

I. SCHOOL INFORMATION AND COVER PAGE

Created Thursday, July 24, 2014

Updated Friday, August 01, 2014

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1. SCHOOL NAME

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

320900860980 BRONX SUCCESS ACADEMY CS-2

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School


3. DISTRICT / CSD OF LOCATION

NYC CSD 9

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
450 Saint Paul's Place, 5th Floor Bronx, NY 10456	347-286-7965	347-479-1194	SABX2.MainOffice@saschools.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Ja'von Jones
Title	Associate Director of Operations
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.successacademies.org

6. DATE OF INITIAL CHARTER

2010-02-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-08-01 00:00:00

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

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K

• 1

• 2

• 3

• 4

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

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

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

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Eva Moskowitz	[REDACTED]		[REDACTED]	Yes
CFO (e.g., network CFO)	Dennis McIntosh	[REDACTED]		[REDACTED]	Yes
Compliance Contact	Emily Kim	[REDACTED]		[REDACTED]	Yes
Complaint Contact	Emily Kim	[REDACTED]		[REDACTED]	Yes

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	450 Saint Paul's Place, 5th Floor Bronx, NY 10456	347-286-7965	CSD 9	K-4	Yes	DOE space
Site 2	270 E. 167th St., 2nd Floor New York, NY 10456	646-558-0038	CSD 9	5	No	DOE space

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Vanessa Bangser	[REDACTED]		[REDACTED] rg
Operational Leader	Brandon Gill	[REDACTED]		[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Laura Drechsel	[REDACTED]		[REDACTED]
Operational Leader	Julio Casado	[REDACTED]		[REDACTED]

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

Yes

15. Summary of Charter Revisions

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

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

• Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Thank you.

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

Created Friday, August 01, 2014

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Charter School Name: 320900860980 BRONX SUCCESS ACADEMY CS-2

1. NEW YORK STATE REPORT CARD

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

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

<https://reportcards.nysed.gov/files/2010-11/CIR-2011-320800860980.pdf>

Appendix I: Teacher and Administrator Attrition

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Charter School Name: 320900860980 BRONX SUCCESS ACADEMY CS-2

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

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
42	6	6 (left Success Academy)

2013-14 Administrator Position Attrition Table

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

Thank you

Appendix B: Total Expenditures and Administrative Expenditures per Child

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Charter School Name: 320900860980 BRONX SUCCESS ACADEMY CS-2

B. Financial Information

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

1. Total Expenditures Per Child

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

1. Total Expenditures Per Child Line 1: Total Expenditures	5752539
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	468
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	12292

2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

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

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

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	121893
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	768953
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	890846
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	468
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	1904

Thank you.

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)

(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

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FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)

Report on the Financial Statements

We have audited the accompanying financial statements of Success Academy Charter School – Bronx 2 (f/k/a Bronx Success Academy Charter School 2) (the “School”) (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management’s Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2013 financial statements, and our report dated October 21, 2013, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 15, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 15, 2014

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2014	2013
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 2,101,042	\$ 824,163
Grants and contracts receivable	191,380	208,724
Prepaid expenses and other current assets	82,732	134,694
Total current assets	2,375,154	1,167,581
Property and equipment, net of accumulated depreciation and amortization of \$865,757 and \$510,299, respectively	983,093	878,968
Restricted cash	75,000	75,000
TOTAL ASSETS	\$ 3,433,247	\$ 2,121,549
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 35,866	\$ 42,586
Accrued payroll and payroll taxes	46,778	-
Due to related party	189,334	83,363
Total current liabilities	271,978	125,949
Unrestricted net assets	3,161,269	1,995,600
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 3,433,247	\$ 2,121,549

The accompanying notes are an integral part of the financial statements.

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2014	2013
Revenue and support:		
State and local per pupil operating revenue	\$ 7,126,343	\$ 5,252,808
Federal grants	231,298	271,545
Donated services	-	20,652
Interest and other income	113	532
Total revenue and support	7,357,754	5,545,537
Expenses:		
Program services		
Regular education	4,289,519	3,334,494
Special education	584,934	899,908
Total program services	4,874,453	4,234,402
Supporting service		
Management and general	1,317,632	1,064,296
Total expenses	6,192,085	5,298,698
Changes in unrestricted net assets	1,165,669	246,839
Unrestricted net assets - beginning of year	1,995,600	1,748,761
Unrestricted net assets - end of year	\$ 3,161,269	\$ 1,995,600

The accompanying notes are an integral part of the financial statements.

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ 1,165,669	\$ 246,839
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	363,020	313,316
Changes in certain assets and liabilities:		
Decrease (Increase) in grants and contracts receivable	17,344	(48,821)
Decrease (Increase) in prepaid expenses	51,962	(134,475)
(Increase) in restricted cash	-	(24,808)
(Decrease) Increase in accounts payable and accrued expenses	(6,720)	25,160
Increase (Decrease) in accrued payroll and payroll taxes	46,778	(58,433)
Increase (Decrease) in due to related party	105,971	(16,251)
	<u>1,744,024</u>	<u>302,527</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES		
CASH FLOWS FROM INVESTING ACTIVITY		
Purchases of property and equipment	(467,145)	(926,778)
CASH FLOWS FROM FINANCING ACTIVITY		
Repayment of loan payable - related party	-	(500,000)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	1,276,879	(1,124,251)
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	824,163	1,948,414
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 2,101,042	\$ 824,163
SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION:		
Cash paid during the year for interest	\$ -	\$ 4,063

The accompanying notes are an integral part of the financial statements.

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

Success Academy Charter School – Bronx 2 (f/k/a Bronx Success Academy Charter School 2) (the “School”) is a New York State, not-for-profit educational corporation that was incorporated on February 17, 2010 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on February 17, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School is dedicated to providing a high quality education to primarily disadvantaged students; to prevent the achievement gap from rising. Classes commenced in the Bronx, New York, in August 2010 and the School provided education to approximately 462 students in grades kindergarten through fourth during the 2013-2014 academic year.

The School shares space with a New York City public school beginning in August 2010. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services other than security related to the School’s programs that take place outside the district’s school day.

