

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
SUCCESS ACADEMY CHARTER SCHOOLS -
NYC'S AUTHORITY TO OPERATE:*

SUCCESS ACADEMY CHARTER SCHOOL – BED STUY 1

SUCCESS ACADEMY CHARTER SCHOOL – BED STUY 3

SUCCESS ACADEMY CHARTER SCHOOL – BUSHWICK

SUCCESS ACADEMY CHARTER SCHOOL – FAR

ROCKAWAY

SUCCESS ACADEMY CHARTER SCHOOL – FLATBUSH

SUCCESS ACADEMY CHARTER SCHOOL – HARLEM 1

SUCCESS ACADEMY CHARTER SCHOOL – SOUTH

JAMAICA

SUCCESS ACADEMY CHARTER SCHOOL – UPPER WEST

REPORT DATE: MARCH 31, 2026

VISIT DATE: JANUARY 20, 2026



Charter Schools Institute
The State University of New York

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EDUCATION CORPORATION BACKGROUND

SUCCESS ACADEMY CHARTER SCHOOLS - NYC



MISSION

To provide students in New York City with an exceptionally high quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards, and the resources to lead and succeed in school, college, and a competitive global economy.

Success Academy Charter Schools – New York City seek to provide this exceptionally high quality education to all of their students, including English language learners and students with special education needs, irrespective of socioeconomic, racial, ethnic, and/or other status.

EDUCATION CORPORATION BACKGROUND

Success Academy Charter Schools – New York City (“SACS NYC” or the “education corporation”), a not-for-profit charter school education corporation, is currently authorized to operate 41 charter schools, 38 of which are open and operating. SACS NYC partners with the charter management organization Success Academy Charter Schools, Inc. (“Success Academy” or the “network”), a Delaware not-for-profit corporation based in New York City, which serves the 41 schools within SACS NYC. By contract, Success Academy provides the schools with academic, operational, finance, legal, and back office assistance. Each SACS NYC school implements an academic program consistent with all other SACS NYC charters, all of which are high performing. SACS NYC intends to open Success Academy Charter School – NYC 17 during the 2026-27 school year, and intends to open Success Academy Charter School – NYC 15 and Success Academy Charter School – NYC 18 during the 2028-29 school year.

CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:
2006

Total Number of Charters:
41

Number of Students Served:
24,542

PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 12th

Total Number of Charters:
40

Number of Students Served in 2026-27:
24,971

Information about each charter is found on the following page.

EDUCATION CORPORATION BACKGROUND

Success Academy Charter School –

Bed Stuy 1



Opening Year: 2011

Current Enrollment/Grades: 1,157 | K-12

Future Enrollment/Grades: 1,034 | K-12

Success Academy Charter School - Queens Village | 92-53 Springfield Boulevard, Queens, New York | Queens CSD 29 | K-4
Success Academy Charter School - Bed Stuy 1 Middle School and High School of the Liberal Arts | 70 Tompkins Avenue, 2nd Floor, Brooklyn, New York | Brooklyn CSD 14 | 5-12

Success Academy Charter School –

Bed Stuy 3



Opening Year: 2016

Current Enrollment/Grades: 445 | K-1, 5-8

Future Enrollment/Grades: 597 | K-3, 5-8

Success Academy - Ridgewood | 63-57 Fresh Pond Road, Ridgewood, Queens, New York | Queens CSD 24 | K-1
Lafayette Middle School | 787 Lafayette Avenue, 3rd Floor, Brooklyn, New York | Brooklyn CSD 16 | 5-8

Success Academy Charter School –

Bushwick



Opening Year: 2016

Current Enrollment/Grades: 625 | K-4

Future Enrollment/Grades: 531 | K-4

Success Academy Charter School - Bushwick | 139 Menahan Street, Brooklyn, New York | Brooklyn CSD 32 | K-4

Success Academy Charter School –

Far Rockaway



Opening Year: 2016

Current Enrollment/Grades: 813 | K-8

Future Enrollment/Grades: 699 | K-8

Success Academy Charter School - Far Rockaway | 10-45 Nameoke Street, Floor 3, Queens, New York | Queens CSD 27 | K-4
Success Academy Charter School - Rockaway Park Middle School | 190 Beach 110th Street, Queens, New York | Queens CSD 27 | 5-8

Success Academy Charter School –

Flatbush



Opening Year: 2016

Current Enrollment/Grades: 655 | K-4

Future Enrollment/Grades: 539 | K-4

Success Academy Charter School - Flatbush | 15 Snyder Avenue, Brooklyn, New York | Brooklyn CSD 17 | K-4

* New York City Community School District (“CSD”)

Under the New York Charter Act of 1998 (as amended, the “Act”), each charter school may serve students in Kindergarten through 12th grade with authorizer approval. A charter school may operate multiple sites to serve its approved grade configuration. However, no charter school may serve students in the same grade level at more than one site.

EDUCATION CORPORATION BACKGROUND

Success Academy Charter School –

Harlem 1



Opening Year: 2006

Current Enrollment/Grades: 1,807 | K-12

Future Enrollment/Grades: 1,446 | K-12

Success Academy Charter School - Harlem 1 | 34 West 118th Street, 2nd Floor, New York, New York | Manhattan CSD 3 | K-4

Success Academy Charter School - Harlem West Middle | 215 West 114th Street, 5th Floor, New York, New York | Manhattan CSD 3 | 5-8

High School of the Liberal Arts – Manhattan | 111 East 33rd Street, 4th Floor, New York, New York | Manhattan CSD 2 | 9-12

Success Academy Charter School –

South Jamaica



Opening Year: 2016

Current Enrollment/Grades: 514 | K-4

Future Enrollment/Grades: 477 | K-4

Success Academy Charter School - South Jamaica | 120-27 141st Street, Queens, New York | Queens CSD 27 | K-4

Success Academy Charter School –

Upper West



Opening Year: 2011

Current Enrollment/Grades: 264 | K-4

Future Enrollment/Grades: 228 | K-4

Success Academy Charter School - Upper West | 145 West 84th Street, 2nd Floor, New York, New York | Manhattan CSD 3 | K-4



EDUCATION CORPORATION BACKGROUND

SUCCESS ACADEMY CHARTER SCHOOLS - NYC BOARD OF TRUSTEES¹

CHAIR	TRUSTEES
Lorenzo Smith III	Jonathan Auerbach
VICE CHAIR & TREASURER	Derrell Bradford
Scott J. Friedman	Edwin Crespedes
SECRETARY	Ripan Kadakia
Suleman E. Lunat	Aaron Kinnari
	Stirling B. Levy
	Kamilah Mitchell-Thomas
	Robin Pzena
	Lizette St. Hilarie

SUCCESS ACADEMY CHARTER SCHOOLS, INC. BOARD OF TRUSTEES

CHAIR	TRUSTEES	
Richard S. Pzena	Joan Berger	Suzie Kovner
VICE CHAIR & TREASURER	Diahann Billings-Burford	Yen Liow
Richard Barrera	Rosamund Else-Mitchell	Daniel S. Loeb
SECRETARY	Katherine G. Farley	Robert Niehaus
Kent A. Yalowitz	Cindy H. Finkelman	Simon Shaw
	Steven M. Galbraith	
	Joel Greenblatt	
	William Greenblatt	
	S. Fitzgerald Haney	
	C. C. Melvin Ike	

KEY DESIGN ELEMENTS

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

1. Source: The Institute's board records at the time of report finalization.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL WITH CONDITIONS

Renewal through July 31, 2027. *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the following Applications for Charter Renewal:*

- *Success Academy Charter School - Bed Stuy 1;*
- *Success Academy Charter School - Bed Stuy 3;*
- *Success Academy Charter School – Bushwick;*
- *Success Academy Charter School - Far Rockaway;*
- *Success Academy Charter School – Flatbush;*
- *Success Academy Charter School - Harlem 1;*
- *Success Academy Charter School - South Jamaica; and,*
- *Success Academy Charter School - Upper West;*

to align each related education corporation’s charter and renewal schedule going forward. If each school is renewed, SACS NYC will be granted the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal and subject to a set of conditions listed below. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).²

THE EDUCATION CORPORATION IS SUBJECT TO THE FOLLOWING CONDITIONS

By July 1, 2026, the education corporation must provide a Corrective Action Plan, to be approved by the Institute, to come into compliance with teacher certification requirements under the Act inclusive of methods to assist uncertified teachers in obtaining certification, an identified system of monitoring certification status, and administrative or monetary supports offered to teachers. The education corporation must demonstrate significant improvement regarding compliance with teacher certification requirements in accordance with the Act by the conclusion of the education corporation’s next proposed renewal term. This applies only to Success Harlem 1 as all other charters under renewal review are in compliance with teacher certification.

2. *SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).*



EXECUTIVE SUMMARY

The table below presents information on the Institute’s plan³ to align the charter expiration dates of the majority of charters under the education corporation. By the 2026-27 school year, the charter expiration dates for most SACS NYC schools will align. At that time, the Institute will conduct a full renewal review of all charters due for renewal in 2026-27 in the education corporation.

2025-26	2026-27		2027-28	2028-29
<p><i>Proposed True Up Renewal Through July 31, 2027</i></p> <p>Success Bed Stuy 1 Success Bed Stuy 3 Success Bushwick Success Far Rockaway Success Flatbush Success Harlem 1 Success South Jamaica Success Upper West</p>	<p><i>Full Education Corporation Renewal</i></p> <p>Success Bed Stuy 2 Success Bensonhurst Success Bergen Beach Success Bronx 1 Success Bronx 2 Success Bronx 4 Success Bronx 5 Lower Success Bronx 5 Upper Success Cobble Hill Success Crown Heights Success Harlem 2 Success Harlem 3 Success Harlem 4</p>		<p>Success Harlem 5 Success Hell’s Kitchen Success Hudson Yards Success Norwood Success Prospect Heights Success Rosedale Success Sheepshead Bay Success Springfield Gardens Success Union Square Success Washington Heights Success Williamsburg</p>	<p>Success NYC 5 Success NYC 6 Success NYC 7 Success NYC 12 Success NYC 14</p>
			Success Bronx 3	

EXECUTIVE SUMMARY

All eight SACS NYC schools under review have demonstrated a consistent record of strong academic performance aligned with the aggregate trend across the education corporation. Each school met its English language arts (“ELA”), mathematics, graduation, and college preparation goals over the charter term, reflecting high levels of absolute achievement and effective implementation of the SACS NYC educational program.

Over the term, the network consistently deployed effective academic systems to support rigorous instruction and student learning. These systems include routinely evaluating and refining curriculum; maintaining principals’ focus on instructional leadership; delivering extensive, structured professional development for staff members; and, implementing frequent assessment cycles to ensure data driven instructional adjustments. As a result, all schools in the renewal cohort produced ELA and mathematics results that exceeded the absolute target of 75% proficiency and outperformed the schools’ respective local district results.

SACS NYC also demonstrates strong programmatic support beyond the school year. The network operates a comprehensive summer learning model that provides targeted academic intervention and enrichment. The model not only serves students requiring credit recovery but also those who lack mastery in discrete standards, as well as newly enrolled students needing support to meet grade level expectations.

3. The above plan does not guarantee a specific renewal outcome for the education corporation or any of its charter schools.

EXECUTIVE SUMMARY

At the high school level, Success Academy Harlem 1 offers extensive Advanced Placement (“AP”) and college level coursework aligned to the network’s college readiness mission. Students demonstrate strong year over year performance on AP exams, and the school’s graduating classes consistently have high college acceptance rates including offers from selective institutions. SACS NYC offers dual enrollment partnerships for college credit from Columbia University, Hunter College, and Georgia Tech. In addition, high school students access a wide array of summer opportunities including performing arts intensives, international travel, humanitarian service experiences, journalism, coding, and residential pre-college programs.

FINDINGS & INFORMATION

Is each school due for renewal an academic success?

The eight schools due for renewal are academic successes having demonstrated a track record of superlative achievement. Each school met its key academic Accountability Plan goals over the term. Across the education corporation in 2024-25, 94% of SACS NYC tested students enrolled in at least their second year scored at or above proficient in ELA and 97% did so in mathematics. At the high school level, 100% of graduating seniors passed at least one AP examination in the majority of years of the term. The schools further demonstrate success in the following ways:

- In 2024-25, all eight SACS NYC schools under renewal review exceeded all targets included under the ELA goal.
- In 2024-25, all eight schools under renewal review posted mathematics proficiency rates for tested students enrolled in at least their second year that exceeded the absolute target of 75%.
- In 2024-25, 93% of Success Harlem 1’s 2021 Cohort graduated after four years exceeding the absolute target of 75% and the district rate.

Is each school due for renewal an effective, viable organization?

SACS NYC is an effective, viable organization as are each of the eight schools due for renewal. The network provides robust operational supports to each school and manages most back office supports. The network strategically supports each school’s director of operations with other operational leaders. As a result, school-based instructional leaders are able to primarily focus on academics. Network operations leaders closely monitor metrics from an operational standpoint to ensure that schools optimize all systems across the education corporation. The board continues to provide thoughtful and effective oversight of both the contract with the network and of each school.

Is each school due for renewal fiscally sound⁴?

SACS NYC is fiscally sound based on the Institute’s review of the renewal documentation. The education corporation establishes strong methods of budget creation that consider all departments of the organization to develop accurate revenue and expense projections. The education corporation maintained adequate enrollment throughout the current charter term generating sufficient revenue to cover expenses.

4. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term. The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section.

EXECUTIVE SUMMARY

SACS NYC demonstrated a positive financial performance during the current charter term with net assets of \$328.6 million and 1.8 months of cash on hand as of the 2024-25 school year. SACS NYC currently operates 53 sites. Among those, 51 are co-located through the New York City Department of Education (“NYCDOE”) and two are privately leased properties.

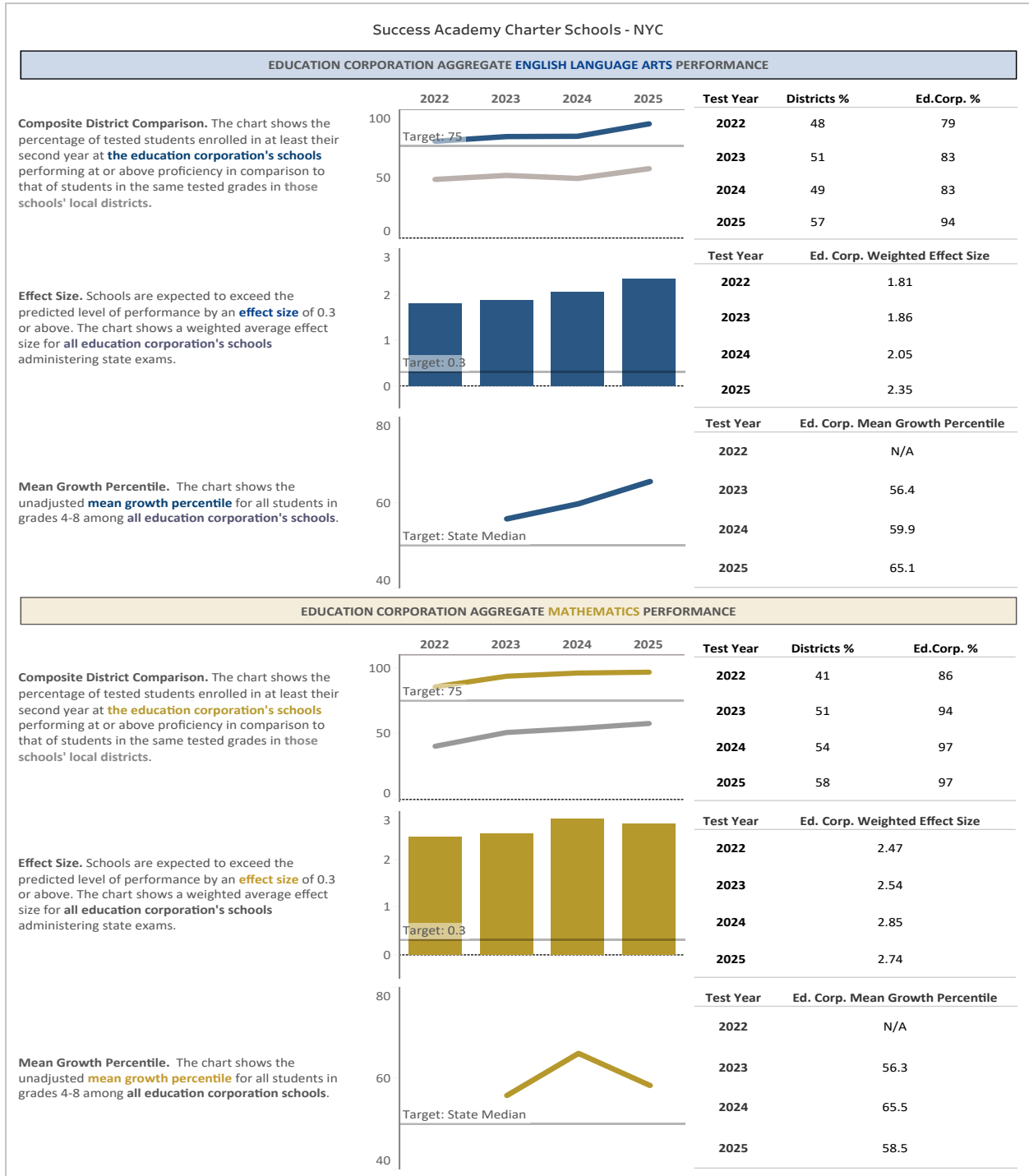
If the SUNY Trustees renew each school, are the education corporation’s plans for each school reasonable, feasible, and achievable?

The education corporation’s plans for the eight schools under renewal review are reasonable, feasible, and achievable. The future budget in the renewal documentation contains reasonable and feasible revenue and expense projections for the proposed charter term. The board will continue to collaborate and oversee the performance of the network.



EDUCATION CORPORATION OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOLS - NYC: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL SCHOOLS



The composite district comparison is a weighted proficiency rate including all comparison grades from New York City CSDs in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.



EDUCATION CORPORATION OVERVIEW

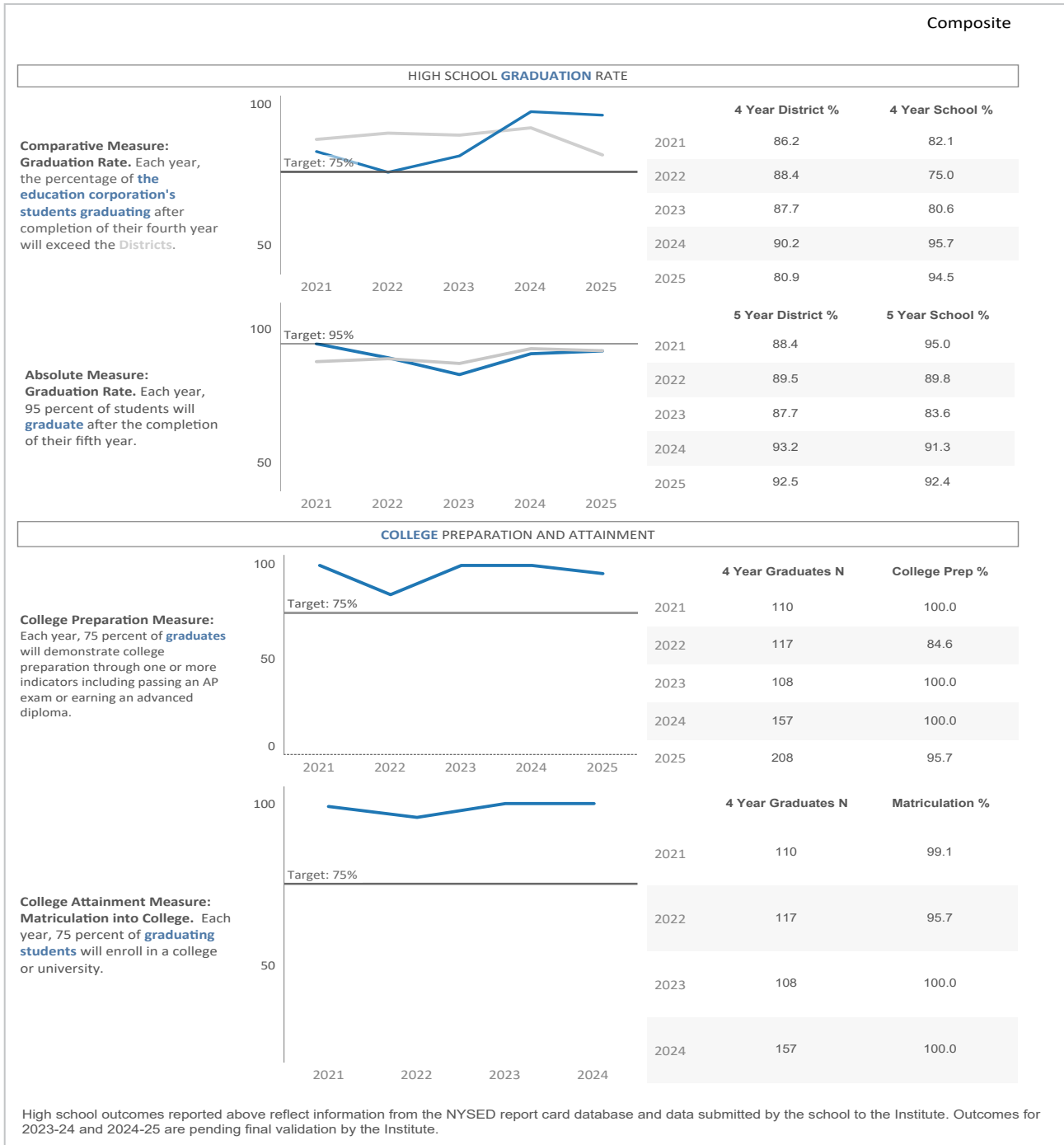
SUCCESS ACADEMY CHARTER SCHOOLS - NYC: AGGREGATE SCIENCE PERFORMANCE FOR ALL SCHOOLS





EDUCATION CORPORATION OVERVIEW

SUCCESS ACADEMY CHARTER SCHOOLS - NYC: AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL SCHOOLS





ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 1

Brooklyn CSD 14

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>					2022	3-8	45	81
					2023	5-8	54	81
					2024	6-7	55	89
					2025	6-7	60	98
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-8	67.5	1.81
					2023	5-8	66.0	1.74
					2024	5-7	67.3	2.24
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	57.1		
					2024	63.8		
				2025	69.1			
MATHEMATICS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>					2022	3-7	35	79
					2023	5-7	50	93
					2024	6-7	55	97
					2025	6-7	54	100
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-7	68.1	2.14
					2023	5-7	65.1	2.25
					2024	5-7	67.3	2.75
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	56.6		
					2024	67.2		
				2025	69.7			



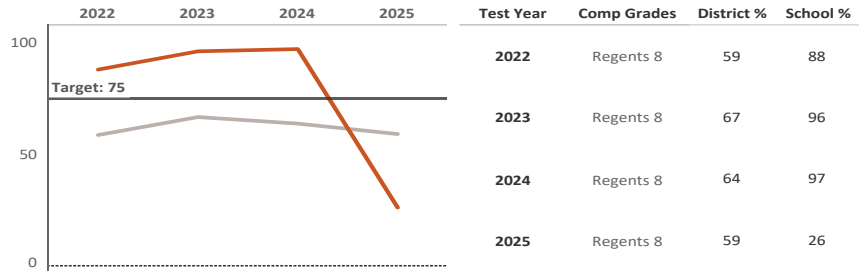
ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 1

Brooklyn CSD 14

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.



