Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/30/2019 • Last updated: 09/06/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME (Select name from the drop down menu)	CANARSIE ASCEND CHARTER SCHOOL
a1. Popular School Name (Optional)	(No response)
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	SUNY Authorized Charter School
c. DISTRICT / CSD OF LOCATION	NYC CSD 18
d. DATE OF INITIAL CHARTER	10/2011
e. DATE FIRST OPENED FOR INSTRUCTION	09/2013
h. SCHOOL WEB ADDRESS (URL)	https://www.ascendlearning.org/

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	776
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	848

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?	Yes

l2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Ascend Learning, Inc.
PHYSICAL STREET ADDRESS	205 Rockaway Parkway
CITY	Brooklyn
STATE	NY
ZIP CODE	11212
EMAIL ADDRESS	[redacted]
CONTACT PERSON NAME	Susan Pollock

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	Yes, 2 sites

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	9719 Flatlands Avenue, Brooklyn, NY 11236	347 713 0100	NYC CSD 18	K 4	2 4

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Anastasia Michals	[redacted]		[redacted]
Operational Leader	Ann Jankie			
Compliance Contact	Genevieve de Gaillande			
Complaint Contact	Brandon Sorlie			
DASA Coordinator	Jennifer Young			
Phone Contact for After Hours Emergencies	Carl Watson			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Site 1 Certificate of Occupancy (COO)

https://nysed_cso_reports.fluidreview.com/resp/110222982/yFPTXS6fVy/

Site 1 Fire Inspection Report

(No response)

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	744 East 87th Street, Brooklyn NY 11236	347 578 4000	NYC CSD 18	5 7	5,6

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Tracy DeOliveira Lewis	[redacted]		[redacted]
Operational Leader	Quran Marshall			
Compliance Contact	Genevieve de Gaillande			
Complaint Contact	Brandon Sorlie			
DASA Coordinator	Jennifer Young			
Phone Contact for After Hours Emergencies	Carl Watson			

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Site 2 Certificate of Occupancy (COO)

https://nysed_cso_reports.fluidreview.com/resp/110222982/s65IeHxlLr/

Site 2 Fire Inspection Report

https://nysed_cso_reports.fluidreview.com/resp/110222982/bZoeZBX06f/

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).	No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Genevieve de Gaillande
Position	Director of School Operations
Phone/Extension	[redacted]
Email	

p. Our signatures (Executive Director/School Leader/Head of School and Board President) 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 then use the mouse on your PC or the stylist on your mobile device to sign your name).

No Responses Selected

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date 2019/07/30

Thank you.

FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 08.09.2019.

PREMISES

Ascend Public Charter Schools 205 Rockaway Parkway Brooklyn NY 11212	Canarsie Ascend Charter School 744 East 87th Street Brooklyn NY 11236

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **01.30.2019.**

XXX The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

_____ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

_____ As of XXXXXXX documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

_____ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Examined by: _____

Tomasz Korbas, Supervising Inspector, PBU

Form 54-155M 705777(60) 114

DEPARTMENT OF BUILDINGS

CK BOROUGH OF Brooklyn, THE CITY OF NEW YORK

No. [redacted]

Date

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C.26-181.0 to C26-187.0 inclusive Administrative Code 2.1.3.1. to 2.1.3.7. Building Code.)

This certificate supersedes C. O. No. 179636

To the owner or owners of the building or premises:

THIS CERTIFIES that the new ~~altered existing~~ building—premises located at

757 East 86th Street, northwest corner of Flatlands Avenue

Block 8007 Lot 9-12-16-26-28-29-30-33-39-41

, conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

N.B. ~~or Alt.~~ No.— 1310-1956 Construction classification— Class II

Occupancy classification— Parochial Youth Center and school. Height 1 stories, 25'6" feet.

Date of completion— const. 2-7-61 & 3-15-61 plumb. 1-18-61. Located in business & residence Use District.

D Area. Height Zone at time of issuance of permit

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	
Cellar	on ground	-	-	-	boiler room, storage, toilets
First	on ground	-	-	99	class rooms
	on ground	-	-	180	All purpose room
	on ground	-	-	500	auditorium, kitchen, lobby, toilets, check room
TOTAL:- Parochial Youth Center and School					

Borough Superintendent

CERTIFICATE WILL BE NULL AND VOID IF ALTERED IN ANY MANNER OR ADDITIONS ARE MADE THERETO.

NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT

Unless an approval for the same has been obtained from the Borough Superintendent, no change or rearrangement in the structural parts of the building, or affecting the light and ventilation of any part thereof, or in the exit facilities, shall be made; no enlargement, whether by extending on any side or by increasing in height shall be made; nor shall the building be moved from one location or position to another; nor shall there be any reduction or diminution of the area of the lot or plot on which the building is located.

The building or any part thereof shall not be used for any purpose other than that for which it is certified.

The superimposed, uniformly distributed loads, or concentrated loads producing the same stresses in the construction in any story shall not exceed the live loads specified on reverse side; the number of persons of either sex in any story shall not exceed that specified when sex is indicated, nor shall the aggregate number of persons in any story exceed the specified total; and the use to which any story may be put shall be restricted to that fixed by this certificate except as specifically stated.

This certificate does not in any way relieve the owner or owners or any other person or persons in possession or control of the building, or any part thereof from obtaining such other permits, licenses or approvals as may be prescribed by law for the uses or purposes for which the building is designed or intended; nor from obtaining the special certificates required for the use and operation of elevators; nor from the installation of fire alarm systems where required by law; nor from complying with any lawful order for additional fire extinguishing appliances under the discretionary powers of the fire commissioner; nor from complying with any lawful order issued with the object of maintaining the building in a safe or lawful condition; nor from complying with any authorized direction to remove encroachments into a public highway or other public place, whether attached to or part of the building or not.

If this certificate is marked "Temporary", it is applicable only to those parts of the building indicated on its face, and certifies to the legal use and occupancy of only such parts of the building; it is subject to all the provisions and conditions applying to a final or permanent certificate; it is not applicable to any building under the jurisdiction of the Housing Division unless it is also approved and endorsed by them, and it must be replaced by a full certificate at the date of expiration.

If this certificate is for an existing building, erected prior to March 14, 1916, it has been duly inspected and it has been found to have been occupied or arranged to be occupied prior to March 14, 1916, as noted on the reverse side, and that on information and belief, since that date there has been no alteration or conversion to a use that changed its classification as defined in the Building Code, or that would necessitate compliance with some special requirement or with the State Labor Law or any other law or ordinance; that there are no notices of violations or orders pending in the Department of Buildings at this time; that Section 646F of the New York City Charter has been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent, and that, so long as the building is not altered, except by permission of the Borough Superintendent, the existing use and occupancy may be continued.

"§ 646 F. No certificate of occupancy shall be issued for any building, structure, enclosure, place or premises wherein containers for combustibles, chemicals, explosives, inflammables and other dangerous substances, articles, compounds or mixtures are stored, or wherein automatic or other fire alarm systems or fire extinguishing equipment are required by law to be or are installed, until the fire commissioner has tested and inspected and has certified his approval in writing of the installation of such containers, systems or equipment to the Borough Superintendent of the borough in which the installation has been made. Such approval shall be recorded on the certificate of occupancy."

Additional copies of this certificate will be furnished to persons having an interest in the building or premises, upon payment of a fee of fifty cents per copy.

B Form 51A (Rev. 11/71) (100M-7/72-7071) THE CITY OF NEW YORK

HOUSING AND DEVELOPMENT ADMINISTRATION

DEPARTMENT OF BUILDINGS

CERTIFICATE OF OCCUPANCY

BOROUGH BROOKLYN DATE SEP 24 1975 NO. [redacted]

This certificate supersedes C.O. No. ZONING DISTRICT Business & Residence

THIS CERTIFIES that the ~~new~~ altered ~~existing~~ building premises located at Official 9719 Flatlands Avenue Block 8185 Lot 1 & 4
Square Block, Flatlands Avenue

CONFORMS SUBSTANTIALLY TO THE APPROVED PLANS AND SPECIFICATIONS AND TO THE REQUIREMENTS OF ALL APPLICABLE LAWS, RULES AND REGULATIONS FOR THE USES AND OCCUPANCIES SPECIFIED HEREIN

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOAD LBS. PER SQ. FT.	MAXIMUM NO. OF PERSONS PERMITTED	ZONING DWELLING OR ROOMING UNITS	BUILDING CODE HABITABLE ROOMS	ZONING USE GROUP	BUILDING CODE OCCUPANCY GROUP	DESCRIPTION OF USE
Basement	On Ground	950					Auditorium, Social Hall, Kitchen, Boiler Room, Toilets, Meeting Room and Office
First	60& 100	230					Class Rooms, Office, Health & Meeting Room, Toilets
Second	60& 100	480					Class Rooms, Toilet, Storage and Teachers Room.
New Addition Third	60& 100	412					Class Rooms, Lecture Room, Library, Toilets, Storage Room and Teachers Room.
		TOTAL:	Addition to School Building Used as a parochial School				

Fire Department Approval dated December 9, 1974
(Fuel Oil)

Fire Department Approval dated September 12, 1975
(Interior Fire Alarm)

OPEN SPACE USES _____
(PARKING SPACES, LOADING BERTHS, OTHER USES, NONE)

NO CHANGES OF USE OR OCCUPANCY SHALL BE MADE UNLESS
A NEW AMENDED CERTIFICATE OF OCCUPANCY IS OBTAINED

THIS CERTIFICATE OF OCCUPANCY IS ISSUED SUBJECT TO FURTHER LIMITATIONS, CONDITIONS AND SPECIFICATIONS NOTED ON THE REVERSE SIDE.

Philip E. Clair JEREMIAH T. WALSH
BOROUGH SUPERINTENDENT COMMISSIONER

ORIGINAL

No. 407

DATE	EXPIRATION DATE	CERTIFICATE NO.
07/21/10	06/04/11	64/59

SES 9701 FLATLANDS AVE

BORO BROOKLYN

LOT 8185 / 124

N

THE CITY OF NEW YORK • DEPARTMENT OF BUILDINGS

PLACE OF ASSEMBLY CERTIFICATE OF OPERATION

TO HOLY FAMILY RC CHURC

S 9701 FLATLANDS AVE

ZIP 11236

Permission is hereby granted to occupy premises as a PLACE OF ASSEMBLY.

NCY

	STORY	NO. OF PERSONS
AUDITORIUM BINGO	BAS	882

This certificate is subject to the strict observance of the laws, rules and regulations enacted for the protection of the public, in so far as they are applicable to this place of assembly, and continues in force for the period specified, unless sooner suspended or revoked. Approved seating plans must be available on-site for inspection by the Department of Buildings or Fire Department.

BOROUGH COMMISSIONER

TOM FARIELLO, R.A.

SHALL BE FRAMED AND MOUNTED IN A LOCATION THAT IS CONSPICUOUSLY VISIBLE A PERSON ENTERING THE ESTABLISHMENT PER NYC ADMINISTRATIVE CODE §28-117.1.1

Entry 2 NYS School Report Card Link

Last updated: 07/31/2019

CANARSIE ASCEND CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical reasons, please re select authorizer name from the drop down menu).	SUNY Authorized Charter School
2. 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://data.nysed.gov/profile.php?instid=800000072840

Canarsie Ascend Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By Dylan Schaffer

9719 Flatlands Avenue, Brooklyn, NY 11236
744 E 87th Street, Brooklyn, NY 11236

347-713-0100

Dylan Schaffer, planning and external affairs manager for Ascend Learning, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Stephanie Mauterstock	Chair
Shelly Cleary	Treasurer
Christine Schlendorf	Secretary
Kwaku Andoh	Trustee
Amanda Craft	Trustee
Glenn Hopps	Trustee
Nadine Sylvester	Trustee
Oral Walcott	Trustee

Anastasia Michals has served as lower school director since September 2015.

Tracy DeOliveira-Lewis has served as middle school director since November 2018.

The mission of all Ascend schools is to equip our students with the knowledge, confidence, and character to succeed in college and beyond. By offering a rich liberal arts education in a supportive environment, we animate children's natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

At Ascend, our mission is to provide an extraordinary education to the children of Brooklyn, placing them firmly on a path to success in college and beyond. Our model focuses on developing in our students critical thinking skills and a sense of agency and independence. Ascend's value proposition rests on three pillars.

1. A rich and rigorous liberal arts curriculum that drives student achievement
2. A warm, joyful school culture built on Responsive Classroom and, in the high school, a restorative practices model, both of which foster student independence and agency
3. A commitment to operate truly public schools

Canarsie Ascend opened in September 2013 and has since grown to serve students in kindergarten through grade 6 in SY 2018-19. It will continue to grow by a grade per year to serve grades K-8 by school year (SY) 2020-21. Upon graduating, eighth grade students from Canarsie Ascend will be offered admission to one of Ascend's cluster high schools. Canarsie Ascend is located in Community School District 18 in Brooklyn. In SY 2018-19, 75 percent of Canarsie Ascend students qualified for free or reduced-priced lunch, 98 percent were black or Latino, 10 percent were special education students, and one percent were English language learners.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	29	106	107											242
2015-16	112	57	113	110										392
2016-17	111	118	106	105	106									546
2017-18	112	114	114	109	116	107								672
2018-19	106	120	129	130	125	121	130							861

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Canarsie Ascend Charter School students will meet grade level expectations in English language arts.

BACKGROUND

Canarsie Ascend implements the Ascend Common Core curriculum. In SY 2018-19, the components of the English language arts program included:

- *Phonics* (kindergarten through grade 2). *Fundations* is a phonological/phonemic awareness, phonics, and spelling program for the general education classroom. *Fundations* is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure.