Food Service

The New York City Department of Education provides free lunches to a majority of the School’s students. Such costs are not included in these financial statements. The School covers the cost of lunches for children not entitled to the free lunches.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School did not have net unrelated business income for the years ended June 30, 2014 and 2013.

The School’s accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax position resulting in an accrual of tax expense or benefit.

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2010, and prior.

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board (“FASB”) in its Accounting Standards Codification (“ASC”) No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities and changes in net assets, as net assets released from restrictions.

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

As of June 30, 2014 and 2013, the School had no temporarily or permanently restricted net assets.

Revenue and Support

Contributions are recognized when the donor makes a grant to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School’s current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the state and local governments resulting from the School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agencies.

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents

For the purpose of the statements of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Property and Equipment

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract, in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as incurred. No depreciation is recorded on construction-in-progress until property and equipment is placed into service. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Equipment	3 years
Furniture and fixtures	3 years
Website development	3 years
Software	3 years
Leasehold improvements	5 years

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Refundable Advances

The School records certain government grants and contracts as refundable advances until related services are performed, at which time it is recognized as revenue.

Comparative Financial Information

The accompanying statements of activities and schedule of functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2013 financial statements from which the summarized information was derived.

Reclassifications

Certain 2013 accounts have been reclassified to conform to the 2014 financial statements presentation. The reclassifications have no effect on 2013 total assets, liabilities, net assets, and change in net assets.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal entitlements and grants. The School expects to collect these receivables within one year.

NOTE 3 - FAIR VALUE MEASUREMENTS

ASC 820-10, *Fair Value Measurements*, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy under ASC 820-10 are described as follows:

- Level 1 – Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the School has the ability to access.
- Level 2 – Inputs other than quoted prices included in level 1 that are observable for the asset or liability, either directly or indirectly including inputs in markets that are not considered to be active.
- Level 3 – Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 3 - FAIR VALUE MEASUREMENTS (Continued)

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

The primary uses of fair value measures in the School's financial statements are:

- initial measurement of noncash gifts, including gifts of investment assets.
- recurring measurement of investments.

The School had no investments at June 30, 2014 and 2013.

NOTE 4 - PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30,:

	2014	2013
Equipment	\$ 304,022	\$ 291,628
Furniture and fixtures	228,096	183,093
Website development	2,183	2,183
Software	552,881	189,897
Leasehold improvements	761,668	722,466
	1,848,850	1,389,267
Less: Accumulated depreciation and amortization	865,757	510,299
	\$ 983,093	\$ 878,968

Depreciation and amortization expense was \$363,020 and \$313,316 for the years ended June 30, 2014 and 2013, respectively.

NOTE 5 - RELATED PARTY TRANSACTIONS

The School is an affiliate of Success Academy Charter Schools, Inc. (the "Network"), a not-for-profit charter management organization dedicated to helping start and manage charter schools, provide management and other administrative support services to the schools.

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 5 - RELATED PARTY TRANSACTIONS (Continued)

Pursuant to the terms of the Academic and Business Service Agreement by and between the Network and the School, dated June 16, 2010, the Network shall provide educational management and operational services to the School. As compensation to the Network for these services rendered, the School shall pay to the Network an amount each year equal to the total full-time equivalent enrollment of students in the School multiplied by “the per pupil fee”. The per pupil fee shall be increased or decreased each year by the percentage increase or decrease in the Final Adjusted Expense Per Pupil for charter schools in the New York City school district commencing with and including the 2010-2011 school year. The per pupil fee was \$2,029 for the years ended June 30, 2014 and 2013. For operational efficiency and purchasing power, the School also shares expenses with the Network and twenty two other charter schools related by common management.

For the years ended June 30, 2014 and 2013, the School incurred \$936,812 and \$702,559 in management fees, respectively, and there were no material transactions between the School and the related charter schools. The balance due to the Network from the School at June 30, 2014 and 2013 amounted to \$189,334 and \$83,363, respectively. These balances represent expenses paid by the Network on behalf of the School. The School fully repaid this balance prior to the issuance of this report.

On June 30, 2011, the School signed a loan agreement with the Network in the amount of \$800,000 with annual interest of 1% on any unpaid balance. The School received \$500,000 from the Network through June 30, 2011. The loan may be prepaid by the School, at any time, in whole or in part, without penalty. During the year ended June 30, 2013, the School fully repaid the outstanding principal balance of the loan to the Network. The School paid \$-0- and \$4,063 in interest expense on this loan for the years ended June 30, 2014 and 2013, respectively.

NOTE 6 - REVENUE CONCENTRATION

The School receives substantially all of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School’s finances could be materially adversely affected.

NOTE 7 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSES

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 9 - DONATED SERVICES

Donated services are recognized as contributions in accordance with ASC 605, “Accounts for Contributions Received and Contributions Made,” if the services (a) create or enhance non-financial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the School.

The School received legal services at no charge. The value of these services meets the criteria for recognition in the financial statements and was recorded at fair value of \$-0- and \$20,652 for the years ended June 30, 2014 and 2013, respectively.

NOTE 10 - RETIREMENT PLAN

The School maintains a pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School will match employee contributions up to 3% of annual compensation. Employer match for the years ended June 30, 2014 and 2013 amounted to \$55,376 and \$50,599, respectively.

NOTE 11 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 15, 2014, the date the financial statements were available to be issued.

