

I. SCHOOL INFORMATION AND COVER PAGE

Created Thursday, July 18, 2013

Updated Thursday, August 01, 2013

Page 1

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 St. Pauls Place 5th Floor, Bronx, NY 10456 | 347-286-7966 | 347-479-1194 | MainOffice@SABronx2. org |

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

| | |
|--|---|
| 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name | Amy Cruz |
| 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Title | Business Operations Manager |
| 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Emergency Phone Number (###-###-####) |  |

5. SCHOOL WEB ADDRESS (URL)

<http://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 2012-13 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

• K

• 1

• 2

• 3

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

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

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

| | Name | Work Phone | Alternate Phone | Email Address | Contact this individual also in emergencies |
|------------------------------------|----------------|------------|-----------------|---------------|---|
| CEO (e.g., network superintendent) | Eva Moskowitz | [REDACTED] | | [REDACTED] | Yes |
| CFO (e.g., network CFO) | Ryan Alexander | [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?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

| | 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 St. Pauls Place 5th Floor, Bronx, NY 10456 | 347-286-7966 | CSD 9 | K-4 | No | DOE space |
| Site 2 | | | | | | |
| Site 3 | | | | | | |

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 | | | |
| Operational Leader | | | | |
| Compliance Contact | | | | |
| Complaint Contact | | | | |

14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

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

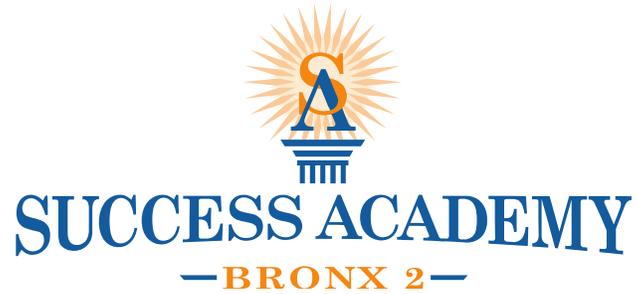
Signature, Head of Charter School

VB

Signature, President of the Board of Trustees

GD

Thank you.



**Success Academy Charter
School – Bronx 2**

**2012-13 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 23, 2013

By Jeff Erickson

450 Saint Paul's Place, 5th Floor
Bronx, NY 10456
347-286-7966

Jeff Erickson, Director of Data Reporting, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position |
|----------------|-----------------------|
| Graham Officer | Chairperson |
| Elizabeth Ling | Vice-Chairperson |
| Jamie Lee | Treasurer |
| Megan Officer | Secretary |
| Randy Collins | |
| John Garguilo | |
| Kas Sanadaji | |
| Vinit Sethi | |
| Topacio Ramos | Parent Representative |

Vanessa Bangser served as the school leader in 2012-13.

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 Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|----------------------|----|-----|-----|----|---|---|---|---|---|---|----|----|----|-------|
| 2009-10 | | | | | | | | | | | | | | |
| 2010-11 | 87 | 106 | | | | | | | | | | | | 193 |
| 2011-12 | 51 | 86 | 107 | | | | | | | | | | | 244 |
| 2012-13 ¹ | 74 | 82 | 89 | 97 | | | | | | | | | | 342 |

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.

¹ Enrollment numbers are current as of April 29, 2013.

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 grade in April 2013. 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.

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested ² | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
| | | IEP | ELL | Absent | |
| 3 | 97 | 0 | 0 | 0 | 97 |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| All | 97 | 0 | 0 | 0 | 97 |

Results

Based on third grade scores from 2012-13, SA Bronx 2 met the absolute measure goal for English language arts.

Performance on 2012-13 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

| Grade s | All Students | | Enrolled in at least their Second Year | |
|------------|--------------|---------------|---|---------------|
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 77.3% | 97 | 76.8% | 95 |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| All | 77.3% | 97 | 76.8% | 95 |

Evaluation

SA Bronx 2 met the absolute measure goal in 2012-13 for English language arts. As it continues to improve its English language arts program, SA Bronx 2 expects to continue to perform well in the future.

Additional Evidence

There was a widespread drop in test scores statewide.³ Despite the widespread drop in scores, this absolute measure goal was met in 2012-13, and SA Bronx 2 placed in the top 1% statewide.

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.

³ See *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).

English Language Arts Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2010-11 | | 2011-12 | | 2012-13 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | | | | | 76.8% | 95 |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| All | | | | | 76.8% | 95 |

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (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 current year's English language arts AMO. 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

English Language Arts 2012-13 Performance Level Index (PLI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 97 | 3 | 20 | 66 | 11 |

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 20 & + & 66 & + & 11 & = & 97 \\
 & & & & 66 & + & 11 & = & \underline{77} \\
 & & & & & & \text{PLI} & = & 174
 \end{array}$$

Evaluation

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

Per the Charter Schools Institute’s Progress Report Template (“the Guidelines”),⁵ SA Bronx 2 is not reporting on this absolute measure. The State Education Department has not recalibrated the AMO to align with the new English language arts 3-8 testing program.

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.⁶

Results

SA Bronx 2’s students outperformed aggregate results for District 9 by a wide margin.

**2012-13 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 | 76.8% | 95 | 11.9% | 2952 |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| All | 76.8% | 95 | 11.9% | 2952 |

Evaluation

SA Bronx 2 met the comparative measure goal for English language arts by outperforming other schools in its district by a wide margin.

Additional Evidence

⁵ Available at <http://www.newyorkcharters.org/schoolsAccountability.htm> (last updated July 2013).

