

I. SCHOOL INFORMATION AND COVER PAGE

Created Thursday, July 24, 2014

Updated Friday, August 01, 2014

Page 1

1. SCHOOL NAME

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

320700860981 BRONX SUCCESS ACADEMY CS-1

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 7

4. SCHOOL INFORMATION

| PRIMARY ADDRESS | PHONE NUMBER | FAX NUMBER | EMAIL ADDRESS |
|---|--------------|--------------|--------------------------------|
| 339 Morris Avenue, 2nd Floor Bronx, NY 10451 | 347-286-7950 | 347-479-1192 | SABX1.MainOffice@saschools.org |

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

5. SCHOOL WEB ADDRESS (URL)

www.successacademies.org

6. DATE OF INITIAL CHARTER

2010-02-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-07-01 00:00:00

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

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K

• 1

• 2

• 3

• 4

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

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

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

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

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

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

| | Physical Address | Phone Number | District/CSD | Grades Served at Site | School at Full Capacity at Site | Facilities Agreement |
|-------------------------------|--|--------------|--------------|-----------------------|---------------------------------|----------------------|
| Site 1 (same as primary site) | 339 Morris Avenue, 2nd Floor Bronx, NY 10451 | 347-286-7950 | CSD 7 | K-5 | Yes | DOE space |

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

| | Name | Work Phone | Alternate Phone | Email Address |
|---------------|-------------------|------------|-----------------|---------------------------------------|
| School Leader | Elizabeth Vandlik | [REDACTED] | | SABX1.MainOffice@successacademies.org |

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

Yes

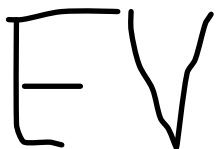
15. Summary of Charter Revisions

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

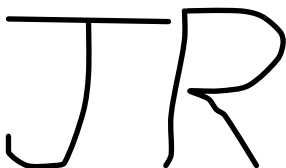
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in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

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.

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

Created Friday, August 01, 2014

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Charter School Name: 320700860981 BRONX SUCCESS ACADEMY CS-1

1. NEW YORK STATE REPORT CARD

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

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

<https://reportcards.nysed.gov/files/2011-12/RC-2012-320700860981.pdf>



Success Academy Bronx 1

**2013-14 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Brett Wagoner

339 Morris Ave. Floor 2

Bronx, NY 10451
(347) 286-7950

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

| Trustee's Name | Board Position |
|------------------|---|
| John Rowan | Chair |
| Nicole Agnew | Vice Chair |
| David Nanus | Treasurer |
| Shaun Gordon | Secretary |
| Jake Hoffman | |
| Amanda Schreiber | |
| Alexander Kassan | |
| Susan Kreisman | |
| Janette Ramos | <i>Ex-officio</i> Parent Representative |

Elizabeth Vandlik served as the school leader in 2013-14.

INTRODUCTION

The mission of Success Academy Charter School – Bronx 1 (“SA Bronx 1”) is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards and the resources to lead and succeed in school, college, and a competitive global economy.

School Enrollment by Grade Level and School Year¹

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|-----|-----|----|----|----|---|---|---|---|---|----|----|----|-------|
| 2010-11 | 88 | 104 | | | | | | | | | | | | 192 |
| 2011-12 | 54 | 80 | 99 | | | | | | | | | | | 233 |
| 2012-13 | 79 | 76 | 91 | 89 | | | | | | | | | | 335 |
| 2013-14 | 113 | 89 | 88 | 84 | 77 | | | | | | | | | 451 |

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Believing that all students can succeed, SA Bronx 1 goes above and beyond Common Core standards. SA Bronx 1 uses THINK Literacy, a comprehensive balanced literacy program, in all grades. THINK Literacy was developed in-house by the Instructional Management team at Success Academy Charter Schools, the charter management organization. There are many components of THINK, including Shared Text, Guided Reading, Read Aloud with Discussion, Reading Workshop, and Writing Workshop. During Shared Text, the teacher displays a text and the whole class reads and analyzes it together, giving students practice interpreting brief, engaging texts. During Guided Reading, the teacher works with a small group of students to read and comprehend a book that is one level above what they can read and understand independently. During Read Aloud with Discussion, the teacher models the internal thinking that excellent readers exhibit, and students discuss their ideas about the book with their classmates. During Reading Workshop and Writing Workshop, students internalize key aspects of great reading and writing, through direct instruction, independent work, and partner work. All THINK components press students to read, write, think, and speak with clarity and precision.

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

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

SA Bronx 1 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 1 views its teachers as Olympic athletes who must constantly train and improve their skills. Professional development is a regular part of their professional responsibilities as it develops skills, provides content area knowledge, and improves pedagogical techniques so that the teachers are prepared to “win the race” that is educating children. Further information is available in the school’s charter.

Goal 1: Absolute Measure

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

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

Method

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

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

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

| Grade | Total Tested | Not Tested ² | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
| | | IEP | ELL | Absent | |
| 3 | 84 | 0 | 0 | 0 | 84 |
| 4 | 77 | 0 | 0 | 0 | 77 |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| All | 161 | 0 | 0 | 0 | 161 |

Results

Based on third and fourth grade scores from 2013-14, SA Bronx 1 did not meet the 75 percent proficient rate goal for English language arts. However, as noted below, this is due to significant changes to the exam.

