
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	1,185,561	-	-	-
Total Salaries and Staff	-	1,185,561	1,780,216	2,289,766	2,670,920
Fringe Benefits & Payroll Taxes	-	260,943	358,296	475,511	579,461
Retirement	-	-	21,601	39,939	53,349
Management Company Fees	-	209,932	305,354	428,699	536,989
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	56,048	50,728	59,002	97,825
Professional Fees, Consultant & Purchased Services	-	55,369	46,816	24,625	23,760
Marketing / Recruitment	-	165,559	127,479	141,964	190,872
Student Supplies, Materials & Services	-	372,381	296,291	375,703	462,171
Depreciation	-	32,010	73,205	109,971	424,382
Other	-	291,300	443,679	520,263	409,083
Total Expenses	-	2,629,103	3,503,665	4,465,443	5,448,812
ENROLLMENT					
Chartered Enroll	-	155	245	363	473
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	155	245	363	473
Chartered Grades	P-Year	K-1	K-2	K-3	K-4
Revised Grades	-	-	-	-	-

SCHOOL ANALYSIS

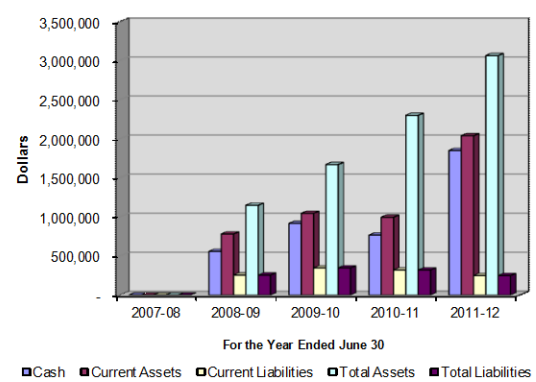
	2007-08	2008-09	2009-10	2010-11	2011-12	
Primary School District	NYC					
Per Pupil Funding	10,196	11,023	12,443	12,443	13,527	
Increase over prior year	#DIV/0!	8.1%	12.9%	0.0%	8.7%	
PER STUDENT BREAKDOWN						Average - 5 Yrs. OR Charter Term
Revenue						
Operating	-	17,595	15,011	14,087	13,281	14,994
Other Revenue and Support	-	5,127	1,045	22	5	1,550
TOTAL - GRAPH 3	-	22,722	16,056	14,110	13,286	16,543
Expenses						
Program Services	-	14,345	11,958	9,856	9,789	11,487
Management and General, Fundraising	-	2,617	2,342	2,445	1,731	2,284
TOTAL - GRAPH 3	-	16,962	14,301	12,301	11,520	13,771
% of Program Services	0.0%	84.6%	83.6%	80.1%	85.0%	83.3%
% of Management and Other	0.0%	15.4%	16.4%	19.9%	15.0%	16.7%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	34.0%	12.3%	14.7%	15.3%	20.1%
Student to Faculty Ratio						7.9 10.4
Faculty to Admin Ratio						23.0 5.4
Financial Responsibility Composite Scores - GRAPH 6						
Score	-	-	2.6	2.7	3.0	2.8
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring 1.0 - 0.9	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7						
Net Working Capital	-	525,348	698,307	675,282	1,788,968	921,976
As % of Unrestricted Revenue	0.0%	16.2%	17.8%	14.1%	28.5%	19.1%
Working Capital (Current) Ratio Score	-	3.1	3.0	3.1	8.2	4.3
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Excellent	Excellent	Excellent	Excellent	Excellent
Quick (Acid Test) Ratio						
Score	-	2.9	2.9	3.1	8.2	4.3
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Excellent	Excellent	Excellent	Excellent	Excellent
Debt to Asset Ratio - GRAPH 7						
Score	-	0.2	0.2	0.1	0.1	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent	Excellent
Months of Cash - GRAPH 8						
Score	-	2.5	3.1	2.1	4.1	3.0
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	N/A	HIGH	MEDIUM	HIGH	MEDIUM	MEDIUM
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3)	N/A	Poor	Good	Poor	Good	Good

GRAPH 1 Revenue, Expenses and Net Assets

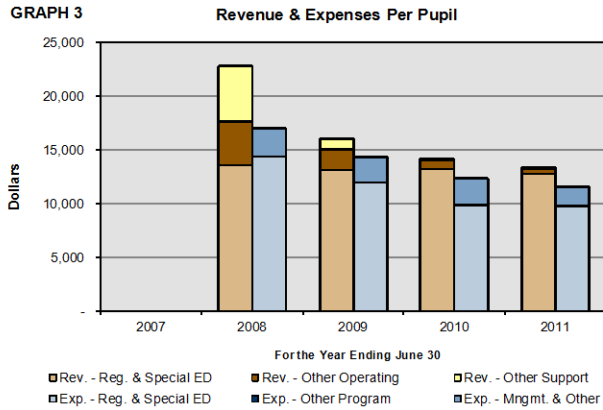


This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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