⁶ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

In its first year of New York State testing, SA Bronx 2 considerably outperformed District 9.

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 | | | | | |
|-------|---|----------------|------------|----------------|------------|----------------|
| | 2010-11 | | 2011-12 | | 2012-13 | |
| | SA Bronx 2 | Local District | SA Bronx 2 | Local District | SA Bronx 2 | Local District |
| 3 | | | | | 76.8% | 11.9% |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| All | | | | | 76.8% | 11.9% |

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.⁷

Method

SUNY has not provided Effect Size data.

Results

Not applicable.

2011-12 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Eligible for Free Lunch | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|---------------------------------|---------------|-----------------------------------|-----------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

⁷ The Institute will begin using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

| | | |
|-----|--|--|
| 6 | | |
| 7 | | |
| 8 | | |
| All | | |

| |
|--|
| School's Overall Comparative Performance: |
| Not applicable |

Evaluation

Not applicable.

Additional Evidence

Not applicable.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---------------------------------|---------------|--------|-----------|-------------|
| 2009-10 | | | | | | |
| 2010-11 | | | | | | |
| 2011-12 | | | | | | |

Goal 1: Growth Measure⁸

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 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.

Results

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Per the Guidelines, SA Bronx 2 is not reporting on this absolute measure.⁹ The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program. Furthermore, SA Bronx 2 did not serve testing grades for the English language arts examination in 2011-12.

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. | Achieved |
| 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. | N/A |
| 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 2011-12 school district results.) | N/A |
| 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.

⁹ See the Guidelines.

- 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 grade in April 2013. 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.

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested ¹⁰ | | | Total Enrolled |
|-------|--------------|--------------------------|-----|--------|----------------|
| | | IEP | ELL | Absent | |
| 3 | 97 | 0 | 0 | 0 | 97 |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| All | | | | | |

Results

Based on scores from 2012-13, SA Bronx 2 exceeded the absolute measure goal for math.

Performance on 2012-13 State Mathematics Exam

¹⁰ 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.

By All Students and Students Enrolled in At Least Their Second Year

| Grade s | All Students | | Enrolled in at least their Second Year | |
|------------|--------------|------------------|---|------------------|
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 96.9% | 97 | 96.8% | 95 |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| All | 96.9% | 97 | 96.8% | 95 |

Evaluation

SA Bronx 2 met the absolute measure goal in 2012-13 for mathematics. As it continues to improve its math program, SA Bronx 2 expects to continue to perform well in the future.

Additional Evidence

There was a widespread drop in test scores statewide (see ELA Goal 1: Absolute Measure). Despite the widespread drop in scores, this absolute measure goal was met in 2012-13, and SA Bronx 2 placed in the top 1% statewide.

Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|---|------------------|---------|------------------|---------|------------------|
| | 2010-11 | | 2011-12 | | 2012-13 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | | | | | 96.8% | 95 |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| All | | | | | 96.8% | 95 |

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 Annual Measurable Objective (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 current year's mathematics AMO. 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 200.¹¹

Results

Mathematics 2012-13 Performance Level Index (PLI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 97 | 1 | 2 | 34 | 63 |

$$\begin{array}{rcccccccc} \text{PI} & = & 2 & + & 34 & + & 63 & = & 99 \\ & & & & 34 & + & 63 & = & 97 \\ & & & & & & \text{PLI} & = & 196 \end{array}$$

Evaluation

Per the Guidelines, SA Bronx 2 is not reporting on this absolute measure. The State Education Department has not recalibrated the AMO to align with the new mathematics 3-8 testing program.

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.¹²

Results

¹¹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹² Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

SA Bronx 2's students outperformed aggregate results for District 9 by a very wide margin.

**2012-13 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 | 96.8% | 95 | 14.4% | 3048 |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| All | 96.8% | 95 | 14.4% | 3048 |

Evaluation

SA Bronx 2 met the comparative measure goal for math by outperforming other schools in its district by a very wide margin.

Additional Evidence

In its first year administering the New York State test, SA Bronx 2 considerably outperformed District 9. SA Bronx 2 expects that it will continue to outperform District 9 by a wide margin.

**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 | | | | | |
|------------|---|----------------|------------|----------------|------------|----------------|
| | 2010-11 | | 2011-12 | | 2012-13 | |
| | SA Bronx 2 | Local District | SA Bronx 2 | Local District | SA Bronx 2 | Local District |
| 3 | | | | | 96.8% | 14.4% |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| All | | | | | 96.8% | 14.4% |

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.¹³

Method

SUNY has not provided Effect Size data.

Results

Not applicable.

2011-12 Mathematics Comparative Performance by Grade Level

| Grade | Percent Eligible for Free Lunch | Number Tested | Percent of Students at Levels 3&4 | | Difference between Actual and Predicted | Effect Size |
|-------|---------------------------------|---------------|-----------------------------------|-----------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| All | | | | | | |

| |
|--|
| School's Overall Comparative Performance: |
| Not Applicable |

Evaluation

Not applicable.

Additional Evidence

Not applicable.

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---------------------------------|---------------|--------|-----------|-------------|
| 2009-10 | | | | | | |
| 2010-11 | | | | | | |

¹³ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

| | | | | | | |
|---------|--|--|--|--|--|--|
| 2011-12 | | | | | | |
|---------|--|--|--|--|--|--|

Goal 2: Growth Measure¹⁴

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.

Results

Per the Guidelines, SA Bronx 2 is not reporting on this growth measure. The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year. Furthermore, SA Bronx 2 did not serve testing grades for the English language arts examination in 2011-12.