  The Ascend teacher will deliver one 30-minute *Fundations* whole-class lesson each day. *Fundations* lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Critical thinking, speaking, and listening skills are practiced during story-time activities. Furthermore, targeted small group intervention is available for struggling students.[1]

- *Read Aloud* sessions with students in grades K-2 occur daily through the first term of grade 2 with the class gathered on a rug while the teacher reads a carefully selected high-quality text and provides a model of fluent, expressive reading which helps children recognize the value of reading for pleasure. Read Aloud promotes vocabulary acquisition, models the habits of a skilled reader, and supports deep discussion of excellent texts through strategic "turn and talks."
- *Writing* (kindergarten through grade 4). Students will study writing—which also includes grammar instruction—for 45 minutes four times per week from kindergarten through the grade 2, then three times per week in grades 3 and 4. Ascend has developed a unique writing program based loosely on the work of Lucy Calkins and The Reading and Writing Project at Columbia University's Teacher's College. Ascend's writing curriculum is genre-based and rooted in the belief that students need to write frequently and produce a high volume of writing. Grammar is strategically embedded in the units of study so that students learn grammar skills explicitly and then apply them immediately to the writing they do in class. The program requires teachers to provide frequent feedback to small groups of students in writing conferences while other students work independently. Ascend's writing program teaches students that writing is powerful, fun, beautiful, and purposeful.

- *Guided Reading* (kindergarten through grade 4). Guided Reading, taught in small, leveled groups, has been at the center of the schools' ELA program since 2010; it is deployed five times per week, for 60 minutes in grades K-2 and 45 minutes in grades 3-4. During Guided Reading period, students are divided into leveled groups of six to eight students. Homogeneous groups—defined by students' reading level or specific skill deficits—meet with teachers who guide the students through reading a text of the appropriate level; when not meeting with a teacher, students read independently. Teachers will continue to use the Ascend Guided Reading lesson plan templates and existing lesson plans that have been developed over the last three years. The schools carefully track each student's individual reading progress through use of the STEP assessments, developed by the University of Chicago; STEP, or Strategic Teaching and Evaluation of Progress, is an acclaimed system designed to help students from Pre-K to third grade learn to read.

  In class libraries, books are organized by level and by subject, so that teachers can match students quickly to books appropriate to their STEP level and emerging curiosities.

- *Literature Circle* (grade 3 through grade 4). In the Ascend-developed Literature Circle program, piloted in school year 2012-13 and now in all Ascend schools, teachers in help students to mine

[1] This text has been adapted from the publisher's description at http://www.fundations.com.

the deepest meaning of the finest children's literature. The Ascend literacy team has carefully chosen books of the highest quality and literary complexity, balancing fiction and non-fiction; Ascend has sequenced these anchor texts to align with E.D. Hirsch's Core Knowledge history and geography sequence. Books are selected for their capacity to intrigue students by posing genuine ethical dilemmas or addressing conflicts or longings in their lives. Students develop the habits of excellent readers, build reading comprehension skills, build their base of core knowledge, learn how to express and exchange ideas, and most importantly, discover a love for great books.

- *Shared Text* (grades 2, term 2 through grade 8). In the Shared Text component, deployed three times per week for 45 minutes, the teacher models the habits of a skilled reader, and leads students briskly to the meaning of a short complex text. Students are guided in answering Common Core-style comprehension questions and short response questions. In the lower school, shared text is a companion component to Literature Circles. Shared Text includes fiction, non-fiction, and poetry texts.
- *Humanities (grades 5-8).* Beginning in grade 5, students participate in Ascend's humanities, writing, and arts program for two periods a day. Excellent critical thinking, close-reading, writing, arts appreciation, and public speaking skills are the primary goals of the program. Modeled on the practices of the city's finest private and selective public schools, the program develops the individual voice and reading sensibility of each Ascend student with a customized syllabus that includes a cross-cultural selection of classic literature.

Ascend has created a powerful culture of response to instructional data (RTI) to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, STEP assessments, norm-referenced NWEA MAP assessments, and other measures of student performance during the course of the year. The Illuminate Data and Assessment (DnA) system allows staff to monitor progress and assess student comprehension, and supports data-driven teacher training and evaluation through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students. Recognizing the impact of feedback on student access of knowledge and academic achievement, Ascend in SY 2016-17 implemented the Continuous Monitoring and Response to Student Work initiative. The initiative, which has remained a network-wide focus since SY 2016-17, focuses on frequent review and analysis of student data to support accurate teacher diagnosis of misconceptions, allow strategic instructional adjustments, and ensure that students receive effective feedback in order to improve their understanding.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program begun in SY 2015-16 aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, afterschool sessions, and ongoing coaching and modeling. The TPD program complements the Continuous Monitoring initiative by providing dedicated time in teachers' and leaders' schedules for analysis of student work, tracking data, and developing teacher strategies for improving their response to student performance during lessons.

In school year 2018-19 the Ascend network initiatives were (1) Strengthening Early Literacy in grades K-2, (2) Continuous Monitoring of Student Work (K-8), (3) Strengthening Implementation of Responsive Classroom in grades K-8.

The intended outcomes of the Early Literacy initiative were to establish a network-wide vision of excellent guided reading instruction and provide guided reading training and oversight throughout the year, increase Read Aloud instruction to take place every day in grades K, 1, and the first term of grade 2 to ensure that students listen to and discuss great books and see models of the thinking readers do, and establish Readers Workshop to ensure teachers strategically introduce to all students the skills and strategies needed to tackle grade level texts.

The intended outcomes of the Continuous Monitoring initiative were to improve student reading and math achievement by improving the ability of teachers and leaders to accurately evaluate student work to assess mastery; improve the ability of teachers to identify misconceptions evidenced in student work; plan and deliver effective student feedback; improve student mastery through application of frequent, targeted teacher feedback; improve the efficacy and efficiency of instruction through analysis of regularly collected student work; and improve the mechanisms for monitoring student progress daily and weekly.

Through the Responsive Classroom initiative, we sought to create a sense of community, increase cognitive engagement and student autonomy, and improve academic performance. Improvement will be measured by positive responses to staff and student survey questions on order, discipline, and respect, and by improvements in reading and math achievement.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in third through sixth grade in April 2019. 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 (defined as enrolled by BEDS day of the previous school year).

2018 19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[2]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	127	0	0	1	0	128

[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.

4	125	0	0	0	0	125
5	117	0	0	0	0	117
6	127	0	0	0	0	127
All	496	0	0	1	0	497

RESULTS AND EVALUATION

Sixty-eight percent of Canarsie Ascend students enrolled in at least their second year achieved proficiency on the NYS English language arts exam in SY 2018-19, slightly higher than the 66.5 percent of all students in tested grades who achieved proficiency and putting the school within reach of the 75 percent threshold for meeting the measure. In both grades 3 and 4, Canarsie Ascend students in at least their second year exceeded the threshold by 5.8 and 17.6 percentage points, respectively, each achieving proficiency levels greater than 80 percent. Students in grades 5 and 6 did not perform at the same levels as their lower school peers.

Performance on 2018 19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	91.3%	127	92.6%	108
4	80.8%	125	80.8%	104
5	41.9%	117	43.0%	100
6	50.4%	127	52.6%	97
All	**66.5%**	**496**	**68.0%**	**409**

ADDITIONAL EVIDENCE

Student performance in ELA at Canarsie Ascend decreased slightly, by 5 percentage points overall, form 2017-18 to 2018-19 as the school added its first grade 6 cohort; still, overall performance has remained strong over the past three years. Students in grade 3 improved upon their already strong performance in 2017-18, growing by 12 percentage points to exceed 90 percent proficiency n 2018-19 for the first time. Grade 4 students maintained high levels of proficiency. Students in grade 5 again struggled to attain similarly high achievement levels; work remains to ensure that middle school students continue to make progress in proficiency growth in ELA. Canarsie Ascend's first sixth grade cohort did increase its proficiency over the previous year by 3.5 percentage points for a proficiency rate of 52.6 percent.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	63.8%	94	81.7%	82	92.6%	108
4	69.5%	95	81.5%	92	80.8%	104

5	--	--	49.1%	82	43.0%	100
6	--	--	--	--	52.6%	97
All	**66.7%**	**189**	**73.0%**	**189**	**68.0%**	**409**

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In English language arts, Canarsie Ascend achieved a PI of 170.2, exceeding the MIP of 105 and thereby meeting the measure.

English Language Arts 2018 19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
496	11.1	22.4	37.1	29.4

PI	=	22.4	+	37.1	+	29.4	=	88.9
				37.1	+	29.4	=	66.5
					+	(.5)*29.4	=	14.7
						PI	=	170.2

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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.[3]

RESULTS AND EVALUATION

Canarsie Ascend's aggregate performance on the NYS English language arts exam outpaced Community School District 18, Canarsie's home district, by 27.1 percentage points. Thus, the school met this measure. Each tested grade outpaced the district by significant margins, with grade 3 posting the widest difference, at 43.4 percentage points above grade 3 students' proficiency in district schools.

2018 19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	92.6%	108	49.2%	1,017
4	80.8%	104	41.8%	1,066
5	43.0%	100	32.0%	1,055
6	52.6%	97	40.0%	1,038
All	**68.0%**	**409**	**40.9%**	**3,138**

ADDITIONAL EVIDENCE

Canarsie Ascend students have far outperformed their district peers in all three years the school has enrolled students in tested grades, and proficiency growth in grades 3 and 4 at Canarsie Ascend far outpaced growth by district students over the same period. Grade 5 and 6 students at Canarsie surpassed the performance of their district peers by 10 and 12.6 percentage points, respectively in SY 2018-19.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	63.8%	34.4%	81.7%	39.6%	92.6%	49.2%
4	69.5%	37.4%	81.5%	41.2%	80.8%	41.8%
5	--	--	49.1%	29.6%	43.0%	32.0%

[3] Schools can acquire these data when the New York State Education Department releases its 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.

6	--		--		52.6%	40.0%
All	**66.7%**	36.0%	**73.0%**	37.5%	**68.0%**	**40.9%**

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute ("Institute") conducts a comparative performance analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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 meaningful 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In SY 2017-18, Canarsie Ascend performed 29.6 percentage points better than expected when controlling for the number of economically disadvantaged students taking the exam. This resulted in an Effect Size of 1.64, thereby meeting the measure for performing higher than expected to a large degree.

2017 18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	**73.9**	**108**	**79.6**	**45.0**	**34.7**	**1.92**
4	**67.8**	**115**	**80.9**	**44.2**	**36.7**	**1.95**
5	**69.7**	**106**	**49.1**	**32.3**	**16.8**	**1.02**
All	**70.4**	**329**	**70.2**	**40.6**	**29.6**	**1.64**

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

ADDITIONAL EVIDENCE

Since SY 2015-16, Canarsie Ascend has achieved large, positive Effect Sizes. From SY 2015-16 to SY 2016-17, the Effect Size grew significantly, rising from 0.78 to 1.74, and remained high in SY 2017-18.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3	65.3	82	50.5	39.1	0.78
2016-17	3-4	70.5	209	66.0	36.3	1.74
2017-18	3-5	70.4	329	70.4	40.6	1.64

Goal 1: Growth Measure[4]

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 target of 50.

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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 target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.[5]

RESULTS AND EVALUATION

In SY 2017-18, Canarsie Ascend achieved a mean growth percentile of 57.0, compared to the statewide median of 50.0. Thus, Canarsie Ascend met this measure.

2017 18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	61.6	50.0
5	51.8	50.0
All	**57.0**	50.0

[4] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

[5] Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ADDITIONAL EVIDENCE

Since SY 2016-17, Canarsie Ascend has exceeded the target.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	--	70.4	61.6	50.0
5	--	--	51.8	50.0
All	--	70.4	**57.0**	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

While the school did not meet the Accountability Plan's first absolute measure of 75 percent proficiency, Canarsie Ascend students met every other accountability measure in SY 2018-19 and in grades 3 and 4 met the absolute measure of 75 proficiency; the school remains on track to putting students on the path to success in ELA.

Students in grades 3 and 4 achieved impressive absolute proficiency levels. While we are disappointed that the grade 5 and 6 cohorts did not meet our expectations, we are encouraged by the modest growth in the grade 6 cohort over its scores in SY 2017-18. We attribute the lower performance in grade 5 this year to a weaker teaching staff than is typical of an Ascend grade team. Staffing shifts have been made for SY 2019-20, and we anticipate this to bolster scores in grade 5. We are also working to closely examine our 5th grade ELA curriculum and how we support students as they move from grade 4 to grade 5 in order to address the general trend of decreasing performance from grade 4 to 5 in ELA.

All of the school's tested grades continue to outpace CSD 18 by significant margins in SY 2018-19.

Though work remains to maintain high levels of achievement and growth as Canarsie Ascend adds tested middle school grades, we are encouraged by our results.

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.	Did not meet
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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 school district of comparison.	Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met

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 target of 50. (Using 2017-18 results.)	Met

ACTION PLAN

Through the next accountability period, Canarsie Ascend will continue to build on its most successful practices and results in ELA, while improving on areas of weakness with targeted adjustments and interventions.

Canarsie Ascend will effect Ascend's network-wide initiatives in SY 2019-20: Strengthening Foundations in Reading in grades K-2, Closing the Gap in grades 5-8, the Continuous Monitoring of Student Work in K-8, and Launching Strong and Refining the Ascend Culture in K-8. These initiatives represent the continuation and refinement of initiatives begun in previous school years at Ascend.

Network-wide, Ascend will focus in SY 2019-20 on improving reading instruction in grades K-2, in order to ensure students are armed with the foundational reading skills necessary to succeed in the upper grades. As part of this initiative, Ascend's curriculum and instruction team (CIT) will focus its supports to the schools on phonics instruction and will continue to promote high-quality guided reading instruction. Additionally, the school will set incremental targets for phonics unit tests to ensure the school meets its end-of-year goal. School directors and network leaders will devote time to observing guided reading and phonics lessons on network-wide implementation visits, and will provide feedback and targeted interventions to the schools based on the results of these observations. Finally, schools have shifted from STEP assessments to F&P assessments in reading in order to improve the way reading assessment data leads to teacher-led instructional adjustments and interventions. Schools will establish new end-of-year reading targets for F&P assessments after the first round of the assessment is administered in late September.