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.

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

| Grade s | All Students | | Enrolled in at least their Second Year | |
|------------|--------------|------------------|---|------------------|
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 50.00% | 84 | 51.26% | 78 |
| 4 | 70.13% | 77 | 70.13% | 77 |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| All | 59.63% | 161 | 60.65% | 155 |

Evaluation

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

Despite the lower pass rates, SA Bronx 1 ranks in the top 6% of elementary schools statewide (by overall proficiency rate) and has outperformed other schools in its district in the 2013-14 school year by a wide margin.

Additional Evidence

As noted above, the New York State English language arts examination increased in difficulty in 2012-13 and 2013-14. SA Bronx 1 ranks in the top 6% of elementary schools statewide.

English Language Arts Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|---|------------------|---------|------------------|------------|------------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | | | 68.6% | 86 | 51.26 % | 78 |

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

| | | | | | | |
|-----|--|--|-------|----|------------|-----|
| 4 | | | | | 70.13 % | 77 |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| All | | | 68.6% | 86 | 60.65 % | 155 |

Goal 1: Absolute Measure

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

Method

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

Results

For 2013-14, SA Bronx 1 achieved a PLI of 152. This is substantially greater than the target AMO of 89 (by 63 points).

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

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 161 | 8 | 32 | 49 | 11 |

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 32 & + & 49 & + & 11 & = & 92 \\
 & & & & 49 & + & 11 & = & \underline{60} \\
 & & & & & & \text{PLI} & = & 152
 \end{array}$$

Evaluation

SA Bronx 1 met this goal by achieving a PLI of 152. This is significantly greater than the AMO of 89.

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

Goal 1: Comparative Measure

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

Method

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

Results

SA Bronx 1 achieved an overall proficiency rate of 60.65%, approximately 50 percentage points higher than District 7's proficiency rate of 10%.

2013-14 State English Language Arts Exam SA Bronx 1 and District Performance by Grade Level

| Grade | Percent of Students at Proficiency | | | |
|-------|--|---------------|-----------------------|---------------|
| | SA Bronx 1 Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 51.26% | 78 | 9% | 1348 |
| 4 | 70.13% | 77 | 11% | 1311 |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| All | 60.65% | 155 | 10% | 2659 |

Evaluation

SA Bronx 1 met this goal with a proficiency rate that exceeded the local district's proficiency rate of 10% by approximately 50 percentage points. SA Bronx 1 outperformed the local district in all grade levels.

Additional Evidence

SA Bronx 1 significantly outperformed its local district in the 2012-13 and 2013-14 school years.

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

English Language Arts Performance of SA Bronx 1 and Local District by Grade Level and School Year

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students | | | | | |
|-------|---|----------------|------------|----------------|------------|----------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | SA Bronx 1 | Local District | SA Bronx 1 | Local District | SA Bronx 1 | Local District |
| 3 | | | 68.6% | 10.3% | 51.26% | 9% |
| 4 | | | | | 70.13% | 11% |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| All | | | 68.6% | 10.3% | 60.65% | 10% |

Goal 1: Comparative Measure

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

Method

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

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

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

Results

According to the Comparative Performance Report, SA Bronx 1 had a “higher than expected to a large degree” effect on student achievement; the school demonstrated an effect size of 3.76.

2012-13 English Language Arts Comparative Performance by Grade Level

| Grade | Percent of Economically Disadvantaged Students | Number of Students Tested | Percent of Students at Proficiency | | Difference between Actual and Predicted | Effect Size |
|------------|--|---------------------------|------------------------------------|-------------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | 83.7 | 89 | 67.4 | 20.5 | 46.9 | 3.76 |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| All | 83.7 | 89 | 67.4 | 20.5 | 46.9 | 3.76 |

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

Evaluation

SA Bronx 1 met this goal with an effect size of 3.76. This far exceeds the target value of 0.3, and was determined to be “higher than expected to a large degree.”

Additional Evidence

The 2012-13 academic year was the first for which SA Bronx 1 has comparative performance data. The school believes that it will demonstrate consistently high effect sizes in the years to come.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---------------------------------|---------------|--------|-----------|-------------|
| 2010-11 | | | | | | |
| 2011-12 | | | | | | |
| 2012-13 | 3 | 83.7 | 89 | 67.4 | 20.5 | 3.76 |

Goal 1: Growth Measure⁷

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

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

Method

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

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

Results

SA Bronx 1 did not serve testing grades in 2011-12. As such, no 2012-13 Mean Growth percentile is available.

Summary of the English Language Arts Goal

| Type | Measure | Outcome |
|-------------|---|-----------------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. This measure assumes that the general format and structure of the State ELA exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance. | Did Not Achieve |
| Absolute | Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. | Achieved |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district. | Achieved |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or | Achieved |

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

| | | |
|--------|---|-----|
| | above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.) | |
| 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 1 will make the following improvements to its literacy program:

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

MATHEMATICS

Goal 2: Mathematics
 Students will show competency in their understanding and application of mathematical computation and problem solving

Background

SA Bronx 1 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 1 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 1 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 1’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 1 also provides students with regular math facts practice because it recognizes the importance of computational fluency. Math facts quizzes emphasize both accuracy and speed.