Summary of the Mathematics Goal

| Type | Measure | Outcome |
|-------------|--|----------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8. This measure assumes that the general format and structure of the State math exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance. | Achieved |
| Absolute | Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. | N/A |
| 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 | N/A |

¹⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

| | | |
|--------|---|-----|
| | (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 2011-12 school district results.) | |
| 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 off-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

This school did not serve testing grades for the New York State science examination in 2012-13.

Results

Not applicable.

**Charter School Performance on 2012-13 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

| Grade | Percent of Students at Proficiency | | | |
|-------|--|---------------|-----------------------|---------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 4 | | | | |
| 8 | | | | |

Evaluation

Not applicable.

Additional Evidence

Not applicable.

Science Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency | | | | | |
|-------|---|---------------|---------|---------------|---------|---------------|
| | 2010-11 | | 2011-12 | | 2012-13 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 4 | | | | | | |
| 8 | | | | | | |
| All | | | | | | |

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

Not applicable.

**2012-13 State Science Exam
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Proficiency | | | |
|-------|--|---------------|-----------------------|---------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 4 | | | | |
| 8 | | | | |

Evaluation

Not applicable.

Additional Evidence

Not applicable.

**Science Performance of Charter School and Local District
by Grade Level and School Year**

| Grade | Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students | | | | | |
|-------|--|----------------|----------------|----------------|----------------|----------------|
| | 2010-11 | | 2011-12 | | 2012-13 | |
| | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 4 | | | | | | |
| 8 | | | | | | |
| All | | | | | | |

Summary of the Science Goal

Not applicable.

| Type | Measure | Outcome |
|----------|--|---------|
| Absolute | Each year, 75 percent of all tested students who are | N/A |

| | | |
|-------------|--|-----|
| | <p>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> | |
| 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

While progress cannot yet be measured quantitatively, the school remains confident that the program and curriculum described here and in the charter will lead to academic achievement that meets the goals outlined in the Accountability Plan.

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 that 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 2012-13.

Evaluation

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

Additional Evidence

In its first year administering New York State tests, SA Bronx 2 has achieved a status of “Good Standing” and expects to maintain this status in the future.

NCLB Status by Year

| Year | Status |
|---------|---------------|
| 2010-11 | N/A |
| 2011-12 | N/A |
| 2012-13 | Good Standing |

Total Expenditures per Pupil (unaudited, as of 6/30/2013)

| Total Expenditures | Total Enrolled Students | Expenditures Per Pupil |
|--------------------|-------------------------|------------------------|
| \$5,225,620.61 | 358 | \$13,721.52 |



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools

Success Academy Bronx 2

Administrative expenditures per pupil:

\$2,328.71

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

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

(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

CONTENTS

| | <u>PAGE</u> |
|---|-------------|
| INDEPENDENT AUDITORS' REPORT | 1 - 2 |
| FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION: | |
| Statements of financial position | 3 |
| Statements of activities | 4 |
| Statements of cash flows | 5 |
| Notes to financial statements | 6 - 12 |
| Independent auditors' report on supplementary information | 13 |
| Schedule of functional expenses | 14 |
| 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 | 15 - 16 |

FRUCHTER ROSEN & COMPANY, P.C.

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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, 2013, 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, 2013, 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 2012 financial statements, and our report dated October 23, 2012, 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, 2012, 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 21, 2013, 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 21, 2013

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,

| | 2013 | 2012 |
|--|---------------------|---------------------|
| ASSETS | | |
| Current assets: | | |
| Cash and cash equivalents | \$ 824,163 | \$ 1,948,414 |
| Grants and contracts receivable | 208,724 | 159,903 |
| Prepaid expenses and other current assets | 134,694 | 219 |
| Total current assets | 1,167,581 | 2,108,536 |
| Property and equipment, net of accumulated depreciation and amortization of \$510,299 and \$196,983, respectively | 878,968 | 265,506 |
| Restricted cash | 75,000 | 50,192 |
| TOTAL ASSETS | \$ 2,121,549 | \$ 2,424,234 |
| LIABILITIES AND UNRESTRICTED NET ASSETS | | |
| Current liabilities: | | |
| Accounts payable and accrued expenses | \$ 42,586 | \$ 17,426 |
| Accrued payroll and payroll taxes | - | 58,433 |
| Due to related party | 83,363 | 99,614 |
| Total current liabilities | 125,949 | 175,473 |
| Loan payable - related party | - | 500,000 |
| Total liabilities | 125,949 | 675,473 |
| Unrestricted net assets | 1,995,600 | 1,748,761 |
| TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS | \$ 2,121,549 | \$ 2,424,234 |

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,

| | 2013 | 2012 |
|---|--------------|--------------|
| Revenue and support: | | |
| State and local per pupil operating revenue | \$ 5,252,808 | \$ 3,495,245 |
| Federal grants | 271,545 | 251,975 |
| Contributions and private grants | - | 2,050 |
| Donated services | 20,652 | - |
| Interest and other income | 532 | 294 |
| | 5,545,537 | 3,749,564 |
| Expenses: | | |
| Program services | | |
| Regular education | 3,334,494 | 2,231,922 |
| Special education | 899,908 | 452,121 |
| Total program services | 4,234,402 | 2,684,043 |
| Supporting service | | |
| Management and general | 1,064,296 | 532,106 |
| | 5,298,698 | 3,216,149 |
| Changes in unrestricted net assets | 246,839 | 533,415 |
| Unrestricted net assets - beginning of year | 1,748,761 | 1,215,346 |
| Unrestricted net assets - end of year | \$ 1,995,600 | \$ 1,748,761 |