The Continuous Monitoring of Student Work Initiative begun in SY 2015-16 will again be implemented to support accurate teacher diagnosis of misconceptions, allow strategic instructional adjustments, and ensure effective feedback in order to improve student understanding. Continuous Monitoring will continue to inform the Teacher Planning and Development (TPD) program, as well as teacher evaluations and coaching.

In grades 5-8, in the effort to close the gap and ensure all students are learning and achieving, we will focus on implementing with rigor and fidelity Leveled Literacy Intervention for students reading significantly below grade level; create, train, and implement a modifications manual to ensure all students have access to tier 1 curriculum at the middle school level, and adjust scheduling guidelines to allow students reading significantly below grade level to received Shared Text instruction in smaller groups with texts closer to their grade level.

The network's initiative related to strong school launches and refining Ascend's distinctive culture will establish the Ascend vision for school culture. Schools' managing directors will explicitly define excellence in Ascend student culture through a new student culture rubric and will consistently observe school routines and deans of students' referrals. School directors were trained throughout Summer Institute on whole school routines and procedures, and will continue to train on and practice these procedures through the first few weeks of schools. These cultural refinements will contribute meaningfully to increased academic performance across all grades.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Canarsie Ascend Charter School students will meet grade level expectations in mathematics.

BACKGROUND

Canarsie Ascend implements the Ascend Common Core curriculum. In SY 2018-19, mathematics curriculum and instruction was structured as follows:

Math in the lower school will be taught daily in two periods of 45 minutes each on Monday through Thursday, and one 45-minute period on Friday, covering the following components of math instruction:

- The first math period per day (Monday-Friday) covers *Math Workshop*. Our math program is built on the Launch, Explore, Discuss (LED) model, deployed in Math Workshop. In the LED approach, students build enduring conceptual understanding and problem-solving skills by progressing through three stages of learning: concrete (manipulatives), pictorial (visual representations and models), and abstract (equations).

- The second period (Monday-Thursday) covers both *Number Stories* and *math fluency*. In Number Stories, an Ascend-developed program, students spend an entire period studying a single Common Core-style math problem, constructing their own solutions, defending their thinking, and comparing their approaches. When they see the approaches other scholars devise, they learn that there isn't one “right” way to solve a problem. When they then grasp the logic that bridges the several approaches, they deepen their understanding of essential concepts—and behold math’s beauty. In preparing for Number Stories lessons, teachers anticipate methods of varying sophistication that students will use to solve the problem. Teachers track the levels of individual students and facilitate the advancement of each scholar to the next level. Taught using Cognitively Guided Instruction (CGI), Number Stories was launched throughout the Ascend network in spring 2014.

  For approximately 10 minutes a day, students will practice math routines to build automaticity and fluency in computation.

In the middle school, one 90-minute math period per day will be deployed for the EngageNY math sequence, which also uses the Launch, Explore, Discuss model. This edition is highly aligned with the Common Core Learning Standards.

Ascend has created a powerful culture of response to instructional data (RTI) to support and enhance learning, and will continue to develop and employ a variety of assessments to measure progress towards mastering standards. In addition to New York State exams administered each spring, teachers use benchmark and mock assessments, unit tests, STEP assessments, norm-referenced NWEA MAP assessments, and other measures of student performance during the course of the year. The Illuminate Data and Assessment (DnA) system allows staff to monitor

progress and assess student comprehension, and supports data-driven teacher training and evaluation through access to instant feedback. Teachers and leaders consistently review student work and achievement data and trends, resulting in effective planning for upcoming lessons and timely and purposeful feedback to students. Recognizing the impact of feedback on student access of knowledge and academic achievement, Ascend in SY 2016-17 implemented the Continuous Monitoring and Response to Student Work initiative. The initiative, which has remained a network-wide focus since SY 2016-17, focuses on frequent review and analysis of student data to support accurate teacher diagnosis of misconceptions, allow strategic instructional adjustments, and ensure that students receive effective feedback in order to improve their understanding.

All Ascend schools participate in Teacher Planning and Development (TPD), a network-wide program begun in SY 2015-16 aimed at improving teaching and learning and creating a platform for teacher collaboration. Through unit studies, planning and assessment studies, lesson debriefs, teach-backs, and data meetings, TPD meetings represent a critical piece of a professional development program that also includes pre-service training, full professional development days, afterschool sessions, and ongoing coaching and modeling. The TPD program complements the Continuous Monitoring initiative by providing dedicated time in teachers' and leaders' schedules for analysis of student work, tracking data, and developing teacher strategies for improving their response to student performance during lessons.

In school year 2018-19 the Ascend network initiatives were (1) Strengthening Early Literacy in grades K-2, (2) Continuous Monitoring of Student Work (K-8), (3) Strengthening Implementation of Responsive Classroom in grades K-8.

The intended outcomes of the Early Literacy initiative were to establish a network-wide vision of excellent guided reading instruction and provide guided reading training and oversight throughout the year, increase Read Aloud instruction to take place every day in grades K, 1, and the first term of grade 2 to ensure that students listen to and discuss great books and see models of the thinking readers do, and establish Readers Workshop to ensure teachers strategically introduce to all students the skills and strategies needed to tackle grade level texts.

The intended outcomes of the Continuous Monitoring initiative were to improve student reading and math achievement by improving the ability of teachers and leaders to accurately evaluate student work to assess mastery; improve the ability of teachers to identify misconceptions evidenced in student work; plan and deliver effective student feedback; improve student mastery through application of frequent, targeted teacher feedback; improve the efficacy and efficiency of instruction through analysis of regularly collected student work; and improve the mechanisms for monitoring student progress daily and weekly.

Through the Responsive Classroom initiative, we sought to create a sense of community, increase cognitive engagement and student autonomy, and improve academic performance. Improvement will be measured by positive responses to staff and student survey questions on order, discipline, and respect, and by improvements in reading and math achievement.

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.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in third through sixth grade in April 2019. 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.

2018 19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[6]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	127	0	0	0	0	127
4	124	0	0	1	0	125
5	117	0	0	0	0	117
6	121	4	0	2	0	127
All	**489**	4	0	3	0	496

RESULTS AND EVALUATION

Seventy-four-point-nine percent of Canarsie Ascend students enrolled in at least their second year achieved proficiency on the NYS mathematics exam in SY 2018-19, compared to 73.2 percent of all students in tested grades who achieved proficiency. Canarsie Ascend came within a hair's breadth of meeting the measure for 75 percent of all tested students enrolled in at least their second year proficient in ELA. Students' performance in grades 3 and 4 was especially strong: 80 percent or more of students in each grade achieved proficiency. Performance in grade 6 was also strong, with 63 percent of students enrolled in their second year achieving proficiency.

[6] 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 2018 19 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	87.4%	127	89.8%	108
4	87.1%	124	87.4%	103
5	63.2%	117	63.0%	100
6	53.7%	121	56.5%	92
All	**73.2%**	**489**	**74.9%**	**403**

ADDITIONAL EVIDENCE

Canarsie Ascend increased its overall proficiency by 11.9 percentage points over the two-year period from SY 2016-17 to SY 2018-19. Students' performance in grade 3 has remained strong, and performance in grade 4 increased from it's already-high rate of 79.3 percent to 87.4 percent proficient.

Mathematics Performance by Grade Level and School Year						
Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	67.7%	93	90.1%	81	89.8%	108
4	58.2%	91	79.3%	92	87.4%	103
5	--	--	65.0%	80	63.0%	100
6	--	--	--	--	56.5%	92
All	63.0%	184	78.3%	253	**74.9%**	**403**

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students

must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In mathematics, Canarsie Ascend achieved a PI of 184.5, compared to the MIP value of 107, thereby meeting this measure.

Mathematics 2017 18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
489	10.2	16.6	30.3	42.9

PI	=	16.6	+	30.3	+	42.9	=	89.8
				30.3	+	42.9	=	73.2
					+	(.5)*42.9	=	21.5
						PI	=	184.5

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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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.[7]

RESULTS AND EVALUATION

Canarsie Ascend's overall performance on the NYS mathematics exam outpaced Community District 18, Canarsie's home district, by 37.5 percentage points overall in the corresponding tested grades, and by between 29 and 39 points in each grade.

2018 19 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested

[7] Schools can acquire these data when the New York State Education Department releases its 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.

3	89.8%	108	50.1%	1,041
4	87.4%	103	39.4%	1,081
5	63.0%	100	33.0%	1,057
6	56.5%	92	27.3%	1,053
All	**74.9%**	**403**	**37.4%**	**4,232**

ADDITIONAL EVIDENCE

Since SY 2016-17, Canarsie Ascned has exceeded the CSD by at least 30 points overall and by at least 29 points in each tested grade.

Mathematics Performance of Charter School 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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	67.7%	37.5%	90.1%	43.7%	89.8%	50.1%
4	58.2%	26.9%	79.3%	33.8%	87.4%	39.4%
5	--	--	65.0%	27.3%	63.0%	33.0%
6	--	--	--	--	56.5%	27.3%
All	**63.0%**	**32.0%**	**78.3%**	**30.3%**	**74.9%**	**37.4%**

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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 meaningful 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 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In SY 2017-18, Canarsie Ascend performed 30.4 percentage points better than expected when controlling for the number of economically disadvantaged students taking the exam. This resulted in an Effect Size of 1.54, thereby meeting the measure for performing better than expected to a large degree.

2017 18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	**73.9**	**106**	**88.7**	**47.9**	**40.8**	**1.98**
4	**67.8**	**114**	**77.2**	**44.4**	**32.8**	**1.64**
5	**69.7**	**104**	**55.8**	**38.4**	**17.3**	**0.98**
All	**70.4**	**324**	**74.1**	**43.6**	**30.4**	**1.54**

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

ADDITIONAL EVIDENCE

Canarsie Ascend has, since enrolling students in a tested grade, performed better than expected to a large degree. The school's Effect Size increased from 0.86 in SY 2015-16 to 1.54 in SY 2017-18.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3	65.3	82	56.2	41.5	0.86
2016-17	3-4	70.6	202	61.9	39.7	1.19
2017-18	3-5	70.4	324	74.1	43.6	1.54

Goal 2: Growth Measure[8]

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 target of 50.

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade.

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

Students with the same 2016-17 scores are ranked by their 2017-18 scores 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.[9]

RESULTS AND EVALUATION

Canarsie Ascend achieved a mean growth percentile of 61.7 in SY 2017-18, compared to the statewide median of 50.0. Thus, Canarsie Ascend met the measure.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	65.4	50.0
5	57.6	50.0
All	**61.7**	50.0

ADDITIONAL EVIDENCE

Canarsie Ascend's overall, grade-, and cohort-level mean growth percentiles increased from SY 2016-17 to SY 2017-18.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	--	54.7	65.4	50.0
5	--	--	57.6	50.0
All	--	54.7	**61.7**	50.0

SUMMARY OF THE MATHEMATICS GOAL

We are encouraged by the performance of Canarsie Ascend students in SY 2018-19, as Canarsie Ascend students met all but one accountability measure (and came only 0.1 percentage point short on the remaining measure), and remain on a path toward consistently high levels of achievement and continued progress in mathematics.

The school is confident in the strength of the Ascend Common Core curriculum, especially for those students who, from an early age, have been exposed to it. Students in grades 3 and 4 achieved impressive absolute proficiency levels. Grade 5 and 6 students underperformed in comparison to their grades 3 and 4 peers, but surpassed their district peers by significant margins. Canarsie Ascend

[9] Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

students are performing better than expected when compared to their economically disadvantaged peers statewide, and they have shown consistent growth in performance from year-to-year.

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.	Did not meet
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Met
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 school district of comparison.	Met
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
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 target of 50. (Using the 2017-18 results.)	Met

ACTION PLAN

Through the next accountability period, Canarsie Ascend will continue to build on its most successful practices and results in math, while improving on areas of weakness with targeted adjustments and interventions.

Canarsie Ascend will effect Ascend's network-wide initiatives in SY 2019-20: Strengthening Foundations in Reading in grades K-2, Closing the Gap in grades 5-8, the Continuous Monitoring of Student Work in K-8, and Launching Strong and Refining the Ascend Culture in K-8. These initiatives represent the continuation and refinement of initiatives begun in previous school years at Ascend.

The Continuous Monitoring of Student Work Initiative begun in SY 2015-16 will again be implemented to support accurate teacher diagnosis of misconceptions, allow strategic instructional adjustments, and ensure effective feedback in order to improve student understanding. Continuous Monitoring will continue to inform the Teacher Planning and Development (TPD) program, as well as teacher evaluations and coaching.

In grades 5-8, in the effort to close the gap and ensure all students are learning and achieving, we will create, train, and implement a modifications manual to ensure all students have access to tier 1 curriculum at the middle school level, adjust scheduling guidelines to for additional student interventions, and implement year-round after-school math intensives three times per week for at least students in grade 5, in an effort to remedy the general trend of declines in achievement from grade 4 to grade 5.

The network's initiative related to strong school launches and refining Ascend's distinctive culture will establish the Ascend vision for school culture. Schools' managing directors will explicitly define

excellence in Ascend student culture through a new student culture rubric and will consistently observe school routines and deans of students' referrals. School directors were trained throughout Summer Institute on whole school routines and procedures, and will continue to train on and practice these procedures through the first few weeks of schools. These cultural refinements will contribute meaningfully to increased academic performance across all grades.

GOAL 3: SCIENCE

Goal 3: Science

Canarsie Ascend Charter School Students will meet grade level expectations in science.

BACKGROUND

Canarsie Ascend implements the Ascend Common Core curriculum. In SY 2018-19, the science curriculum was structured as follows:

- In the lower school, Ascend's original inquiry-based science program derives from the MacMillan/McGraw-Hill's *A Closer Look* science program, which was selected for its strong Common Core alignment, integration of rich content with well-conceived inquiry experiments, and vibrant, engaging textbooks. The program's goal is to provide all students with a solid foundation in science literacy. Students develop their ability to observe, describe, compare, inquire, and evaluate while studying the "big ideas" and essential core concepts of science. The program was developed to meet the requirements and expectations established in both the National Science Education Standards and in the Benchmarks for Science Literacy.