Test Year	Comp Grades	District %	School %
2022	Regents 8	59	88
2023	Regents 8	67	96
2024	Regents 8	64	97
2025	Regents 8	59	26

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	520	513	385	384	366	450	320	397
School Tested %	99.2	97.9	99.7	99.5	80.6	99.1	79.4	98.5
District Tested %	78.9	78.8	76.3	76.1	75.1	77.4	79.0	79.8

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	106	96	83	78	78	78	65	66
School % Proficient on Exam	57.5	58.3	50.6	71.8	69.2	83.3	89.2	98.5
District % Proficient	16.5	12.1	17.4	19.0	20.6	19.8	31.8	25.2

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	0	6	14	37
School % Making Progress	N/A	66.7	14.3	45.9

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

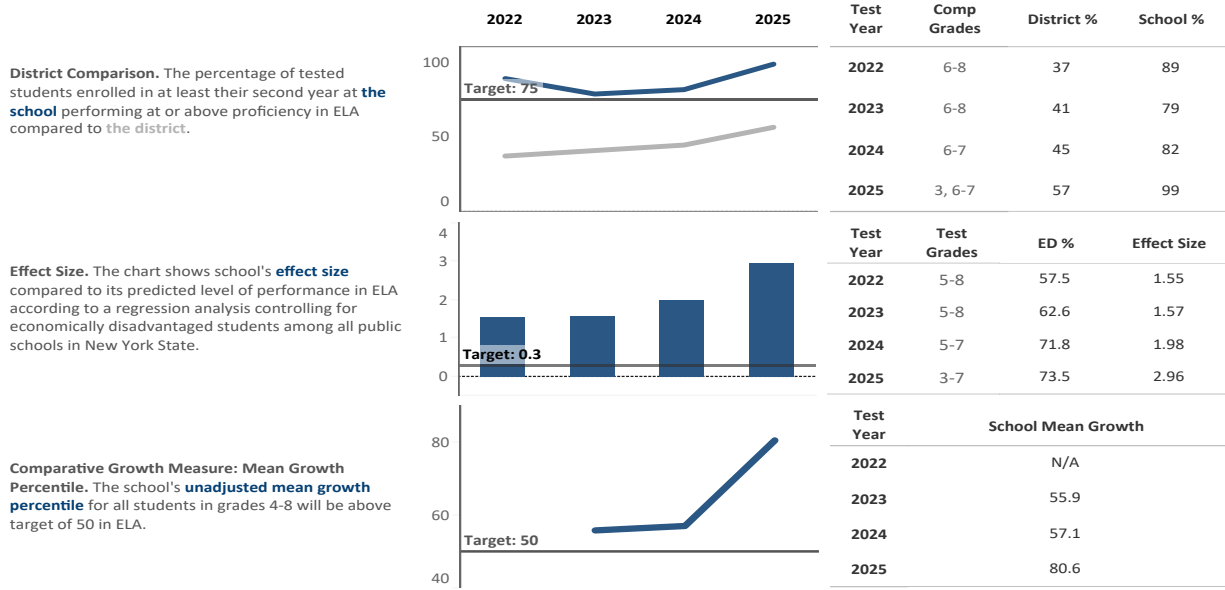


ACADEMIC PERFORMANCE

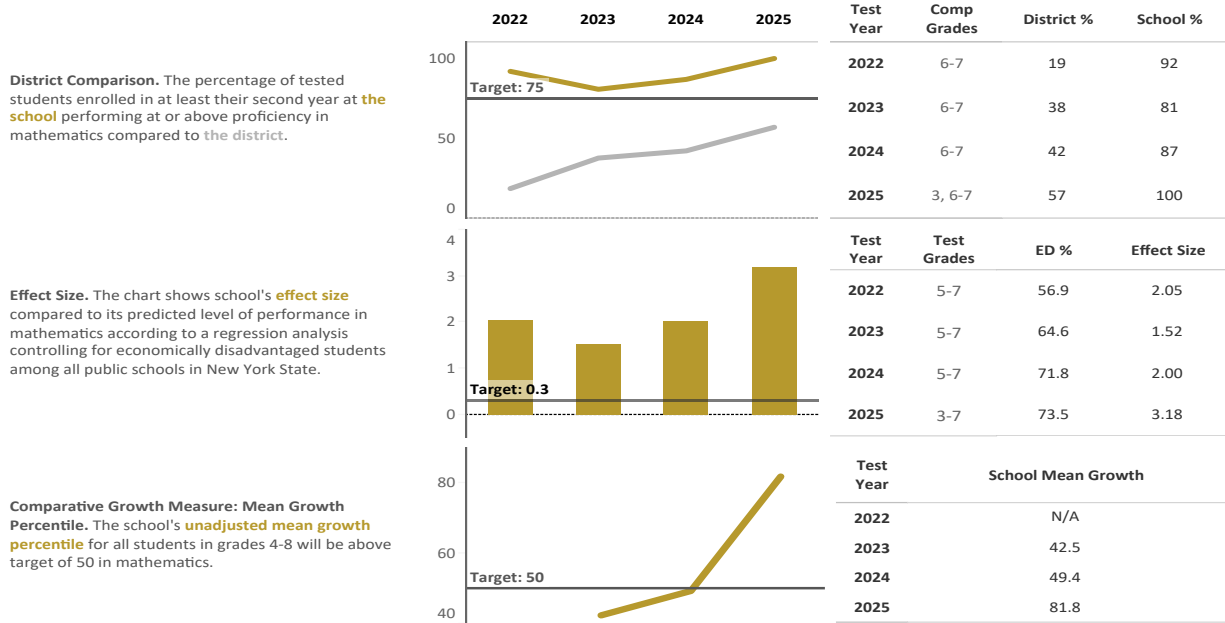
SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 3

Brooklyn CSD 16

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL





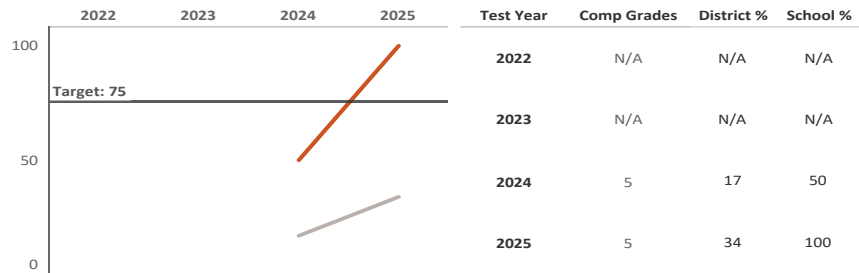
ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 3

Brooklyn CSD 16

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.



Test Year	Comp Grades	District %	School %
2022	N/A	N/A	N/A
2023	N/A	N/A	N/A
2024	5	17	50
2025	5	34	100

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	203	202	209	207	252	318	314	368
School Tested %	100.0	100.0	98.1	97.2	78.5	99.1	82.0	96.1
District Tested %	82.5	80.9	82.0	82.2	78.5	81.8	78.1	77.8

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	39	31	38	34	52	52	41	41
School % Proficient on Exam	53.8	51.6	39.5	47.1	57.7	67.3	90.2	97.6
District % Proficient	17.0	8.0	20.0	17.6	24.6	25.5	33.8	31.1

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	4	4	6	39
School % Making Progress	s	s	33.3	71.8

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL – BUSHWICK

Brooklyn CSD 32

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2025	2022	3-4	26	89
					2023	3-4	32	86
					2024	3-4	30	92
					2025	3-4	38	99
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-4	71.2	2.39
					2023	3-4	72.0	2.21
					2024	3-4	79.8	2.29
					2025	3-4	79.2	2.07
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>	2022	2023	2024	2025	2022	School Mean Growth		
					2023	N/A		
					2024	59.4		
					2025	52.9		

MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2025	2022	3-4	26	98
					2023	3-4	33	99
					2024	3-4	37	100
					2025	3-4	45	100
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-4	71.2	2.96
					2023	3-4	72.0	3.03
					2024	3-4	79.8	3.22
					2025	3-4	79.2	2.83
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>	2022	2023	2024	2025	2022	School Mean Growth		
					2023	66.0		
					2024	74.5		
					2025	48.8		



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL – BUSHWICK

Brooklyn CSD 32

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.

N/A

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	156	155	191	191	174	174	170	170
School Tested %	99.4	99.4	100.0	100.0	98.9	98.9	97.1	97.1
District Tested %	75.2	84.3	78.4	83.7	80.2	87.8	84.4	87.4

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	16	16	20	20	28	28	24	24
School % Proficient on Exam	93.8	87.5	50.0	95.0	82.1	100.0	91.7	100.0
District % Proficient	9.5	12.9	14.8	20.1	14.9	29.9	25.5	32.4

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	102	115	155	191
School % Making Progress	23.5	12.2	2.6	91.1

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY

Queens CSD 27

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>					2022	3-6	43	72
					2023	3-7	46	82
					2024	3-7	46	76
					2025	3-7	53	83
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-6	63.0	1.56
					2023	3-7	63.4	1.76
					2024	3-7	69.8	1.53
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	61.3		
					2024	59.9		
				2025	62.0			

MATHEMATICS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>					2022	3-6	36	82
					2023	3-7	48	95
					2024	3-7	51	93
					2025	3-7	56	89
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-6	63.0	2.15
					2023	3-7	63.4	2.58
					2024	3-7	69.8	2.26
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	58.5		
					2024	62.7		
				2025	55.2			

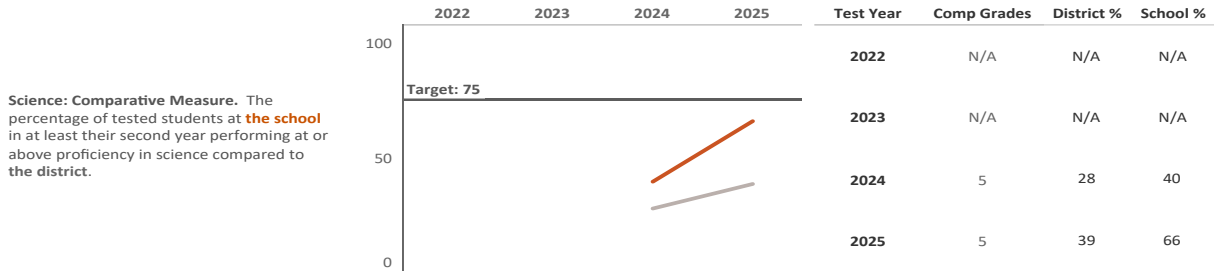


ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY

Queens CSD 27

SCIENCE ACCOUNTABILITY PLAN GOAL



Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	288	287	346	346	363	385	379	418
School Tested %	99.0	99.0	98.9	98.9	92.6	98.2	87.9	97.0
District Tested %	89.0	89.9	87.5	90.5	85.9	89.9	87.3	89.6

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	47	47	55	56	65	65	64	64
School % Proficient on Exam	42.6	59.6	60.0	82.1	55.4	75.4	54.7	64.1
District % Proficient	14.9	15.4	16.7	23.6	18.4	27.4	25.2	30.5

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	8	9	15	33
School % Making Progress	50.0	11.1	13.3	45.5

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL – FLATBUSH

Brooklyn CSD 17

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>					2022	3-4	44	65
					2023	3-4	49	68
					2024	3-4	43	68
					2025	3-4	60	85
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-4	66.7	0.89
					2023	3-4	77.6	1.29
					2024	3-4	78.8	1.27
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	54.2		
					2024	47.4		
				2025	56.1			
MATHEMATICS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>					2022	3-4	36	81
					2023	3-4	52	94
					2024	3-4	53	97
					2025	3-4	61	94
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-4	66.7	1.57
					2023	3-4	77.6	2.12
					2024	3-4	78.8	2.42
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	64.0		
					2024	64.8		
				2025	44.6			



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL – FLATBUSH

Brooklyn CSD 17

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.

N/A

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	229	226	221	222	228	231	219	219
School Tested %	99.6	98.7	99.1	99.6	97.9	99.1	98.2	98.2
District Tested %	87.4	89.0	84.7	85.9	82.4	85.9	82.8	84.3

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	36	35	29	29	42	43	59	59
School % Proficient on Exam	38.9	51.4	27.6	69.0	33.3	90.7	57.6	79.7
District % Proficient	22.7	20.7	24.0	27.8	22.9	30.4	40.1	38.6

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	29	26	38	41
School % Making Progress	24.1	38.5	36.8	17.1

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 1

Manhattan CSD 3

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2025	2022	3-8	65	79
					2023	3-8	68	82
					2024	3-7	65	76
					2025	3-7	70	95
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-8	72.0	1.95
					2023	3-8	73.1	1.86
					2024	3-7	77.8	1.76
					2025	3-7	78.4	2.24
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>	2022	2023	2024	2025	2022	School Mean Growth		
					2023	N/A		
					2024	51.9		
					2025	57.8		
					2025	66.0		

MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2025	2022	3-7	57	84
					2023	3-7	63	90
					2024	3-7	66	93
					2025	3-7	68	95
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-7	72.2	2.37
					2023	3-7	74.2	2.29
					2024	3-7	77.8	2.44
					2025	3-7	78.3	2.34
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>	2022	2023	2024	2025	2022	School Mean Growth		
					2023	N/A		
					2024	49.7		
					2025	57.4		
					2025	50.2		



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 1

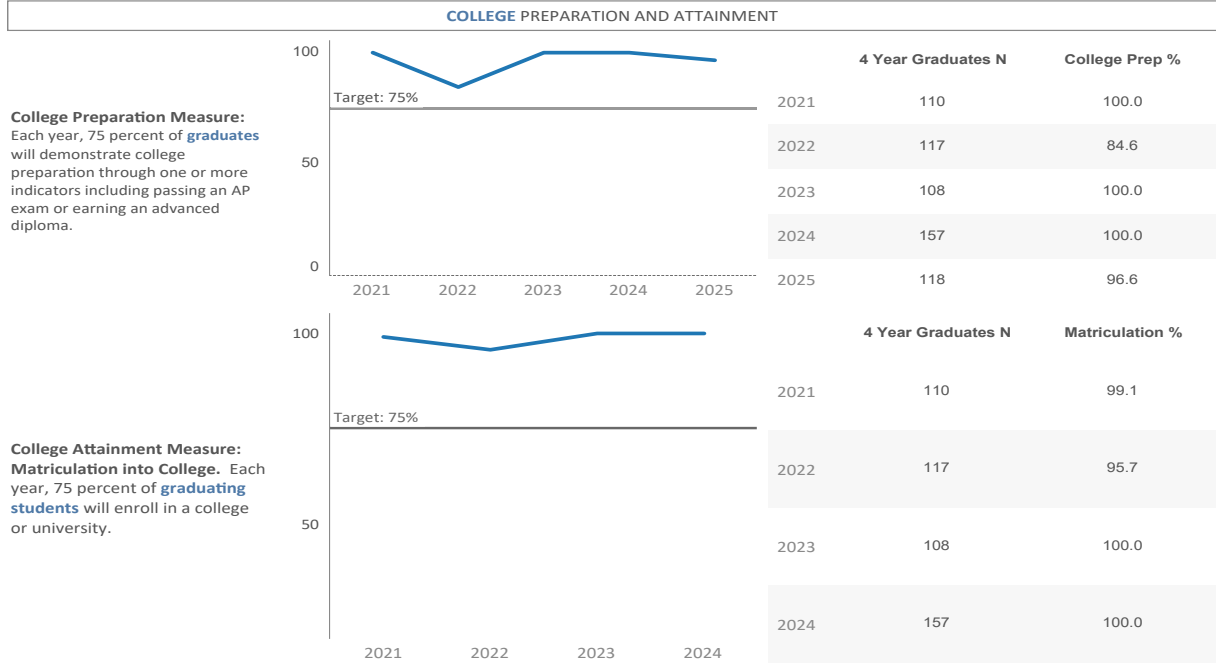
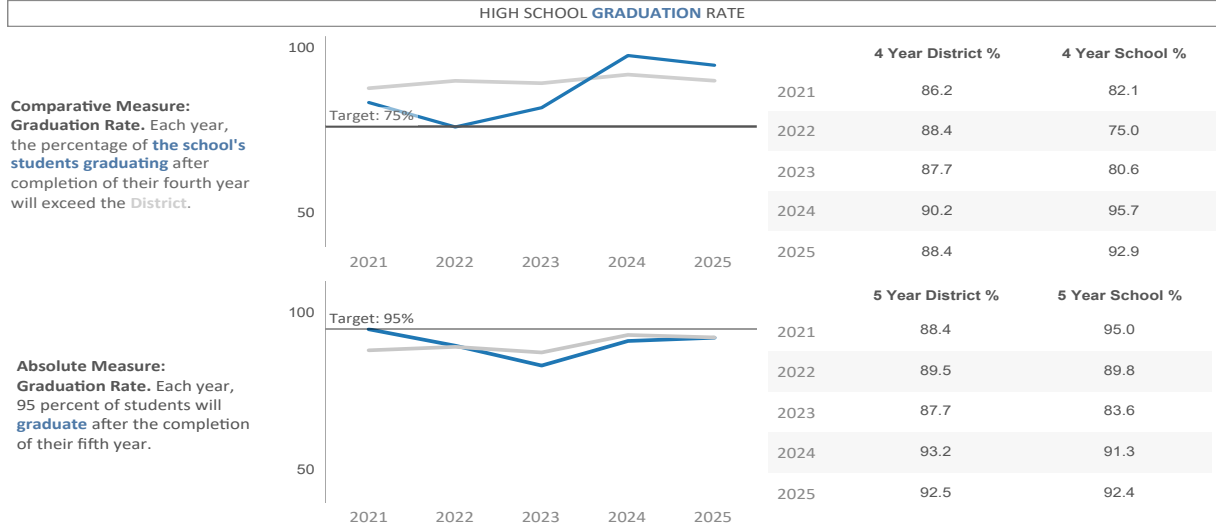
Manhattan CSD 3									
SCIENCE ACCOUNTABILITY PLAN GOAL									
<p>Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.</p>	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %	
					2022	N/A	N/A	N/A	
					2023	N/A	N/A	N/A	
					2024	5	51	42	
					2025	5	60	57	
TESTED PERCENTAGES									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
School Tested Number (N)	551	554	512	513	371	430	361	409	
School Tested %	99.3	99.5	99.8	100.0	85.9	99.5	85.1	96.5	
District Tested %	92.1	92.0	85.7	90.6	85.9	89.8	87.9	89.2	
PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*									
	2022		2023		2024		2025		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
Students with Disabilities Tested on State Exam (N)	80	78	87	74	77	77	80	79	
School % Proficient on Exam	55.0	69.2	47.1	71.6	48.1	84.4	71.3	74.7	
District % Proficient	32.0	25.9	37.3	35.6	35.3	41.3	42.8	42.1	
	2022		2023		2024		2025		
Tested on NYSESLAT Exam (N)	46		52		38		34		
School % Making Progress	28.3		25.0		57.9		55.9		
<p>*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".</p>									



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 1

Manhattan CSD 3



High school outcomes reported above reflect information from the NYSED report card database and data submitted by the school to the Institute. Outcomes for 2023-24 and 2024-25 are pending final validation by the Institute.



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA

Queens CSD 27

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>					2022	3-4	42	66
					2023	3-4	46	84
					2024	3-4	45	80
					2025	3-4	56	97
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-4	61.2	1.29
					2023	3-4	60.3	1.92
					2024	3-4	64.9	1.81
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	53.7		
					2024	42.9		
				2025	62.0			
MATHEMATICS ACCOUNTABILITY PLAN GOAL								
	2022	2023	2024	2025	Test Year	Comp Grades	District %	School %
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>					2022	3-4	42	91
					2023	3-4	53	97
					2024	3-4	56	99
					2025	3-4	61	100
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>					Test Year	Test Grades	ED %	Effect Size
					2022	3-4	61.2	2.71
					2023	3-4	60.3	2.90
					2024	3-4	64.9	3.02
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>					Test Year	School Mean Growth		
					2022	N/A		
					2023	55.6		
					2024	62.3		
				2025	50.9			



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA

Queens CSD 27

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of tested students at **the school** in at least their second year performing at or above proficiency in science compared to **the district**.