Goal 2: Absolute Measure

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

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

Method

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

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

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

| Grade | Total Tested | Not Tested ⁹ | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
| | | IEP | ELL | Absent | |
| 3 | 84 | 0 | 0 | 0 | 84 |
| 4 | 77 | 0 | 0 | 0 | 77 |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| All | 161 | 0 | 0 | 0 | 161 |

Results

Based on scores from 2013-14, SA Bronx 1 exceeded the absolute measure goal for math.

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

| Grade s | All Students | | Enrolled in at least their Second Year | |
|------------|--------------|---------------|---|---------------|
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 88.10% | 84 | 87.18% | 78 |
| 4 | 97.40% | 77 | 97.40% | 77 |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| All | 92.54% | 161 | 92.26% | 155 |

Evaluation

SA Bronx 1 met the absolute measure goal in 2013-14 for mathematics. All grades achieved high proficiency rates.

Additional Evidence

SA Bronx 1 exceeded this absolute measure goal for math by a wide margin with an overall proficiency rate of 92.26% (for students enrolled in at least their second year).

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

As it continues to improve its math program, SA Bronx 1 expects to continue to perform well in the future.

Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | | | 89.5% | 86 | 87.18% | 78 |
| 4 | | | | | 97.40% | 77 |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| All | | | 89.5% | 86 | 92.26% | 155 |

Goal 2: Absolute Measure

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

Method

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

Results

SA Bronx 1 scored a PLI of 193 for Mathematics in 2013-14, which is substantially greater than the target AMO of 86.

Mathematics 2013-14 Performance Level Index (PLI)

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

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 161 | 0 | 7 | 28 | 65 |

$$\begin{array}{rccccccccc}
 \text{PI} & = & 7 & + & 28 & + & 65 & = & 100 \\
 & & & & 28 & + & 65 & = & \underline{93} \\
 & & & & & & \text{PLI} & = & 193
 \end{array}$$

Evaluation

SA Bronx 1 met this goal by achieving a PL of 193, substantially exceeding the target AMO of 86.

Goal 2: Comparative Measure

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

Method

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

Results

SA Bronx 1 achieved an overall proficiency rate of 92.26%, which was substantially greater than District 7's proficiency rate of 16%.

2013-14 State Mathematics Exam SA Bronx 1 and District Performance by Grade Level

| Grade | Percent of Students at Proficiency | | | |
|-------|--|---------------|-----------------------|---------------|
| | SA Bronx 1 Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 87.18% | 78 | 16% | 1377 |
| 4 | 97.40% | 77 | 16% | 1336 |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| All | 92.26% | 155 | 16% | 2713 |

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

Evaluation

SA Bronx 1 met this goal by achieving a proficiency rate of 92.26%. This exceeds the local district's pass rate by approximately 76 percentage points. SA Bronx 1 significantly outperformed the local district in all grade levels.

Additional Evidence

SA Bronx 1 significantly outperformed its local district in the 2012-13 and 2013-14 school years.

Mathematics Performance of SA Bronx 1 and Local District by Grade Level and School Year

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students | | | | | |
|-------|---|----------------|------------|----------------|------------|----------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | SA Bronx 1 | Local District | SA Bronx 1 | Local District | SA Bronx 1 | Local District |
| 3 | | | 89.5% | 11.8% | 87.18% | 16% |
| 4 | | | | | 97.40% | 16% |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| All | | | 89.5% | 11.8% | 92.26% | 16% |

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar

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

economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

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

Results

According to the Comparative Performance Report, SA Bronx 1 had a “higher than expected to a large degree” effect on student achievement: the school demonstrated an effect size of 3.93.

2012-13 Mathematics Comparative Performance by Grade Level

| Grade | Percent of Economically Disadvantaged Students | Number of Students Tested | Percent of Students at Proficiency | | Difference between Actual and Predicted | Effect Size |
|-------|--|---------------------------|------------------------------------|-----------|---|-------------|
| | | | Actual | Predicted | | |
| 3 | 83.7 | 89 | 89.9 | 24.0 | 65.9 | 3.93 |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| All | 83.7 | 89 | 89.9 | 24.0 | 65.9 | 3.93 |

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

Evaluation

SA Bronx 1 met this goal with an effect size of 3.93. This is significantly higher than the target value of 0.3.

Additional Evidence

The 2012-13 academic year was the first for which SA Bronx 1 has comparative performance data. The school believes that it will demonstrate consistently high effect sizes in the years to come.

Mathematics Comparative Performance by School Year

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

| | | | | | | |
|---------|---|------|----|------|------|------|
| 2010-11 | | | | | | |
| 2011-12 | | | | | | |
| 2012-13 | 3 | 83.7 | 89 | 89.9 | 24.0 | 3.93 |

Goal 2: Growth Measure¹³

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

Method

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

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

Results

SA Bronx 1 did not serve testing grades in 2011-12. As such, no 2012-13 Mean Growth percentile is available.

Summary of the Mathematics Goal

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

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

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

| | | |
|-------------|--|----------|
| | the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. | |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district. | Achieved |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.) | Achieved |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. | N/A |

Action Plan

Despite impressive state math test results, SA Bronx 1 is looking to make the following improvements to the math program:

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

SCIENCE

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

Background

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

Goal 3: Absolute Measure

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

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

Method

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

Results

SA Bronx 1 achieved an overall proficiency rate of 100%. All students scored at Level 4.