  Each year students begin with an introduction to the work of scientists currently studying real world concerns. Every unit reflects the broad science content standard, beginning with the "big idea" question and where each lesson supports a particular aspect of that question. Each grade level contains two complete units on Life Science, Earth Science, and Physical Science.

- In the middle school, students learn standards-based science in the context of intriguing personal and societal issues through the *Science Education for Public Understanding Program* (SEPUP), developed at the University of California at Berkeley and composed of courses in *Issues and Earth Science*, *Issues and Life Science*, and *Issues and Physical Science*.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in fourth grade in spring 2019. 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 to score at proficiency.

RESULTS AND EVALUATION

In SY 2017-18, nearly all grade 4 students—97.1 percent—were found proficient on the NYS science exam. Thus, Canarsie Ascend met this measure by exceeding the 75 percent proficiency threshold by more than 20 points.

Charter School Performance on 2018 19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2nd Year	
	Percent Proficient	Number Tested
4	97.1%	103
All	97.1%	103

ADDITIONAL EVIDENCE

Canarsie Ascend's grade 4 students have maintained consistently high levels of proficiency over the past three years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	96.9%	96	97.9%	94	97.1%	103
All	96.9%	96	97.9%	94	97.1%	103

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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

While district results for science are not yet available for SY 2018-19, Canarsie Ascend's performance compared to overall CSD performance the previous year was strong. Canarsie Ascend students achieved proficiency levels more than eight points higher than their district peers.

2018 19 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students[10]	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97.1%	103	88.5%	1,125
All	97.1%	103	88.5%	1,125

ADDITIONAL EVIDENCE

Canarsie Ascend students have consistently outperformed their district peers in science.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	96.9%	83.7%	97.9%	88.5%	97.1%	--
All	96.9%	83.7%	97.9%	88.5%	97.1%	--

[10] This table uses the prior year's results as 2018-19 district science scores are not yet available.

SUMMARY OF THE SCIENCE GOAL

While results for science are not yet available for CSD 18 in SY 2018-19, Canarsie Ascend students attained excellence in science in the school's second year with a tested grade. Nearly all students in grade 4 were once again found proficient on the state exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Met
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 school district of comparison.	Met

ACTION PLAN

Canarsie Ascend will maintain its high levels of proficiency in science in grade 4 by building upon successful systems already in place.

To prepare students for success in science in the middle school grades and on the grade 8 New York State exam, the network's curriculum and instruction team will continue to work with deans of instruction and science teachers to strengthen implementation of the middle school curriculum. They will continue to refine scripted lesson plans aligned to the standards-based Science Education for Public Understanding Program (SEPUP).

GOAL 4: ESSA

Goal 4: ESSA

To achieve an Accountability Status of good standing.

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

The school remained in good standing in SY 2018-19.

ADDITIONAL EVIDENCE

The school has remained in good standing for the past three years.

Accountability Status by Year	
Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

Entry 4 Expenditures per Child

Last updated: 08/01/2019

CANARSIE ASCEND CHARTER SCHOOLSection Heading

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 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditures	16607410
Line 2: Year End FTE student enrollment	853
Line 3: Divide Line 1 by Line 2	19474

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	727332
Line 2: Management and General Cost (Column)	1939432
Line 3: Sum of Line 1 and Line 2	2666764
Line 5: Divide Line 3 by the Year End FTE student enrollment	3127

Thank you.

Ascend Charter Schools

Financial Statements and
Uniform Guidance Schedules
Together With Independent Auditors' Reports

June 30, 2019 and 2018

Ascend Charter Schools

Financial Statements and
Uniform Guidance Schedules
Together With Independent Auditors' Reports

June 30, 2019 and 2018

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PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
Ascend Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of Ascend Charter Schools (the "School"), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses, and cash flows for the years 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits 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 auditors' 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 entity'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 entity'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.

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

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, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Change in Accounting Principle

As discussed in Note 2 to the financial statements, during the year ended June 30, 2019, Ascend Charter Schools adopted new accounting guidance resulting in a change in the manner in which it presents net assets and reports certain aspects of its financial statements. Our opinion is not modified with respect to this matter.

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of activities and functional expenses by school, for the year ended June 30, 2019 on pages 19 through 25 are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards on page 26 as required by Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"), is presented for 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.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2019, 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 solely 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 the effectiveness of the School's 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.

PKF O'Connor Davies, LLP

Harrison, New York
October 30, 2019

Ascend Charter Schools

Statements of Financial Position

	June 30, 2019	June 30, 2018
ASSETS		
Current Assets		
Cash and cash equivalents	$ 12,535,301	$ 9,309,933
Grants and contracts receivable	1,242,978	4,013,967
Prepaid expenses and other current assets	262,154	251,548
Total Current Assets	14,040,433	13,575,448
Property and equipment, net	9,331,930	8,122,089
Security deposits	326,305	323,055
Restricted cash	250,199	225,229
	$ 23,948,867	$ 22,245,821
LIABILITIES AND NET ASSETS (DEFICIT)		
Current Liabilities		
Accounts payable and accrued expenses	$ 2,082,487	$ 1,990,824
Accrued payroll and payroll taxes	3,256,437	2,629,264
Refundable advances	93,700	90,245
Loan payable - related party	-	400,000
Deferred rent	2,600,375	3,490,995
Due to related parties	676,740	2,302,253
Total Current Liabilities	8,709,739	10,903,581
Due to related party	947,317	947,317
Deferred rent, net of current portion	15,689,949	11,308,334
Total Liabilities	25,347,005	23,159,232
Net assets (deficit), without donor restrictions	(1,398,138)	(913,411)
	$ 23,948,867	$ 22,245,821

See notes to financial statements

Ascend Charter Schools

Statements of Activities

	Year Ended June 30,	
	2019	2018
OPERATING REVENUE		
State and local per pupil operating revenue		
General and special education	$ 86,581,003	$ 73,076,058
Facilities	9,620,148	6,807,861
Federal grants	5,795,101	4,007,441
Federal E-Rate and IDEA	1,068,649	677,796
State and city grants	410,559	335,223
Total Operating Revenue	103,475,460	84,904,379
EXPENSES		
Program Services		
Regular education	64,169,383	52,901,912
Special education	20,165,857	18,292,081
Total Program Services	84,335,240	71,193,993
Supporting Services		
Management and general	19,806,649	14,760,654
Total Expenses	104,141,889	85,954,647
Deficit from Operations	(666,429)	(1,050,268)
SUPPORT AND OTHER REVENUE		
Contributions	18,115	51,163
Rental income	135,000	135,000
Interest and other revenue	28,587	121,249
Gain on transfer of leases and loans to related party	-	257,358
Total Support and Other Revenue	181,702	564,770
Change in Net Assets	(484,727)	(485,498)
NET ASSETS (DEFICIT)		
Beginning of year	(913,411)	(427,913)
End of year	$ (1,398,138)	$ (913,411)

See notes to financial statements

Ascend Charter Schools

Statement of Functional Expenses
Year Ended June 30, 2019

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Total	Management and General	Total
Personnel Services Costs						
Administrative staff personnel	141	$ 5,417,819	$ 1,852,347	$ 7,270,166	$ 5,063,270	$ 12,333,436
Instructional personnel	475	25,503,994	8,500,513	34,004,507	-	34,004,507
Non-instructional personnel	33			-	1,166,954	1,166,954
Total Salaries and Staff	649	30,921,813	10,352,860	41,274,673	6,230,224	47,504,897
Employee benefits and payroll taxes		6,277,917	2,101,486	8,379,403	1,270,710	9,650,113
Professional fees		1,198,532	337,993	1,536,525	721,866	2,258,391
Management fees		4,101,429	669,764	4,771,193	7,462,634	12,233,827
Consultants - education		91,722	245,755	337,477	-	337,477
Legal fees	-	-	-	-	93,604	93,604
Curriculum and classroom supplies		1,956,938	315,487	2,272,425	-	2,272,425
Office supplies		-	-	-	400,748	400,748
Non-capitalized furniture and equipment		187,843	60,550	248,393	36,567	284,960
Leased equipment, furniture and fixtures		844,621	282,482	1,127,103	167,893	1,294,996
Communications		667,177	224,148	891,325	132,214	1,023,539
Occupancy		12,425,798	4,173,403	16,599,201	2,485,912	19,085,113
Insurance		281,274	91,659	372,933	53,551	426,484
Repairs and maintenance		736,351	243,410	979,761	151,741	1,131,502
Security		91,059	27,425	118,484	16,531	135,015
Marketing and recruiting		266,637	74,204	340,841	39,726	380,567
Staff development		684,152	143,421	827,573	43,831	871,404
Travel and meals		2,030,591	358,971	2,389,562	42,483	2,432,045
Postage, printing and copying		97,981	29,192	127,173	18,105	145,278
Dues and subscriptions		238,300	79,412	317,712	47,776	365,488
Depreciation and amortization		1,069,144	354,202	1,423,346	216,818	1,640,164
Interest		104	33	137	18	155
Miscellaneous		-			173,697	173,697
Total Expenses		$ 64,169,383	$ 20,165,857	$ 84,335,240	$ 19,806,649	$ 104,141,889

See notes to financial statements

Ascend Charter Schools

Statement of Functional Expenses
Year Ended June 30, 2018

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Total	Management and General	Total
Personnel Services Costs						
Administrative staff personnel	108	$ 4,587,365	$ 1,740,930	$ 6,328,295	$ 3,400,045	$ 9,728,340
Instructional personnel	413	20,089,186	7,628,757	27,717,943	-	27,717,943
Non-instructional personnel	31	-		-	873,720	873,720
Total Salaries and Staff	552	24,676,551	9,369,687	34,046,238	4,273,765	38,320,003
Employee benefits and payroll taxes		5,237,952	1,990,982	7,228,934	909,512	8,138,446
Professional fees		1,007,563	251,283	1,258,846	446,187	1,705,033
Management fees		3,475,579	564,891	4,040,470	6,117,261	10,157,731
Consultants - education		125,526	63,335	188,861	38,815	227,676
Legal fees		-	-	-	114,378	114,378
Curriculum and classroom supplies		1,586,569	255,127	1,841,696	-	1,841,696
Office supplies		-	-	-	310,424	310,424
Non-capitalized furniture and equipment		161,629	57,501	219,130	27,242	246,372
Leased equipment, furniture and fixtures		1,317,332	484,699	1,802,031	226,543	2,028,574
Communications		423,535	166,769	590,304	73,556	663,860
Occupancy		10,378,965	3,862,677	14,241,642	1,752,980	15,994,622
Insurance		249,346	90,702	340,048	40,653	380,701
Repairs and maintenance		459,392	158,905	618,297	79,270	697,567
Security		89,764	28,374	118,138	14,713	132,851
Marketing and recruiting		233,216	76,021	309,237	28,707	337,944
Staff development		615,334	127,304	742,638	30,729	773,367
Travel and meals		1,593,721	284,891	1,878,612	24,125	1,902,737
Postage, printing and copying		75,126	26,242	101,368	12,569	113,937
Dues and subscriptions		180,106	69,086	249,192	31,086	280,278
Depreciation and amortization		888,423	330,984	1,219,407	152,719	1,372,126
Interest		126,283	32,621	158,904	18,912	177,816
Miscellaneous		-			36,508	36,508
Total Expenses		$ 52,901,912	$ 18,292,081	$ 71,193,993	$ 14,760,654	$ 85,954,647

See notes to financial statements

Ascend Charter Schools

Statements of Cash Flows

	Year Ended June 30,	
	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ (484,727)	$ (485,498)
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	1,640,164	1,372,126
Deferred rent	3,490,995	3,687,619
Gain on transfer of leases and loans to related party	-	(257,358)
Changes in operating assets and liabilities		
Grants and contracts receivable	2,770,989	(892,111)
Prepaid expenses and other current assets	(10,606)	268,344
Security deposits	(3,250)	(208,562)
Accounts payable and accrued expenses	91,663	790,659
Accrued payroll and payroll taxes	627,173	376,586
Refundable advances	3,455	(19,595)
Due to related party	(1,625,513)	675,604
Net Cash from Operating Activities	6,500,343	5,307,814
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(2,850,005)	(1,180,871)
Restricted cash	(24,970)	(180)
Release of loans payable held in escrow	-	200,000
Net Cash from Investing Activities	(2,874,975)	(981,051)
CASH FLOWS FROM FINANCING ACTIVITIES		
Payments of loan payable - related party	(400,000)	-
Payments of loan payable - landlord	-	(81,250)
Payments of loans payable	-	(431,797)
Net Cash from Financing Activities	(400,000)	(513,047)
Net Change in Cash and Cash Equivalents	3,225,368	3,813,716
CASH AND CASH EQUIVALENTS		
Beginning of year	9,309,933	5,496,217
End of year	$ 12,535,301	$ 9,309,933
SUPPLEMENTAL CASH FLOW INFORMATION		
Cash paid during the year for interest	$ 155	$ 177,816
Non-cash investing activities		
Leasehold improvements transferred to related party	-	14,885,206
Deferred rent transferred to related party	-	2,017,824
Non-cash financing activity		
Loans payable paid by related party resulting from transfer of leases	-	13,124,740

See notes to financial statements

1. Organization and Tax Status

Ascend Charter Schools (the "School") is a New York State, not-for-profit educational corporation that was incorporated to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School's mission is to equip their students with the knowledge, confidence and character to succeed in college and beyond.

The accompanying financial statements include the following charter schools collectively forming the School:

Brooklyn Ascend Charter School ("Brooklyn Ascend") – Brooklyn Ascend was granted a provisional charter on January 15, 2008 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. Brooklyn Ascend obtained a renewal to its charter expiring on June 30, 2023.

Brownsville Ascend Charter School ("Brownsville Ascend") – Brownsville Ascend was granted a provisional charter on January 13, 2009 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. Brownsville Ascend obtained a renewal to its charter expiring on June 30, 2022.