The School merged into a single not-for-profit legal entity, Success Academy Charter Schools – NYC (f/k/a Harlem Success Academy Charter School 3) (“SACS–NYC”), which serves as the sole surviving education corporation. The plan of merger, dated September 20, 2013, was approved by the School’s Board of Trustees and is effective July 1, 2014. Pursuant to the effective date, the School ceased to exist as a legal entity and all School operations are under SACS–NYC. The merger was approved by the New York State Board of Regents and the Charter Schools Institute of the State University of New York on February 26, 2014.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

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INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)

We have audited the financial statements of Success Academy Charter School – Bronx 2 (f/k/a Bronx Success Academy Charter School 2) as of and for the year ended June 30, 2014, and have issued our report thereon dated October 15, 2014, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 15, 2014

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2014				Total	2013
	Regular Education	Special Education	Total Program Services	Management and General		
Salaries	\$ 2,550,011	\$ 347,729	\$ 2,897,740	\$ 251,978	\$ 3,149,718	\$ 2,592,070
Payroll taxes and employee benefits	537,734	73,327	611,061	53,136	664,197	599,529
Professional development	112,473	15,337	127,810	-	127,810	44,656
Legal	-	-	-	-	-	20,652
Audit and accounting	-	-	-	11,488	11,488	11,000
Professional fees	1,748	238	1,986	174	2,160	3,338
Travel and entertainment	17,321	2,362	19,683	1,713	21,396	22,999
Student food service	83,608	11,401	95,009	-	95,009	74,472
Field trips	55,187	7,525	62,712	-	62,712	52,067
Instructional supplies and textbooks	203,518	27,752	231,270	-	231,270	203,242
Management fee	-	-	-	936,812	936,812	702,559
Interest expense	-	-	-	-	-	4,063
Teacher recruitment	21,003	2,864	23,867	-	23,867	74,765
Student recruitment	16,110	2,197	18,307	-	18,307	68,693
Marketing	10,138	1,383	11,521	-	11,521	-
Consulting	-	-	-	-	-	1,888
Uniforms	4,903	669	5,572	-	5,572	3,759
Office expense	67,626	9,222	76,848	6,683	83,531	98,055
School culture	22,965	3,131	26,096	-	26,096	25,607
Special events	11,584	1,580	13,164	1,144	14,308	39,744
Equipment rental	36,590	4,990	41,580	3,615	45,195	18,547
Student assessments	22,008	3,001	25,009	-	25,009	21,202
Telephone and internet services	37,614	5,129	42,743	3,717	46,460	37,558
Postage and delivery	14,707	2,005	16,712	1,453	18,165	14,757
Insurance	37,671	5,137	42,808	3,723	46,531	33,624
Facilities expense	12,465	1,700	14,165	1,231	15,396	33,259
Information technology	102,562	13,986	116,548	10,133	126,681	166,539
Depreciation and amortization	293,901	40,077	333,978	29,042	363,020	313,316
Miscellaneous	16,072	2,192	18,264	1,590	19,854	16,738
Total	\$ 4,289,519	\$ 584,934	\$ 4,874,453	\$ 1,317,632	\$ 6,192,085	\$ 5,298,698

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

TO THE BOARD OF TRUSTEES OF
SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Success Academy Charter School – Bronx 2 (f/k/a Bronx Success Academy Charter School 2) (the “School”), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 15, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School’s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

TO THE BOARD OF TRUSTEES OF
SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 15, 2014



Transmittal Form
Annual Financial Statement Audit Report

for SUNY Authorized Charter Schools

School Name:	Success Academy Bronx 2
Date (Report is due Nov. 1):	November 1, 2014
School Fiscal Contact Name:	Scott Sobelman
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Fruchter, Rosen & Company, PC.
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	gsaliba@frcpas.com
School Audit Contact Phone:	212.957.3600 ext. 202
Audit Period:	2013-14
Prior Year:	2012-13

The following items are required to be included:

- .. The independent auditor’s report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	N/A
Management Letter Response	N/A
Form 990	Not yet available
Federal Single Audit (A-133) ¹	N/A
Corrective Action Plan	N/A

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
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¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to [OMB Circular A-133](#) for the federal filing requirements.

Success Academy - Bronx 2 MS													
Budget / Operating Plan													
2014-15													
		395,728	-	-	395,728	-	-	395,728	-	-	395,728	-	
Total Revenue	-	395,728	-	-	395,728	-	-	395,728	-	-	395,728	-	
Total Expenses	-	610,745	-	-	610,745	-	-	610,745	-	-	610,745	-	
Net Income	-	(215,016)	-	-	(215,016)	-	-	(215,016)	-	-	(215,016)	-	
Actual Student Enrollment	-	70	-	-	70	-	-	70	-	-	70	-	
Total Paid Student Enrollment	-	69	-	-	69	-	-	69	-	-	69	-	
	Prior Year Actual 2013-14	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	
REVENUE													
* If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
New York City	13,777	237,653	-	-	237,653	-	-	237,653	-	-	237,653	-	
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777	237,653	-	-	237,653	-	-	237,653	-	-	237,653	-	
Special Education Revenue	-	7,481	-	-	7,481	-	-	7,481	-	-	7,481	-	
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developm.)	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	-	245,134	-	-	245,134	-	-	245,134	-	-	245,134	-	
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs		815	-	-	815	-	-	815	-	-	815	-	
Title I	-	6,547	-	-	6,547	-	-	6,547	-	-	6,547	-	
Title Funding - Other	-	435	-	-	435	-	-	435	-	-	435	-	
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	
Grants													
Charter School Program (CSP) Planning & Implementation	-	142,797	-	-	142,797	-	-	142,797	-	-	142,797	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	150,594	-	-	150,594	-	-	150,594	-	-	150,594	-	
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE	-	395,728	-	-	395,728	-	-	395,728	-	-	395,728	-	

Success Academy - Bronx 2 MS														
Budget / Operating Plan														
2014-15														
6	Total Revenue	-	395,728	-	-	395,728	-	-	395,728	-	-	395,728	-	-
7	Total Expenses	-	610,745	-	-	610,745	-	-	610,745	-	-	610,745	-	-
8	Net Income	-	(215,016)	-	-	(215,016)	-	-	(215,016)	-	-	(215,016)	-	-
9	Actual Student Enrollment	-	70	-	-	70	-	-	70	-	-	70	-	-
10	Total Paid Student Enrollment	-	69	-	-	69	-	-	69	-	-	69	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
139														
160	ENROLLMENT - *School Districts Are Linked To Above Entries*													
161	New York City	-	70	-	-	70	-	-	70	-	-	70	-	-
162	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
163	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	70	-	-	70	-	-	70	-	-	70	-	-
178	REVENUE PER PUPIL	-	5,637	-	-	5,637	-	-	5,637	-	-	5,637	-	-
180	EXPENSES PER PUPIL	-	8,700	-	-	8,700	-	-	8,700	-	-	8,700	-	-