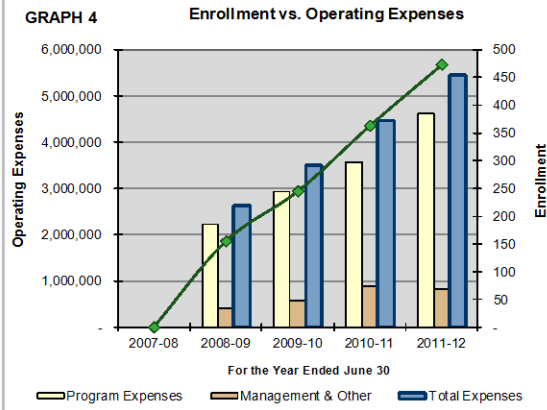
GRAPH 2 Cash, Assets and Liabilities



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.



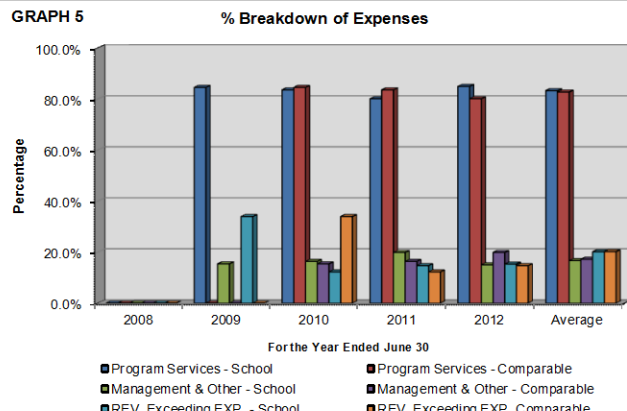
This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar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



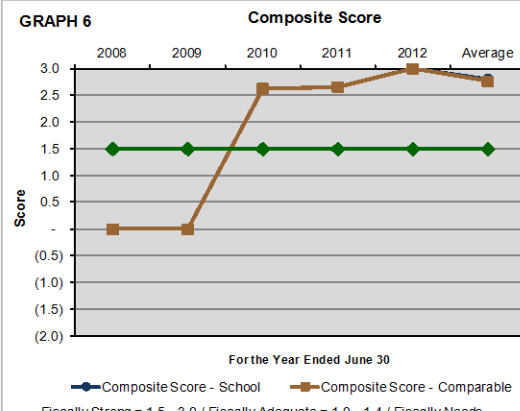
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

Comparable School, Region or Network

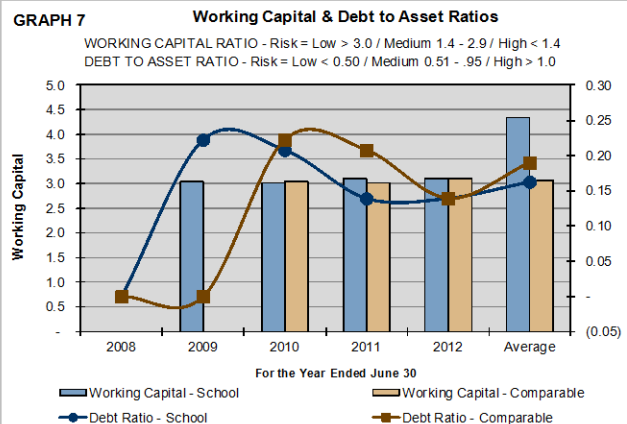
* Average = Average - 5 Yrs. OR Charter Term



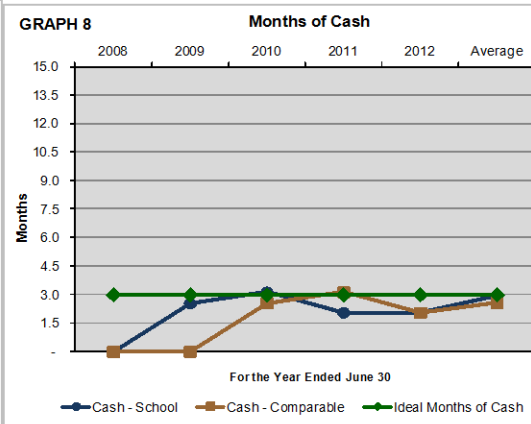
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset 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.