N/A

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	180	179	171	171	180	180	188	190
School Tested %	100.0	99.4	98.8	99.4	98.4	98.4	98.4	99.5
District Tested %	88.4	90.0	86.6	89.8	83.2	88.3	84.9	87.3

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	31	31	31	31	38	37	35	36
School % Proficient on Exam	41.9	67.7	48.4	83.9	63.2	97.3	85.7	97.2
District % Proficient	15.2	21.3	18.9	30.4	18.3	29.3	26.3	36.8

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	23	17	23	26
School % Making Progress	43.5	29.4	39.1	7.7

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".



ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST

Manhattan CSD 3

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in ELA compared to the district.</p>	2022	2023	2024	2025	2022	3-8	65	92
					2023	3-8	68	92
					2024	3-7	65	92
					2025	3-7	70	97
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in ELA according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-8	50.5	2.41
					2023	3-8	51.0	2.45
					2024	3-7	54.8	2.62
					2025	3-7	54.8	2.66
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in ELA.</p>	2022	2023	2024	2025	2022	3-8	50.5	2.41
					2023	3-8	51.0	2.45
					2024	3-7	54.8	2.62
					2025	3-7	54.8	2.66
MATHEMATICS ACCOUNTABILITY PLAN GOAL				Test Year	Comp Grades	District %	School %	
<p>District Comparison. The percentage of tested students enrolled in at least their second year at the school performing at or above proficiency in mathematics compared to the district.</p>	2022	2023	2024	2025	2022	3-7	57	95
					2023	3-7	63	97
					2024	3-7	66	98
					2025	3-7	68	98
<p>Effect Size. The chart shows school's effect size compared to its predicted level of performance in mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	2022	2023	2024	2025	2022	3-7	51.6	3.24
					2023	3-7	52.2	2.98
					2024	3-7	54.8	3.49
					2025	3-7	54.9	3.13
<p>Comparative Growth Measure: Mean Growth Percentile. The school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in mathematics.</p>	2022	2023	2024	2025	2022	3-7	51.6	3.24
					2023	3-7	52.2	2.98
					2024	3-7	54.8	3.49
					2025	3-7	54.9	3.13

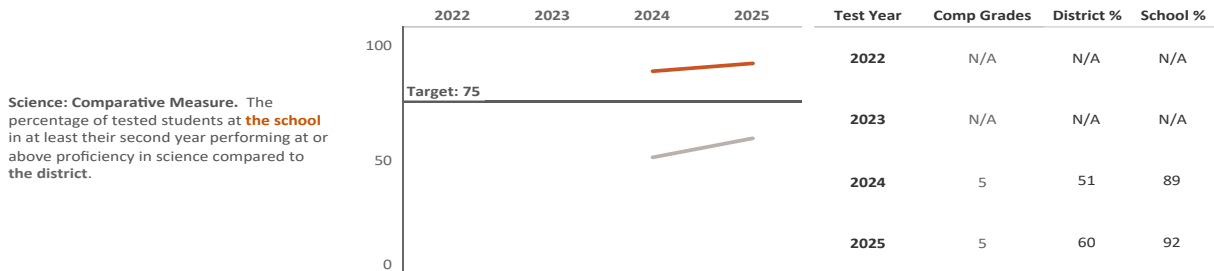


ACADEMIC PERFORMANCE

SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST

Manhattan CSD 3

SCIENCE ACCOUNTABILITY PLAN GOAL



Science: Comparative Measure. The percentage of tested students at the school in at least their second year performing at or above proficiency in science compared to the district.

TESTED PERCENTAGES

	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
School Tested Number (N)	665	668	730	729	717	810	675	817
School Tested %	99.6	100.0	99.9	99.9	88.3	99.8	81.2	98.3
District Tested %	92.1	92.0	85.7	90.6	85.9	89.8	87.9	89.2

PERFORMANCE OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS*

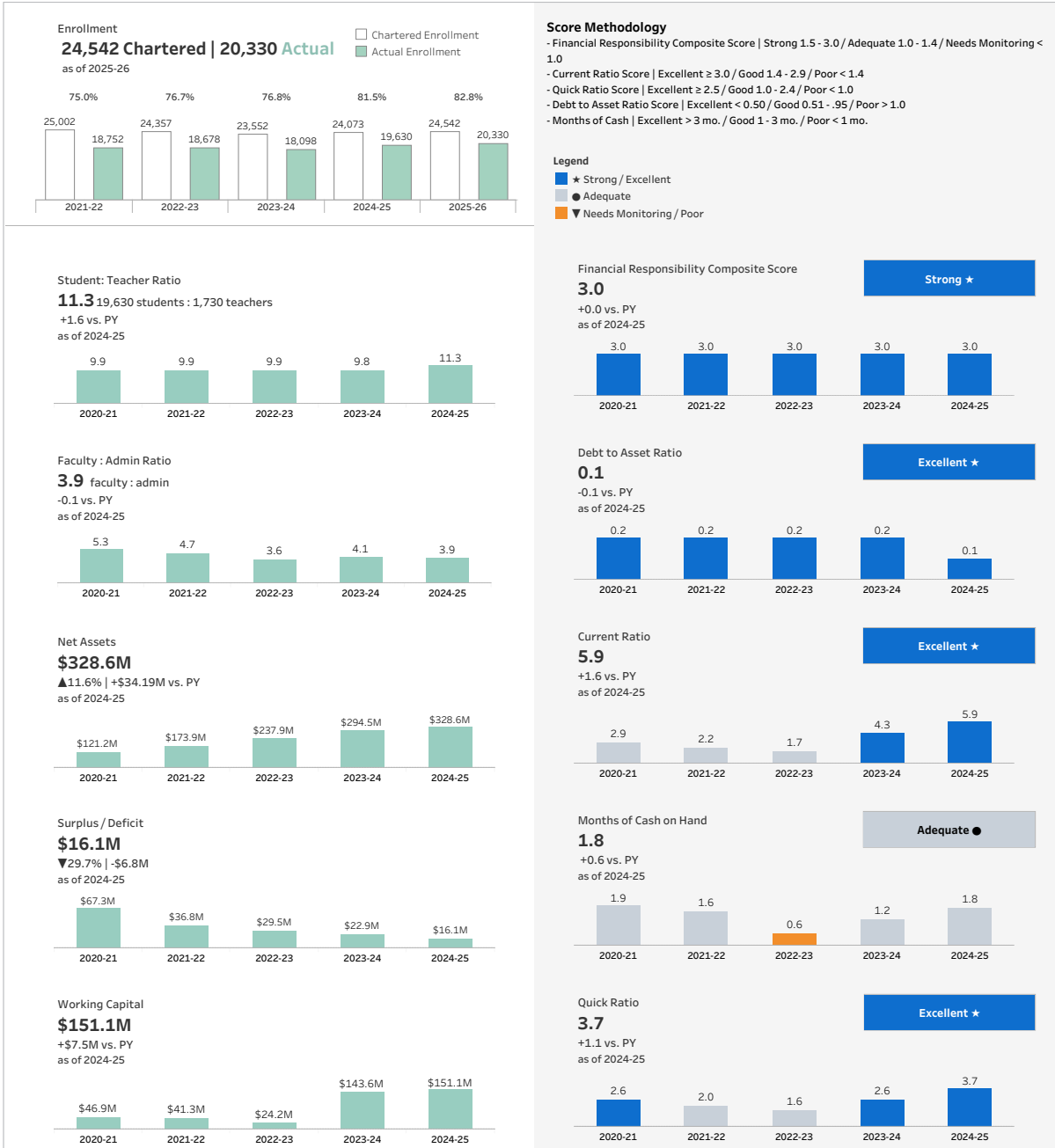
	2022		2023		2024		2025	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Students with Disabilities Tested on State Exam (N)	108	90	123	111	133	133	126	127
School % Proficient on Exam	65.7	77.8	72.4	84.7	76.7	88.7	85.7	89.0
District % Proficient	32.0	25.9	37.3	35.6	35.3	41.3	42.8	42.1

	2022	2023	2024	2025
Tested on NYSESLAT Exam (N)	33	27	22	26
School % Making Progress	57.6	44.4	63.6	46.2

*Academic outcome data describing the performance of students with disabilities and English language learners ("ELLs") are not tied to separate goals in the charter school's formal Accountability Plan. The New York State English as a Second Language Achievement Test ("NYSESLAT") is a standardized New York State assessment given annually to students classified as ELLs. Student scores are categorized into five proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding (the highest proficiency level). For elementary and middle school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year, or testing at the Expanding level and testing proficient on the NYS ELA exam in that same year. For high school students, "Making Progress" is defined as: testing at the Commanding level, or moving up at least one proficiency level from the prior year. To comply with the Family Educational Rights and Privacy Act ("FERPA") regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students, and indicates such instances with an "s".

FISCAL DASHBOARD

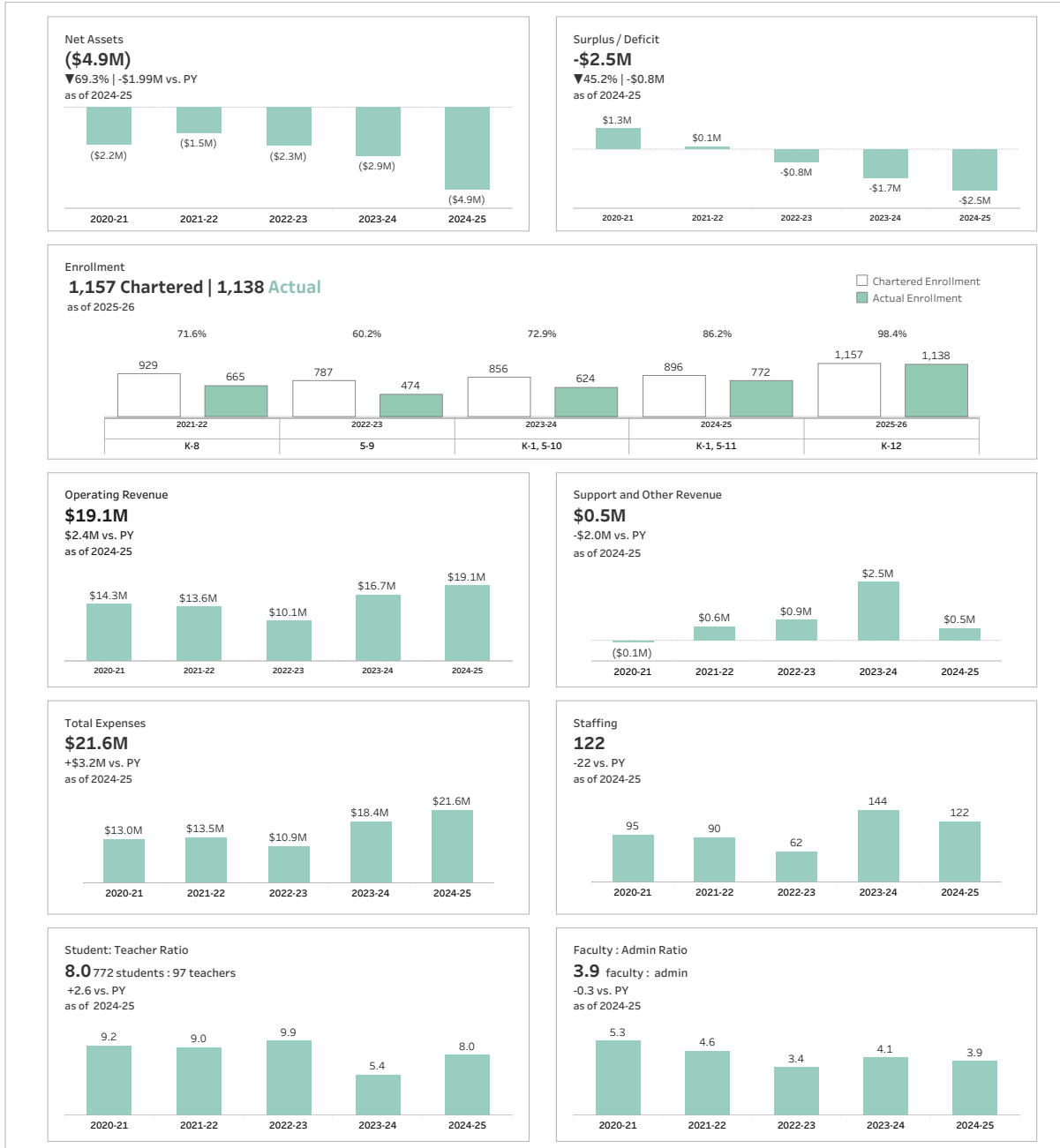
SUCCESS ACADEMY CHARTER SCHOOLS - NYC



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 1



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 3



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL – BUSHWICK



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

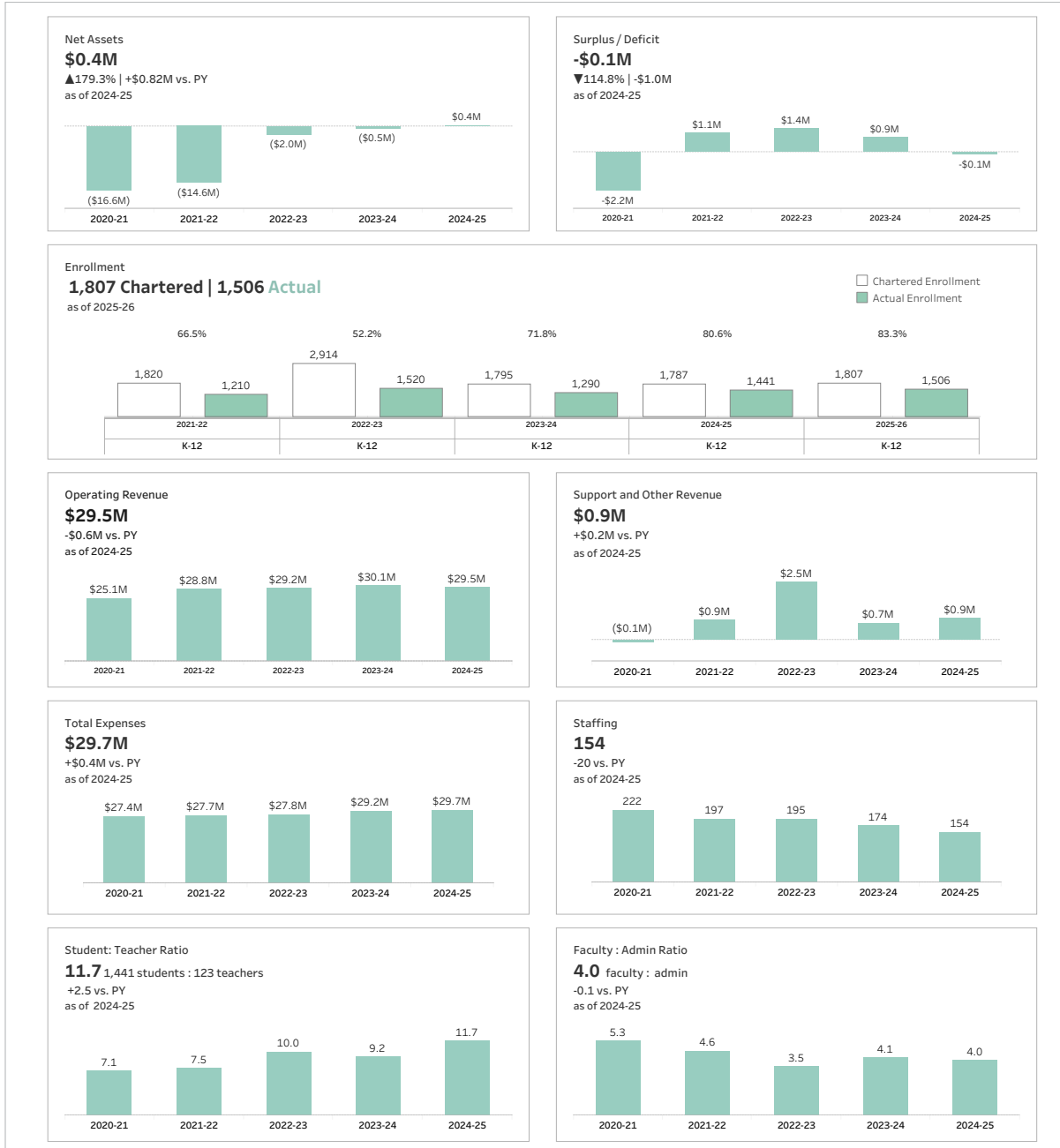
SUCCESS ACADEMY CHARTER SCHOOL – FLATBUSH



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 1



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

FISCAL DASHBOARD

SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST



Schools report actual enrollment on a quarterly basis to the Institute, and the actual enrollment for 2025-26 reflects the most recently submitted quarterly submission.

COMPLIANCE REPORTING



HAS EACH SCHOOL DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

SUCCESS ACADEMY CHARTER SCHOOLS - NYC

Annual Reports

The education corporation submitted annual reports on behalf of its schools to the Institute and the New York State Education Department (“NYSED”) on time and has posted past reports on its website, but the education corporation has not posted all components of the August 1st submission including the Accountability Plan Progress Report (“APPR”) and the independent financial audit by the date of submission as required by the Act. The Institute will ensure compliance prior to the start of the next charter term.

Open Meetings Law

The education corporation does not post materials and minutes for its board meetings as required under the Open Meetings Law. The Institute will ensure compliance prior to the start of the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (“STEM”) or career and technical education courses.

The network partners with Touro University to offer the Transitional B Certificate in Elementary Special Education. The network supports covering tuition costs while the teacher remains employed by SACS NYC. In addition, the network conducts targeted outreach with early childhood and middle school certification programs, including New York University, Columbia University, University of Delaware, Vanderbilt University, Syracuse University, Boston College, and SUNY Binghamton University, while also targeting Teach for America alumni events and conferences and similar programs.

At the time of the renewal review, Success Bed Stuy 1 employed 27 lead teachers. Of the 27 lead teachers, seven were uncertified, which is within the allowable limit. Four of the seven uncertified teachers met the appropriate qualifications under the Act.

COMPLIANCE REPORTING

At the time of the renewal review, Success Bed Stuy 3 employed 18 lead teachers. Of the 18 lead teachers, seven were uncertified, which is within the allowable limit. One of the seven uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Success Bushwick employed 19 lead teachers. Of the 19 lead teachers, four were uncertified, which is within the allowable limit. All four uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Success Far Rockaway employed 25 lead teachers. Of the 25 lead teachers, seven were uncertified, which is within the allowable limit. Two of the seven uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Success Flatbush employed 21 lead teachers. Of the 21 lead teachers, 13 were uncertified, which is within the allowable limit. Four of the 13 uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Success Harlem 1 employed 33 lead teachers. Of the 33 lead teachers, 30 were uncertified, which is 15 over the allowable limit. Twenty-two of the 30 uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Success South Jamaica employed 16 lead teachers. Of the 16 lead teachers, five were uncertified, which is within the allowable limit. Three of the five uncertified teachers met the appropriate qualifications under the Act.

At the time of the renewal review, Success Upper West employed 11 lead teachers. Of the 11 lead teachers, none were uncertified, which is within the allowable limit.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with each school's program, the Institute used satisfaction survey data and data regarding persistence in enrollment.

Parent Survey Data

The Institute compiled data from SACS NYC's annual family survey. The 2024-25 results for each charter under renewal consideration are as follows:

For Success Bed Stuy 1, 64% of families responded to the survey with an 88% satisfaction rate.

For Success Bed Stuy 3, 64% of families responded to the survey with an 83% satisfaction rate.

For Success Bushwick, 68% of families responded to the survey with a 92% satisfaction rate.

For Success Far Rockaway, 60% of families responded to the survey with an 80% satisfaction rate.

For Success Flatbush, 53% of families responded to the survey with an 89% satisfaction rate.

For Success Harlem 1, 57% of families responded to the survey with an 85% satisfaction rate.

For Success South Jamaica, 63% of families responded to the survey with an 83% satisfaction rate.

For Success Upper West, 66% of families responded to the survey with a 92% satisfaction rate.

Public Comments

In accordance with the Act, the Institute notified the district in which the schools are located regarding the schools' Applications for Charter Renewal. A summary of any district and public comments appears below.

The NYCDOE held its required hearing on the renewal application for Success Bed Stuy 1, Success Bed Stuy 3, Success Bushwick, and Success Far Rockaway on December 10, 2025. No one spoke in opposition to or in support of the renewal application, and the Institute has not received any written comments.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

The NYCDOE held its required hearing regarding the renewal application for Success Flatbush, Success Harlem 1, Success South Jamaica, and Success Upper West on December 9, 2025. One member of the public asked why Success South Jamaica is reducing its chartered enrollment despite growth in Southeast Queens, but the community member clarified that she was not speaking in opposition to or in support of the renewal application.

Enrollment and Retention

The schools under renewal review make good faith efforts to meet their enrollment and retention targets. The network supports schools in their recruitment efforts and closely monitors which schools need to improve recruitment efforts for specific subgroups of students.

Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2024-25, 74% of SACS NYC students returned from the previous year. Student persistence data from previous years of the charter term is available below.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS

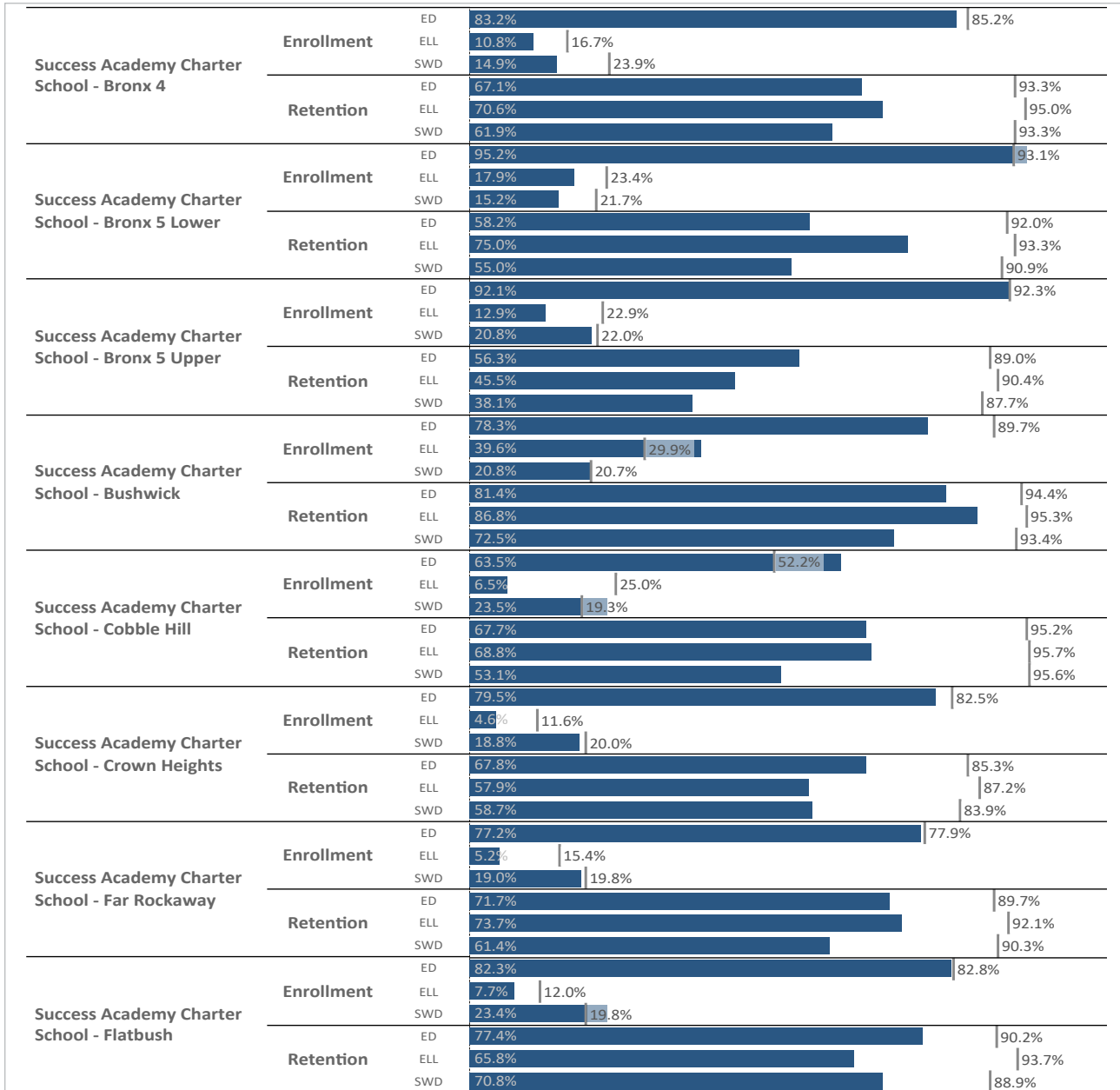
Success Academy Charter School - Bed Stuy 1	Enrollment	ED	68.9%	75.1%
		ELL	5.0%	14.4%
		SWD	15.3%	21.5%
	Retention	ED	73.4%	90.4%
		ELL	73.3%	91.7%
		SWD	64.3%	89.6%
Success Academy Charter School - Bed Stuy 2	Enrollment	ED	80.7%	65.5%
		ELL	6.7%	13.9%
		SWD	25.9%	20.3%
	Retention	ED	64.7%	86.7%
		ELL	77.8%	88.7%
		SWD	48.0%	86.5%
Success Academy Charter School - Bed Stuy 3	Enrollment	ED	74.7%	78.1%
		ELL	9.3%	6.3%
		SWD	17.6%	18.2%
	Retention	ED	69.7%	80.4%
		ELL	66.7%	84.5%
		SWD	67.6%	79.8%
Success Academy Charter School - Bensonhurst	Enrollment	ED	65.0%	76.2%
		ELL	26.2%	33.9%
		SWD	10.1%	20.6%
	Retention	ED	83.7%	95.7%
		ELL	81.1%	96.1%
		SWD	67.4%	95.1%
Success Academy Charter School - Bergen Beach	Enrollment	ED	64.8%	71.5%
		ELL	4.1%	20.1%
		SWD	17.1%	19.3%
	Retention	ED	74.3%	87.8%
		ELL	54.3%	90.3%
		SWD	68.2%	88.2%
Success Academy Charter School - Bronx 1	Enrollment	ED	86.0%	93.1%
		ELL	8.2%	22.4%
		SWD	18.7%	22.9%
	Retention	ED	73.7%	87.3%
		ELL	80.0%	88.9%
		SWD	61.9%	86.2%
Success Academy Charter School - Bronx 2	Enrollment	ED	89.8%	93.1%
		ELL	6.9%	27.7%
		SWD	19.9%	22.7%
	Retention	ED	70.4%	86.7%
		ELL	70.3%	87.9%
		SWD	69.9%	86.0%
Success Academy Charter School - Bronx 3	Enrollment	ED	81.4%	84.8%
		ELL	4.2%	17.8%
		SWD	16.8%	24.5%
	Retention	ED	74.6%	88.5%
		ELL	70.4%	89.3%
		SWD	70.3%	87.8%

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



COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS

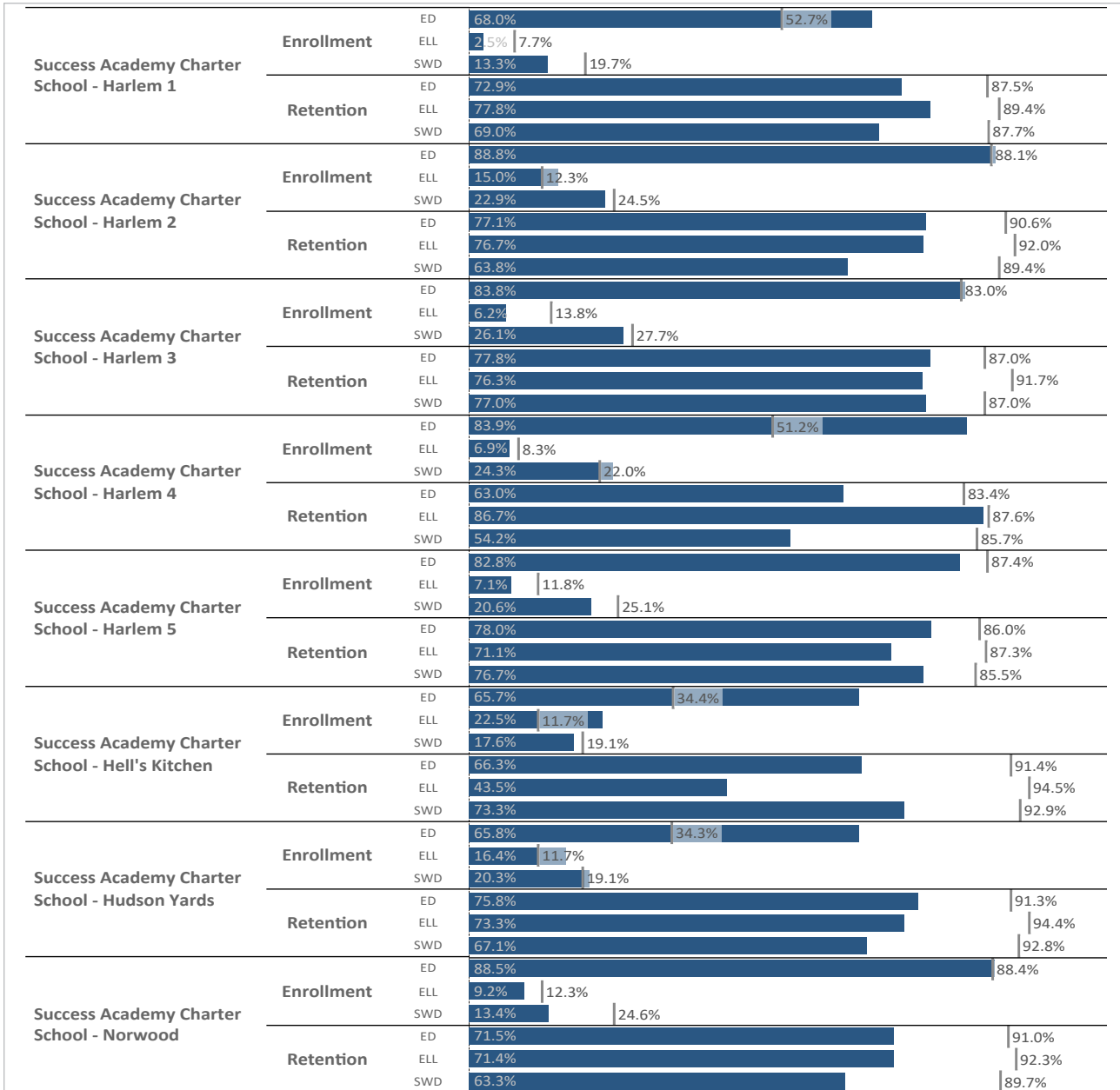


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COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS

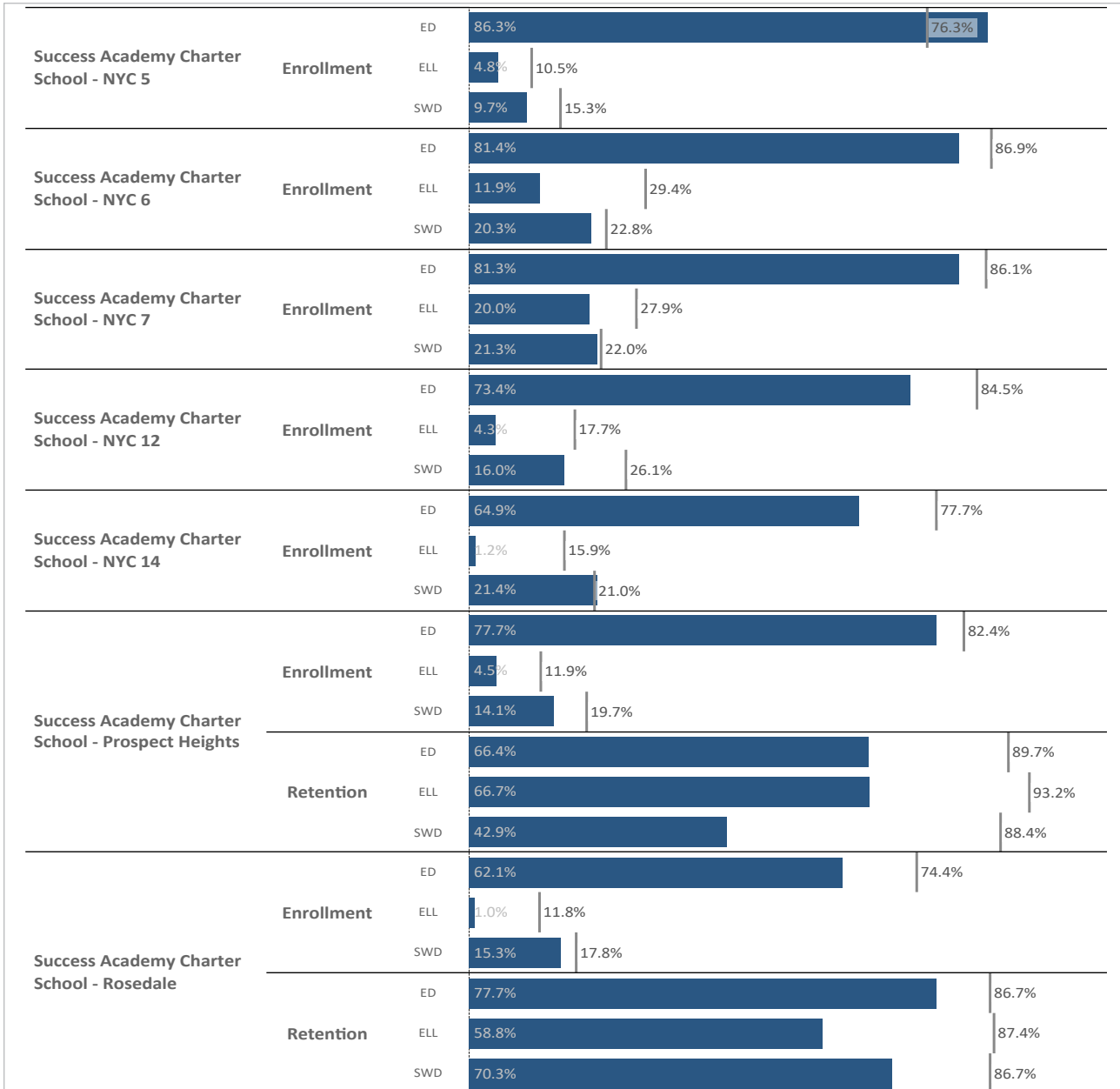


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COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS

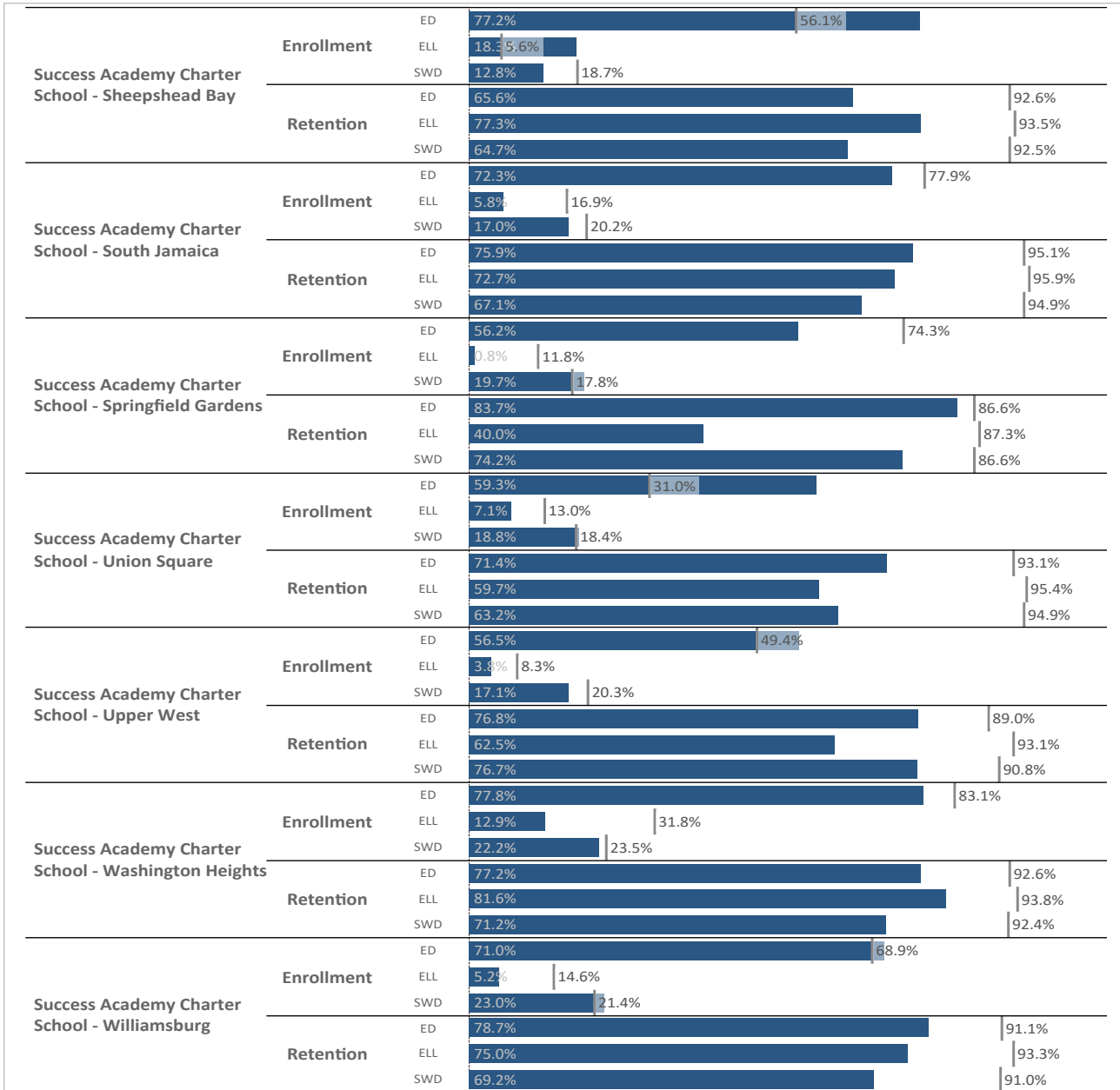


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COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

ENROLLMENT AND RETENTION TARGETS

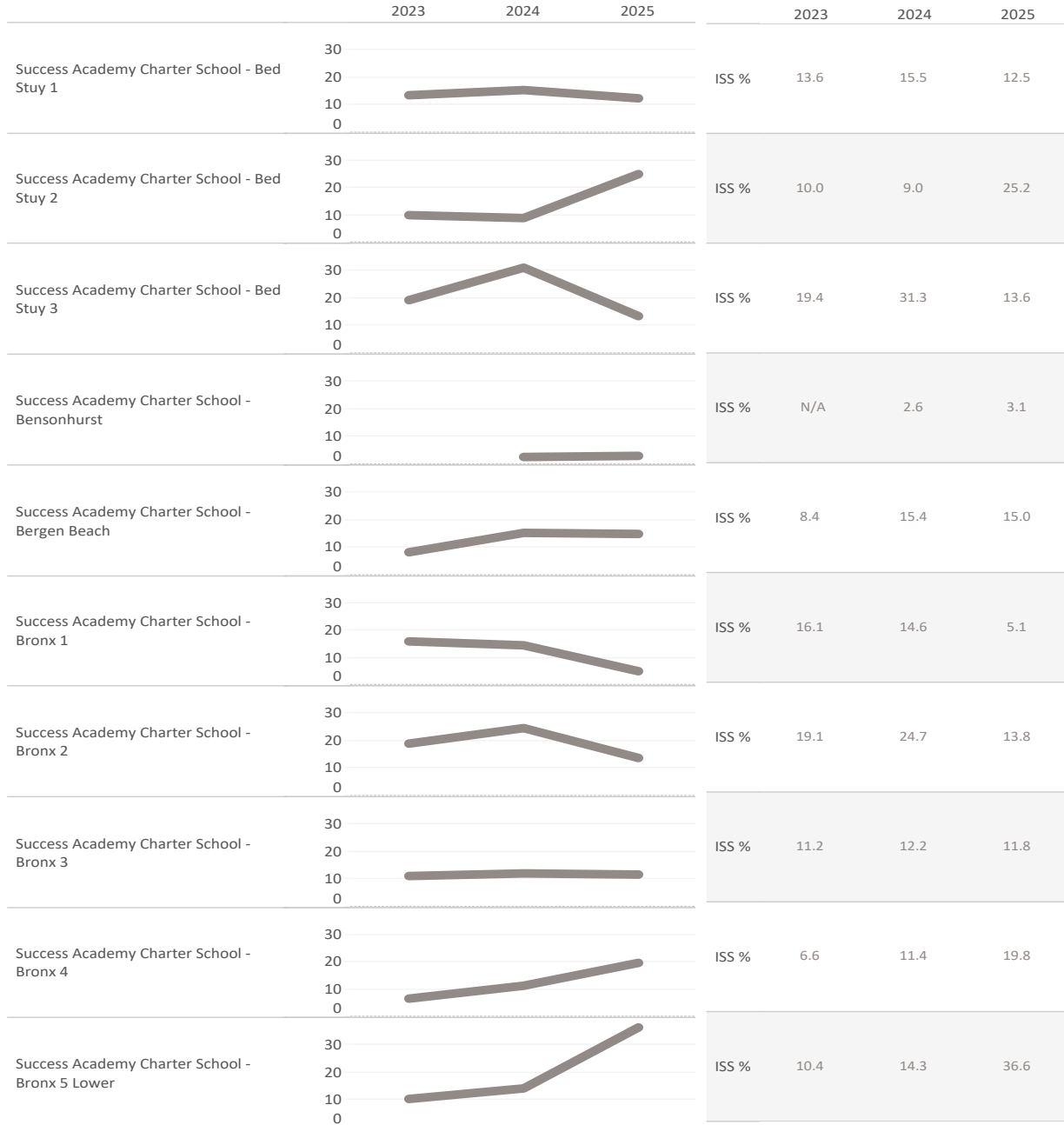


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COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

Suspensions: The education corporation's out of school suspension rate (OSS %) and in school suspension rate (ISS %).