Success Academy - Bronx 2 MS Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	1,582,913	1,582,913	-	1,582,913	1,582,913
7	Total Expenses	2,442,979	2,442,979	-	(2,442,979)	(2,442,979)
8	Net Income	(860,066)	(860,066)	-	(860,066)	(860,066)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
14						
15	REVENUE					
16	REVENUES FROM STATE SOURCES					
17	Per Pupil Revenue	CY Per Pupil Rate				
18	New York City	13,777	950,613	950,613	-	950,613
19	School District 2 (Enter Name)	-	-	-	-	-
20	School District 3 (Enter Name)	-	-	-	-	-
21	School District 4 (Enter Name)	-	-	-	-	-
22	School District 5 (Enter Name)	-	-	-	-	-
23	School District 6 (Enter Name)	-	-	-	-	-
24	School District 7 (Enter Name)	-	-	-	-	-
25	School District 8 (Enter Name)	-	-	-	-	-
26	School District 9 (Enter Name)	-	-	-	-	-
27	School District 10 (Enter Name)	-	-	-	-	-
28	School District 11 (Enter Name)	-	-	-	-	-
29	School District 12 (Enter Name)	-	-	-	-	-
30	School District 13 (Enter Name)	-	-	-	-	-
31	School District 14 (Enter Name)	-	-	-	-	-
32	School District 15 (Enter Name)	-	-	-	-	-
33	School District - ALL OTHER	-	-	-	-	-
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777	950,613	950,613	-	950,613
35	Special Education Revenue		29,923	29,923	-	29,923
36	Grants					
37	Stimulus		-	-	-	-
38	DYCD (Department of Youth and Community Developmt.)		-	-	-	-
39	Other		-	-	-	-
40	Other		-	-	-	-
41	TOTAL REVENUE FROM STATE SOURCES		980,536	980,536	-	980,536
42						
43	REVENUE FROM FEDERAL FUNDING					
44	IDEA Special Needs		3,260	3,260	-	3,260
45	Title I		26,188	26,188	-	26,188
46	Title Funding - Other		1,742	1,742	-	1,742
47	School Food Service (Free Lunch)		-	-	-	-
48	Grants					
49	Charter School Program (CSP) Planning & Implementation		571,187	571,187	-	571,187
50	Other		-	-	-	-
51	Other		-	-	-	-
52	TOTAL REVENUE FROM FEDERAL SOURCES		602,377	602,377	-	602,377
53						
54	LOCAL and OTHER REVENUE					
55	Contributions and Donations		-	-	-	-
56	Fundraising		-	-	-	-
57	Erate Reimbursement		-	-	-	-
58	Earnings on Investments		-	-	-	-
59	Interest Income		-	-	-	-
60	Food Service (Income from meals)		-	-	-	-
61	Text Book		-	-	-	-
62	OTHER		-	-	-	-
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-
64						
65	TOTAL REVENUE		1,582,913	1,582,913	-	1,582,913
66						

Success Academy - Bronx 2 MS Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
		1,582,913	1,582,913	-	1,582,913	1,582,913
Total Revenue		1,582,913	2,442,979	-	(2,442,979)	(2,442,979)
Total Expenses		(860,066)	(860,066)	-	(860,066)	(860,066)
Net Income						
Actual Student Enrollment						
Total Paid Student Enrollment						
		Original	Total Year Current	Variance	Original vs. PY	VARIANCE Current vs. PY
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	No. of Positions					
69	Executive Management	-	-	-	-	-
71	Instructional Management	103,067	103,067	-	(103,067)	(103,067)
72	Deans, Directors & Coordinators	114,404	114,404	-	(114,404)	(114,404)
73	CFO / Director of Finance	-	-	-	-	-
74	Operation / Business Manager	72,147	72,147	-	(72,147)	(72,147)
75	Administrative Staff	43,288	43,288	-	(43,288)	(43,288)
76	TOTAL ADMINISTRATIVE STAFF	332,906	332,906	-	(332,906)	(332,906)
INSTRUCTIONAL PERSONNEL COSTS						
78	Teachers - Regular	257,667	257,667	-	(257,667)	(257,667)
80	Teachers - SPED	64,932	64,932	-	(64,932)	(64,932)
81	Substitute Teachers	-	-	-	-	-
82	Teaching Assistants	51,533	51,533	-	(51,533)	(51,533)
83	Specialty Teachers	165,732	165,732	-	(165,732)	(165,732)
84	Aides	-	-	-	-	-
85	Therapists & Counselors	20,613	20,613	-	(20,613)	(20,613)
86	Other	5,143	5,143	-	(5,143)	(5,143)
87	TOTAL INSTRUCTIONAL	565,621	565,621	-	(565,621)	(565,621)
NON-INSTRUCTIONAL PERSONNEL COSTS						
89	Nurse	-	-	-	-	-
91	Librarian	-	-	-	-	-
92	Custodian	-	-	-	-	-
93	Security	-	-	-	-	-
94	Other	-	-	-	-	-
95	TOTAL NON-INSTRUCTIONAL	-	-	-	-	-
96	SUBTOTAL PERSONNEL SERVICE COSTS	898,528	898,528	-	(898,528)	(898,528)
PAYROLL TAXES AND BENEFITS						
99	Payroll Taxes	100,818	100,818	-	(100,818)	(100,818)
100	Fringe / Employee Benefits	101,338	101,338	-	(101,338)	(101,338)
102	Retirement / Pension	17,971	17,971	-	(17,971)	(17,971)
103	TOTAL PAYROLL TAXES AND BENEFITS	220,127	220,127	-	(220,127)	(220,127)
104	TOTAL PERSONNEL SERVICE COSTS	1,118,655	1,118,655	-	(1,118,655)	(1,118,655)
CONTRACTED SERVICES						
107	Accounting / Audit	968	968	-	(968)	(968)
108	Legal	389	389	-	(389)	(389)
110	Management Company Fee	142,592	142,592	-	(142,592)	(142,592)
111	Nurse Services	-	-	-	-	-
112	Food Service / School Lunch	-	-	-	-	-
113	Payroll Services	3,408	3,408	-	(3,408)	(3,408)
114	Special Ed Services	-	-	-	-	-
115	Titlement Services (i.e. Title I)	-	-	-	-	-
116	Other Purchased / Professional / Consulting	2,554	2,554	-	(2,554)	(2,554)
117	TOTAL CONTRACTED SERVICES	149,911	149,911	-	(149,911)	(149,911)
SCHOOL OPERATIONS						
119	Board Expenses	-	-	-	-	-
121	Classroom / Teaching Supplies & Materials	144,306	144,306	-	(144,306)	(144,306)
122	Special Ed Supplies & Materials	21,563	21,563	-	(21,563)	(21,563)
123	Textbooks / Workbooks	65,384	65,384	-	(65,384)	(65,384)
124	Supplies & Materials other	-	-	-	-	-
125	Equipment / Furniture	-	-	-	-	-
126	Telephone	9,930	9,930	-	(9,930)	(9,930)
127	Technology	238,376	238,376	-	(238,376)	(238,376)
128	Student Testing & Assessment	14,736	14,736	-	(14,736)	(14,736)
129	Field Trips	27,217	27,217	-	(27,217)	(27,217)
130	Transportation (student)	9,985	9,985	-	(9,985)	(9,985)
131	Student Services - other	101,907	101,907	-	(101,907)	(101,907)
132	Office Expense	90,367	90,367	-	(90,367)	(90,367)
133	Staff Development	35,931	35,931	-	(35,931)	(35,931)
134	Staff Recruitment	27,635	27,635	-	(27,635)	(27,635)
135	Student Recruitment / Marketing	25,751	25,751	-	(25,751)	(25,751)
136	School Meals / Lunch	64,278	64,278	-	(64,278)	(64,278)
137	Travel (Staff)	9,986	9,986	-	(9,986)	(9,986)
138	Fundraising	-	-	-	-	-
139	Other	43,531	43,531	-	(43,531)	(43,531)
140	TOTAL SCHOOL OPERATIONS	930,883	930,883	-	(930,883)	(930,883)
FACILITY OPERATION & MAINTENANCE						
142	Insurance	38,710	38,710	-	(38,710)	(38,710)
144	Janitorial	-	-	-	-	-
145	Building and Land Rent / Lease	-	-	-	-	-
146	Repairs & Maintenance	11,213	11,213	-	(11,213)	(11,213)
147	Equipment / Furniture	104,826	104,826	-	(104,826)	(104,826)
148	Security	-	-	-	-	-
149	Utilities	-	-	-	-	-
150	TOTAL FACILITY OPERATION & MAINTENANCE	154,749	154,749	-	(154,749)	(154,749)
151	DEPRECIATION & AMORTIZATION	88,781	88,781	-	(88,781)	(88,781)
152	RESERVES / CONTINGENCY	-	-	-	-	-
153	TOTAL EXPENSES	2,442,979	2,442,979	-	(2,442,979)	(2,442,979)
154	NET INCOME	(860,066)	(860,066)	-	(860,066)	(860,066)