Bushwick Ascend Charter School ("Bushwick Ascend") – Bushwick Ascend was granted a provisional charter on February 9, 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. Bushwick Ascend obtained a renewal to its charter expiring on June 30, 2023.

Canarsie Ascend Charter School ("Canarsie Ascend") – Canarsie Ascend was granted a provisional charter on September 13, 2011 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. Canarsie Ascend obtained a renewal to its charter expiring on July 31, 2023.

Central Brooklyn Ascend Charter School ("Central Brooklyn Ascend") – Central Brooklyn Ascend was granted a provisional charter on January 1, 2013 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. Central Brooklyn Ascend obtained a renewal to its charter expiring on July 31, 2024.

Cypress Hills Ascend Charter School ("Cypress Hills Ascend") – Cypress Hills Ascend was granted a provisional charter on July 19, 2017 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. This charter will expire on July 31, 2023

On July 19, 2017, the School was granted a provisional charter to operate Central Brooklyn Ascend Charter School 3, 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. Classes commenced at this school in September 2019.

1. Organization and Tax Status *(continued)*

On October 19, 2018, the School was granted a provisional charter to operate Central Brooklyn Ascend Charter School 4 and 5, valid for terms of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. Classes commenced at these schools in September 2019.

On March 8, 2019, the School was granted a provisional charter to operate Brooklyn Ascend Charter School 6, 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. Classes are scheduled to commence in September 2020.

The School provided education to approximately 4,900 students in the kindergarten through twelfth grades during the 2018-2019 academic year.

The School uses two outside vendors to serve breakfast and lunch to its students through Brownsville Ascend, who files for reimbursement of expenses through the New York State and Federal school food program. The School covers the cost of breakfast and lunch for families who experience hardship and who do not qualify for free or reduced meals. The Office of Pupil Transportation provides free transportation to some of the students.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America (“U.S. GAAP”), which 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 revenues and expenses during the reporting period. Accordingly actual results could differ from those estimates.

Change in Accounting Principle

On July 1, 2018, the School adopted new guidance regarding the Presentation of Financial Statements for Not-for-Profit Entities. This guidance requires the School to collapse the three-category (unrestricted, temporarily restricted, and permanently restricted) classification of net assets into two categories: with donor restrictions and without donor restrictions. In addition, the new guidance requires the School to make certain expanded disclosures relating to the liquidity of financial assets, and expenses by both their natural and functional classification in one location in the financial statements. As a result of implementing this standard, prior year amounts for unrestricted net assets were reclassified as net assets without donor restrictions.

2. Summary of Significant Accounting Policies *(continued)*

Net Assets Presentation

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions at June 30, 2019 and 2018.

Cash and Cash Equivalents

The School considers all highly liquid financial instruments purchased with a maturity of three months or less to be cash equivalents.

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

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of $2,500 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case such assets are expensed as incurred.

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Computers and equipment	3 and 5 years
Furniture and fixtures	5 years
Software	3 years
Website development	3 years

2. Summary of Significant Accounting Policies *(continued)*

Property and Equipment (continued)

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount of the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2019 and 2018.

Refundable Advances

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

Deferred Rent

The School records its rent in accordance with U.S. GAAP whereby all rental payments, including fixed rent increases, are recognized on a straight-line basis. The difference between the straight-line rent expense and the required lease payments, as well as any unamortized lease incentives, is reflected in deferred rent in the accompanying statements of financial position.

Revenue and Support

Revenue from 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 agency.

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as net assets with donor restrictions 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 net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Marketing and Recruiting

Marketing and recruiting costs are expensed as incurred for staff and student recruitment. Marketing and recruiting expense for the years ended June 30, 2019 and 2018 was $380,567 and $337,994.

Functional Expense Allocation

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses by function have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

2. Summary of Significant Accounting Policies *(continued)*

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2016.

Reclassifications

Certain amounts in the 2018 financial statements have been reclassified to conform to the 2019 presentation.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 30, 2019.

3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state and city entitlements and grants. The School expects to collect these receivables within one year, and has not provided an allowance for doubtful accounts.

4. Related Party Transactions (not disclosed elsewhere)

The School is an affiliate of Ascend Learning, Inc. ("Ascend"), a New York State not-for-profit corporation, by common management. The School entered into an agreement with Ascend on July 1, 2018 which calls for Ascend to design, select and implement the School's educational program as well as the professional development activities for all the School personnel; recruit, supervise and evaluate the School's director; propose employment policies and practices relating to School personnel; and manage the School's business administration. For the years ended June 30, 2019 and 2018, each charter school paid Ascend an annual fee ranging from 12% to 15% of the School's per pupil operating revenue, per pupil facilities revenue and federal Individuals with Disabilities Education Act revenue. The management fee for the years ended June 30, 2019 and 2018 amounted to $12,233,827 and $10,157,731.

The School entered into a sublease agreement with Ascend on July 1, 2011. There are two amendments to the agreement. The terms of the agreement permit Ascend to use the 6th floor of one of the buildings that the School occupies. Ascend increased use of the floor over the term of the lease, and rent increased accordingly. Rental income amounted to $135,000 for the years ended June 30, 2019 and 2018.

4. Related Party Transactions (not disclosed elsewhere) *(continued)*

On September 30, 2013, the School received an interest-free loan of $400,000 from Ascend. The proceeds were used to finance the School's operations. The outstanding principal balance of the loan was paid in full as of June 30, 2019.

The School is an affiliate of Friends of Ascend Charter Schools, Inc. ("FOA"), a New York State not-for-profit corporation, by common management. FOA's purpose is to support the operation of the School by managing the School's real estate and facilities-related needs, and by raising funds and resources that will enable FOA to provide support to the School and to enhance the experience of the School's students.

During fiscal 2018, the lease agreements of five facilities used by the School were transferred to FOA (see Note 10) and new sublease agreements were entered into between FOA (sublandlord) and the School (subtenant). As a result of these transfers, leasehold improvements pertaining to the transferred leases with net book value of $14,885,206 and unamortized deferred rent amounting to $2,017,824 were transferred to FOA. In addition, the balance of loans payable of $13,124,740 used to finance the leasehold improvements were transferred to and paid in full by FOA on June 28, 2018. The transfer of leases and loans to FOA resulted in a non-operating gain of $257,358 which is reported as gain on transfer of leases and loans to related party in the statements of activities.

For operational efficiency and purchasing power, the School shares certain operating expenses with Ascend and FOA. The net balance due to the related parties at June 30, 2019 and 2018 was $1,624,057 and $3,249,570.

5. Property and Equipment

Property and equipment consist of the following as of June 30:

	2019	2018
Computers	$ 2,957,702	$ 2,076,030
Equipment	1,051,676	975,321
Furniture and fixtures	3,002,363	1,954,864
Software	55,314	38,124
Website development	143,277	143,277
Leasehold improvements	9,442,407	8,792,053
Construction in progress	592,295	415,360
	17,245,034	14,395,029
Accumulated deprecation and amortization	(7,913,104)	(6,272,940)
	$ 9,331,930	$ 8,122,089

Construction-in-progress at June 30, 2019 and 2018 is comprised of costs related to the Pitkin Avenue facility.

6. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30, 2019:

Cash and cash equivalents	$ 12,535,301
Grants and contracts receivable	1,242,978
	$ 13,778,279

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in savings accounts and other liquid instruments until it is required for operational use.

7. Employee Benefit 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 ranging from 1% to 5% of annual compensation. Total employer match for the years ended June 30, 2019 and 2018 was $378,080 and $244,400.

8. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2019 and 2018, approximately $12,535,000 and $9,285,000 of cash was maintained with an institution in excess of FDIC limits.

9. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2019 and 2018, the School received approximately 93% and 94% of total revenue and support 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.

10. Commitments

School Facilities

Brooklyn Ascend

On March 19, 2008, Brooklyn Ascend entered into an agreement to lease property at 205 Rockaway Parkway, Brooklyn, New York for a period of 15 years. The landlord has renovated the facility to conform to the School's specifications in phases. As of June 30, 2019, Brooklyn Ascend has reimbursed the landlord a total of $2,917,850 for these renovations which are classified as leasehold improvements under property and equipment in the statements of financial position. Pursuant to the fourth lease amendment, annual fixed rent will be reduced for years 8 through 15 due to deletion of certain projects. On July 28, 2016, Brooklyn Ascend signed a fifth amendment to renew the lease for 10 years. The renewal period commences on September 1, 2023.

On January 19, 2011, Brooklyn Ascend entered into an agreement to lease property at 123 East 98th Street, Brooklyn, New York for a period of 20 years. This location became the home of Brooklyn Ascend Middle School starting with the 2012-2013 academic year.

On July 2, 2012, Brooklyn Ascend entered into an agreement as a co-lessee with Brownsville Ascend to become a future tenant located at 1501 Pitkin Avenue, Brooklyn, New York. The occupancy period for the School is 17 years of the 20 year lease agreement. The facility became the home of Brooklyn Ascend High School, which began with the 2015-2016 academic year. The space is shared with Brownsville Ascend.

Pursuant to each facility lease agreement, the School will also reimburse the landlords for the proportionate share of the real estate taxes and any other costs associated with the leasing of the premises.

Brownsville Ascend

On June 22, 2010, Brownsville Ascend entered into an agreement to lease property at 1501 Pitkin Avenue, Brooklyn, New York. As per the terms of the agreement, the lease is for 20 years, renewable for up to 20 additional years. The construction of the facility will be completed in phases. There are six amendments to the agreement as well as an additional letter agreement related to roof play space. Effective as of the fourth amendment, Brooklyn Ascend entered into the agreement as a co-lessee, and effective as of the 2015-2016 academic year, Brooklyn Ascend High School became a co-tenant of the building. Both schools will reimburse the landlord for their share of real estate taxes. Brownsville Ascend moved into the new permanent lease facility on August 20, 2012.

10. Commitments *(continued)*

School Facilities *(continued)*

Bushwick Ascend

On July 29, 2011, the School entered into an agreement to lease property at 741-757 Knickerbocker Avenue, Brooklyn, New York for a period of 20 years, with a renewal option for an additional ten years. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses. As part of the agreement, the School has the right to mortgage its interest in the lease under a leasehold mortgage and assign the lease as collateral security for such leasehold mortgage. The facility is currently tax exempt, but the School will be responsible for any real estate taxes arising out of the School's occupancy.

On March 30, 2015, the School entered into an agreement to lease property at 2 Aberdeen Street, Brooklyn, New York. As per the terms of the agreement, the lease is for a period of 30 years, commencing on June 1, 2015 and ending on June 30, 2045. This location became the home of Bushwick Ascend Middle School starting with the 2015-2016 academic year. The facility is currently tax exempt, but the School will be responsible for any real estate taxes arising out of the School's occupancy.

On May 18, 2018, the two Bushwick Ascend leases were transferred to FOA and a new sublease agreement between FOA (sublandlord) and the School (subtenant) was entered into for a period of 28 years ending on June 30, 2045 (see Note 4).

Rent expense on all subleases with FOA are recorded on the straight-line basis in accordance with U.S. GAAP.

Canarsie Ascend

On April 1, 2013, Canarsie Ascend entered into an agreement to lease property at 9719 Flatlands Avenue, Brooklyn, New York. As per the terms of the agreement, the lease is for 20 years, renewable for up to 10 additional years. The facility is currently tax exempt, but Canarsie Ascend will be responsible for any real estate taxes arising out of the School's occupancy.

On August 30, 2017, Canarsie Ascend entered into an agreement to lease property at 744 East 87th Street and 751 East 86th Street in Brooklyn, New York for a period of 30 years, commencing on June 15, 2017 and ending June 30, 2047. The property is currently exempt from real estate taxes, but the School will be responsible for any real estate taxes arising out of the School's occupancy. On September 12, 2017, the lease agreement was transferred to FOA and a new sublease agreement between FOA (sublandlord) and the School (subtenant) was executed for a period of 30 years ending on June 30, 2047 (see Note 4).

10. Commitments *(continued)*

School Facilities *(continued)*

Central Brooklyn Ascend

On November 3, 2014, the School entered into an agreement to lease property at 465 East 29th Street, Brooklyn, New York. As per the terms of the agreement, the lease is for 30 years, commencing on June 1, 2015 and ending on June 30, 2045. The property is currently exempt from real estate taxes, but the School will be responsible for any real estate taxes arising out of the School's occupancy. On September 12, 2017, the lease agreement was transferred to FOA and a new sublease agreement between FOA (sublandlord) and the School (subtenant) was executed for a period of 28 years ending on June 30, 2045 (see Note 4).

On September 12, 2017, the School entered into an agreement with FOA to sublease property at 1886 Nostrand Avenue, Brooklyn, New York. As per the terms of the agreement, the lease is for 28 years, commencing on August 15, 2017 and ending on June 30, 2045. The property is currently exempt from real estate taxes, but the School will be responsible for any real estate taxes arising out of the School's occupancy.

Cypress Hills Ascend

On February 22, 2018, the School entered into an agreement with FOA to sublease property at 396 Grant Avenue, Brooklyn, New York. As per the terms of the agreement, the lease is for 30 years, commencing on February 1, 2018 and ending on June 30, 2048. The property is currently exempt from real estate taxes, but the School will be responsible for any real estate taxes arising out of the School's occupancy.

Central Brooklyn Ascend Charter School 3

On December 4, 2018, the School entered into an agreement with FOA to sublease property at 260 Shepherd Avenue, Brooklyn, New York. As per the terms of the agreement, the lease is for 29 years, commencing on July 1, 2019 and ending on June 30, 2048. The property is currently exempt from real estate taxes, but the School will be responsible for any real estate taxes arising out of the School's occupancy.

Central Brooklyn Ascend Charter School 5

On March 11, 2019, the School entered into an agreement with FOA to sublease property at 870 Albany Avenue, Brooklyn, New York. As per the terms of the agreement, the lease is for 29 years, commencing on July 1, 2019 and ending on June 30, 2048. The property is currently exempt from real estate taxes, but the School will be responsible for any real estate taxes arising out of the School's occupancy.