SA Bronx 1 Performance on 2013-14 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

| Grade | Percent of Students at Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | SA Bronx 1 Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 4 | 100% | 77 | | |
| 8 | | | | |

Evaluation

SA Bronx 1 met this goal by achieving a proficiency rate above 75%. Overall, the school demonstrated extremely high performance.

Additional Evidence

One hundred percent of SA Bronx 1 students passed the New York State science test in 2013-14.

Science Performance by Grade Level and School Year

| Grad | Percent of Students Enrolled in At Least Their Second Year |
|------|--|
|------|--|

| e | at Proficiency | | | | | |
|-----|----------------|---------------|---------|---------------|---------|---------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 4 | | | | | 100% | 77 |
| 8 | | | | | | |
| All | | | | | 100% | 77 |

Goal 3: Comparative Measure

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

Method

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

Results

SA Bronx 1 demonstrated an overall proficiency rate of 100%. Proficiency rates for District 7's 2013-14 New York State Testing Program Science Exam will not be available until spring 2015.

2013-14 State Science Exam SA Bronx 1 and District Performance by Grade Level

| Grade | Percent of Students at Proficiency | | | |
|-------|--|---------------|-----------------------|---------------|
| | SA Bronx 1 Students In At Least 2 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 4 | 100% | 77 | --- | --- |
| 8 | | | | |

Evaluation

Not yet available.

Additional Evidence

Not yet available.

Science Performance of SA Bronx 1 and Local District

by Grade Level and School Year

| Grade | Percent of SA Bronx 1 Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students | | | | | |
|-------|--|----------------|------------|----------------|------------|----------------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | SA Bronx 1 | Local District | SA Bronx 1 | Local District | SA Bronx 1 | Local District |
| 4 | | | | | 100% | |
| 8 | | | | | | |
| All | | | | | 100% | |

Summary of the Science Goal

| Type | Measure | Outcome |
|-------------|--|----------|
| Absolute | <p>Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.</p> <p>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.</p> | Achieved |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district. | N/A |

Action Plan

SA Bronx 1 will continue offering discovery-based science to all students five days a week. Results from state science tests show that SA Bronx 1's focus on science is paying considerable dividends.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic

categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

SA Bronx 1 achieved a status of "Good Standing" in 2013-14.

Evaluation

SA Bronx 1 achieved its goal of attaining a status of "Good Standing" according to NCLB.

Additional Evidence

In 2012-13 and 2013-14, SA Bronx 1 has maintained its "Good Standing." The school expects to maintain this status in the years to come.

NCLB Status by Year

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

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Friday, August 01, 2014

Page 1

Charter School Name: 320700860981 BRONX SUCCESS ACADEMY CS-1

B. Financial Information

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

1. Total Expenditures Per Child

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

| | |
|---|---------|
| 1. Total Expenditures Per Child Line 1: Total Expenditures | 5790849 |
| 1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count | 458 |
| 1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2 | 12644 |

2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

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

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

| | |
|--|--------|
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row) | 148327 |
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column) | 745057 |
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2 | 893384 |
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count | 458 |
| To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count | 1951 |

Thank you.