Success Academy - Bronx 2 MS Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
	1,582,913	1,582,913	-	1,582,913	1,582,913	
6	Total Revenue	1,582,913	1,582,913	-	1,582,913	1,582,913
7	Total Expenses	2,442,979	2,442,979	-	(2,442,979)	(2,442,979)
8	Net Income	(860,066)	(860,066)	-	(860,066)	(860,066)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
139						
160	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	New York City					
162	School District 2 (Enter Name)					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178						
179	REVENUE PER PUPIL					
180						
181	EXPENSES PER PUPIL					

Appendix E: Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

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320900860980 BRONX SUCCESS ACADEMY CS-2

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

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

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

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

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

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Tuesday, July 29, 2014

Updated Wednesday, July 30, 2014

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320900860980 BRONX SUCCESS ACADEMY CS-2

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Graham Officer	Chair/President	Yes		Date appointed: 5/18/10 Terms served: 1	
2	Elizabeth Ling	Vice Chair/Vice President	Yes		Date appointed: 2/17/10 Terms served: 1	
3	Jamie Lee	Treasurer	Yes		Date appointed: 1/16/13 Terms served: 1	
4	Megan Officer	Secretary	Yes		Date appointed: 5/18/10 Terms served: 1	
5	Kasra Sanandaji		Yes		Date appointed: 1/16/13 Terms served: 1	
6	John Gargiulo		Yes		Date appointed: 2/17/10 Terms served: 1	
7	Randy Collins		Yes		Date appointed: 2/17/10 Terms served: 1	
8	Vinit Sethi		Yes		Date appointed: 2/17/10 Terms served: 1	
9	Topacio Ramos	Parent Rep	Yes		Date appointed: 3/20/13 Terms served: 1	

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

(No response)

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

(No response)

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

11

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

Bi-monthly

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

Bi-monthly

Thank you.

Appendix H: Enrollment and Retention Efforts

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

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

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



Success Academy Bronx 2

2013-14 ACCOUNTABILITY PLAN

PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Brett Wagoner

450 St. Paul's Place, Floor 5
Bronx, NY 10456
(347) 286-7965

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

Trustee's Name	Board Position
Graham Officer	Chair
Elizabeth Ling	Vice Chair
Jamie Lee	Treasurer
Megan Officer	Secretary
Kasra Sanandaji	
John Gargiulo	
Randy Collins	
Vinit Sethi	
Topacio Ramos	<i>Ex-officio</i> Parent Representative

Vanessa Bangser served as the school leader in 2013-14.

INTRODUCTION

The mission of Success Academy Charter School – Bronx 2 (“SA Bronx 2”) is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards and the resources to lead and succeed in school, college, and a competitive global economy.