10. Commitments *(continued)*

School Facilities *(continued)*

Future minimum lease payments under the facility leases (including the subleases with FOA) are as follows for the years ending June 30:

2020	$ 17,740,921
2021	18,709,493
2022	19,585,765
2023	20,182,244
2024	20,648,030
Thereafter	394,205,991
	$ 491,072,444

Rent expense is recognized on the straight-line basis over the term of the lease. The difference between cash payments under the lease agreements and the straight-line rent have been recognized as deferred rent in the accompanying statements of financial position from inception of the lease. The difference between rent cash payments and straight-line rent included in occupancy expense in the accompanying statements of functional expenses amounted to $3,490,995 and $3,687,620 for the years ended June 30, 2019 and 2018.

Leased Equipment

The School entered into several furniture and equipment lease agreements expiring at various dates through the year ending June 30, 2022.

Future minimum rental payments under the non-cancelable operating leases are as follows for the years ending June 30:

2020	$ 532,608
2021	55,237
2022	18,412
	$ 606,257

11. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. 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.

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Ascend Charter Schools

Supplementary Information

June 30, 2019

Ascend Charter Schools

Schedule of Activities by School
Year Ended June 30, 2019

	Brooklyn Ascend	Brownsville Ascend	Bushwick Ascend	Canarsie Ascend	Central Brooklyn Ascend	Cypress Hills Ascend	Total
OPERATING REVENUE							
State and local per pupil operating revenue							
General and special education	$ 26,777,728	$ 18,701,186	$ 15,117,782	$ 14,547,898	$ 9,295,840	$ 2,140,569	$ 86,581,003
Facilities	2,102,382	1,616,125	1,210,464	2,131,544	1,989,258	570,375	9,620,148
Federal grants	1,432,048	1,171,596	721,088	1,165,198	826,863	478,308	5,795,101
Federal E-Rate and IDEA	328,485	162,959	233,436	158,058	145,534	40,177	1,068,649
State and city grants	124,338	87,741	70,529	72,825	41,975	13,151	410,559
Total Operating Revenue	30,764,981	21,739,607	17,353,299	18,075,523	12,299,470	3,242,580	103,475,460
EXPENSES							
Program Services							
Regular education	18,817,060	12,529,925	10,898,161	11,954,371	6,899,617	3,070,249	64,169,383
Special education	5,815,555	4,270,191	3,505,336	2,584,900	3,371,917	617,958	20,165,857
Total Program Services	24,632,615	16,800,116	14,403,497	14,539,271	10,271,534	3,688,207	84,335,240
Supporting Services							
Management and general	5,563,245	4,473,272	3,344,665	3,109,957	2,415,944	899,566	19,806,649
Total Expenses	30,195,860	21,273,388	17,748,162	17,649,228	12,687,478	4,587,773	104,141,889
Surplus (Deficit) from Operations	569,121	466,219	(394,863)	426,295	(388,008)	(1,345,193)	(666,429)
SUPPORT AND OTHER REVENUE							
Contributions	785	8,333	6,531	-	2,466	-	18,115
Rental income	135,000	-	-	-	-	-	135,000
Interest and other revenue	21,687	2,335	1,712	1,522	1,052	279	28,587
Total Support and Other Revenue	157,472	10,668	8,243	1,522	3,518	279	181,702
Change in Net Assets	726,593	476,887	(386,620)	427,817	(384,490)	(1,344,914)	(484,727)
NET ASSETS (DEFICIT)							
Beginning of year	(3,284,619)	2,585,789	917,880	(1,867,227)	734,766		(913,411)
End of year	$ (2,558,026)	$ 3,062,676	$ 531,260	$ (1,439,410)	$ 350,276	$ (1,344,914)	$ (1,398,138)

See independent auditors' report

Ascend Charter Schools

Schedule of Functional Expenses
Brooklyn Ascend Charter School
Year Ended June 30, 2019

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Total	Management and General	Total
Personnel Services Costs						
Administrative staff personnel	39	$ 1,585,502	$ 523,906	$ 2,109,408	$ 1,584,769	$ 3,694,177
Instructional personnel	152	8,369,476	2,765,574	11,135,050	-	11,135,050
Non-instructional personnel	6				346,723	346,723
	197	9,954,978	3,289,480	13,244,458	1,931,492	15,175,950
Total Salaries and Staff						
Employee benefits and payroll taxes		1,950,225	644,424	2,594,649	378,532	2,973,181
Professional fees		532,888	159,837	692,725	193,115	885,840
Management fees		1,145,036	180,196	1,325,232	2,072,799	3,398,031
Consultants - education		11,479	13,626	25,105	-	25,105
Legal fees		-	-	-	9,008	9,008
Curriculum and classroom supplies	-	649,083	102,147	751,230	-	751,230
Office supplies		-	-	-	127,905	127,905
Non-capitalized furniture and equipment		58,162		77,381	11,285	88,666
Leased equipment, furniture and fixtures		292,872		389,647	56,824	446,471
Communications		177,022	19,219 58,494	235,516	34,346	269,862
Occupancy		2,520,006	96,775 832,700	3,352,706	488,938	3,841,644
Insurance		84,894	27,089	111,983	15,391	127,374
Repairs and maintenance		300,569	99,319	399,888	58,320	458,208
Security		60,360	19,945	80,305	11,711	92,016
Marketing and recruiting		58,462	16,996	75,458	8,740	84,198
Staff development		198,619	39,312	237,931	16,063	253,994
Travel and meals		376,858	68,771	445,629	10,611	456,240
Postage, printing and copying		18,212	6,018	24,230	3,534	27,764
Dues and subscriptions		77,470	25,599	103,069	15,031	118,100
Depreciation and amortization		349,863	115,607	465,470	67,881	533,351
Interest		2	1	3	-	3
Miscellaneous		-	-		51,719	51,719
Total Expenses		$ 18,817,060	$ 5,815,555	$ 24,632,615	$ 5,563,245	$ 30,195,860

See independent auditors' report

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Ascend Charter Schools

Schedule of Functional Expenses
Brownsville Ascend Charter School
Year Ended June 30, 2019

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Total	Management and General	Total
Personnel Services Costs						
Administrative staff personnel	37	$ 1,156,168	$ 424,174	$ 1,580,342	$ 1,103,151	$ 2,683,493
Instructional personnel	95	5,112,979	1,875,843	6,988,822	-	6,988,822
Non-instructional personnel	17	-			451,040	451,040
Total Salaries and Staff	149	6,269,147	2,300,017	8,569,164	1,554,191	10,123,355
Employee benefits and payroll taxes		1,406,791	516,121	1,922,912	348,759	2,271,671
Professional fees		310,104	113,000	423,104	146,522	569,626
Management fees		858,715	152,642	1,011,357	1,581,867	2,593,224
Consultants - education		27,170	26,591	53,761	-	53,761
Legal fees		-	-	-	58,806	58,806
Curriculum and classroom supplies		379,611	67,479	447,090	-	447,090
Office supplies		-	-	-	74,447	74,447
Non-capitalized furniture and equipment		27,306	10,018	37,324	6,769	44,093
Leased equipment, furniture and fixtures		150,414	55,184	205,598	37,289	242,887
Communications		89,586	32,867	122,453	22,209	144,662
Occupancy		1,746,879	640,893	2,387,772	433,071	2,820,843
Insurance		65,569	23,355	88,924	15,337	104,261
Repairs and maintenance		244,998	89,884	334,882	60,738	395,620
Security		188	69	257	47	304
Marketing and recruiting		32,353	10,352	42,705	6,031	48,736
Staff development		104,172	23,861	128,033	5,395	133,428
Travel and meals		517,543	98,022	615,565	7,898	623,463
Postage, printing and copying		14,476	5,311	19,787	3,589	23,376
Dues and subscriptions		48,616	17,836	66,452	12,052	78,504
Depreciation and amortization		236,287	86,689	322,976	58,578	381,554
Miscellaneous		-	-		39,677	39,677
Total Expenses		$ 12,529,925	$ 4,270,191	$ 16,800,116	$ 4,473,272	$ 21,273,388

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See independent auditors' report

Ascend Charter Schools

Schedule of Functional Expenses
Bushwick Ascend Charter School
Year Ended June 30, 2019

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Total	Management and General	Total
Personnel Services Costs						
Administrative staff personnel	26	$ 989,814	$ 326,448	$ 1,316,262	$ 963,818	$ 2,280,080
Instructional personnel	90	4,674,757	1,541,771	6,216,528	-	6,216,528
Non-instructional personnel	4				149,645	149,645
Total Salaries and Staff	120	5,664,571	1,868,219	7,532,790	1,113,463	8,646,253
Employee benefits and payroll taxes		1,185,895	391,117	1,577,012	233,107	1,810,119
Professional fees		10,880	2,170	13,050	88,687	101,737
Management fees		651,419	129,902	781,321	1,222,065	2,003,386
Consultants - education		13,757	61,615	75,372	-	75,372
Legal fees	-	-	-	-	8,929	8,929
Curriculum and classroom supplies		237,489	47,359	284,848	-	284,848
Office supplies		-	-	-	75,645	75,645
Non-capitalized furniture and equipment		19,086	6,295	25,381	3,752	29,133
Leased equipment, furniture and fixtures		165,809	54,685	220,494	32,592	253,086
Communications		144,315	47,596	191,911	28,367	220,278
Occupancy		2,160,079	712,411	2,872,490	424,598	3,297,088
Insurance		49,896	16,049	65,945	9,195	75,140
Repairs and maintenance		41,607	13,722	55,329	8,179	63,508
Marketing and recruiting		57,352	18,034	75,386	9,946	85,332
Staff development		100,919	23,526	124,445	3,554	127,999
Travel and meals		173,237	39,467	212,704	7,419	220,123
Postage, printing and copying		7,839	2,586	10,425	1,541	11,966
Dues and subscriptions		42,618	14,056	56,674	8,377	65,051
Depreciation and amortization		171,372	56,520	227,892	33,686	261,578
Interest		21	7	28	4	32
Miscellaneous		-	-		31,559	31,559
Total Expenses		$ 10,898,161	$ 3,505,336	$ 14,403,497	$ 3,344,665	$ 17,748,162

See independent auditors' report

Ascend Charter Schools

Schedule of Functional Expenses
Canarsie Ascend Charter School
Year Ended June 30, 2019

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Total	Management and General	Total
Personnel Services Costs						
Administrative staff personnel	17	$ 828,683	$ 186,264	$ 1,014,947	$ 686,730	$ 1,701,677
Instructional personnel	76	4,402,771	989,618	5,392,389	-	5,392,389
Non-instructional personnel	2				100,610	100,610
Total Salaries and Staff	95	5,231,454	1,175,882	6,407,336	787,340	7,194,676
Employee benefits and payroll taxes		1,046,289	235,176	1,281,465	157,468	1,438,933
Professional fees		239,813	46,547	286,360	102,080	388,440
Management fees		789,709	102,842	892,551	1,396,041	2,288,592
Consultants - education		3,737	71,767	75,504	-	75,504
Legal fees	-	-	-	-	9,024	9,024
Curriculum and classroom supplies		357,699	46,582	404,281	-	404,281
Office supplies		-	-	-	76,606	76,606
Non-capitalized furniture and equipment		52,161	11,724	63,885	7,850	71,735
Leased equipment, furniture and fixtures		154,977	34,834	189,811	23,324	213,135
Communications		134,114	30,145	164,259	20,184	184,443
Occupancy		2,693,385	605,397	3,298,782	405,358	3,704,140
Insurance		46,610	10,198	56,808	6,572	63,380
Repairs and maintenance		120,418	27,066	147,484	18,123	165,607
Security		27,982	6,290	34,272	4,211	38,483
Marketing and recruiting		68,259	14,740	82,999	9,314	92,313
Staff development		177,394	28,972	206,366	14,271	220,637
Travel and meals		545,128	77,119	622,247	9,755	632,002
Postage, printing and copying		46,344	10,417	56,761	6,975	63,736
Dues and subscriptions		43,794	9,844	53,638	6,591	60,229
Depreciation and amortization		175,046	39,345	214,391	26,345	240,736
Interest		58	13	71	9	80
Miscellaneous		-	-		22,516	22,516
Total Expenses		$ 11,954,371	$ 2,584,900	$ 14,539,271	$ 3,109,957	$ 17,649,228

See independent auditors' report

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Ascend Charter Schools

Schedule of Functional Expenses
Central Brooklyn Ascend Charter School
Year Ended June 30, 2019

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Total	Management and General	Total
Personnel Services Costs						
Administrative staff personnel	18	$ 631,842	$ 344,807	$ 976,649	$ 517,333	$ 1,493,982
Instructional personnel	49	2,120,575	1,157,235	3,277,810	-	3,277,810
Non-instructional personnel	3				92,766	92,766
Total Salaries and Staff	70	2,752,417	1,502,042	4,254,459	610,099	4,864,558
Employee benefits and payroll taxes		508,030	277,241	785,271	112,610	897,881
Professional fees		66,034	10,654	76,688	151,869	228,557
Management fees		520,884	83,962	604,846	946,041	1,550,887
Consultants - education		30,096	63,580	93,676	-	93,676
Legal fees	-	-	-	-	7,484	7,484
Curriculum and classroom supplies		187,738	30,262	218,000	-	218,000
Office supplies		-	-	-	22,661	22,661
Non-capitalized furniture and equipment		20,223	11,036	31,259	4,483	35,742
Leased equipment, furniture and fixtures		71,830	39,199	111,029	15,922	126,951
Communications		87,866	47,950	135,816	19,476	155,292
Occupancy		2,059,954	1,124,153	3,184,107	456,608	3,640,715
Insurance		25,554	13,188	38,742	5,228	43,970
Repairs and maintenance		22,043	12,029	34,072	4,886	38,958
Security		1,762	962	2,724	391	3,115
Marketing and recruiting		23,148	9,419	32,567	3,278	35,845
Staff development		80,920	24,205	105,125	3,301	108,426
Travel and meals		331,670	62,308	393,978	5,099	399,077
Postage, printing and copying		7,557	4,124	11,681	1,675	13,356
Dues and subscriptions		19,885	10,852	30,737	4,408	35,145
Depreciation and amortization		81,983	44,739	126,722	18,172	144,894
Interest		23	12	35	5	40
Miscellaneous		-	-		22,248	22,248
Total Expenses		$ 6,899,617	$ 3,371,917	$ 10,271,534	$ 2,415,944	$ 12,687,478