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,

| | 2013 | 2012 |
|---|-------------------|---------------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | | |
| Changes in unrestricted net assets | \$ 246,839 | \$ 533,415 |
| Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities: | | |
| Depreciation and amortization | 313,316 | 137,709 |
| Loss on abandonment of property and equipment | - | 17,595 |
| Changes in certain assets and liabilities: | | |
| (Increase) in grants and contracts receivable | (48,821) | (22,779) |
| (Increase) Decrease in prepaid expenses | (134,475) | 262 |
| (Increase) in restricted cash | (24,808) | (25,143) |
| Increase (Decrease) in accounts payable and accrued expenses | 25,160 | (52,598) |
| (Decrease) in accrued payroll and payroll taxes | (58,433) | (41,057) |
| (Decrease) Increase in due to related party | (16,251) | 5,530 |
| | <u>302,527</u> | <u>552,934</u> |
| NET CASH PROVIDED BY OPERATING ACTIVITIES | | |
| CASH FLOWS FROM INVESTING ACTIVITY | | |
| Purchases of property and equipment | (926,778) | (205,566) |
| | <u>(926,778)</u> | <u>(205,566)</u> |
| CASH FLOWS FROM FINANCING ACTIVITY | | |
| Repayment of loan payable - related party | (500,000) | - |
| | <u>(500,000)</u> | <u>-</u> |
| NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS | (1,124,251) | 347,368 |
| CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR | <u>1,948,414</u> | <u>1,601,046</u> |
| CASH AND CASH EQUIVALENTS - END OF YEAR | <u>\$ 824,163</u> | <u>\$ 1,948,414</u> |
| SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION: | | |
| Cash paid during the year for interest | <u>\$ 4,063</u> | <u>\$ 16,250</u> |

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, 2013 AND 2012

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 346 students in grades kindergarten through third during the 2012-2013 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, 2013 and 2012.

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. All Forms 990 filed by the School are subject to examination.

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, 2013 AND 2012

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 statement 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, 2013 and 2012, 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, 2013 AND 2012

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, 2013 AND 2012

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 2012 financial statements from which the summarized information was derived.

Reclassifications

Certain 2012 accounts have been reclassified to the 2013 financial statements presentation. The reclassification has no effect on 2012 total assets, liabilities, net assets, and change in net assets.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

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

NOTE 3 - FAIR VALUE MEASUREMENTS

FASB 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 FASB 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, 2013 AND 2012

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, 2013 and 2012.

NOTE 4 - PROPERTY AND EQUIPMENT

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

| | 2013 | 2012 |
|---|------------|------------|
| Equipment | \$ 291,628 | \$ 229,998 |
| Furniture and fixtures | 183,093 | 104,301 |
| Website development | 2,183 | 2,183 |
| Software | 189,897 | 1,137 |
| Leasehold improvements | 722,466 | 124,870 |
| | 1,389,267 | 462,489 |
| Less: Accumulated depreciation and amortization | 510,299 | 196,983 |
| | \$ 878,968 | \$ 265,506 |

Depreciation and amortization expense was \$313,316 and \$137,709 for the years ended June 30, 2013 and 2012, respectively.

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, 2013 AND 2012

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.

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 and \$1,352 for the years ended June 30, 2013 and 2012, respectively. 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, 2013 and 2012, the School incurred \$702,559 and \$332,613 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, 2013 and 2012 amounted to \$83,363 and \$99,614, 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 3.25% on any unpaid balance. According to the loan agreement, 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 outstanding principal balance of the loan at June 30, 2013 and 2012 was \$-0- and \$500,000, respectively. The School paid \$4,063 and \$16,250 in interest expense on this loan for the years ended June 30, 2013 and 2012, 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.

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, 2013 AND 2012

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.

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSE

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 FASB 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 \$20,652 and \$-0- for the years ended June 30, 2013 and 2012, 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, 2013 and 2012 amounted to \$50,599 and \$2,257, respectively.

NOTE 11 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 21, 2013, the date the financial statements were available to be issued.

FRUCHTER ROSEN & COMPANY, P.C.

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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, 2013, and have issued our report thereon dated October 21, 2013, 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 21, 2013