Budget and Quarterly Report Template
for SUNY Authorized Charter Schools

Success Academy - Bronx 1

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

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

**Success Academy - Bronx 1
Budget / Operating Plan
2014-15**

| | Prior Year Actual 2013-14 | 1st Quarter - 7/1 - 9/30 Original | Current | Variance | 2nd Quarter - 10/1 - 12/31 Original | Current | Variance | 3rd Quarter - 1/1 - 3/31 Original | Current | Variance | 4th Quarter - 4/1 - 6/30 Original | Current | Variance |
|---|------------------------------|--------------------------------------|---------|----------|--|---------|----------|--------------------------------------|---------|----------|--------------------------------------|---------|----------|
| Total Revenue | - | 1,882,882 | - | - | 1,882,882 | - | - | 1,882,882 | - | - | 1,882,882 | - | - |
| Total Expenses | - | 2,078,290 | - | - | 2,078,290 | - | - | 2,078,290 | - | - | 2,078,290 | - | - |
| Net Income | - | (85,628) | - | - | (85,628) | - | - | (85,628) | - | - | (85,628) | - | - |
| Actual Student Enrollment | - | 617 | - | - | 617 | - | - | 617 | - | - | 617 | - | - |
| Total Paid Student Enrollment | - | 617 | - | - | 617 | - | - | 617 | - | - | 617 | - | - |
| REVENUE | | | | | | | | | | | | | |
| REVENUES FROM STATE SOURCES | | | | | | | | | | | | | |
| Per Pupil Revenue | | | | | | | | | | | | | |
| New York City | 13,777 | 1,780,677 | - | - | 1,780,677 | - | - | 1,780,677 | - | - | 1,780,677 | - | - |
| School District 2 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 6 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 7 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 8 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 9 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 10 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 11 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 12 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 13 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 14 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District 15 (Enter Name) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School District - ALL OTHER | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | 13,777 | 1,780,677 | - | - | 1,780,677 | - | - | 1,780,677 | - | - | 1,780,677 | - | - |
| Special Education Revenue | | 128,424 | - | - | 128,424 | - | - | 128,424 | - | - | 128,424 | - | - |
| Grants | | | | | | | | | | | | | |
| Stimulus | | | | | | | | | | | | | |
| DYCD (Department of Youth and Community Developm.) | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | |
| TOTAL REVENUE FROM STATE SOURCES | | 1,909,101 | - | - | 1,909,101 | - | - | 1,909,101 | - | - | 1,909,101 | - | - |
| REVENUE FROM FEDERAL FUNDING | | | | | | | | | | | | | |
| IDEA Special Needs | | 9,237 | - | - | 9,237 | - | - | 9,237 | - | - | 9,237 | - | - |
| Title I | | 61,037 | - | - | 61,037 | - | - | 61,037 | - | - | 61,037 | - | - |
| Title Funding - Other | | 3,286 | - | - | 3,286 | - | - | 3,286 | - | - | 3,286 | - | - |
| School Food Service (Free Lunch) | | | | | | | | | | | | | |
| Grants | | | | | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | 73,561 | - | - | 73,561 | - | - | 73,561 | - | - | 73,561 | - | - |
| LOCAL and OTHER REVENUE | | | | | | | | | | | | | |
| Contributions and Donations | | | | | | | | | | | | | |
| Fundraising | | | | | | | | | | | | | |
| Erate Reimbursement | | | | | | | | | | | | | |
| Earnings on Investments | | | | | | | | | | | | | |
| Interest Income | | | | | | | | | | | | | |
| Food Service (Income from meals) | | | | | | | | | | | | | |
| Text Book | | | | | | | | | | | | | |
| OTHER | | | | | | | | | | | | | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | | | | | | | | | | | | |
| TOTAL REVENUE | | 1,982,662 | - | - | 1,982,662 | - | - | 1,982,662 | - | - | 1,982,662 | - | - |

* If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.