See independent auditors' report

Ascend Charter Schools

Schedule of Functional Expenses
Cypress Hills Ascend Charter School
Year Ended June 30, 2019

	No. of Positions	Program Services			Management and General	Total
		Regular Education	Special Education	Total		
Personnel Services Costs						
Administrative staff personnel	4	$ 225,810	$ 46,748	$ 272,558	$ 207,469	$ 480,027
Instructional personnel	13	823,436	170,472	993,908	-	993,908
Non-instructional personnel	1				26,170	26,170
Total Salaries and Staff	18	1,049,246	217,220	1,266,466	233,639	1,500,105
Employee benefits and payroll taxes		180,687	37,407	218,094	40,234	258,328
Professional fees		38,813	5,785	44,598	39,593	84,191
Management fees		135,666	20,220	155,886	243,821	399,707
Consultants - education		5,483	8,576	14,059	-	14,059
Legal fees	-	-	-	-	353	353
Curriculum and classroom supplies		145,318	21,658	166,976	-	166,976
Office supplies		-	-	-	23,484	23,484
Non-capitalized furniture and equipment		10,905	2,258	13,163	2,428	15,591
Leased equipment, furniture and fixtures		8,719	1,805	10,524	1,942	12,466
Communications		34,274	7,096	41,370	7,632	49,002
Occupancy		1,245,495	257,849	1,503,344	277,339	1,780,683
Insurance		8,751	1,780	10,531	1,828	12,359
Repairs and maintenance		6,716	1,390	8,106	1,495	9,601
Security		767	159	926	171	1,097
Marketing and recruiting		27,063	4,663	31,726	2,417	34,143
Staff development		22,128	3,545	25,673	1,247	26,920
Travel and meals		86,155	13,284	99,439	1,701	101,140
Postage, printing and copying		3,553	736	4,289	791	5,080
Dues and subscriptions		5,917	1,225	7,142	1,317	8,459
Depreciation and amortization		54,593	11,302	65,895	12,156	78,051
Miscellaneous		-	-		5,978	5,978
Total Expenses		$ 3,070,249	$ 617,958	$ 3,688,207	$ 899,566	$ 4,587,773

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See independent auditors' report

Ascend Charter Schools

Uniform Guidance
Schedules and Reports

June 30, 2019

Ascend Charter Schools

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

Federal Grantor/Pass-through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Direct Program:				
Ascend Learning: Expansion and Replication of High-Quality Charter Schools in Brooklyn, NY	84.282M		$ -	$ 1,828,712
Pass-through the New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	0021-19-4395	-	488,983
Title I Grants to Local Educational Agencies	84.010	0021-19-4585	-	385,535
Title I Grants to Local Educational Agencies	84.010	0021-19-4780	-	331,739
Title I Grants to Local Educational Agencies	84.010	0021-19-4965	-	237,957
Title I Grants to Local Educational Agencies	84.010	0021-19-5170	-	156,559
Title I Grants to Local Educational Agencies	84.010	0021-19-5430	-	45,142
Title I Grants to Local Educational Agencies			-	1,645,915
Improving Teacher Quality State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-19-4395	-	54,647
Improving Teacher Quality State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-19-4585	-	34,771
Improving Teacher Quality State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-19-4780	-	31,673
Improving Teacher Quality State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-19-4965	-	22,127
Improving Teacher Quality State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-19-5170	-	19,516
Improving Teacher Quality State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-19-5430	-	28,352
			-	191,086
Student Support and Academic Enrichment Program	84.424	0204-19-4395	-	39,077
Student Support and Academic Enrichment Program	84.424	0204-19-4585	-	30,810
Student Support and Academic Enrichment Program	84.424	0204-19-4780	-	26,511
Student Support and Academic Enrichment Program	84.424	0204-19-4965	-	14,847
Student Support and Academic Enrichment Program	84.424	0204-19-5170	-	11,018
Student Support and Academic Enrichment Program			-	122,263
Total U.S. Department of Education			-	3,787,976
U.S. Department of Agriculture				
Pass-through the New York State Education Department:				
Child Nutrition Cluster				
School Breakfast Program	10.553		-	451,324
National School Lunch Program (Lunch)	10.555		-	1,338,927
National School Lunch Program (Snack)	10.555		-	216,874
Total U.S. Department of Agriculture			-	2,007,125
Total Expenditures of Federal Awards			$ -	$ 5,795,101

See independent auditors' report and notes to the schedule of expenditures of federal awards

Ascend Charter Schools

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

1. Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of Ascend Charter Schools (the "School") under programs of the federal government for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. Indirect Cost Rate

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

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*

Independent Auditors' Report

Board of Trustees
Ascend Charter Schools

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 Ascend Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2019.

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.

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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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
October 30, 2019

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

Independent Auditors' Report

Board of Trustees
Ascend Charter Schools

Report on Compliance for Each Major Federal Program

We have audited Ascend Charter Schools' (the "School") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2019. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

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Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
October 30, 2019

Ascend Charter Schools

Schedule of Findings and Questioned Costs
Year Ended June 30, 2019

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	_____ yes __X__ no
Significant deficiency(ies) identified?	_____ yes __X__ none reported
Noncompliance material to the financial statements noted?	_____ yes __X__ no

Federal Awards

Internal control over major federal programs:	
Material weakness(es) identified?	_____ yes __X__ no
Significant deficiency(ies) identified?	_____ yes __X__ none reported
Type of auditors' report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	_____ yes __X__ no

Identification of major federal programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.282M	Ascend Learning: Expansion and Replication of High-Quality Charter Schools in Brooklyn, NY

Dollar threshold used to distinguish between type A and type B programs:	$750,000
Auditee qualified as low-risk auditee?	__X__yes ____no

Section II – Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2019.

Section III – Federal Award Findings and Questioned Costs

During our audit, we noted no material instances of noncompliance and none of the costs reported in the federal financially assisted programs are questioned or recommended to be disallowed.

Section IV – Prior Year Findings

There were no prior year audit findings.

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Board of Trustees
Ascend Charter Schools

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of Ascend Charter Schools (the "School") as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing 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 combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of management, the audit committee, the Board of Trustees, the Charter Schools Institute of the State University of New York, the State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.

PKF O'Connor Davies, LLP

Harrison, New York
October 30, 2019

PKF O'CONNOR DAVIES, LLP
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Charter Schools Institute
The State University of New York

Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Canarsie Ascend Charter School
Audit Period:	2018-19
Prior Period:	2017-18
Report Due Date:	Friday, November 01, 2019
Date Submitted:	Friday, November 01, 2019
School Fiscal Contact Name:	Andrew Epstein
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	
School Audit Firm Name:	PKF O'Connor Davies LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	

Please submit the Annual Financial Statement and other associated documents
to BOTH
SUNY Charter Schools Institute
AND
New York State Education Department

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: https://my.epicenternow.org/home.aspx

Required 8 Items:

1) The independent auditor's report on financial statements and notes;
2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included.
Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

		If not included, state the reason(s) below. Or, *if not applicable fill in "N/A"*.
4)	Management Letter	
5)	Management Letter Response	
6)	Form 990; or Extension Form 8868	
7)	Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8)	Corrective Action Plan	

NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:

Online Portal: https://nysed-cso-reports.myreviewroom.com/

Required Items:

1) This transmital form (a copy of the Excel file containing the four schedules Does NOT need to be included)
2) Audited Financial Report;

And, if applicable:

3) Management Letter and Response;
4) Federal Single Audit/
Uniform Guidance in 2 CFR Part 200, Subpart F.

CANARSIE ASCEND CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2019

Please enter balance sheet data for the Ed Corp
Ascend Charter Schools (Combined)
only on this template.
The balance sheet should include data for
all Charter schools operated by the Ed Corp.

ASSETS		2018-19	
CURRENT ASSETS			
Cash and cash equivalents		$ 12,535,301	
Grants and contracts receivable			1,242,
Accounts receivables			
Prepaid expenses			26
Contributions and other receivables			
	TOTAL CURRENT ASSETS		14,040,4
PROPERTY, BUILDING AND EQUIPMENT, net			9,331,
OTHER ASSETS			57
	TOTAL ASSETS	23,948,867	
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts payable and accrued expenses		$ 2,082,487	
Accrued payroll and benefits			3,256,
Deferred Revenue			
Current maturities of long-term debt			
Short Term Debt - Bonds, Notes Payable			
Other			67
	TOTAL CURRENT LIABILITIES		6,109,
LONG-TERM LIABILITIES			
Deferred Rent			18,290,3
All other long-term debt and notes payable, net current maturities			947
	TOTAL LONG-TERM LIABILITIES	1	237,6
	TOTAL LIABILITIES		25,347,0
NET ASSETS			
Unrestricted		(1,398,138)	
Temporarily restricted			

TOTAL NET ASSETS	(1,398,138)
TOTAL LIABILITIES AND NET ASSETS	**23,948,867**

CK - Should be zero -

CANARSIE ASCEND CHARTE
Statement of Financial Pc
as of June 30, 201

Please enter balance sheet data for the Ed Corp
Ascend Charter Schools (Combined)
only on this template.
The balance sheet should include data for
all Charter schools operated by the Ed Corp.

ASSETS		2017-18	
CURRENT ASSETS			
Cash and cash equivalents		$ 9,309,933	
Grants and contracts receivable			4,
Accounts receivables			
Prepaid expenses			
Contributions and other receivables			
	TOTAL CURRENT ASSETS		13,5
PROPERTY, BUILDING AND EQUIPMENT, net			8,
OTHER ASSETS			
	TOTAL ASSETS	22,245,821	
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts payable and accrued expenses		$ 1,990,824	
Accrued payroll and benefits			2,
Deferred Revenue			
Current maturities of long-term debt			
Short Term Debt - Bonds, Notes Payable			
Other			2,
	TOTAL CURRENT LIABILITIES		7,
LONG-TERM LIABILITIES			
Deferred Rent			14,7
All other long-term debt and notes payable, net current maturities			
	TOTAL LONG-TERM LIABILITIES		15,7
	TOTAL LIABILITIES		23,1
NET ASSETS			
Unrestricted		(913,411)	
Temporarily restricted			

TOTAL NET ASSETS	(913,411)
TOTAL LIABILITIES AND NET ASSETS	**22,245,821**

CK - Should be zero -

CANARSIE ASCEND CHARTER SCHOOL
Statement of Activities
as of June 30, 2019

	2018-19			2017-18
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	$ 13,488,576	$ -	$ 13,488,576	$ 10,078,473
Students with disabilities	1,059,322	-	1,059,322	1,066,655
Grants and Contracts				
State and local	72,825	-	72,825	45,561
Federal - Title and IDEA	340,377	-	340,377	366,635
Federal - Other	92,611	-	92,611	49,180
Other	326,102	-	326,102	-
NYC DoE Rental Assistance	2,131,544	-	2,131,544	1,456,750
Food Service/Child Nutrition Program	564,166	-	564,166	373,826
TOTAL REVENUE, GAINS AND OTHER SUPPORT	18,075,523	-	18,075,523	13,437,080
EXPENSES				
Program Services				
Regular Education	$ 11,954,371	$ -	$ 11,954,371	$ 10,041,098
Special Education	2,584,900	-	2,584,900	2,190,853
Other Programs	-	-	-	-
Total Program Services	14,539,271	-	14,539,271	12,231,951
Management and general	3,109,957	-	3,109,957	2,503,489
Fundraising		-	-	-
TOTAL OPERATING EXPENSES	17,649,228	-	17,649,228	14,735,440
RPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	426,295	-	426,295	(1,298,360)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	$ -	$ -	$ -	$ -
Individuals	-	-	-	600
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	1,522	-	1,522	180
Miscellaneous income	-	-	-	41,925
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	1,522	-	1,522	42,705
CHANGE IN NET ASSETS	427,817	-	427,817	(1,255,655)
NET ASSETS BEGINNING OF YEAR	(1,867,227)	-	(1,867,227)	(611,572)
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	$ (1,439,410)	$ -	$ (1,439,410)	$ (1,867,227)

CANARSIE ASCEND CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2019

Please enter cash flow data for the Ed Corp
Ascend Charter Schools (Combined)
only on this template.
The cash flow should include data for
all Charter schools operated by the Ed Corp.