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,

| | 2013 | | | | Total | 2012 |
|--|----------------------|----------------------|-----------------------------|------------------------------|---------------------|---------------------|
| | Regular Education | Special Education | Total Program Service | Management and General | | |
| Salaries | \$ 1,873,824 | \$ 505,707 | \$ 2,379,531 | \$ 212,539 | \$ 2,592,070 | \$ 1,597,276 |
| Payroll taxes and employee benefits | 478,198 | 129,056 | 607,254 | 54,240 | 661,494 | 369,336 |
| Professional development | 39,504 | 10,661 | 50,165 | - | 50,165 | 84,604 |
| Legal | - | - | - | 20,652 | 20,652 | - |
| Audit and accounting | - | - | - | 11,000 | 11,000 | 11,900 |
| Professional fees | 2,413 | 651 | 3,064 | 274 | 3,338 | 16,481 |
| Travel and entertainment | 1,308 | 353 | 1,661 | 148 | 1,809 | 1,858 |
| Student food service | 58,645 | 15,827 | 74,472 | - | 74,472 | 45,554 |
| Field trips | 41,002 | 11,065 | 52,067 | - | 52,067 | 36,957 |
| Instructional supplies and textbooks | 163,162 | 44,034 | 207,196 | - | 207,196 | 149,031 |
| Management fee | - | - | - | 702,559 | 702,559 | 332,613 |
| Interest expense | - | - | - | 4,063 | 4,063 | 16,250 |
| Teacher recruitment | 58,876 | 15,889 | 74,765 | - | 74,765 | 62,081 |
| Student recruitment | 59,168 | 15,968 | 75,136 | - | 75,136 | 70,983 |
| Marketing | - | - | - | - | - | 20,650 |
| Consulting | 1,365 | 368 | 1,733 | 155 | 1,888 | 2,604 |
| Uniforms | 2,960 | 799 | 3,759 | - | 3,759 | 2,335 |
| Office supplies | 24,148 | 6,517 | 30,665 | 2,739 | 33,404 | 21,468 |
| Computer supplies | - | - | - | - | - | 4,498 |
| School culture | 20,165 | 5,442 | 25,607 | - | 25,607 | 11,310 |
| Special events | 24,073 | 6,497 | 30,570 | 2,731 | 33,301 | 26,018 |
| Equipment rental | 13,408 | 3,618 | 17,026 | 1,521 | 18,547 | 5,112 |
| Student assessments | 16,696 | 4,506 | 21,202 | - | 21,202 | 7,120 |
| Telephone and internet services | 27,151 | 7,327 | 34,478 | 3,080 | 37,558 | 47,935 |
| Postage and delivery | 10,668 | 2,879 | 13,547 | 1,210 | 14,757 | 7,353 |
| Insurance | 24,307 | 6,560 | 30,867 | 2,757 | 33,624 | 30,958 |
| Facilities expense | 24,043 | 6,489 | 30,532 | 2,727 | 33,259 | 15,576 |
| Information technology | 120,393 | 32,491 | 152,884 | 13,655 | 166,539 | 54,969 |
| Non-capitalized furniture, fixtures, and equipment | 19,312 | 5,212 | 24,524 | 2,191 | 26,715 | 3,451 |
| Depreciation and amortization | 226,498 | 61,127 | 287,625 | 25,691 | 313,316 | 137,709 |
| Loss on abandonment of property and equipment | - | - | - | - | - | 17,595 |
| Miscellaneous | 3,207 | 865 | 4,072 | 364 | 4,436 | 4,564 |
| Total | \$ 3,334,494 | \$ 899,908 | \$ 4,234,402 | \$ 1,064,296 | \$ 5,298,698 | \$ 3,216,149 |

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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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, 2013, 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 21, 2013.

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 21, 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, 2013 AND 2012

SUCCESS ACADEMY CHARTER SCHOOL – BRONX 2
(F/K/A BRONX SUCCESS ACADEMY CHARTER SCHOOL 2)
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2013 AND 2012

CONTENTS

| | <u>PAGE</u> |
|---|-------------|
| INDEPENDENT AUDITORS' REPORT | 1 - 2 |
| FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION: | |
| Statements of financial position | 3 |
| Statements of activities | 4 |
| Statements of cash flows | 5 |
| Notes to financial statements | 6 - 12 |
| Independent auditors' report on supplementary information | 13 |
| Schedule of functional expenses | 14 |
| 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 | 15 - 16 |

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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, 2013, 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, 2013, 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 2012 financial statements, and our report dated October 23, 2012, 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, 2012, 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 21, 2013, 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 21, 2013

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,

| | 2013 | 2012 |
|--|---------------------|---------------------|
| ASSETS | | |
| Current assets: | | |
| Cash and cash equivalents | \$ 824,163 | \$ 1,948,414 |
| Grants and contracts receivable | 208,724 | 159,903 |
| Prepaid expenses and other current assets | 134,694 | 219 |
| Total current assets | 1,167,581 | 2,108,536 |
| Property and equipment, net of accumulated depreciation and amortization of \$510,299 and \$196,983, respectively | 878,968 | 265,506 |
| Restricted cash | 75,000 | 50,192 |
| TOTAL ASSETS | \$ 2,121,549 | \$ 2,424,234 |
| LIABILITIES AND UNRESTRICTED NET ASSETS | | |
| Current liabilities: | | |
| Accounts payable and accrued expenses | \$ 42,586 | \$ 17,426 |
| Accrued payroll and payroll taxes | - | 58,433 |
| Due to related party | 83,363 | 99,614 |
| Total current liabilities | 125,949 | 175,473 |
| Loan payable - related party | - | 500,000 |
| Total liabilities | 125,949 | 675,473 |
| Unrestricted net assets | 1,995,600 | 1,748,761 |
| TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS | \$ 2,121,549 | \$ 2,424,234 |

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,

| | 2013 | 2012 |
|---|--------------|--------------|
| Revenue and support: | | |
| State and local per pupil operating revenue | \$ 5,252,808 | \$ 3,495,245 |
| Federal grants | 271,545 | 251,975 |
| Contributions and private grants | - | 2,050 |
| Donated services | 20,652 | - |
| Interest and other income | 532 | 294 |
| Total revenue and support | 5,545,537 | 3,749,564 |
| Expenses: | | |
| Program services | | |
| Regular education | 3,334,494 | 2,231,922 |
| Special education | 899,908 | 452,121 |
| Total program services | 4,234,402 | 2,684,043 |
| Supporting service | | |
| Management and general | 1,064,296 | 532,106 |
| Total expenses | 5,298,698 | 3,216,149 |
| Changes in unrestricted net assets | 246,839 | 533,415 |
| Unrestricted net assets - beginning of year | 1,748,761 | 1,215,346 |
| Unrestricted net assets - end of year | \$ 1,995,600 | \$ 1,748,761 |