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

**Success Academy - Bronx 1
Budget / Operating Plan
2014-15**

| | | 1,882,882 | - | - | 1,882,882 | - | - | 1,882,882 | - | - | 1,882,882 | - | - | |
|---|---|--------------------------|---------------------------------|---------|-----------|-----------------------------------|---------|-----------|---------------------------------|---------|-----------|---------------------------------|---------|----------|
| Total Revenue | | | | | | | | | | | | | | |
| Total Expenses | | 2,076,290 | - | - | 2,076,290 | - | - | 2,076,290 | - | - | 2,076,290 | - | - | |
| Net Income | | (83,828) | - | - | (83,828) | - | - | (83,828) | - | - | (83,828) | - | - | |
| Actual Student Enrollment | | 628 | - | - | 628 | - | - | 628 | - | - | 628 | - | - | |
| Total Paid Student Enrollment | | 617 | - | - | 617 | - | - | 617 | - | - | 617 | - | - | |
| | | 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 | | |
| | | 2013-14 | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance |
| EXPENSES | | | | | | | | | | | | | | |
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | | | | | | | | | |
| | No. of Positions | | | | | | | | | | | | | |
| 69 | Executive Management | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 70 | Instructional Management | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 71 | Deans, Directors & Coordinators | - | \$97,712.25 | - | - | \$97,712.25 | - | - | \$97,712.25 | - | - | \$97,712.25 | - | - |
| 72 | CFO / Director of Finance | - | \$106,814.21 | - | - | \$106,814.21 | - | - | \$106,814.21 | - | - | \$106,814.21 | - | - |
| 73 | Operation / Business Manager | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 74 | Administrative Staff | - | \$31,589.17 | - | - | \$31,589.17 | - | - | \$31,589.17 | - | - | \$31,589.17 | - | - |
| 75 | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 76 | TOTAL ADMINISTRATIVE STAFF | - | 247,359 | - | - | 247,359 | - | - | 247,359 | - | - | 247,359 | - | - |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | |
| 77 | Teachers - Regular | - | \$334,630.99 | - | - | \$334,630.99 | - | - | \$334,630.99 | - | - | \$334,630.99 | - | - |
| 78 | Teachers - SPED | - | 108,019 | - | - | 108,019 | - | - | 108,019 | - | - | 108,019 | - | - |
| 79 | Substitute Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 80 | Teaching Assistants | - | 120,467 | - | - | 120,467 | - | - | 120,467 | - | - | 120,467 | - | - |
| 81 | Specialty Teachers | - | 158,026 | - | - | 158,026 | - | - | 158,026 | - | - | 158,026 | - | - |
| 82 | Aides | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 83 | Therapists & Counselors | - | 42,833 | - | - | 42,833 | - | - | 42,833 | - | - | 42,833 | - | - |
| 84 | Other | - | 2,570 | - | - | 2,570 | - | - | 2,570 | - | - | 2,570 | - | - |
| 85 | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 86 | TOTAL INSTRUCTIONAL | - | 766,546 | - | - | 766,546 | - | - | 766,546 | - | - | 766,546 | - | - |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | | | | | | | | | |
| 87 | Name | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 88 | Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 89 | Custodian | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 90 | Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 91 | Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 92 | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 93 | TOTAL NON-INSTRUCTIONAL | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 94 | SUBTOTAL PERSONNEL SERVICE COSTS | - | 1,013,905 | - | - | 1,013,905 | - | - | 1,013,905 | - | - | 1,013,905 | - | - |
| PAYROLL TAXES AND BENEFITS | | | | | | | | | | | | | | |
| 95 | Payroll Taxes | - | \$113,835.04 | - | - | \$113,835.04 | - | - | \$113,835.04 | - | - | \$113,835.04 | - | - |
| 96 | Fringe / Employee Benefits | - | \$114,434.98 | - | - | \$114,434.98 | - | - | \$114,434.98 | - | - | \$114,434.98 | - | - |
| 97 | Retirement / Pension | - | \$20,278.10 | - | - | \$20,278.10 | - | - | \$20,278.10 | - | - | \$20,278.10 | - | - |
| 98 | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 99 | TOTAL PAYROLL TAXES AND BENEFITS | - | 248,548 | - | - | 248,548 | - | - | 248,548 | - | - | 248,548 | - | - |
| 100 | TOTAL PERSONNEL SERVICE COSTS | - | 1,262,453 | - | - | 1,262,453 | - | - | 1,262,453 | - | - | 1,262,453 | - | - |
| CONTRACTED SERVICES | | | | | | | | | | | | | | |
| 101 | Accounting / Audit | - | \$241.94 | - | - | \$241.94 | - | - | \$241.94 | - | - | \$241.94 | - | - |
| 102 | Legal | - | \$733.46 | - | - | \$733.46 | - | - | \$733.46 | - | - | \$733.46 | - | - |
| 103 | Management Company Fee | - | \$267,101.59 | - | - | \$267,101.59 | - | - | \$267,101.59 | - | - | \$267,101.59 | - | - |
| 104 | Nurse Services | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 105 | Food Service / School Lunch | - | \$0.00 | - | - | \$0.00 | - | - | \$0.00 | - | - | \$0.00 | - | - |
| 106 | Payroll Services | - | \$3,684.00 | - | - | \$3,684.00 | - | - | \$3,684.00 | - | - | \$3,684.00 | - | - |
| 107 | Special Ed Services | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 108 | Titment Services (i.e. Title I) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 109 | Other Purchased / Professional / Consulting | - | \$2,995.71 | - | - | \$2,995.71 | - | - | \$2,995.71 | - | - | \$2,995.71 | - | - |
| 110 | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 111 | TOTAL CONTRACTED SERVICES | - | 274,757 | - | - | 274,757 | - | - | 274,757 | - | - | 274,757 | - | - |
| SCHOOL OPERATIONS | | | | | | | | | | | | | | |
| 112 | Board Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 113 | Classroom Teaching Supplies & Materials | - | \$69,674.63 | - | - | \$69,674.63 | - | - | \$69,674.63 | - | - | \$69,674.63 | - | - |
| 114 | Special Ed Supplies & Materials | - | \$10,411.14 | - | - | \$10,411.14 | - | - | \$10,411.14 | - | - | \$10,411.14 | - | - |
| 115 | Textbooks / Workbooks | - | \$39,549.09 | - | - | \$39,549.09 | - | - | \$39,549.09 | - | - | \$39,549.09 | - | - |
| 116 | Supplies & Materials other | - | \$0.00 | - | - | \$0.00 | - | - | \$0.00 | - | - | \$0.00 | - | - |
| 117 | Equipment / Furniture | - | \$0.00 | - | - | \$0.00 | - | - | \$0.00 | - | - | \$0.00 | - | - |
| 118 | Telephone | - | \$5,535.00 | - | - | \$5,535.00 | - | - | \$5,535.00 | - | - | \$5,535.00 | - | - |
| 119 | Technology | - | \$50,579.24 | - | - | \$50,579.24 | - | - | \$50,579.24 | - | - | \$50,579.24 | - | - |
| 120 | Student Testing & Assessment | - | \$9,718.01 | - | - | \$9,718.01 | - | - | \$9,718.01 | - | - | \$9,718.01 | - | - |
| 121 | Field Trips | - | \$22,131.46 | - | - | \$22,131.46 | - | - | \$22,131.46 | - | - | \$22,131.46 | - | - |
| 122 | Transportation (student) | - | \$4,876.77 | - | - | \$4,876.77 | - | - | \$4,876.77 | - | - | \$4,876.77 | - | - |
| 123 | Student Services - other | - | \$42,362.36 | - | - | \$42,362.36 | - | - | \$42,362.36 | - | - | \$42,362.36 | - | - |
| 124 | Office Expense | - | \$33,839.86 | - | - | \$33,839.86 | - | - | \$33,839.86 | - | - | \$33,839.86 | - | - |
| 125 | Staff Development | - | \$35,931.62 | - | - | \$35,931.62 | - | - | \$35,931.62 | - | - | \$35,931.62 | - | - |
| 126 | Staff Recruitment | - | \$11,231.82 | - | - | \$11,231.82 | - | - | \$11,231.82 | - | - | \$11,231.82 | - | - |
| 127 | Student Recruitment / Marketing | - | \$23,347.08 | - | - | \$23,347.08 | - | - | \$23,347.08 | - | - | \$23,347.08 | - | - |
| 128 | School Meals / Lunch | - | \$32,948.89 | - | - | \$32,948.89 | - | - | \$32,948.89 | - | - | \$32,948.89 | - | - |
| 129 | Travel (Staff) | - | \$6,820.74 | - | - | \$6,820.74 | - | - | \$6,820.74 | - | - | \$6,820.74 | - | - |
| 130 | Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 131 | Other | - | \$29,704.77 | - | - | \$29,704.77 | - | - | \$29,704.77 | - | - | \$29,704.77 | - | - |
| 132 | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 133 | TOTAL SCHOOL OPERATIONS | - | 427,662 | - | - | 427,662 | - | - | 427,662 | - | - | 427,662 | - | - |
| FACILITY OPERATION & MAINTENANCE | | | | | | | | | | | | | | |
| 134 | Insurance | - | \$9,677.42 | - | - | \$9,677.42 | - | - | \$9,677.42 | - | - | \$9,677.42 | - | - |
| 135 | Janitorial | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 136 | Building and Land Rent / Lease | - | \$0.00 | - | - | \$0.00 | - | - | \$0.00 | - | - | \$0.00 | - | - |
| 137 | Repairs & Maintenance | - | \$9,243.18 | - | - | \$9,243.18 | - | - | \$9,243.18 | - | - | \$9,243.18 | - | - |
| 138 | Equipment / Furniture | - | \$24,561.25 | - | - | \$24,561.25 | - | - | \$24,561.25 | - | - | \$24,561.25 | - | - |
| 139 | Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 140 | Utilities | - | \$0.00 | - | - | \$0.00 | - | - | \$0.00 | - | - | \$0.00 | - | - |
| 141 | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 142 | TOTAL FACILITY OPERATION & MAINTENANCE | - | 43,482 | - | - | 43,482 | - | - | 43,482 | - | - | 43,482 | - | - |
| DEPRECIATION & AMORTIZATION | | | | | | | | | | | | | | |
| 143 | RESERVES / CONTINGENCY | - | \$67,935.71 | - | - | \$67,935.71 | - | - | \$67,935.71 | - | - | \$67,935.71 | - | - |
| 144 | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 145 | TOTAL EXPENSES | - | 2,076,290 | - | - | 2,076,290 | - | - | 2,076,290 | - | - | 2,076,290 | - | - |
| 146 | NET INCOME | - | (83,828) | - | - | (83,828) | - | - | (83,828) | - | - | (83,828) | - | - |