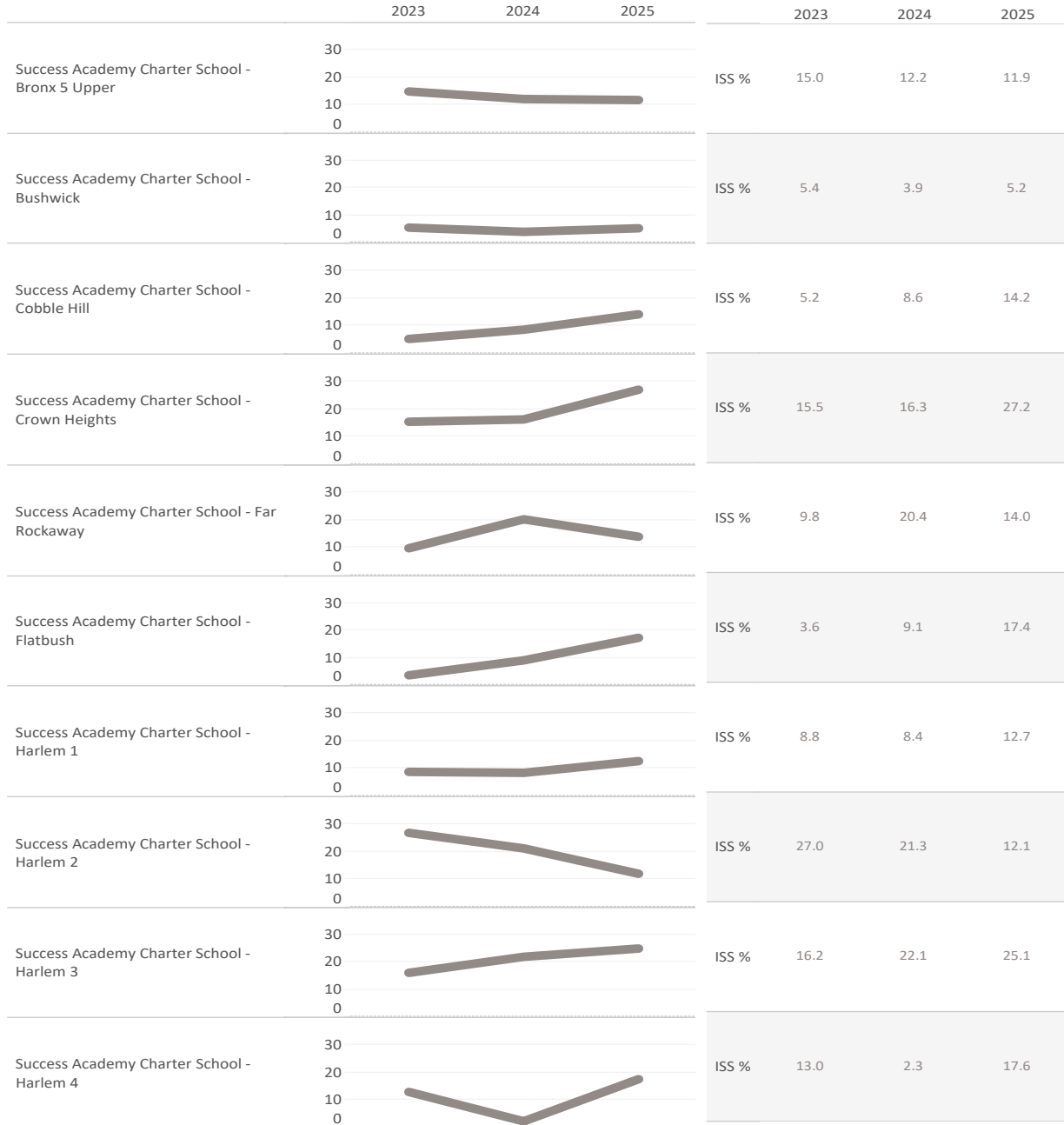


Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the most recent school year, the education corporation expelled 0 students.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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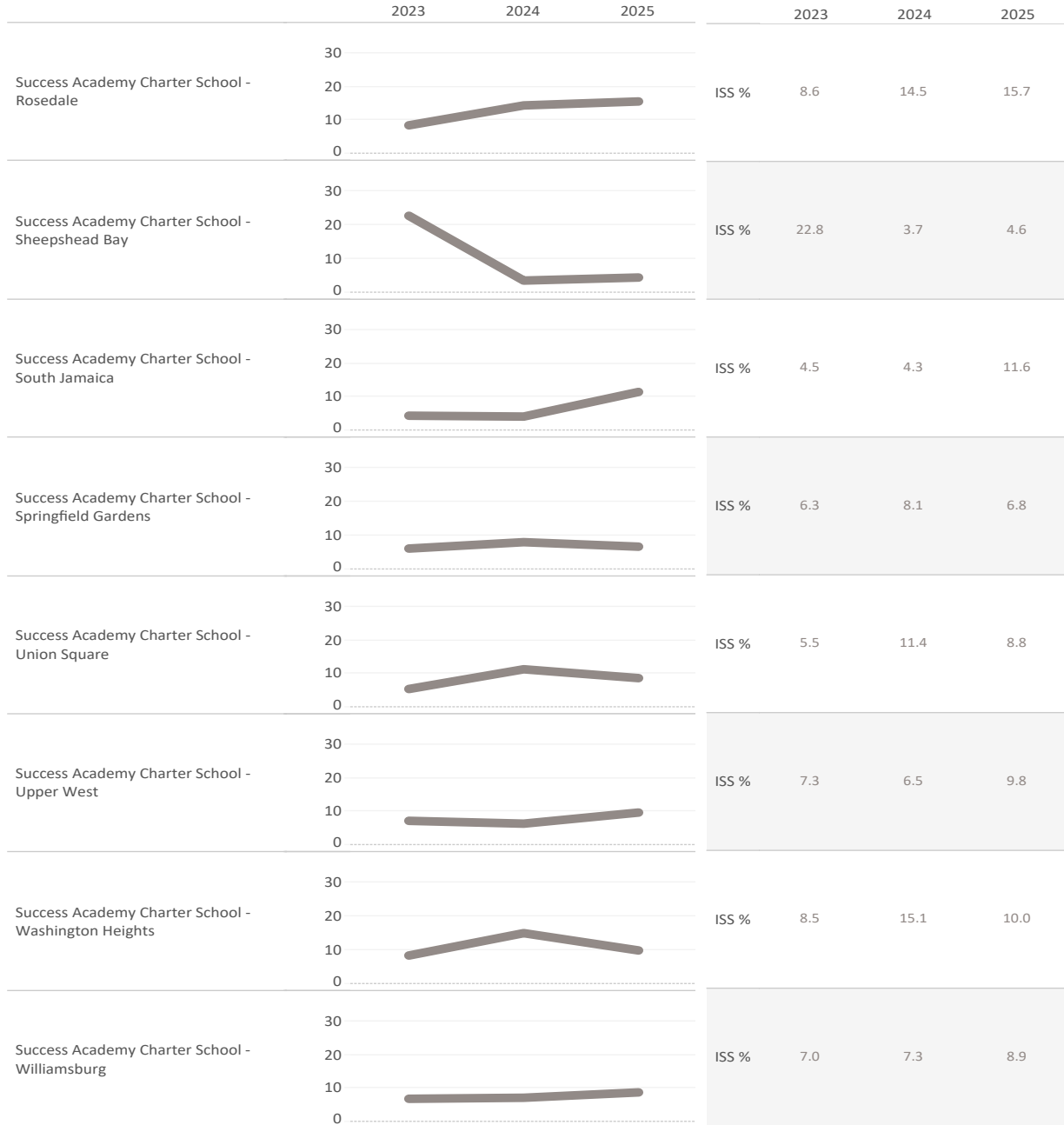
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COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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During the most recent school year, the education corporation expelled 0 students.

Success Academy
Charter Schools - NYC

Ax

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SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 1 – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	929	665	72%	K-8
2022-23	787	474	60%	5-9
2023-24	856	624	73%	K-1, 5-10
2024-25	896	772	86%	K-1, 5-11
2025-26	1,157	1,138	98%	K-12

SUCCESS ACADEMY CHARTER SCHOOL - BED STUY 3 – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	247	199	81%	5-8
2022-23	290	221	76%	5-8
2023-24	340	272	80%	2, 5-8
2024-25	407	456	112%	2-8
2025-26	445	364	82%	K-1, 5-8

SUCCESS ACADEMY CHARTER SCHOOL – BUSHWICK – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	456	420	92%	K-4
2022-23	456	466	102%	K-4
2023-24	595	472	79%	K-4
2024-25	626	513	82%	K-4
2025-26	625	548	88%	K-4

SUCCESS ACADEMY CHARTER SCHOOL - FAR ROCKAWAY – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	772	566	73%	K-6
2022-23	914	614	67%	K-7
2023-24	804	595	74%	K-8
2024-25	812	681	84%	K-8
2025-26	813	695	85%	K-8

1. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)



SUCCESS ACADEMY CHARTER SCHOOL – FLATBUSH – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	604	551	91%	K-4
2022-23	542	543	100%	K-4
2023-24	650	504	78%	K-4
2024-25	754	560	74%	K-4
2025-26	655	492	75%	K-4

SUCCESS ACADEMY CHARTER SCHOOL - HARLEM 1 – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	1,820	1,210	66%	K-12
2022-23	2,914	1,520	52%	K-12
2023-24	1,795	1,290	72%	K-12
2024-25	1,787	1,441	81%	K-12
2025-26	1,807	1,506	83%	K-12

SUCCESS ACADEMY CHARTER SCHOOL - SOUTH JAMAICA – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	504	440	87%	K-4
2022-23	539	448	83%	K-4
2023-24	515	390	76%	K-4
2024-25	519	518	100%	K-4
2025-26	514	472	92%	K-4

SUCCESS ACADEMY CHARTER SCHOOL - UPPER WEST – SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2021-22	964	871	90%	K-8
2022-23	975	924	95%	K-8
2023-24	1,234	890	72%	K-8
2024-25	1,190	961	81%	K-8
2025-26	264	249	94%	K-4



SCHOOL VISIT HISTORY

SCHOOL YEAR	SCHOOL AND VISIT TYPE	VISIT DATE
2008-09	Success Harlem 2 – First Year Visit	February 24, 2009
	Success Harlem 3 – First Year Visit	February 25, 2009
	Success Harlem 4 – First Year Visit	April 28, 2009
2009-10	Success Harlem 2 – Evaluation Visit	April 5 – 6, 2010
	Success Harlem 3 – Evaluation Visit	April 8 – 9, 2010
	Success Harlem 4 – Evaluation Visit	April 12 – 13, 2010
2010-11	Success Bronx 1 – First Year Visit	April 5, 2011
	Success Bronx 2 – First Year Visit	May 7, 2011
	Success Harlem 5 – First Year Visit	May 5, 2011
2011-12	Success BedStuy 1 – First Year Visit	May 8, 2012
	Success Upper West – First Year Visit	March 6, 2012
2012-13	Success Harlem 2 – Renewal Visit	November 27 – 28, 2012
	Success Harlem 3 – Renewal Visit	November 28 – 29, 2012
	Success Harlem 4 – Renewal Visit	November 28 – 29, 2012
2013-14	Success Crown Heights – First Year Visit	June 2 – 3, 2014
	Success Sheepshead Bay – First Year Visit	June 2, 2014
	Success Hell’s Kitchen – First Year Visit	June 5, 2014
	Success Prospect Heights – First Year Visit	June 3, 2014
	Success Union Square – First Year Visit	June 2, 2014
2014-15	Success Bronx 1 – Renewal Visit	December 11, 2014
	Success Bronx 2 – Renewal Visit	December 4, 2014
	Success Harlem 5 – Renewal Visit	December 2, 2014
2015-16	Success BedStuy 1 – Renewal Visit	September 10, 2015
	Success Bronx 3 – First Year Visit	April 13, 2015
	Success Harlem 1 – Renewal Visit	September 11, 2015
	Success Upper West – Renewal Visit	September 14, 2015
2016-17	Success BedStuy 2 – Renewal Visit	September 13, 2016
	Success Bensonhurst – Renewal Visit	April 13, 2017
	Success Bergen Beach – Renewal Visit	April 13, 2017
	Success Bronx 1 – Renewal Visit	September 15, 2016
	Success Bronx 2 – Renewal Visit	September 16, 2016
	Success Bronx 4 – Renewal Visit	April 11, 2017
	Success Clinton Hill – Renewal Visit	September 14, 2016
	Success Crown Heights – Renewal Visit	September 15, 2016
	Success Sheepshead Bay – Renewal Visit	September 14, 2016
	Success Harlem 5 – Renewal Visit	September 16, 2016
	Success Hell’s Kitchen – Renewal Visit	April 12, 2017
Success Prospect Heights – Renewal Visit	September 15, 2016	



SCHOOL VISIT HISTORY

SCHOOL YEAR	SCHOOL AND VISIT TYPE	VISIT DATE
2016-17	Success Rosedale – Renewal Visit	April 14, 2017
	Success Springfield Gardens – Renewal Visit	April 14, 2017
	Success Union Square – Renewal Visit	September 19, 2016
	Success Washington Heights – Renewal Visit	April 10, 2017
	Success Williamsburg – Renewal Visit	September 13, 2016
2017-18	Success Hudson Yards – First Year Visit	May 29, 2018
	Success Norwood – First Year Visit	May 29, 2019
2018-19	Success BedStuy 1 – Renewal Visit	December 11, 2018
	Success Upper West – Renewal Visit	December 11, 2018
2019-20	Success BedStuy 2 – Renewal Visit	October 23, 2019
	Success Bushwick – Renewal Visit	October 23, 2019
	Success Cobble Hill – Renewal Visit	October 24, 2019
	Success Far Rockaway – Renewal Visit	October 25, 2019
	Success Flatbush – Renewal Visit	October 24, 2019
	Success South Jamaica – Renewal Visit	October 25, 2019
	Success Williamsburg – Renewal Visit	October 24, 2019
2020-21	Success Bed Stuy 3 – Renewal Visit (remote)	September 29 – October 2, 2020
	Success Harlem 1 – Renewal Visit (remote)	
2021-22	Success Hudson Yards – Renewal Review	September 15, 2021
2022-23	Success Crown Heights – Renewal Review	July 21, 2022 August 11, 2022 September 12 – 16, 2022 October 12 and 14, 2022
	Success Sheepshead Bay – Renewal Review	
	Success Harlem 2 – Renewal Review	
	Success Harlem 3 – Renewal Review	
	Success Harlem 4 – Renewal Review	
	Success Hell’s Kitchen – Renewal Review	
	Success Prospect Heights – Renewal Review	
Success Union Square – Renewal Review		
2023-24	Success Bensonhurst – Renewal Review	June 30, 2023
	Success Bergen Beach – Renewal Review	
	Success Bronx 4 – Renewal Review	
	Success Rosedale – Renewal Review	
	Success Springfield Gardens – Renewal Review	
	Success Washington Heights – Renewal Review	
2024-25	Success Bronx 1 – Renewal Review	July 31, 2024
	Success Bronx 2 – Renewal Review	
	Success Harlem 5 – Renewal Review	



SCHOOL VISIT HISTORY

SCHOOL YEAR	SCHOOL AND VISIT TYPE	VISIT DATE
2025-26	Success BedStuy 1 – Renewal Review	January 20, 2026
	Success Bed Stuy 3 – Renewal Review	
	Success Buswick – Renewal Review	
	Success Far Rockaway – Renewal Review	
	Success Flatbush – Renewal Review	
	Success Harlem 1 – Renewal Review	
	Success South Jamaica – Renewal Review	
	Success Upper West – Renewal Review	

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
January 20, 2026	Andrew Kile	Director of School Evaluation
	Bryan Stroud	School Evaluator

BENCHMARK SUMMARY

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

ACADEMIC ACHIEVEMENT

The eight Success Academy Charter Schools- NYC ("SACS NYC") schools under renewal review met their English language arts ("ELA"), mathematics, graduation, and college preparation goals over the charter term, posting a consistently high record of achievement.

The eight SACS NYC schools under renewal review met their ELA goal over the charter term. Notably, in 2024-25, all eight schools exceeded all of the targets under the ELA goal. Each school posted proficiency rates for tested students enrolled in at least their second year that were above the absolute target of 75% and above the local district results. Each school posted high effect sizes far above the target of 0.3. This level of performance indicates the schools performed higher than expected to a large degree in comparison to schools statewide enrolling similar percentages of economically disadvantaged students. Further, each school posted high mean growth scores that exceeded the target of 50.

In mathematics, the eight SACS NYC schools under renewal review posted a similar record of achievement over the term. Notably, in 2024-25, all eight schools posted proficiency rates for tested students enrolled in at least their second year that exceed the absolute target of 75% and the proficiency rates of the local districts. In comparison to demographically similar schools across New York State, each school performed higher than expected to a large degree.

Success Harlem 1, one of the two high school programs among the eight schools under renewal review, met its graduation and college preparation goals over the charter term. Notably, the school has reported a 100% college matriculation rate for its 2022-23 and 2023-24 graduating classes. Success Bed Stuy 1 will graduate its first four year high school cohort in 2025-26.

ASSESSMENT

SACS NYC has a robust assessment system that improves instructional effectiveness and student learning. SACS NYC schools administer a variety of diagnostic, formative, and benchmark assessments throughout the school year to track student progress and identify learning needs. The education corporation's comprehensive approach to operationalizing assessment data maximizes the effectiveness of teacher coaching and classroom instruction.

In ELA, the schools administer the Fountas & Pinnell Benchmark Assessment System ("F&P") and Success for All ("SFA") assessments along with frequent vocabulary and spelling tests to track student progress in literacy and pinpoint areas for academic intervention. The schools also administer network-developed weekly, monthly, and quarterly interim assessments in mathematics, science, and ELA. The network's process for creating

internal assessments is extensive and includes opportunities to field new test items in order to assess validity and reliability before incorporating formally into summative assessments along with teacher training to ensure the reliable scoring of responses. For example, following the administration of interim assessments, grade level teachers exchange student work and set a performance standard across classrooms to ensure grading consistency.

School-based data coordinators and network leaders use a student information system (“SIS”) to examine assessment data at the student, class, grade, and school levels and to generate reports for teachers and leaders. Reports include campus-to-campus performance comparisons that enable leaders to identify exemplar classrooms and areas of need to facilitate peer observations of instruction across schools. Leaders also use data to develop targeted coaching plans for teachers and evaluate teacher and program effectiveness. School leaders and the network’s instructional management team use data to identify topics for professional development and to identify strategies needed for general coaching.

CURRICULUM

SACS NYC’s rigorous, research based curriculum supports teachers in instructional planning. The network conducts ongoing reviews of its curricular materials to ensure that its schools prepare students for success on state assessments and in respective college and career pathways. Beyond considering performance of students at its charters and across New York State, SACS NYC reviews the practices of high performing schools nationwide alongside developments in educational research while assessing its curricular strengths and weaknesses. During the school year, teachers work in grade level study teams to adjust instructional plans and provide feedback to instructional leaders who pass the information to network teams. School leaders complete annual surveys of the curriculum’s effectiveness.

Network content area teams manage revision of curricular materials by reviewing feedback from schools and piloting instructional materials in classrooms. In addition to a curricular framework that details what students will learn in each grade, teachers use a variety of supporting tools including scope and sequence documents, unit plans, and individual lesson plans that provide a bridge between the framework and daily lessons. These materials detail what students should learn and be able to do throughout the school year, so teachers know what to teach and when to teach it. Importantly, the framework creates a multitude of opportunities for interdisciplinary instruction with thematic units, which cover common themes in different content area lessons.

The academic program relies on a combination of network-developed and commercial curricula. For ELA, SACS NYC schools supplement the internally developed THINK Literacy framework with the SFA program, which uses a research based approach to enhance students’ literacy skills through methods such as cooperative learning and frequent assessment of student understanding. In mathematics, the schools use TERC Investigations, a program that centers on teaching fundamental ideas of numbers, operations, data, and measurement, along with Cognitively Guided Instruction, an instructional approach that builds students’ mathematical problem solving ability in the elementary grades. In the middle school grades, schools use a network-developed program adapted from Mathematics in Context, a module based program that challenges students to solve real world problems largely through peer discussion. Students develop higher order thinking and problem solving skills as they apply mathematical thinking to answer questions rich with engaging, realistic context. In addition to internally developed science and technology programs, SACS NYC schools offer an array of specials classes including chess, theater, dance, and sports.

PEDAGOGY

High quality instruction that creates a consistent focus on academic achievement and develops students' higher order thinking and problem solving skills is evident across SACS NYC classrooms. Across first year visits, midcharter term visits, and renewal visits to SACS NYC charters, Institute evaluation teams consistently found well crafted lessons that feature student-to-student interaction in solving real world problems, skillful questioning, and ongoing informal assessment of students' progress toward concept mastery. In alignment with SACS NYC's priorities of building more student independence, the Institute observed teachers providing more independent work times for students as well as more time to grapple and unpack difficult concepts. Teachers also integrate technology within lessons where scholars complete work tasks on laptops, which then allows teachers to see in the moment work and provide immediate feedback to individual students.

Typically, lessons limit the amount of time spent on direct instruction while maximizing opportunities for students to work independently or in small groups. In a mathematics lesson, for example, the teacher typically sets out a sample problem and asks students to solve it. The teacher may then ask students to explain to each other how they solved it and assess the need for additional examples by asking individual students direct questions and checking for whole class understanding with a thumbs up/thumbs down prompt. Once the teacher determines students are ready to move on, students then participate in a challenging activity that builds on students' previous knowledge and features the recently introduced concept. In addition to circulating around the classroom to monitor students' progress as they work collaboratively, the teacher typically has students complete an exit ticket at the end of the planned lesson in order to adjust future instruction based on student responses. Across content areas, SACS NYC teachers' questions challenge students to deepen their understanding of concepts and engage in rich peer-to-peer discussions. With students responsible for most of the talking during a lesson, teachers encourage students to be active learners capable of handling the heavy cognitive lifting required to develop higher-order thinking skills.

A pervasive sense of urgency for learning is part of the SACS NYC approach to instruction. Teachers maximize learning time with appropriate lesson pacing and effective classroom management techniques. Routines for transitioning students from one lesson to the next or one topic to the next within a lesson ensure students remain focused on learning tasks. Silent hand signals generally enable teachers to redirect any low level misbehavior without disrupting the learning environment.

INSTRUCTIONAL LEADERSHIP

SACS NYC schools implement strong instructional leadership practices that include providing teachers with extensive coaching and professional development opportunities designed to support accelerated student learning and achievement. Robust instructional teams at the school and network levels support the development of instructional leaders and teachers with daily sustained and systemic coaching and professional development activities interrelated with classroom practice. Teachers receive an average of over 400 hours of professional development throughout the year including intervisitation opportunities for teachers and leaders to observe strong teaching across network schools and data analysis days where staff members analyze benchmark assessments. Schools throughout the education corporation set high expectations for teacher performance measured largely by student achievement results. All charters use the SIS to monitor progress toward meeting network-wide performance goals as well as schoolwide goals set by the leader.