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,

| | 2013 | 2012 |
|---|-------------------|---------------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | | |
| Changes in unrestricted net assets | \$ 246,839 | \$ 533,415 |
| Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities: | | |
| Depreciation and amortization | 313,316 | 137,709 |
| Loss on abandonment of property and equipment | - | 17,595 |
| Changes in certain assets and liabilities: | | |
| (Increase) in grants and contracts receivable | (48,821) | (22,779) |
| (Increase) Decrease in prepaid expenses | (134,475) | 262 |
| (Increase) in restricted cash | (24,808) | (25,143) |
| Increase (Decrease) in accounts payable and accrued expenses | 25,160 | (52,598) |
| (Decrease) in accrued payroll and payroll taxes | (58,433) | (41,057) |
| (Decrease) Increase in due to related party | (16,251) | 5,530 |
| | <u>302,527</u> | <u>552,934</u> |
| NET CASH PROVIDED BY OPERATING ACTIVITIES | | |
| CASH FLOWS FROM INVESTING ACTIVITY | | |
| Purchases of property and equipment | (926,778) | (205,566) |
| | <u>(926,778)</u> | <u>(205,566)</u> |
| CASH FLOWS FROM FINANCING ACTIVITY | | |
| Repayment of loan payable - related party | (500,000) | - |
| | <u>(500,000)</u> | <u>-</u> |
| NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS | (1,124,251) | 347,368 |
| CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR | <u>1,948,414</u> | <u>1,601,046</u> |
| CASH AND CASH EQUIVALENTS - END OF YEAR | <u>\$ 824,163</u> | <u>\$ 1,948,414</u> |
| SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION: | | |
| Cash paid during the year for interest | <u>\$ 4,063</u> | <u>\$ 16,250</u> |

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, 2013 AND 2012

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 346 students in grades kindergarten through third during the 2012-2013 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, 2013 and 2012.

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. All Forms 990 filed by the School are subject to examination.

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, 2013 AND 2012

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 statement 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, 2013 and 2012, 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, 2013 AND 2012

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, 2013 AND 2012

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 2012 financial statements from which the summarized information was derived.

Reclassifications

Certain 2012 accounts have been reclassified to the 2013 financial statements presentation. The reclassification has no effect on 2012 total assets, liabilities, net assets, and change in net assets.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

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

NOTE 3 - FAIR VALUE MEASUREMENTS

FASB 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 FASB 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, 2013 AND 2012

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, 2013 and 2012.

NOTE 4 - PROPERTY AND EQUIPMENT

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

| | 2013 | 2012 |
|---|------------|------------|
| Equipment | \$ 291,628 | \$ 229,998 |
| Furniture and fixtures | 183,093 | 104,301 |
| Website development | 2,183 | 2,183 |
| Software | 189,897 | 1,137 |
| Leasehold improvements | 722,466 | 124,870 |
| | 1,389,267 | 462,489 |
| Less: Accumulated depreciation and amortization | 510,299 | 196,983 |
| | \$ 878,968 | \$ 265,506 |

Depreciation and amortization expense was \$313,316 and \$137,709 for the years ended June 30, 2013 and 2012, respectively.

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, 2013 AND 2012

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.

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 and \$1,352 for the years ended June 30, 2013 and 2012, respectively. 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, 2013 and 2012, the School incurred \$702,559 and \$332,613 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, 2013 and 2012 amounted to \$83,363 and \$99,614, 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 3.25% on any unpaid balance. According to the loan agreement, 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 outstanding principal balance of the loan at June 30, 2013 and 2012 was \$-0- and \$500,000, respectively. The School paid \$4,063 and \$16,250 in interest expense on this loan for the years ended June 30, 2013 and 2012, 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.

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, 2013 AND 2012

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.

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSE

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 FASB 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 \$20,652 and \$-0- for the years ended June 30, 2013 and 2012, 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, 2013 and 2012 amounted to \$50,599 and \$2,257, respectively.

NOTE 11 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 21, 2013, the date the financial statements were available to be issued.

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, 2013, and have issued our report thereon dated October 21, 2013, 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 21, 2013