**Success Academy - Bronx 1
Budget / Operating Plan
2014-15**

| | | | | | | | | | | | | | | |
|-----|--|-------------------|--------------------------|---------|----------|----------------------------|---------|----------|--------------------------|---------|----------|--------------------------|---------|----------|
| 6 | Total Revenue | - | 1,882,882 | - | - | 1,882,882 | - | - | 1,882,882 | - | - | 1,882,882 | - | |
| 7 | Total Expenses | - | 2,078,290 | - | - | 2,078,290 | - | - | 2,078,290 | - | - | 2,078,290 | - | |
| 8 | Net Income | - | (89,628) | - | - | (89,628) | - | - | (89,628) | - | - | (89,628) | - | |
| 9 | Actual Student Enrollment | - | 628 | - | - | 628 | - | - | 628 | - | - | 628 | - | |
| 10 | Total Paid Student Enrollment | - | 617 | - | - | 617 | - | - | 617 | - | - | 617 | - | |
| 11 | | | | | | | | | | | | | | |
| 12 | | Prior Year Actual | 1st Quarter - 7/1 - 9/30 | | | 2nd Quarter - 10/1 - 12/31 | | | 3rd Quarter - 1/1 - 3/31 | | | 4th Quarter - 4/1 - 6/30 | | |
| 13 | | 2013-14 | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance | Original | Current | Variance |
| 14 | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | |
| 160 | ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | | | | | | | | | |
| 161 | New York City | - | 528 | - | - | 528 | - | - | 528 | - | - | 528 | - | - |
| 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 | - | 528 | - | - | 528 | - | - | 528 | - | - | 528 | - | - |
| 178 | REVENUE PER PUPIL | - | 3,767 | - | - | 3,767 | - | - | 3,767 | - | - | 3,767 | - | - |
| 180 | EXPENSES PER PUPIL | - | 3,856 | - | - | 3,856 | - | - | 3,856 | - | - | 3,856 | - | - |