School Enrollment by Grade Level and School Year¹

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	87	106												193
2011-12	51	86	107											244
2012-13	74	82	89	97										342
2013-14	119	84	87	90	80									460

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Believing that all students can succeed, SA Bronx 2 goes above and beyond Common Core standards. SA Bronx 2 uses THINK Literacy, a comprehensive balanced literacy program, in all grades. THINK Literacy was developed in-house by the Instructional Management team at Success Academy Charter Schools, the charter management organization. There are many components of THINK, including Shared Text, Guided Reading, Read Aloud with Discussion, Reading Workshop, and Writing Workshop. During Shared Text, the teacher displays a text and the whole class reads and analyzes it together, giving students practice interpreting brief, engaging texts. During Guided Reading, the teacher works with a small group of students to read and comprehend a book that is one level above what they can read and understand independently. During Read Aloud with Discussion, the teacher models the internal thinking that excellent readers exhibit, and students discuss their ideas about the book with their classmates. During Reading Workshop and Writing Workshop, students internalize key aspects of great reading and writing, through direct instruction, independent work, and partner work. All THINK components press students to read, write, think, and speak with clarity and precision.

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

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

SA Bronx 2 enforces specific protocols for how it collects, distributes, and analyzes data. These protocols work to help teachers and school leaders freely access information in real-time. In a fast-paced and constantly changing school environment, having ready access to academic data empowers the staff to better decide how to expend time and resources so as to maximize student achievement.

SA Bronx 2 views its teachers as Olympic athletes who must constantly train and improve their skills. Professional development is a regular part of their professional responsibilities as it develops skills, provides content area knowledge, and improves pedagogical techniques so that the teachers are prepared to “win the race” that is educating children. Further information is available in the school’s charter.

Goal 1: Absolute Measure

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

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

Method

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

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

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

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	90	0	0	0	90
4	80	0	0	0	80
5					
6					
7					
8					
All	170	0	0	0	170

Results

Based on third and fourth grade scores from 2013-14, SA Bronx 2 did not meet the 75 percent proficient rate goal for English language arts. However, as noted below, this is due to significant changes to the exam.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	65.56%	90	65.56%	90
4	73.75%	80	73.75%	80

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

5				
6				
7				
8				
All	69.41%	170	69.41%	170

Evaluation

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

Despite the lower pass rates, SA Bronx 2 ranks in the top 2% of elementary schools statewide (by overall proficiency rate) and has outperformed other schools in its district in the 2013-14 school year by a wide margin.

Additional Evidence

As noted above, the New York State English language arts examination increased in difficulty in 2012-13 and 2013-14. SA Bronx 2 ranks in the top 2% of elementary schools statewide.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	76.8%	95	65.56%	90
4					73.75%	80
5						
6						
7						
8						
All			76.8%	95	69.41%	170

Goal 1: Absolute Measure

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

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁴

Results

For 2013-14, SA Bronx 2 achieved a PLI of 165. This is substantially greater than the target AMO of 89 (by 76 points).

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
170	4	26	51	18

$$\begin{array}{rcccccccc} \text{PI} & = & 26 & + & 51 & + & 18 & = & 96 \\ & & & & 51 & + & 18 & = & \underline{69} \\ & & & & & & \text{PLI} & = & 165 \end{array}$$

Evaluation

SA Bronx 2 met this goal by achieving a PLI of 165. This is significantly greater than the AMO of 89.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁵

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

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

Results

SA Bronx 2 achieved an overall proficiency rate of 69.41% (for students enrolled in at least their second year), approximately 56 percentage points higher than District 9's proficiency rate of 13%.

2013-14 State English Language Arts Exam SA Bronx 2 and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	SA Bronx 2 Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	65.56%	90	13%	2959
4	73.75%	80	14%	2791
5				
6				
7				
8				
All	69.41%	170	13%	5750

Evaluation

SA Bronx 2 met this goal with a proficiency rate that exceeded the local district's proficiency rate of 13% by approximately 56 percentage points. SA Bronx 2 outperformed the local district in all grade levels.

Additional Evidence

SA Bronx 2 significantly outperformed its local district in the 2012-13 and 2013-14 school years.

English Language Arts Performance of SA Bronx 2 and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	SA Bronx 2	Local District	SA Bronx 2	Local District	SA Bronx 2	Local District
3	N/A	N/A	76.8%	11.9%	65.56%	13%
4					73.75%	14%
5						
6						
7						
8						
All	N/A	N/A	76.8%	11.9%	69.41%	13%

Goal 1: Comparative Measure

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

Method

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

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

Results

According to the Comparative Performance Report, SA Bronx 2 had a "higher than expected to a large degree" effect on student achievement; the school demonstrated an effect size of 4.58.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84.5	97	77.3	20.2	57.1	4.58
4						
5						
6						
7						
8						
All	84.5	97	77.3	20.2	57.1	4.58

School's Overall Comparative Performance:

Higher than expected to a large degree

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

Evaluation

SA Bronx 2 met this goal with an effect size of 4.58. This far exceeds the target value of 0.3, and was determined to be “higher than expected to a large degree.”

Additional Evidence

The 2012-13 academic year was the first for which SA Bronx 2 has comparative performance data. The school believes that it will demonstrate consistently high effect sizes in the years to come.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12						
2012-13	3	84.5	97	77.3	20.2	4.58

Goal 1: Growth Measure⁷

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

Method

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

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

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

⁸ Schools can acquire this data from the NYSED’s Business Portal: portal.nysed.gov.

Results

SA Bronx 2 did not serve testing grades in 2011-12. As such, no 2012-13 Mean Growth percentile is available.

Summary of the English Language Arts Goal

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

Action Plan

In order to continue improving in English language arts, SA Bronx 2 will make the following improvements to its literacy program:

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

MATHEMATICS

Goal 2: Mathematics

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

Background

SA Bronx 2 uses Cognitively Guided Instruction (CGI) and the Investigations math program. Some of its key elements are described below:

- **Problem Solving** – CGI offers students a chance to solve real world, contextualized mathematical problems using conceptual understanding. Students learn the basics of problem solving strategies by solving daily word problems that require critical thinking and both written and verbal expression of mathematical reasoning. Students work individually to solve a problem and then share their strategies with their peers. The teacher leads a discussion based on student strategies that leads to understanding of mathematical properties.
- **Assessment** – SA Bronx 2 administers Math Interim Assessments and weekly quizzes to determine the progress of students with respect to the Common Core standards. Teachers use the data to inform future instruction.
- **Common Core State Standard Alignment** – SA Bronx 2 has mapped the scope and sequence of CGI and the Investigations math program to closely align with the Common Core. This scope and sequence closely follows the state and national requirements of what students should know and be able to do at each administration of the state math assessments. By aligning closely with the Common Core and assessments, teachers will have a much better sense of where their students stand in SA Bronx 2's goal of preparing all students for college-track level mathematics in middle and high school.
- **Conceptual Understanding** – Investigations math places an emphasis on open-ended exploration and interactive learning components to each lesson to let students make sense of mathematics by building on ideas and observations from previous experiences. By learning mathematical ideas and procedures that is grounded in meaning, students are able to apply their thinking to new situations and unfamiliar problems. CGI uses daily world problems to give students meaning, understanding, and application to the math they learn.
- **Computational Fluency** – SA Bronx 2 also provides students with regular math facts practice because it recognizes the importance of computational fluency. Math facts quizzes emphasize both accuracy and speed.