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,

| | 2013 | | | | Total | 2012 |
|--|----------------------|----------------------|-----------------------------|------------------------------|---------------------|---------------------|
| | Regular Education | Special Education | Total Program Service | Management and General | | |
| Salaries | \$ 1,873,824 | \$ 505,707 | \$ 2,379,531 | \$ 212,539 | \$ 2,592,070 | \$ 1,597,276 |
| Payroll taxes and employee benefits | 478,198 | 129,056 | 607,254 | 54,240 | 661,494 | 369,336 |
| Professional development | 39,504 | 10,661 | 50,165 | - | 50,165 | 84,604 |
| Legal | - | - | - | 20,652 | 20,652 | - |
| Audit and accounting | - | - | - | 11,000 | 11,000 | 11,900 |
| Professional fees | 2,413 | 651 | 3,064 | 274 | 3,338 | 16,481 |
| Travel and entertainment | 1,308 | 353 | 1,661 | 148 | 1,809 | 1,858 |
| Student food service | 58,645 | 15,827 | 74,472 | - | 74,472 | 45,554 |
| Field trips | 41,002 | 11,065 | 52,067 | - | 52,067 | 36,957 |
| Instructional supplies and textbooks | 163,162 | 44,034 | 207,196 | - | 207,196 | 149,031 |
| Management fee | - | - | - | 702,559 | 702,559 | 332,613 |
| Interest expense | - | - | - | 4,063 | 4,063 | 16,250 |
| Teacher recruitment | 58,876 | 15,889 | 74,765 | - | 74,765 | 62,081 |
| Student recruitment | 59,168 | 15,968 | 75,136 | - | 75,136 | 70,983 |
| Marketing | - | - | - | - | - | 20,650 |
| Consulting | 1,365 | 368 | 1,733 | 155 | 1,888 | 2,604 |
| Uniforms | 2,960 | 799 | 3,759 | - | 3,759 | 2,335 |
| Office supplies | 24,148 | 6,517 | 30,665 | 2,739 | 33,404 | 21,468 |
| Computer supplies | - | - | - | - | - | 4,498 |
| School culture | 20,165 | 5,442 | 25,607 | - | 25,607 | 11,310 |
| Special events | 24,073 | 6,497 | 30,570 | 2,731 | 33,301 | 26,018 |
| Equipment rental | 13,408 | 3,618 | 17,026 | 1,521 | 18,547 | 5,112 |
| Student assessments | 16,696 | 4,506 | 21,202 | - | 21,202 | 7,120 |
| Telephone and internet services | 27,151 | 7,327 | 34,478 | 3,080 | 37,558 | 47,935 |
| Postage and delivery | 10,668 | 2,879 | 13,547 | 1,210 | 14,757 | 7,353 |
| Insurance | 24,307 | 6,560 | 30,867 | 2,757 | 33,624 | 30,958 |
| Facilities expense | 24,043 | 6,489 | 30,532 | 2,727 | 33,259 | 15,576 |
| Information technology | 120,393 | 32,491 | 152,884 | 13,655 | 166,539 | 54,969 |
| Non-capitalized furniture, fixtures, and equipment | 19,312 | 5,212 | 24,524 | 2,191 | 26,715 | 3,451 |
| Depreciation and amortization | 226,498 | 61,127 | 287,625 | 25,691 | 313,316 | 137,709 |
| Loss on abandonment of property and equipment | - | - | - | - | - | 17,595 |
| Miscellaneous | 3,207 | 865 | 4,072 | 364 | 4,436 | 4,564 |
| Total | \$ 3,334,494 | \$ 899,908 | \$ 4,234,402 | \$ 1,064,296 | \$ 5,298,698 | \$ 3,216,149 |

FRUCHTER ROSEN & COMPANY, P.C.

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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, 2013, 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 21, 2013.

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 21, 2013

Budget / Operating Plan

| | | | | | | | | | | | | | | |
|-----|--|--------------------------|-----------------|---------------------------------|-----------------|-----------------------------------|----------------|---------------------------------|-----------------|---------------------------------|-----------------|-----------------|----------------|-----------------|
| 2 | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | |
| 6 | Total Revenue | - | 1,702,002 | - | - | 1,672,238 | - | - | 1,672,238 | - | - | 1,835,860 | - | - |
| 7 | Total Expenses | - | Err:510 | - | - | Err:510 | - | - | Err:510 | - | - | Err:510 | - | - |
| 8 | Net Income | - | Err:510 | - | - | Err:510 | - | - | Err:510 | - | - | Err:510 | - | - |
| 9 | Actual Student Enrollment | - | 475 | - | - | 475 | - | - | 475 | - | - | 475 | - | - |
| 10 | Total Paid Student Enrollment | - | 475 | - | - | 475 | - | - | 475 | - | - | 475 | - | - |
| 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 | | | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance |
| 159 | | | | | | | | | | | | | | |
| 160 | ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | | | | | | | | | |
| 161 | School District 1 (Enter Name) | - | 475 | - | - | 475 | - | - | 475 | - | - | 475 | - | - |
| 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 | - | 475 | - | - | 475 | - | - | 475 | - | - | 475 | - | - |
| 178 | | | | | | | | | | | | | | |
| 179 | REVENUE PER PUPIL | - | 3,583 | - | - | 3,521 | - | - | 3,521 | - | - | 3,865 | - | - |
| 180 | | | | | | | | | | | | | | |
| 181 | EXPENSES PER PUPIL | - | Err:510 | - | - | Err:510 | - | - | Err:510 | - | - | Err:510 | - | - |