| Success Academy - Bronx 1 Budget / Operating Plan 2014-15 | | | | | | DESCRIPTION OF ASSUMPTIONS |
|---|---|------------------|------------------|----------|------------------|----------------------------|
| 6 | Total Revenue | 7,830,848 | 7,830,848 | - | 7,830,848 | 7,830,848 |
| 7 | Total Expenses | 8,306,168 | 8,306,168 | - | (8,306,168) | (8,306,168) |
| 8 | Net Income | (\$475,320) | (\$475,320) | - | (\$475,320) | (\$475,320) |
| 9 | Actual Student Enrollment | | | | | |
| 10 | Total Paid Student Enrollment | | | | | |
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| 14 | | | | | | |
| 15 | REVENUE | | | | | |
| 16 | REVENUES FROM STATE SOURCES | | | | | |
| 17 | Per Pupil Revenue | | | | | |
| 18 | New York City | 13,777 | | | | |
| 19 | School District 2 (Enter Name) | | | | | |
| 20 | School District 3 (Enter Name) | | | | | |
| 21 | School District 4 (Enter Name) | | | | | |
| 22 | School District 5 (Enter Name) | | | | | |
| 23 | School District 6 (Enter Name) | | | | | |
| 24 | School District 7 (Enter Name) | | | | | |
| 25 | School District 8 (Enter Name) | | | | | |
| 26 | School District 9 (Enter Name) | | | | | |
| 27 | School District 10 (Enter Name) | | | | | |
| 28 | School District 11 (Enter Name) | | | | | |
| 29 | School District 12 (Enter Name) | | | | | |
| 30 | School District 13 (Enter Name) | | | | | |
| 31 | School District 14 (Enter Name) | | | | | |
| 32 | School District 15 (Enter Name) | | | | | |
| 33 | School District - ALL OTHER | | | | | |
| 34 | TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | 13,777 | | | | |
| 35 | Special Education Revenue | | | | | |
| 36 | Grants | | | | | |
| 37 | Stimulus | | | | | |
| 38 | DYCD (Department of Youth and Community Develop.) | | | | | |
| 39 | Other | | | | | |
| 40 | Other | | | | | |
| 41 | TOTAL REVENUE FROM STATE SOURCES | 7,636,404 | 7,636,404 | - | 7,636,404 | 7,636,404 |
| 42 | | | | | | |
| 43 | REVENUE FROM FEDERAL FUNDING | | | | | |
| 44 | IDEA Special Needs | 36,948 | 36,948 | - | 36,948 | 36,948 |
| 45 | Title I | 244,148 | 244,148 | - | 244,148 | 244,148 |
| 46 | Title Funding - Other | 13,146 | 13,146 | - | 13,146 | 13,146 |
| 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 | 294,242 | 294,242 | - | 294,242 | 294,242 |
| 53 | | | | | | |
| 54 | LOCAL and OTHER REVENUE | | | | | |
| 55 | Contributions and Donations | | | | | |
| 56 | Fundraising | | | | | |
| 57 | Enrte 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 | 7,830,848 | 7,830,848 | - | 7,830,848 | 7,830,848 |

| Success Academy - Bronx 1 Budget / Operating Plan 2014-15 | | | | | | DESCRIPTION OF ASSUMPTIONS |
|---|-------------------------------|------------|-----------|----------|-----------------|----------------------------|
| | | Total Year | | VARIANCE | | |
| | | Original | Current | Variance | Original vs. PY | Current vs. PY |
| 6 | Total Revenue | 7,890,848 | 7,890,848 | - | 7,890,848 | 7,890,848 |
| 7 | Total Expenses | 8,306,168 | 8,306,168 | - | (8,306,168) | (8,306,168) |
| 8 | Net Income | (874,613) | (874,613) | - | (874,613) | (874,613) |
| 9 | Actual Student Enrollment | | | | | |
| 10 | Total Paid Student Enrollment | | | | | |
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Appendix E: Disclosure of Financial Interest Form

Created Tuesday, July 29, 2014

Updated Thursday, July 31, 2014

Page 1

320700860981 BRONX SUCCESS ACADEMY CS-1

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

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

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

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

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

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Tuesday, July 29, 2014

Updated Friday, August 01, 2014

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320700860981 BRONX SUCCESS ACADEMY CS-1

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 | John Rowan | Chair/President | Yes | | Date appointed: 2/17/10 Terms served: 1 | |
| 2 | Nicole Agnew | Vice Chair/Vice President | Yes | | Date appointed: 2/17/10 Terms served: 1 | |
| 3 | Shaun Gordon | Secretary | Yes | | Date appointed: 2/17/10 Terms served: 1 | |
| 4 | Jake Hoffman | | Yes | | Date appointed: 2/17/10 Terms served: 1 | |
| 5 | Amanda Schreiber | | Yes | | Date appointed: 11/09/10 | |
| 6 | Alexander Kassan | | Yes | | Date appointed: 2/17/10 Terms served: 1 | |
| 7 | David Nanus | Treasurer | Yes | | Date appointed: 11/15/11 Terms served: 1 | |
| 8 | Susan Kreisman | | Yes | | Date appointed: 2/17/10 Terms served: 1 | |
| 9 | Janette Ramos | Parent Rep | Yes | | Date appointed: 6/27/12 Terms served: 1 | |

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

(No response)

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

(No response)

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

17

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

Bi-monthly

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

Bi-monthly

Thank you.

Appendix H: Enrollment and Retention Efforts

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

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

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

Appendix I: Teacher and Administrator Attrition

Created Friday, August 01, 2014

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Charter School Name: 320700860981 BRONX SUCCESS ACADEMY CS-1

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

2013-14 Teacher Attrition Table

| FTE Teachers on June 30, 2013 | FTE Teachers Additions 7/1/13 – 6/30/14 | FTE Teacher Departures 7/1/13 – 6/30/14 |
|-------------------------------|---|---|
| 41 | 4 | 4 (left Success Academy) |

2013-14 Administrator Position Attrition Table

| FTE Administrator Positions On 6/30/2013 | FTE Administrator Additions 7/1/13 – 6/30/14 | FTE Administrator Departures 7/1/13 – 6/30/14 |
|--|--|---|
| 3 | 1 | 0 (left Success Academy) |

Thank you