Goal 2: Absolute Measure

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

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

Method

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

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

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

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3	90	0	0	0	90
4	80	0	0	0	80
5					
6					
7					
8					
All	170	0	0	0	170

Results

Based on scores from 2013-14, SA Bronx 2 exceeded the absolute measure goal for math.

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

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	98.89%	90	98.89%	90
4	98.75%	80	98.75%	80
5				
6				
7				
8				
All	98.82%	170	98.82%	170

Evaluation

SA Bronx 2 met the absolute measure goal in 2013-14 for mathematics. All grades achieved high proficiency rates.

Additional Evidence

SA Bronx 2 exceeded this absolute measure goal for math by a wide margin with an overall proficiency rate of 98.82% (for students enrolled in at least their second year). As it continues to improve its math program, SA Bronx 2 expects to continue to perform well in the future.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	96.8%	95	98.89%	90
4					98.75%	80
5						
6						
7						
8						
All	N/A	N/A	96.8%	95	98.82%	170

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁰

Results

SA Bronx 2 scored a PLI of 198 for Mathematics in 2013-14, which is substantially greater than the target AMO of 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
170	0	1	16	82

$$\begin{array}{rcccccccc} \text{PI} & = & 1 & + & 16 & + & 82 & = & 99 \\ & & & & 16 & + & 82 & = & \underline{99} \\ & & & & & & \text{PLI} & = & 198 \end{array}$$

Evaluation

SA Bronx 2 met this goal by achieving a PL of 198, substantially exceeding the target AMO of 86.

Goal 2: Comparative Measure

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

Method

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

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

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

Results

SA Bronx 2 achieved an overall proficiency rate of 98.82% (for students enrolled in at least their second year), which was substantially greater than District 9's proficiency rate of 18%.

2013-14 State Mathematics Exam SA Bronx 2 and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	SA Bronx 2 Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	98.89%	90	18%	3041
4	98.75%	80	17%	2867
5				
6				
7				
8				
All	98.82%	170	18%	5908

Evaluation

SA Bronx 2 met this goal by achieving a proficiency rate of 98.82% (for students enrolled in at least their second year). This exceeds the local district's pass rate by approximately 80 percentage points. SA Bronx 2 significantly outperformed the local district in all grade levels.

Additional Evidence

SA Bronx 2 significantly outperformed its local district in the 2012-13 and 2013-14 school years.

Mathematics Performance of SA Bronx 2 and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	SA Bronx 2	Local District	SA Bronx 2	Local District	SA Bronx 2	Local District
3	N/A	N/A	96.8%	14.4%	98.89%	18%
4					98.75%	17%
5						
6						
7						
8						
All	N/A	N/A	96.8%	14.4%	98.82%	18%

Goal 2: Comparative Measure

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

Method

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

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

Results

According to the Comparative Performance Report, SA Bronx 2 had a “higher than expected to a large degree” effect on student achievement: the school demonstrated an effect size of 4.36.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84.5	97	96.9	23.7	73.2	4.36
4						
5						
6						
7						
8						
All	84.5	97	96.9	23.7	73.2	4.36

School’s Overall Comparative Performance:
Higher than expected to a large degree

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

Evaluation

SA Bronx 2 met this goal with an effect size of 4.36. This is significantly higher than the target value of 0.3.

Additional Evidence

The 2012-13 academic year was the first for which SA Bronx 2 has comparative performance data. The school believes that it will demonstrate consistently high effect sizes in the years to come.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12						
2012-13	3	84.5	97	96.9	23.7	4.36

Goal 2: Growth Measure¹³

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

Method

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

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

Results

SA Bronx 2 did not serve testing grades in 2011-12. As such, no 2012-13 Mean Growth percentile is available.

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

¹⁴ Schools can acquire this data from the NYSED's business portal: portal.nysed.gov.

Summary of the Mathematics Goal

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

Action Plan

Despite impressive state math test results, SA Bronx 2 is looking to make the following improvements to the math program:

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

SCIENCE

Goal 3: Science
Students will understand and apply scientific principles at a proficient level.

Background

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

Goal 3: Absolute Measure

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

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

Method

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

Results

SA Bronx 2 achieved an overall proficiency rate of 100%. All students scored at Level 4.

SA Bronx 2 Performance on 2013-14 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	SA Bronx 2 Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	80	---	---
8				

Evaluation

SA Bronx 2 met this goal by achieving a proficiency rate above 75%. Overall, the school demonstrated extremely high performance.

Additional Evidence

One hundred percent of SA Bronx 2 students passed the New York State science test in 2013-14.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	N/A	N/A	N/A	N/A	100%	80
8						
All	N/A	N/A	N/A	N/A	100%	80

Goal 3: Comparative Measure

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

Method

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

Results

SA Bronx 2 demonstrated an overall proficiency rate of 100%. Proficiency rates for District 9's 2013-14 New York State Testing Program Science Exam will not be available until spring 2015.

2013-14 State Science Exam SA Bronx 2 and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	SA Bronx 2 Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	80	---	---
8				

Evaluation

Not yet available.

Additional Evidence

Not yet available.