SACS NYC’s strong professional development program begins with summer “Teacher School,” a three week pre-service training often referred to as “T-School.” School leaders and network staff members collaborate to determine topics for trainings designed to address student achievement and teacher pedagogical needs based on observation and student data. In addition to network-wide activities, school leaders conduct weekly professional development sessions that build on topics and skills introduced in T-School, frequently differentiated by content area or grade level, in order to target teacher and student needs most precisely. In addition to gearing professional development activities toward specific grades, leaders often conduct different sessions for varying levels of experience.

AT-RISK

SACS NYC schools have a wide range of effective supports in place to meet the needs of at-risk students. Teachers and leaders implement clear procedures for identifying and serving students with disabilities, English language learners (“ELLs”), and students struggling academically. Schools disaggregate student performance data on an ongoing basis to assess the effectiveness of instructional and behavioral interventions. Teachers across the network receive extensive professional development designed to prepare them to meet the needs of all students.

SACS NYC schools use a tiered Response to Intervention (“RTI”) process to identify students struggling academically and to modify interventions as necessary. The SFA curricular program embeds initial interventions within each school’s program by emphasizing early oral language development through rich peer-to-peer discussions. Teachers combine whole class instruction with flexible, ability-based groupings to respond to individual needs. Teachers provide students identified as performing below grade level progressive supports within the classroom setting and through pull out tutoring. Leaders and teachers identify specific learning gaps and monitor students’ progress in meeting performance goals at the end of each intervention cycle, usually aligning with network benchmark assessments. If a student does not make sufficient progress, school-based student support teams determine next steps including additional small group or individualized interventions and referral to the district Committee on Special Education (“CSE”) as necessary. As charter schools are considered part of the district under federal law for the purposes of providing settings and services to students with disabilities, the CSE holds statutory responsibility for evaluating special service needs and making Individualized Education Program (“IEP”) determinations. Charter schools must then implement the IEPs approved by the CSE.

SACS NYC schools educate students with disabilities in the least restrictive environment in accordance with each student’s IEP while offering additional supports embedded in its existing programming. The schools offer students with disabilities related services (e.g., speech/language, occupational, physical, and psychological therapy), integrated co-teaching (“ICT”) classrooms, individual and group counseling, behavior intervention plans, and additional supports within the RTI framework. Some sites also offer 12:1+1 settings for students with more specific special needs. Teachers are aware of students’ IEP goals and collaborate with at-risk program staff members to plan instruction and monitor progress. Student support teams meet regularly to discuss students’ progress toward meeting IEP goals using disaggregated data from the network SIS, classroom assignments, and teacher observations.

SACS NYC schools use compliant procedures to identify ELLs. SACS NYC implements a comprehensive English language immersion program focused on increasing early literacy skills. The schools serve ELLs within the core academic program, which provides abundant opportunities for oral and written communication through its curriculum. Schools monitor student progress annually with the New York State English as a Second Language Achievement Test (“NYSESLAT”) and informally throughout the school year.

ORGANIZATIONAL CAPACITY

SACS NYC establishes well functioning organizational structures with staff members, systems, and procedures that support high levels of student achievement and effective delivery of the comprehensive educational program. Clear roles and responsibilities at both the school and network level allow instructional leaders to focus on student learning, pedagogical practice, and teacher development. Strong network supports and clearly established career paths assist SACS NYC in recruiting and retaining high quality teachers. SACS NYC invests in developing teaching teams through certification support. Historically, the schools have entered into partnerships with Touro University and Hunter College whereby SACS NYC teachers earn a master’s degree from a graduate school of education at no cost while teaching full time.

The network centrally manages student recruitment and efforts to meet enrollment and retention targets for students with disabilities, ELLs, and economically disadvantaged students. For more information on enrollment and retention targets across the education corporation, see the Community Satisfaction and Enrollment and Retention sections in the body of the report. Efforts to recruit at-risk students include multilingual advertisements, informational sessions, and canvassing of local neighborhoods. SACS NYC implements an ELL lottery preference to bolster its efforts to meet enrollment targets for ELLs.

SACS NYC continually monitors its programs and makes changes as necessary. The network instructional team regularly uses the SIS to analyze student assessment data in order to identify which objectives students have mastered and which they have not. This determination may result in adjustments to pacing documents and other curricular materials. School leaders have some discretion over the implementation of certain program aspects. However, network analyses of data gathered from assessments, leaders’ daily observations of classrooms, feedback from leaders provided in annual surveys, and informal communications through the year primarily drive major changes. The network curricular team has made changes to existing curricular materials and modifications to professional development plans based on these analyses.

BOARD OVERSIGHT & GOVERNANCE

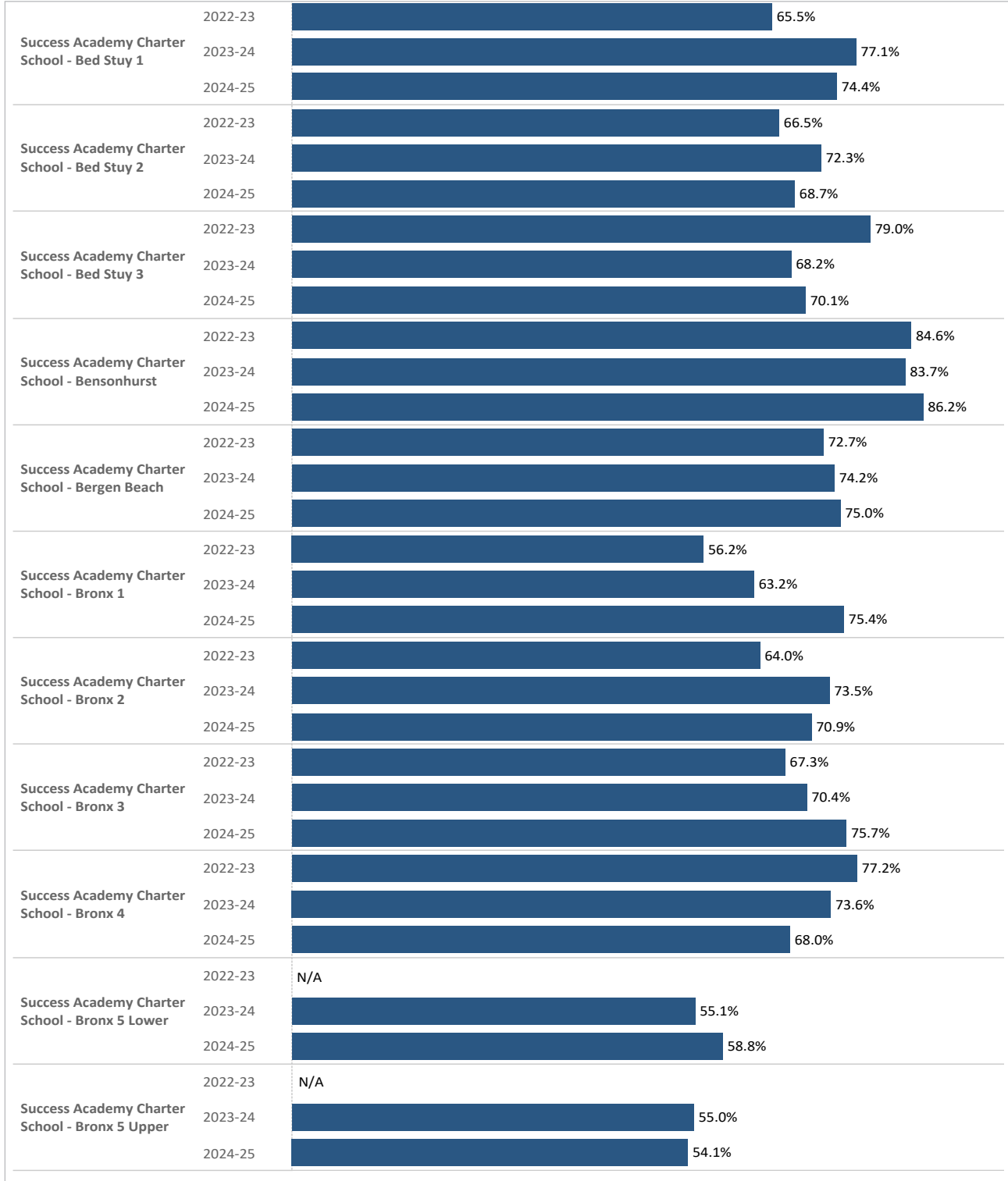
The SACS NYC board works effectively to achieve each school’s Accountability Plan goals. SACS NYC board members possess a diverse skill set that supports strong governance and rigorous oversight focused on student outcomes. Though deeply knowledgeable about the schools’ educational program, progress toward meeting Accountability Plan goals, enrollment levels, and facility plans, the board maintains appropriate distance from the day-to-day management of each school, which it delegates to Success Academy. The board establishes clear priorities to support the education program, and monitors progress toward achieving these goals while holding the network and school leaders accountable for student achievement with annual evaluations.

The board requires detailed reports on schools’ academic, financial, and operations data from Success Academy prior to each of its board meetings. It reviews these reports thoroughly for clear understanding of individual school status and of the education corporation as a whole. In addition to these written reports, the

board receives information directly from network leaders in presentations specific to individual schools on matters such as student performance, student attendance, or staff member concerns. The board also receives information on litigation and other legal matters from Success Academy counsel except in cases where a potential conflict exists. In such cases, the board retains separate counsel. The board clearly understands the schools' Accountability Plan goals and the multiple performance measures within each goal. The board directs an abundance of resources to schools to ensure high levels of student achievement. The board works with the network to ensure schools have what they need to support and retain high quality teachers and purchase technology and other learning tools to implement the SACS NYC program with fidelity.



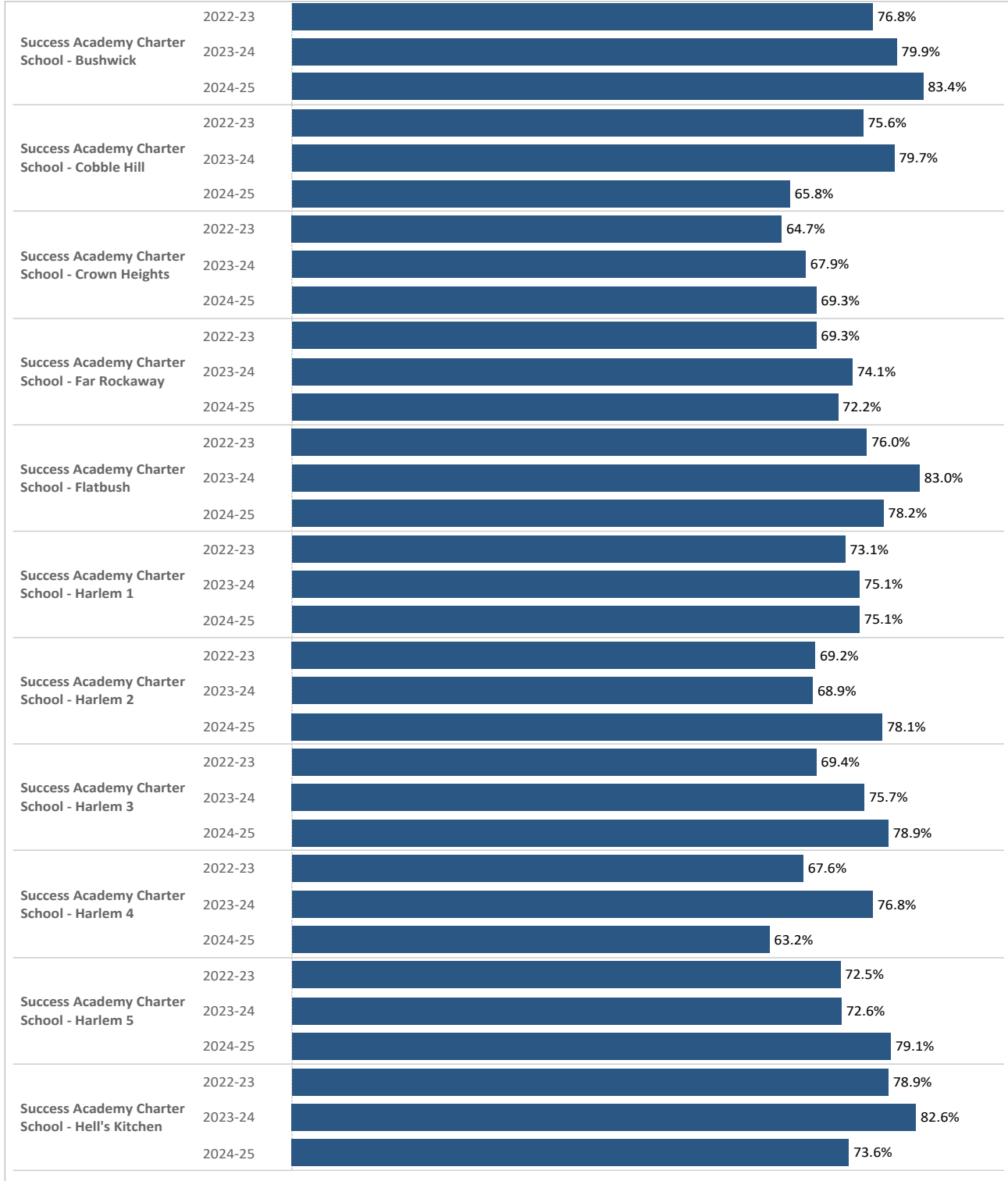
EDUCATION CORPORATION PERSISTENCE IN ENROLLMENT



Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department (“NYSED”).



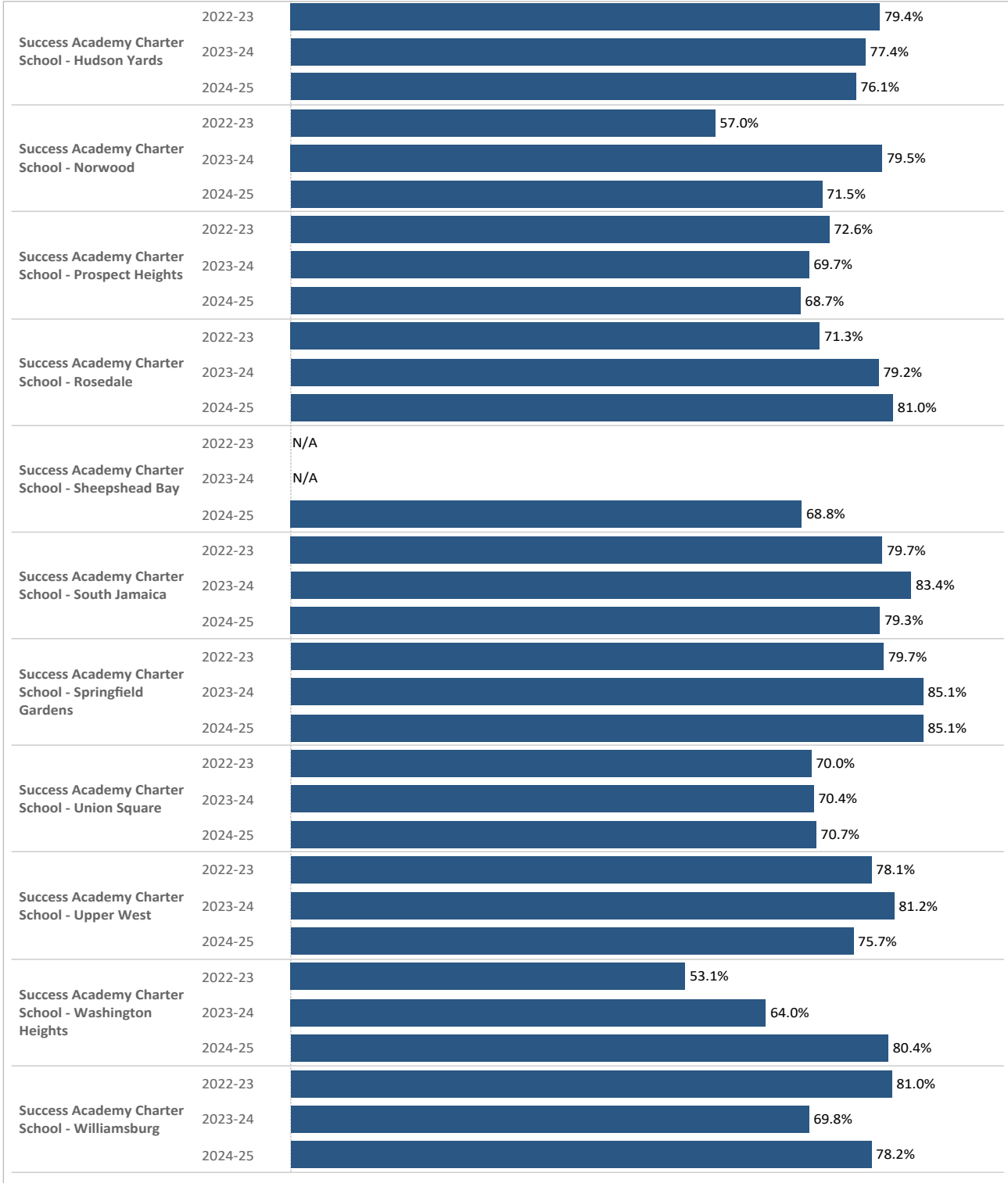
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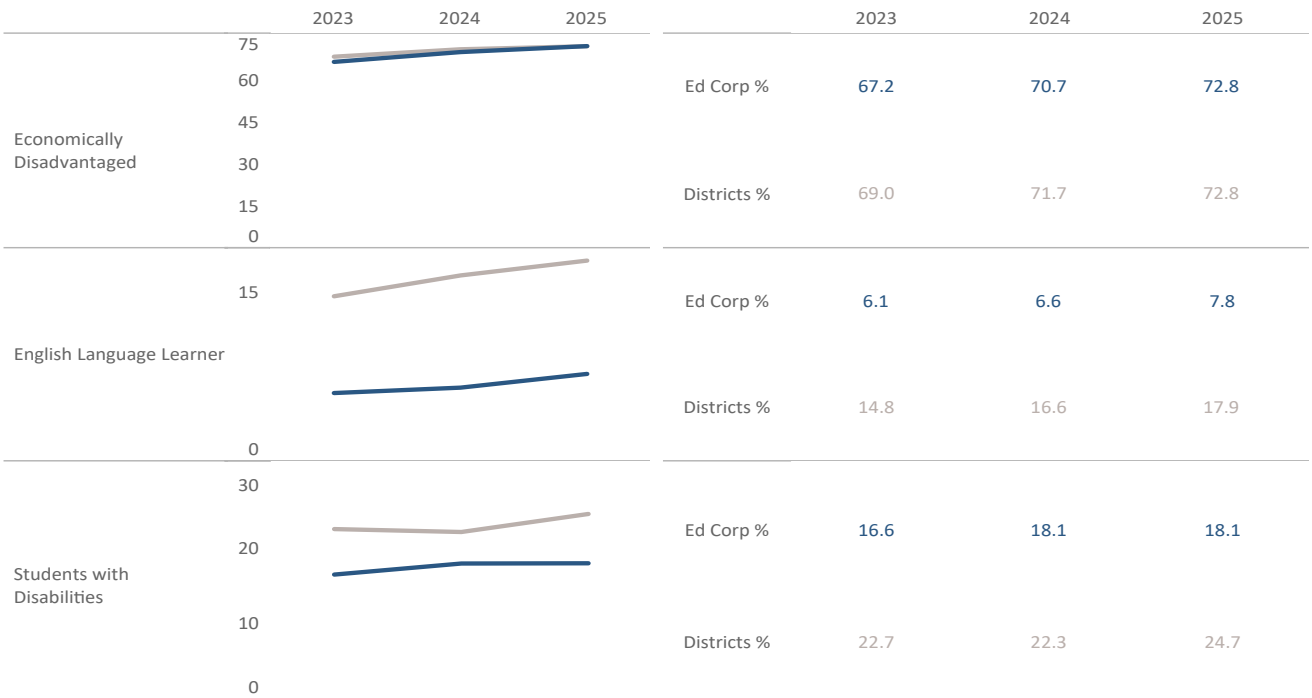


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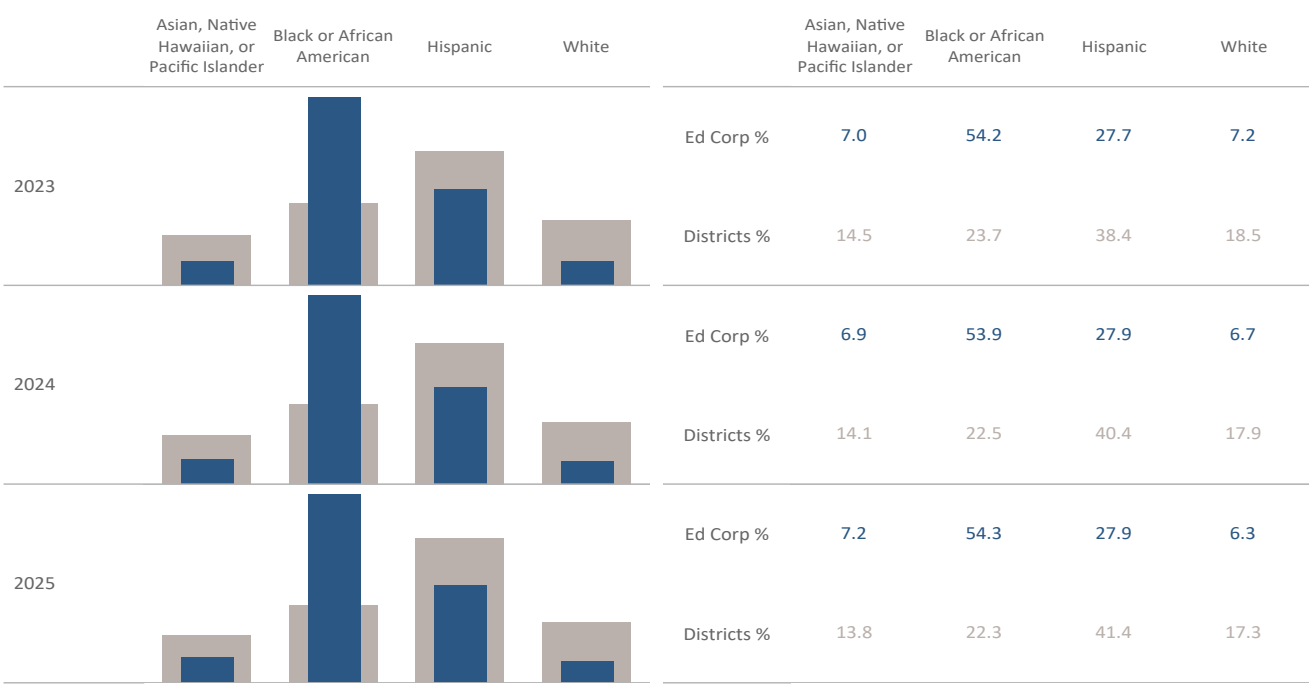