| Budget / Operating Plan | | | | | | DESCRIPTION OF ASSUMPTIONS |
|-------------------------|---|-------------------|------------------|------------------|-----------|----------------------------|
| 6 | Total Revenue | 6,882,338 | 6,882,338 | - | 6,882,338 | 6,882,338 |
| 7 | Total Expenses | Err:\$10 | Err:\$10 | Err:\$10 | Err:\$10 | Err:\$10 |
| 8 | Net Income | Err:\$10 | Err:\$10 | Err:\$10 | Err:\$10 | Err:\$10 |
| 9 | Actual Student Enrollment | | | | | |
| 10 | Total Paid Student Enrollment | | | | | |
| 11 | | | | | | |
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| 13 | | | | | | |
| 14 | | | | | | |
| 15 | REVENUE | | | | | |
| 16 | REVENUES FROM STATE SOURCES | | | | | |
| 17 | Per Pupil Revenue | | | | | |
| 18 | School District 1 (Enter Name) | CY Per Pupil Rate | 6,085,797 | 6,085,797 | - | 6,085,797 |
| 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) | | 6,085,797 | 6,085,797 | - | 6,085,797 |
| 35 | Special Education Revenue | | 603,156 | 603,156 | - | 603,156 |
| 36 | Grants | | | | | |
| 37 | Stimulus | | - | - | - | - |
| 38 | DYCD (Department of Youth and Community Developm.) | | - | - | - | - |
| 39 | Other | | - | - | - | - |
| 40 | Other | | - | - | - | - |
| 41 | TOTAL REVENUE FROM STATE SOURCES | | 6,688,953 | 6,688,953 | - | 6,688,953 |
| 42 | | | | | | |
| 43 | REVENUE FROM FEDERAL FUNDING | | | | | |
| 44 | IDEA Special Needs | | 44,567 | 44,567 | - | 44,567 |
| 45 | Title I | | 138,597 | 138,597 | - | 138,597 |
| 46 | Title Funding - Other | | 10,221 | 10,221 | - | 10,221 |
| 47 | School Food Service (Free Lunch) | | - | - | - | - |
| 48 | Grants | | | | | |
| 49 | Charter School Program (CSP) Planning & Implementation | | - | - | - | - |
| 50 | Other | | - | - | - | - |
| 51 | Other | | - | - | - | - |
| 52 | TOTAL REVENUE FROM FEDERAL SOURCES | | 193,385 | 193,385 | - | 193,385 |
| 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 | | 6,882,338 | 6,882,338 | - | 6,882,338 |
| 66 | | | | | | |

| Budget / Operating Plan | | | | | | DESCRIPTION OF ASSUMPTIONS |
|-------------------------|-------------------------------|-----------|-----------|---------|-----------|----------------------------|
| 6 | Total Revenue | 6,882,338 | 6,882,338 | - | 6,882,338 | 6,882,338 |
| 7 | Total Expenses | Err:510 | Err:510 | Err:510 | Err:510 | Err:510 |
| 8 | Net Income | Err:510 | Err:510 | Err:510 | Err:510 | Err:510 |
| 9 | Actual Student Enrollment | | | | | |
| 10 | Total Paid Student Enrollment | | | | | |
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Appendix E: Disclosure of Financial Interest Form

Created Thursday, August 01, 2013

Page 1

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 2012-13 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-disclosure-of-financial-interest-form/>.

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 <http://fluidsurveys.com/account/surveys/210748/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 Friday, July 26, 2013

Updated Thursday, August 01, 2013

Page 1

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 | Randy Collins | Member | Yes | | Terms Served: 1; Dates: 2/17/10 | |
| 2 | John Gargiulo | Member | Yes | | Terms Served: 1; Dates: 2/17/10 | |
| 3 | Elizabeth Ling | Vice Chair/Vice President | Yes | | Terms Served: 1; Dates: 2/17/10 | |
| 4 | Vinit Sethi | Member | Yes | | Terms Served: 1; Dates: 2/17/10 | |
| 5 | Graham Officer | Chair/President | Yes | | Terms Served: 1; Dates: 5/18/10 | |
| 6 | Megan Officer | Secretary | Yes | | Terms Served: 1; Dates: 5/18/10 | |
| 7 | James Lee | Treasurer | Yes | | Terms Served: 1; Dates: 1/16/13 | |
| 8 | Kas Sanandaji | Member | Yes | | Terms Served: 1; Dates: 1/16/13 | |
| 9 | Topacio Ramos | Parent Rep | Yes | | Terms Served: 1; Dates: 3/20/13 | |
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2. Total Number of Members Joining Board during the 2012-13 school year

(No response)

3. Total Number of Members Departing the Board during the 2012-13 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 2012-13 school year?

Bi-monthly

6. How many times will the Board meet during the 2013-14 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 2012-2013 school year, one strategy employed by Success Academy Charter Schools was a preference for ELLs in its admissions lotteries. Other 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 2013-2014 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.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 05, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/7928d7f2b05b44a8162a33854bca5>

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

Page 2

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

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 17, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/d4f3c5e2886d995c17d285065055b>

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:

Randy Collins

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, reading "Randy Collins". The signature is written in a cursive style with a large initial 'R' and 'C'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/17beaff4643687cef3c8a1dd07e6bf7>

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 consisting of the letters 'E' and 'L' in a stylized, cursive font. The 'E' is on the left and the 'L' is on the right, both written in black ink.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/1c4cf690e979d815434acca5046ed6>

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

G D

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/dc3605af8054cc51b7829815ee0063>

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

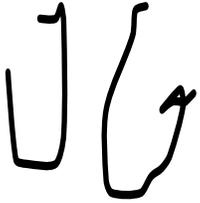
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 a stylized 'J' followed by a 'G' with a flourish.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/b25eac294d45f592f4241b963306b8>

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

KS

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/ede0c00a606197b0692a9bb959650>

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)

(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

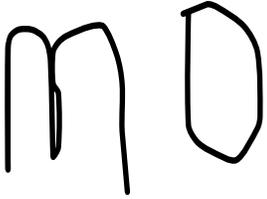
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

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

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/66e9825bc98d3d8777b6e4f7f09fe0>

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

6. *Daytime Phone Number:

7. *E-mail Address:

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

TR

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/cd3991e7fd7f0263dbb995a2096b53>

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

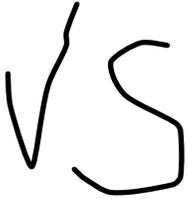
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 consisting of the letters 'V' and 'S' written in a simple, bold, black ink style. The 'V' is on the left and the 'S' is on the right, both connected at the top and bottom.