**Science Performance of SA Bronx 2 and Local District
by Grade Level and School Year**

Grade	Percent of SA Bronx 2 Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	SA Bronx 2	Local District	SA Bronx 2	Local District	SA Bronx 2	Local District
4	N/A	N/A	N/A	N/A	100%	---
8						
All	N/A	N/A	N/A	N/A	100%	---

Summary of the Science Goal

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

Action Plan

SA Bronx 2 will continue offering discovery-based science to all students five days a week. Results from state science tests show that SA Bronx 2's focus on science is paying considerable dividends.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

Method

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

Results

SA Bronx 2 achieved a status of "Good Standing" in 2013-14.

Evaluation

SA Bronx 2 achieved its goal of attaining a status of "Good Standing" according to NCLB.

Additional Evidence

In 2012-13 and 2013-14, SA Bronx 2 has maintained its "Good Standing." The school expects to maintain this status in the years to come.

NCLB Status by Year

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

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 01, 2014

Updated Thursday, May 07, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/f2851>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Omigbade Escayg

2. Charter School Name:

Bronx Success Academy Charter School 2

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Other, please specify...: Head of School
-

9. Are you a trustee and also an employee of the school?

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Head of School
[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Oversee all academic, financial and systems operations of the Brooklyn Charter School on a day to day basis. Ensure that BCS is fulfilling its mission and meeting its goals and report to the Board of Trustees.
[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	\$163,000
[TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	July 1, 2000

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

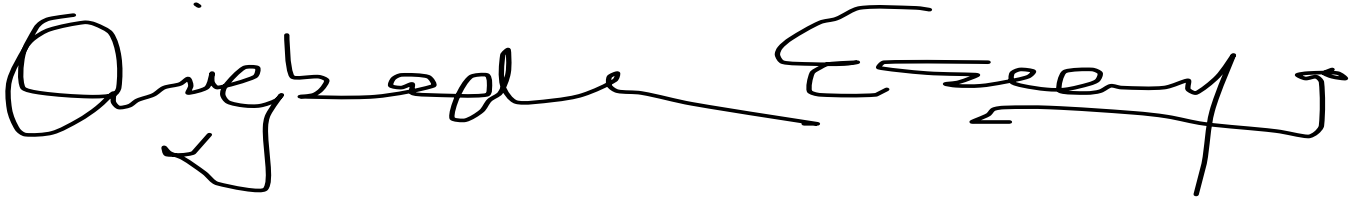
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Dwight D. Eason". The signature is written in a cursive style with a long horizontal line extending from the middle of the name.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

Updated Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/f6b13>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

John Gargiulo

2. Charter School Name:

Bronx Success Academy Charter School 2

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

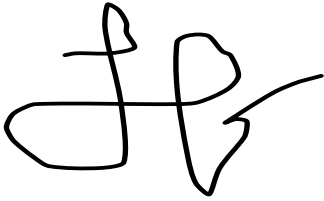
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of stylized, overlapping letters that appear to be 'J' and 'P'.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

Updated Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e8077>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Jamie Lee

2. Charter School Name:

Bronx Success Academy Charter School 2

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Treasurer

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

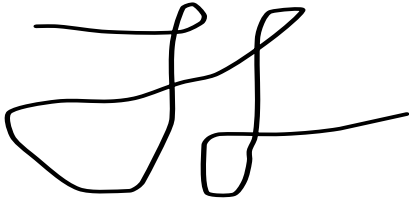
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of stylized, cursive letters that appear to be 'JH' followed by a horizontal line extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

Updated Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/f5fe90>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Elizabeth Ling

2. Charter School Name:

Bronx Success Academy Charter School 2

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

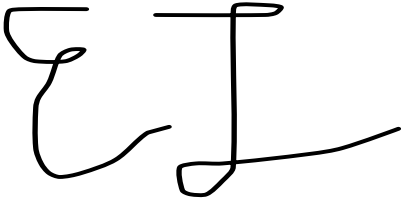
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be the initials 'EJ' with a long horizontal flourish extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

Updated Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/27c7f>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Graham Officer

2. Charter School Name:

Bronx Success Academy Charter School 2

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Handwritten signature consisting of the letters 'G' and 'O' in a simple, blocky font.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

Updated Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/15afa>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Megan Officer

2. Charter School Name:

Bronx Success Academy Charter School 2

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

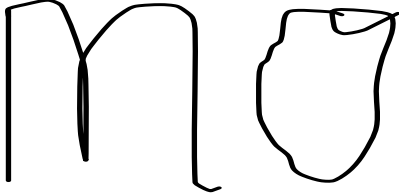
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature consisting of a large, stylized letter 'M' followed by a symbol that resembles a shield or a similar geometric shape with a small loop at the top right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

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<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/9f215>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Topacio Ramos

2. Charter School Name:

Bronx Success Academy Charter School 2

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

-
- Parent Representative
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

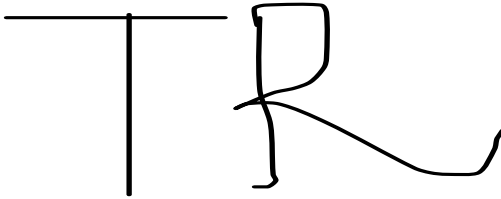
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature consisting of the letters 'T' and 'R' in a stylized, cursive font. The 'T' is formed by a horizontal top bar and a vertical stem. The 'R' is formed by a vertical stem, a curved top, and a long, sweeping tail that curves back to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

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<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/3fd9d>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Kasra Sanandaji

2. Charter School Name:

Bronx Success Academy Charter School 2

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

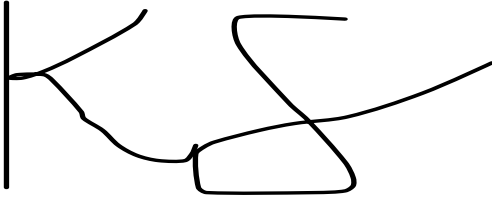
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of the letters 'K' and 'S' written in a stylized, cursive-like font. The 'K' is on the left, and the 'S' is on the right, with a horizontal line connecting them.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

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<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/12ede>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Vinit Sethi

2. Charter School Name:

Bronx Success Academy Charter School 2

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be the initials 'VS' with a horizontal line extending from the bottom of the 'S'.