Success Academy Charter Schools - NYC Aggregate Education Corporation Enrollment

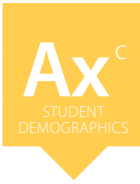
AGGREGATE EDUCATION CORPORATION DEMOGRAPHICS: SUB-POPULATIONS



AGGREGATE EDUCATION CORPORATION DEMOGRAPHICS: RACE/ETHNICITY



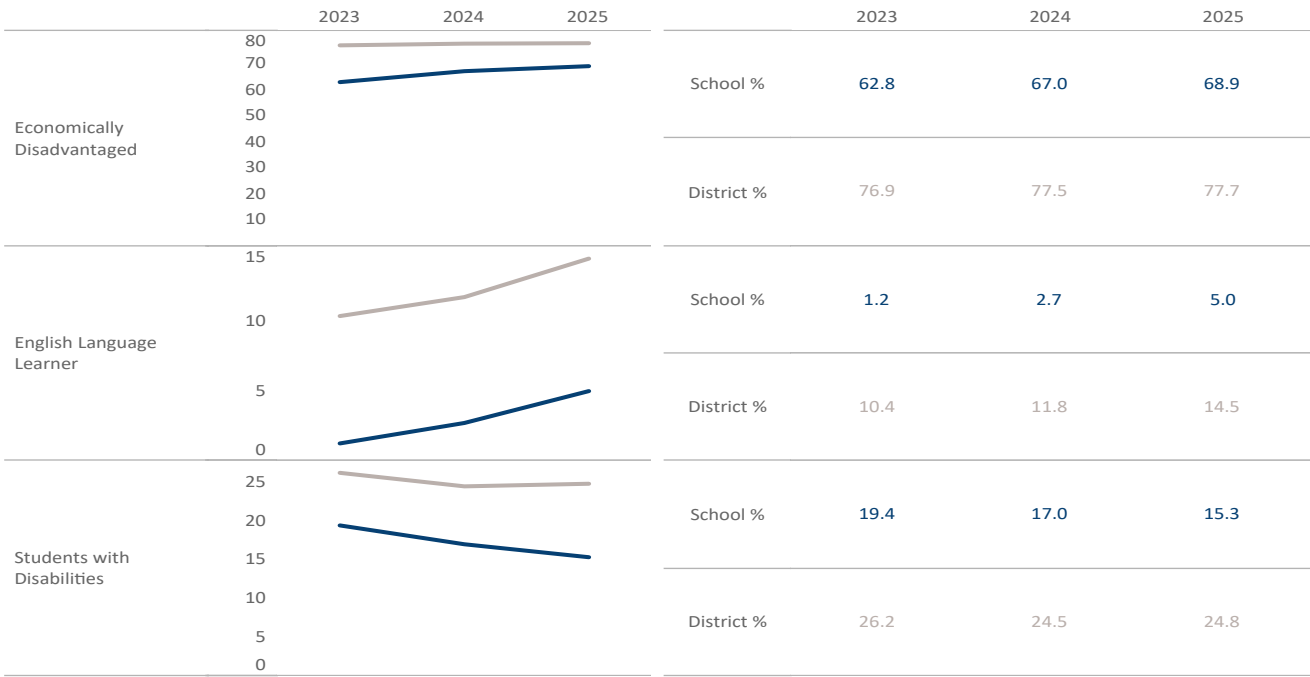
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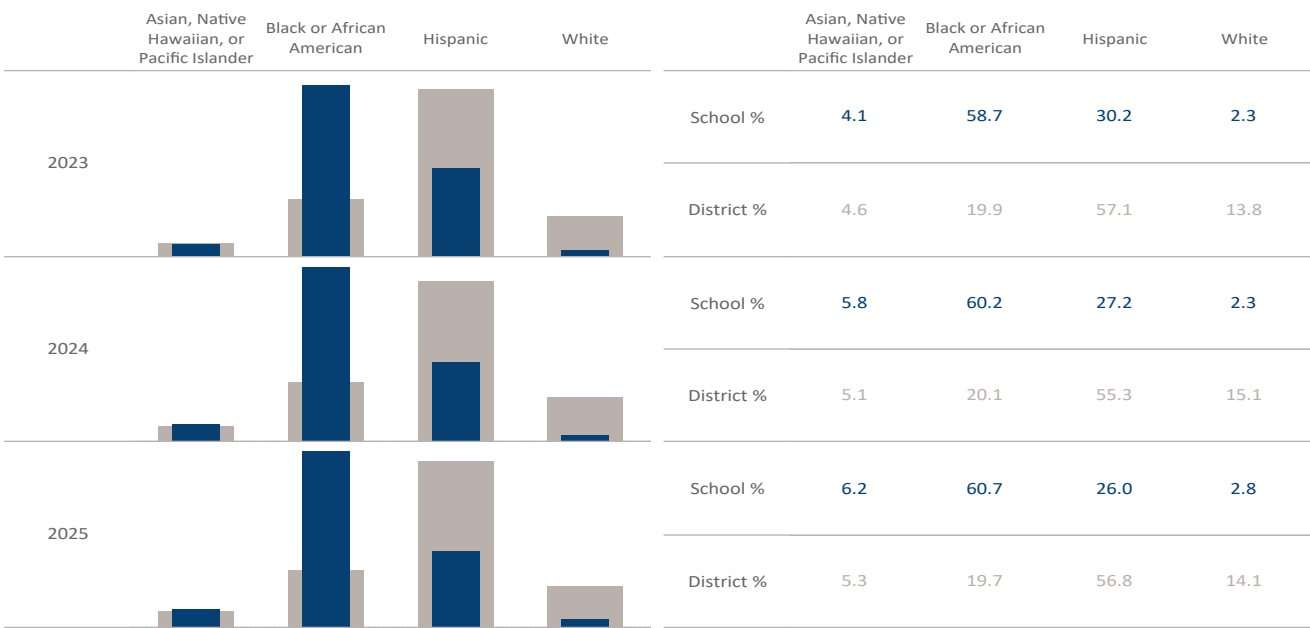
Success Academy Charter School - Bed Stuy 1

Brooklyn CSD 14

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY



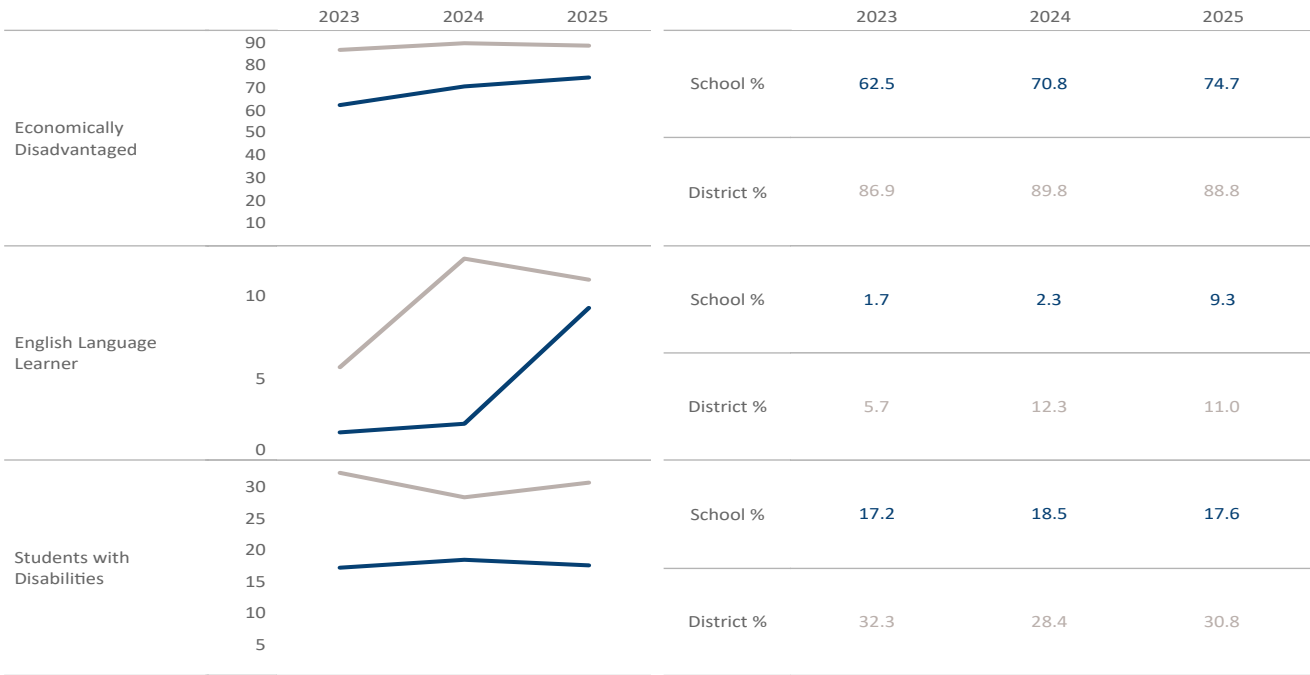
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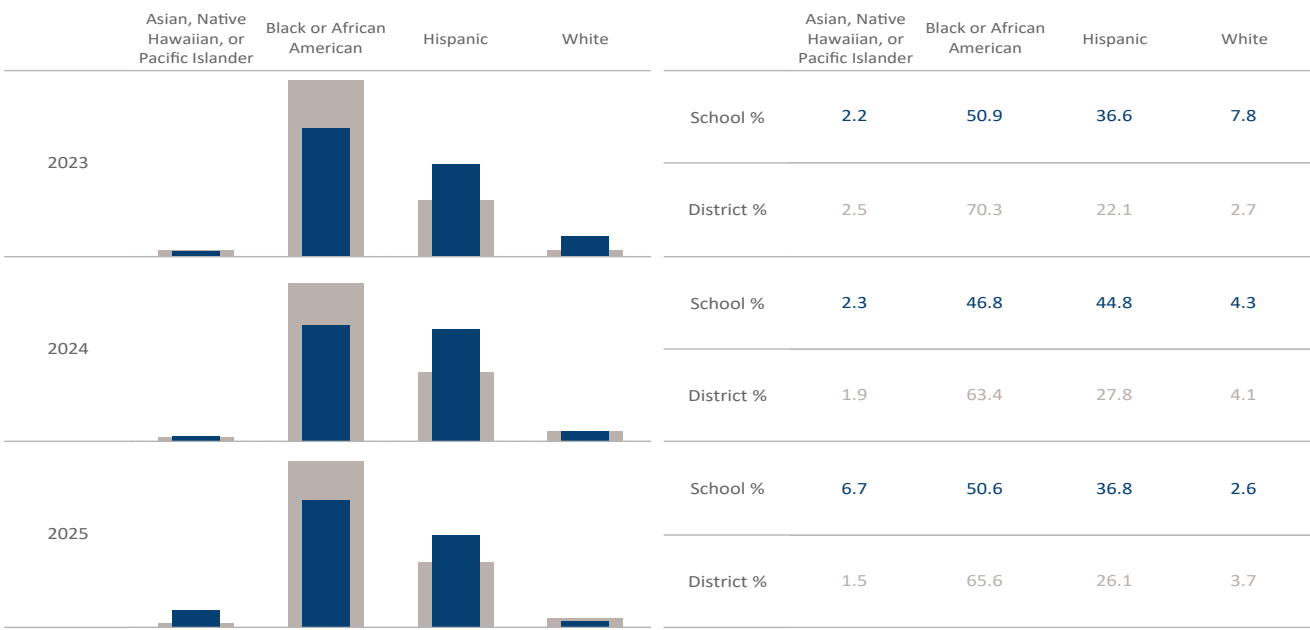
Success Academy Charter School - Bed Stuy 3

Brooklyn CSD 16

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY



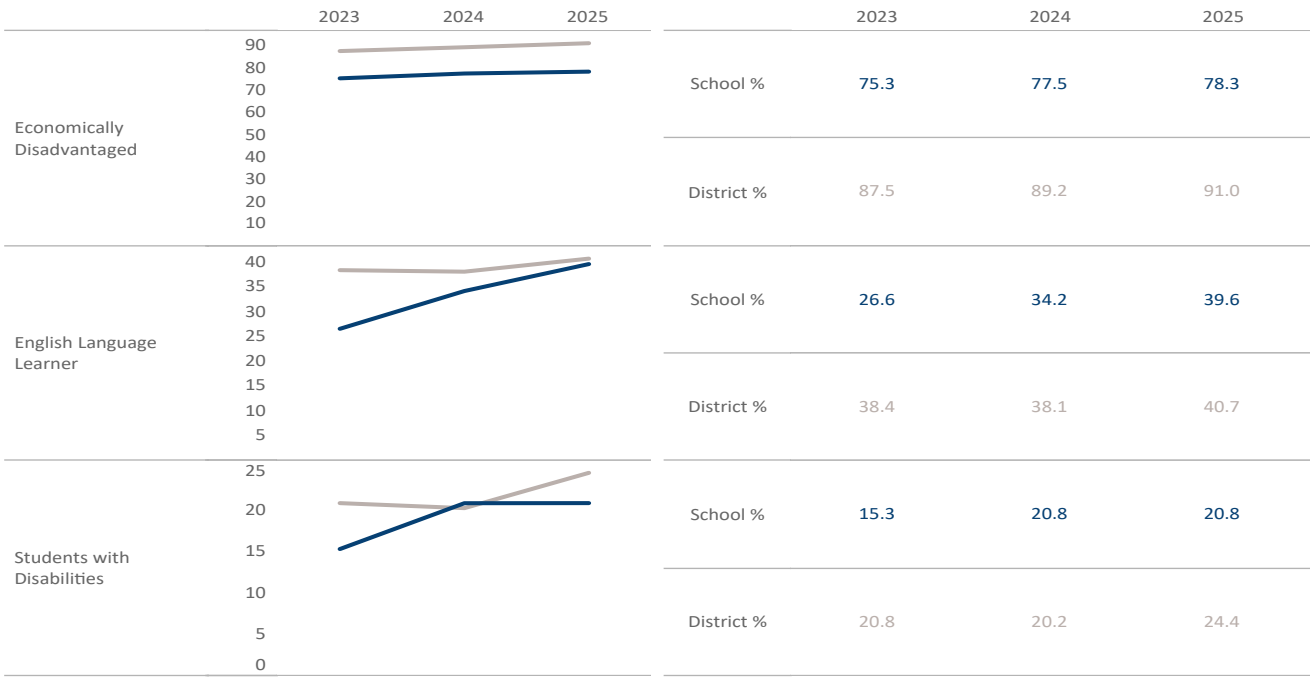
Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Success Academy Charter School - Bushwick

Brooklyn CSD 32

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY



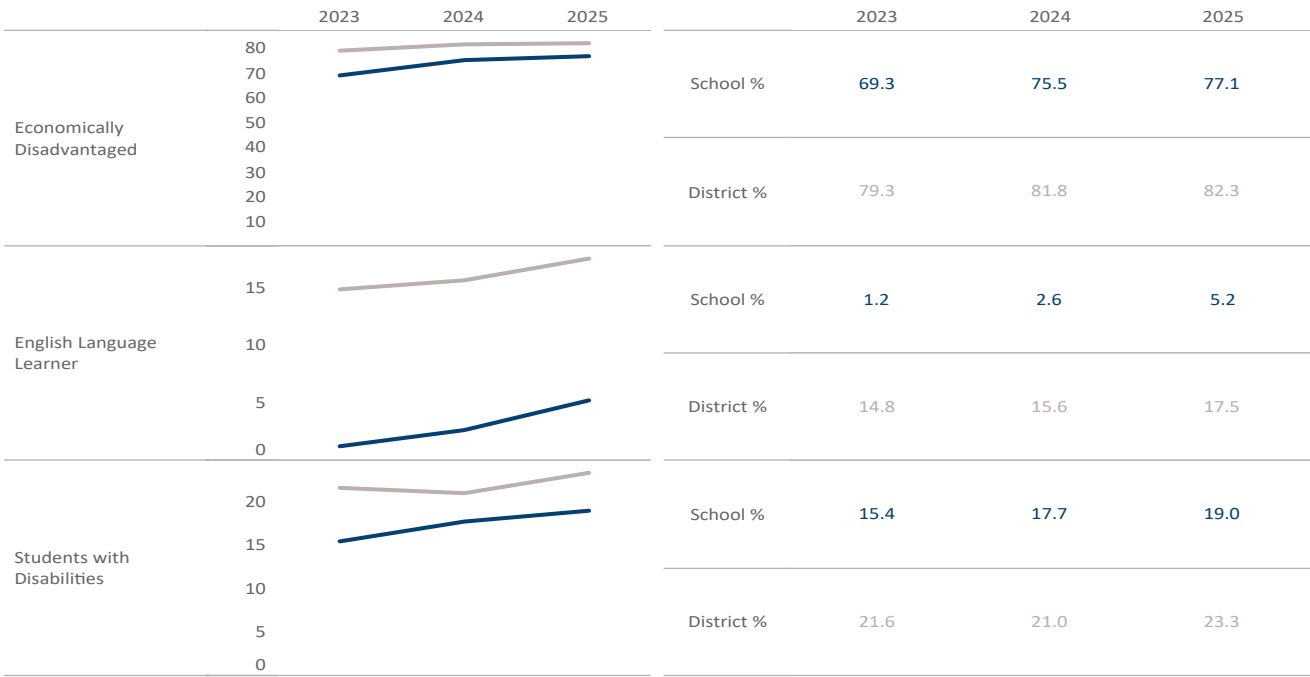
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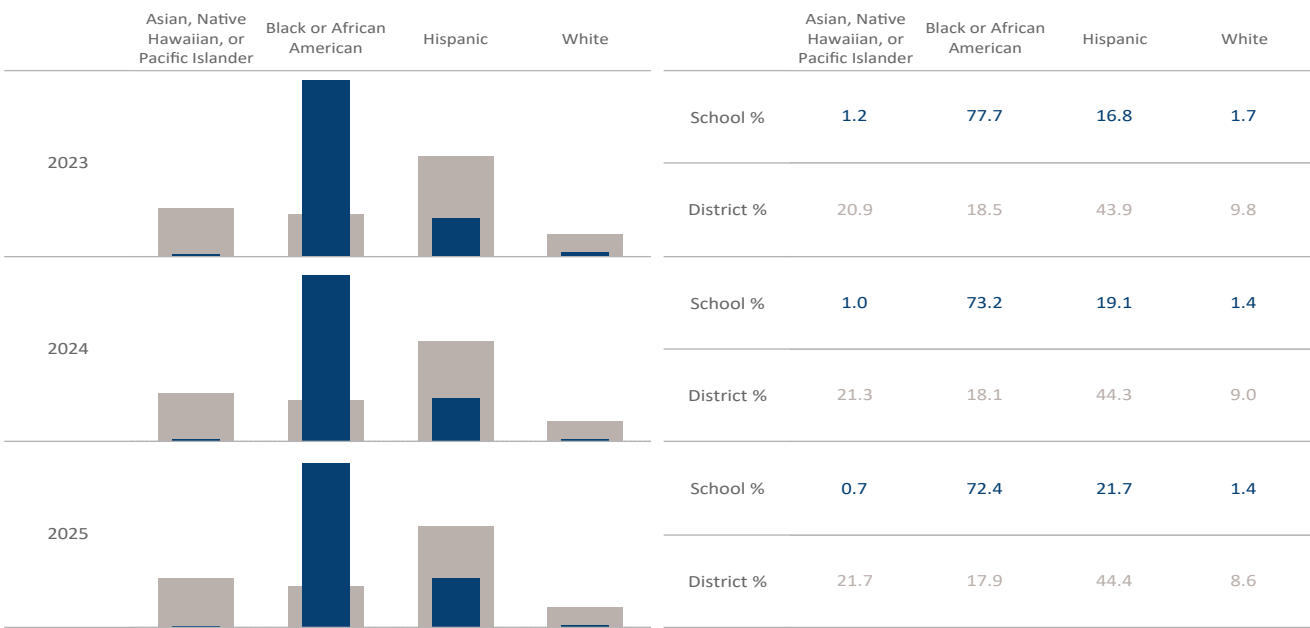
Success Academy Charter School - Far Rockaway

Queens CSD 27

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY



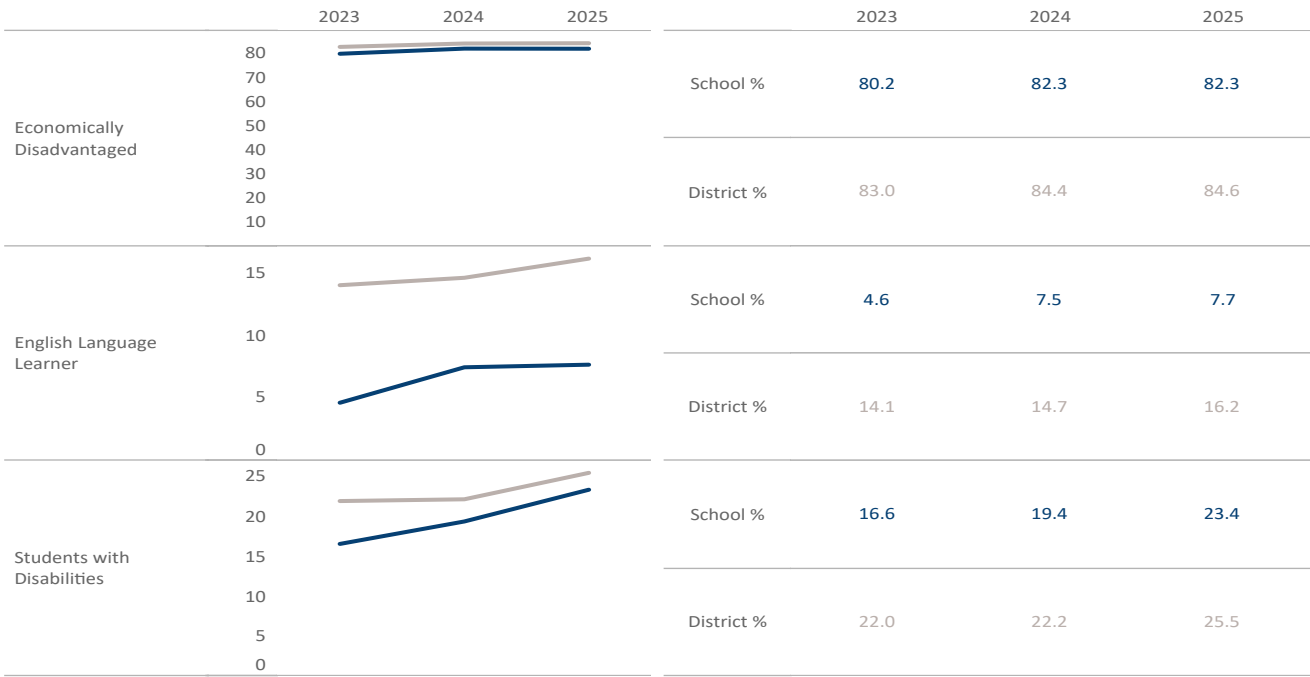
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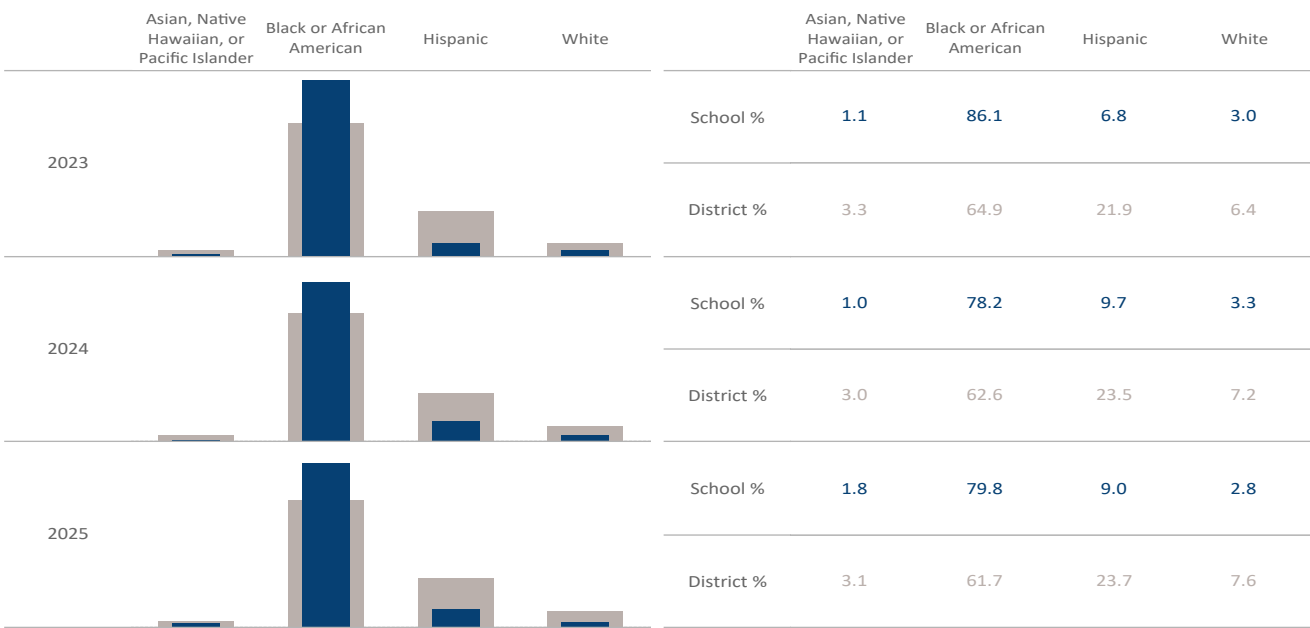
Success Academy Charter School - Flatbush

Brooklyn CSD 17

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY



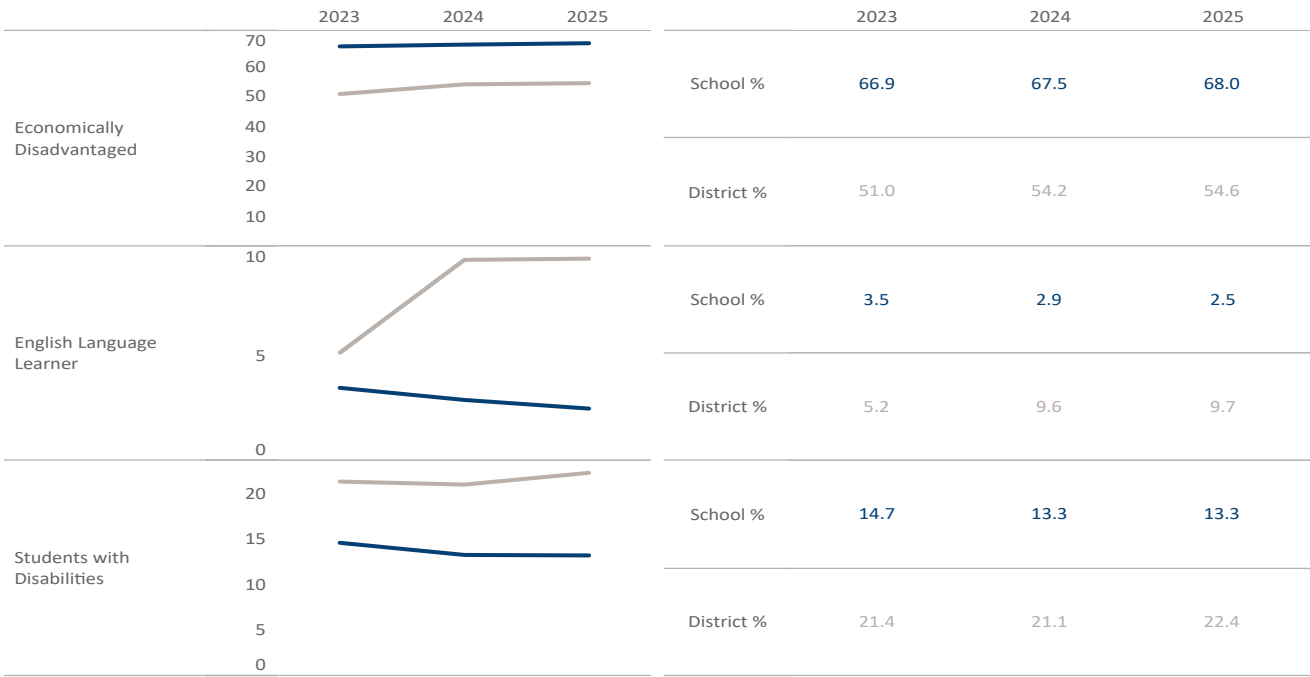
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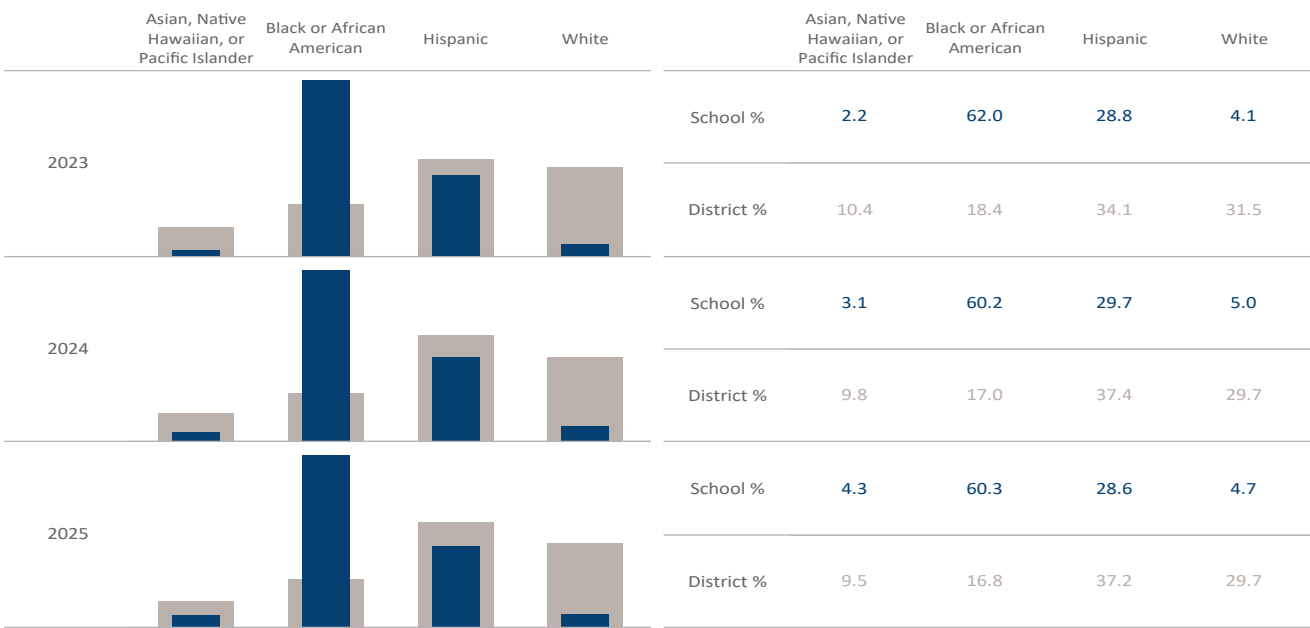
Success Academy Charter School - Harlem 1

Manhattan CSD 3

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY



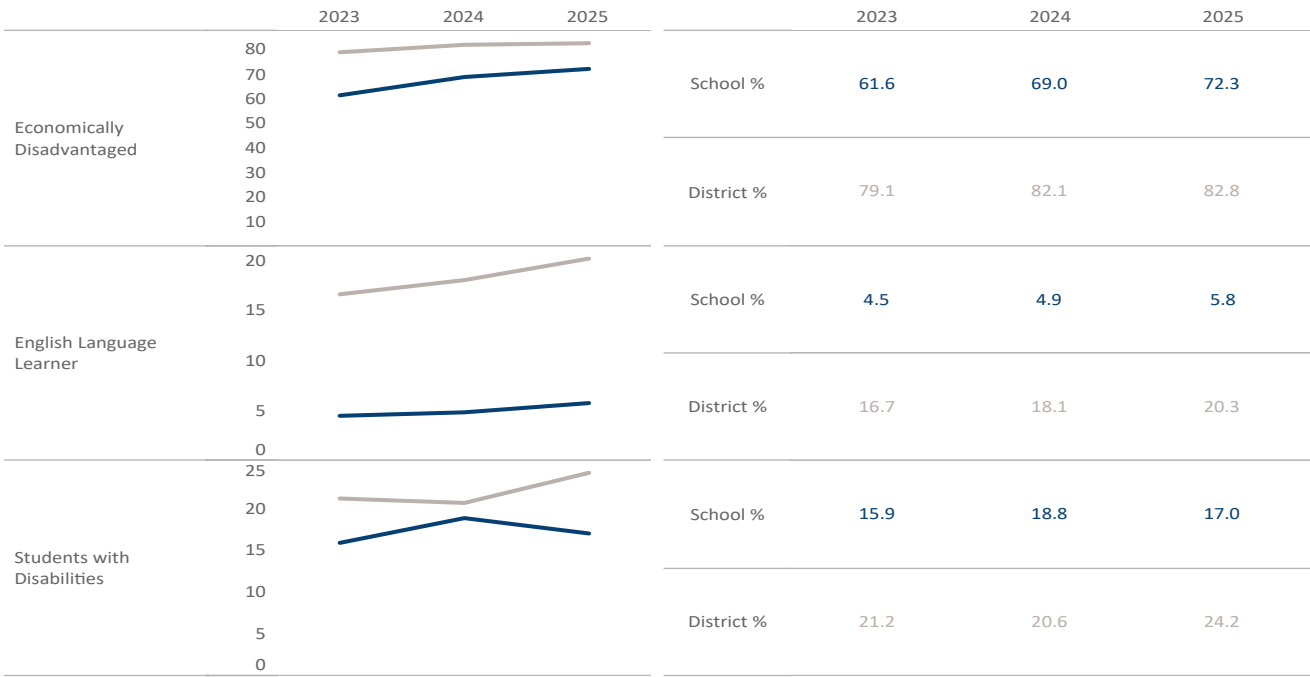
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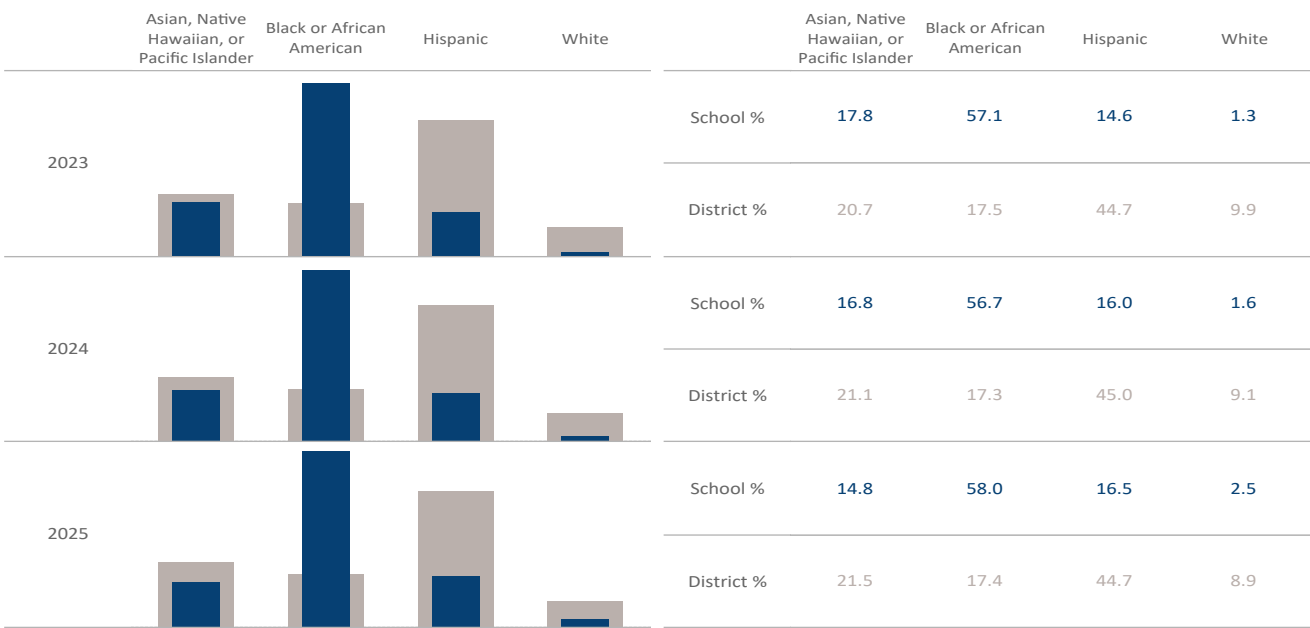
Success Academy Charter School - South Jamaica

Queens CSD 27

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY



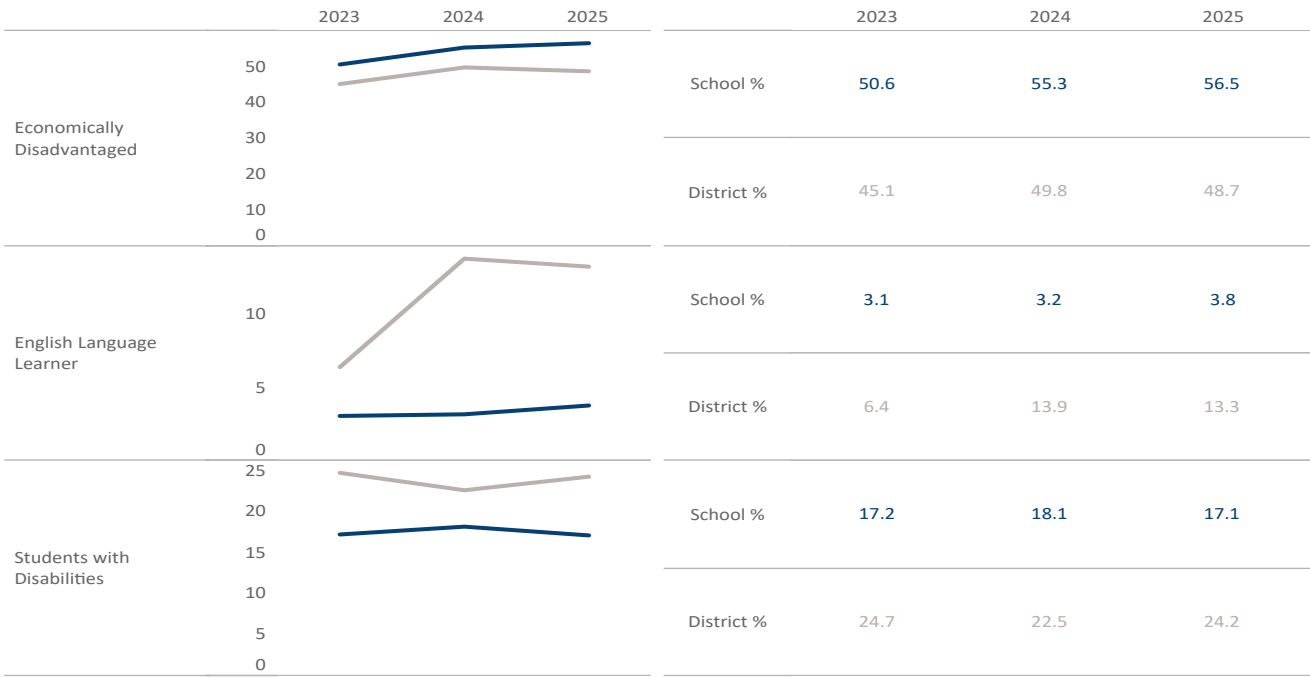
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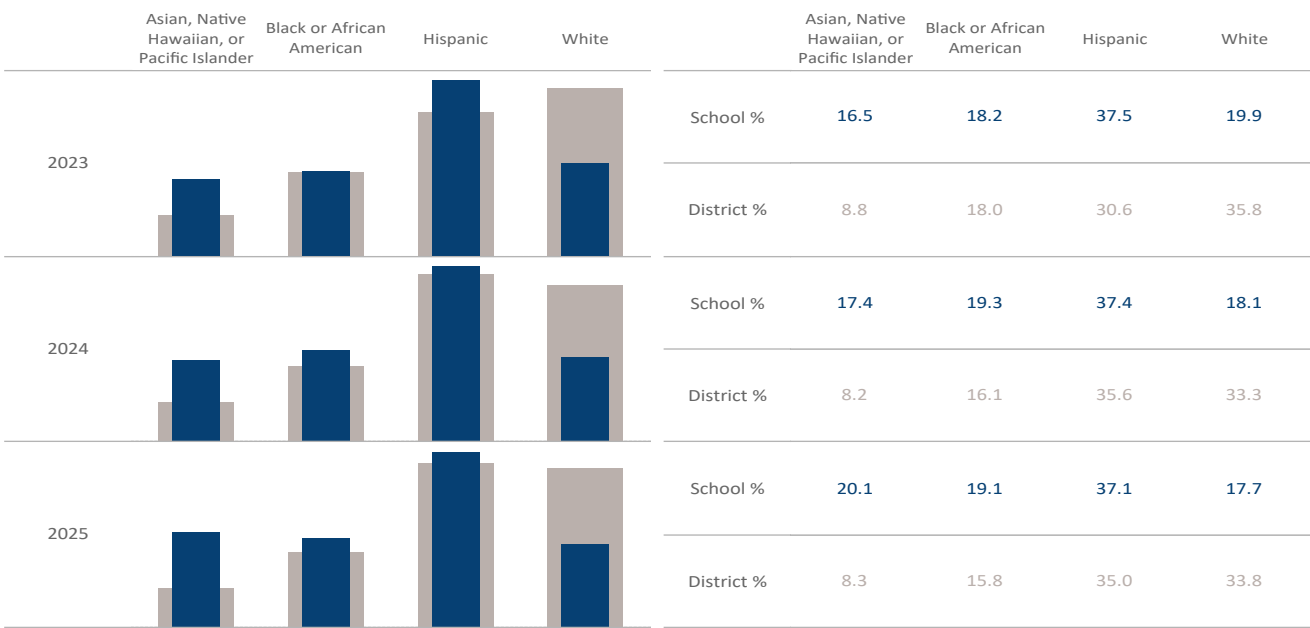
Success Academy Charter School - Upper West

Manhattan CSD 3

STUDENT DEMOGRAPHICS: SUB-POPULATIONS



STUDENT DEMOGRAPHICS: RACE/ETHNICITY



Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.

FISCAL BENCHMARK SUMMARY



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

The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.	FEBRUARY 2022

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.



DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about each charter, have been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	N/A

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources for each charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for each charter.	+
If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.	N/A



The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter's operating budget for the upcoming year.



The education corporation is in compliance with all loan covenants related to each charter.





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