	2018-19	2017-18
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ (484,727)	$ (485,498)
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	1,640,164	1,372,126
Grants Receivable	2,770,989	(892,111)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(10,606)	268,344
Accounts Payable	91,663	790,659
Accrued Expenses	627,173	376,586
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	(3,250)	(208,562)
Deferred Revenue	3,455	(19,595)
Interest payments	-	-
Other	3,490,995	3,687,619
Other	(1,625,513)	418,246
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ 6,500,343	$ 5,307,814
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(2,850,005)	(1,180,871)
Other	(24,970)	199,820
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ (2,874,975)	$ (981,051)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(400,000)	(431,797)
Other	-	(81,250)
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ (400,000)	$ (513,047)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ 3,225,368	$ 3,813,716
Cash at beginning of year	9,309,933	5,496,217
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 12,535,301	$ 9,309,933

CANARSIE ASCEND CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2019

		2018-19								2017-18
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
Personnel Services Costs		$	$	$	$	$	$	$	$	$
Administrative Staff Personnel	17.00	828,683	186,264	-	1,014,947	-	686,730	686,730	1,701,677	1,455,223
Instructional Personnel	76.00	4,402,771	989,618	-	5,392,389	-	-	-	5,392,389	3,858,468
Non-Instructional Personnel	2.00	-	-	-	-	-	100,610	100,610	100,610	60,618
Total Salaries and Staff	95.00	5,231,454	1,175,882	-	6,407,336	-	787,340	787,340	7,194,676	5,374,309
Fringe Benefits & Payroll Taxes		1,006,789	226,298	-	1,233,087	-	151,523	151,523	1,384,610	1,080,549
Retirement		39,500	8,878	-	48,378	-	5,945	5,945	54,323	23,573
Management Company Fees		789,709	102,842	-	892,551	-	1,396,041	1,396,041	2,288,592	1,738,157
Legal Service		-	-	-	-	-	9,024	9,024	9,024	15,941
Accounting / Audit Services		8,546	4,152	-	12,698	-	3,582	3,582	16,280	14,149
Other Purchased / Professional / Consulting Servic		235,004	114,162	-	349,166	-	98,498	98,498	447,664	776,952
Building and Land Rent / Lease / Facility Finance In		2,693,385	605,397	-	3,298,781	-	405,358	405,358	3,704,139	3,647,257
Repairs & Maintenance		120,418	27,066	-	147,484	-	18,123	18,123	165,607	99,918
Insurance		46,610	10,198	-	56,809	-	6,572	6,572	63,381	53,091
Utilities		120,531	27,092	-	147,623	-	18,140	18,140	165,763	79,852
Supplies / Materials		357,699	46,582	-	404,281	-	-	-	404,281	296,432
Equipment / Furnishings		207,139	46,559	-	253,698	-	31,175	31,175	284,873	393,045
Staff Development		177,394	28,972	-	206,365	-	14,271	14,271	220,636	172,628
Marketing / Recruitment		68,259	14,740	-	83,000	-	9,314	9,314	92,314	46,191
Technology		13,583	3,053	-	16,637	-	2,044	2,044	18,681	81,072
Food Service		468,237	66,241	-	534,479	-	8,379	8,379	542,858	435,530
Student Services		76,890	10,878	-	87,768	-	1,376	1,376	89,144	44,851
Office Expense		90,138	20,260	-	110,398	-	90,172	90,172	200,570	139,783
Depreciation		175,046	39,345	-	214,391	-	26,345	26,345	240,736	210,067
OTHER		28,039	6,302	-	34,341	-	26,735	26,735	61,076	12,094
Total Expenses		$ 11,954,371	$ 2,584,900	$ -	$ 14,539,271	$ -	$ 3,109,957	$ 3,109,957	$ 17,649,228	$ 14,735,441

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

KWAKU ANDOH

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

ASCEND CHARTER SCHOOLS

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). TRUSTEE

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write NONE *if applicable. Do not leave this space blank.*			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
NONE Please write "None" if applicable. Do not leave this space blank.				

Signature

7/31/2019
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Shelly Cleary

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Ascend Public Charter Schools

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1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Board Treasurer

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** __x__**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** _x___**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
	None			

Please write "None" if applicable. Do not leave this space blank.

Signature _____ Date 8/1/19

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: Amanda Craft

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name): Brooklyn Ascend charter school

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1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Secretary

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** _x___**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** ___x_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	None	None	None

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

Signature Date 7/26/2019

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Stephanie Mauterstock

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Ascend Public Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). President

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** X **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** X **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	Please write "None" if applicable	None	Do not leave this space blank. None

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

Signature

8/1/19
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Kathleen Quirk

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Ascend Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

   Vice chair

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** ✓ **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** ✓ **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
PLEASE write "None" if applicable. Do not leave this space blank.			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable.			Do not leave this space blank.	

Dylan Schaffer, on behalf of Kathleen Quirk 7/31/19

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Christine Schlendorf

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Ascend Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
____**Yes** __X__**No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

____**Yes** _X__**No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
		None	

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	**Nature of business conducted**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest**	**Steps Taken to Avoid Conflict of Interest**
None				

Signature _____ Date 7/31/18

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Nadine Sylvester

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):
Ascend Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** ✓ **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** ✓ **No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable.	NONE		*Do not leave this space*	*blank.*

Signature 7/31/2019 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Oral Walcott

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Ascend Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation? ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** _X_**No**

   If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
		NONE	

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	**Nature of business conducted**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest**	**Steps Taken to Avoid Conflict of Interest**
		NONE		

Signature

July 31, 2019
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Entry 8 BOT Table

Last updated: 08/01/2019

1. SUNY AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE AUTHORIZED charter schools are required to provide information for all VOTING and NON VOTING trustees.

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Stephanie Mauterstock [redacted]	Chair	Executive, Finance, Nominating	Yes	4	07/01/2019	06/30/2020	11
2	Kathleen Quirk [redacted]	Vice Chair	Executive, Education, Finance, Hiring	Yes	4	07/01/2019	06/30/2020	9
3	Amanda Craft [redacted]	Secretary	Executive, Education, Hiring	Yes	4	07/01/2019	06/30/2020	11
4	Shelly Cleary [redacted]	Treasurer	Executive, Finance, Real Estate (subcommittee)	Yes	3	07/01/2019	06/30/2020	9
5	Kwaku Andoh [redacted]	Trustee/Member	Education, Finance	Yes	4	07/01/2019	06/30/2020	10
	Christine							

6	Schlendorf [redacted]	Trustee/Member	Finance, Real Estate (subcommittee)	Yes	4	07/01/2019	06/30/2020	7
7	Nadine Sylvester [redacted]	Trustee/Member	Education, Nominating	Yes	2	07/01/2019	06/30/2020	12
8	Oral Walcott [redacted]	Trustee/Member	Executive, Hiring, Nominating	Yes	4	07/01/2019	06/30/2020	10
9								

1a. Are there more than 9 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2019	8
b.Total Number of Members Added During 2018 19	0
c. Total Number of Members who Departed during 2018 19	0
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2018-19 13

4. Number of Board meetings scheduled for 2019-20	12

Thank you.

Entry 10 Enrollment and Retention of Special Populations

Last updated: 08/01/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019 20.

CANARSIE ASCEND CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
	"Ascend Public Charter Schools is committed to serving all students, regardless of disabilities, English language learner (ELL) status, or economic disadvantage. Communication with potential applicants and with current families remains an important priority for recruitment and retention. Ascend maintains an engaging website recently fully redesigned where families can learn about its mission and core values, and gain more information about curriculum and school culture. Beyond the website, Ascend uses several digital tools and social media channels to inform and engage families, and participates in the recruitment activities described below. Additionally, Ascend employs various traditional paid advertising methods, including MTA bus and subway ads, billboards, print advertisements in local publications, direct mail pieces, and flyers. These materials are often translated into Spanish and French to increase accessibility for non English speaking families. These	" In 2019 2020, we will continue to implement our current recruitment strategies and enhance them, to ensure that these populations make up a significant portion of our applications. Ascend Public Charter Schools is committed to serving all students, regardless of disabilities, English language learner (ELL) status, or economic disadvantage. Communication with potential applicants and with current families remains an important priority for recruitment and retention. Ascend maintains an engaging website recently fully redesigned where families can learn about its mission and core values, and gain more information about curriculum and school culture. Beyond the website, Ascend uses several digital tools and social media channels to inform and engage families, and participates in the recruitment activities described below. Additionally, Ascend employs various traditional paid advertising methods, including MTA bus and subway ads, billboards, print advertisements in local publications, direct mail pieces, and flyers. These materials are often translated into

Economically Disadvantaged	various communications strategies are helpful for spreading the news of Ascend to potential applicants and increasing engagement through word of mouth, existing families, online engagement, and community outreach. Staff attend neighborhood events and conduct tabling sessions at feeder schools (pre schools, including Head Start facilities, and elementary schools) that serve high populations of students who are learning English as a second language and who have special education needs. The network recruitment team and staff also recruit students by reaching out to doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations, including those that serve children with disabilities and English language learners. Ascend now employs a robust community outreach team (which includes multiple Spanish speakers) which attends local events and fairs, assist with direct outreach efforts, and develops partnerships with local community organizations and businesses who spread the word about Ascend within the community. Economically disadvantaged residents constitute the highest population concentration in the neighborhoods surrounding Ascend schools; we expect that through the efforts outlined above we will continue reaching and recruiting from this population. At risk students are knowledgeable about Ascend's philosophy of inclusion and individualized programs for special populations. We maintain a positive rapport with the Committee on Special Education (CSE) which commends our overall philosophy and strategies towards integration of special populations; the CSE speaks highly of our special education programming and services when interacting with families. "	Spanish and French to increase accessibility for non English speaking families. These various communications strategies are helpful for spreading the news of Ascend to potential applicants and increasing engagement through word of mouth, existing families, online engagement, and community outreach. Staff attend neighborhood events and conduct tabling sessions at feeder schools (pre schools, including Head Start facilities, and elementary schools) that serve high populations of students who are learning English as a second language and who have special education needs. The network recruitment team and staff also recruit students by reaching out to doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations, including those that serve children with disabilities and English language learners. Ascend now employs a robust community outreach team (which includes multiple Spanish speakers) which attends local events and fairs, assist with direct outreach efforts, and develops partnerships with local community organizations and businesses who spread the word about Ascend within the community. Economically disadvantaged residents constitute the highest population concentration in the neighborhoods surrounding Ascend schools; we expect that through the efforts outlined above we will continue reaching and recruiting from this population. At risk students are knowledgeable about Ascend's philosophy of inclusion and individualized programs for special populations. We maintain a positive rapport with the Committee on Special Education (CSE) which commends our overall philosophy and strategies towards integration of special populations; the CSE speaks highly of our special education programming and services when interacting with families. "

English Language Learners/Multilingual Learners	"Ascend Public Charter Schools is committed to serving all students, regardless of disabilities, English language learner (ELL) status, or economic disadvantage. Communication with potential applicants and with current families remains an important priority for recruitment and retention. Ascend maintains an engaging website recently fully redesigned where families can learn about its mission and core values, and gain more information about curriculum and school culture. Beyond the website, Ascend uses several digital tools and social media channels to inform and engage families, and participates in the recruitment activities described below. Additionally, Ascend employs various traditional paid advertising methods, including MTA bus and subway ads, billboards, print advertisements in local publications, direct mail pieces, and flyers. These materials are often translated into Spanish and French to increase accessibility for non English speaking families. These various communications strategies are helpful for spreading the news of Ascend to potential applicants and increasing engagement through word of mouth, existing families, online engagement, and community outreach. Staff attend neighborhood events and conduct tabling sessions at feeder schools (pre schools, including Head Start facilities, and elementary schools) that serve high populations of students who are learning English as a second language and who have special education needs. The network recruitment team and staff also recruit students by reaching out to doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations, including those that serve children with disabilities and English language learners. Ascend now employs a robust community outreach team (which includes multiple Spanish speakers) which	" In 2019 2020, we will continue to implement our current recruitment strategies and enhance them, to ensure that these populations make up a significant portion of our applications. Ascend Public Charter Schools is committed to serving all students, regardless of disabilities, English language learner (ELL) status, or economic disadvantage. Communication with potential applicants and with current families remains an important priority for recruitment and retention. Ascend maintains an engaging website recently fully redesigned where families can learn about its mission and core values, and gain more information about curriculum and school culture. Beyond the website, Ascend uses several digital tools and social media channels to inform and engage families, and participates in the recruitment activities described below. Additionally, Ascend employs various traditional paid advertising methods, including MTA bus and subway ads, billboards, print advertisements in local publications, direct mail pieces, and flyers. These materials are often translated into Spanish and French to increase accessibility for non English speaking families. These various communications strategies are helpful for spreading the news of Ascend to potential applicants and increasing engagement through word of mouth, existing families, online engagement, and community outreach. Staff attend neighborhood events and conduct tabling sessions at feeder schools (pre schools, including Head Start facilities, and elementary schools) that serve high populations of students who are learning English as a second language and who have special education needs. The network recruitment team and staff also recruit students by reaching out to doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations, including those that serve children with disabilities and English

	attends local events and fairs, assist with direct outreach efforts, and develops partnerships with local community organizations and businesses who spread the word about Ascend within the community. Economically disadvantaged residents constitute the highest population concentration in the neighborhoods surrounding Ascend schools; we expect that through the efforts outlined above we will continue reaching and recruiting from this population. At risk students are knowledgeable about Ascend’s philosophy of inclusion and individualized programs for special populations. We maintain a positive rapport with the Committee on Special Education (CSE) which commends our overall philosophy and strategies towards integration of special populations; the CSE speaks highly of our special education programming and services when interacting with families. "	language learners. Ascend now employs a robust community outreach team (which includes multiple Spanish speakers) which attends local events and fairs, assist with direct outreach efforts, and develops partnerships with local community organizations and businesses who spread the word about Ascend within the community. Economically disadvantaged residents constitute the highest population concentration in the neighborhoods surrounding Ascend schools; we expect that through the efforts outlined above we will continue reaching and recruiting from this population. At risk students are knowledgeable about Ascend’s philosophy of inclusion and individualized programs for special populations. We maintain a positive rapport with the Committee on Special Education (CSE) which commends our overall philosophy and strategies towards integration of special populations; the CSE speaks highly of our special education programming and services when interacting with families. "
	"Ascend Public Charter Schools is committed to serving all students, regardless of disabilities, English language learner (ELL) status, or economic disadvantage. Communication with potential applicants and with current families remains an important priority for recruitment and retention. Ascend maintains an engaging website recently fully redesigned where families can learn about its mission and core values, and gain more information about curriculum and school culture. Beyond the website, Ascend uses several digital tools and social media channels to inform and engage families, and participates in the recruitment activities described below. Additionally, Ascend employs various traditional paid advertising methods,	" In 2019 2020, we will continue to implement our current recruitment strategies and enhance them, to ensure that these populations make up a significant portion of our applications. Ascend Public Charter Schools is committed to serving all students, regardless of disabilities, English language learner (ELL) status, or economic disadvantage. Communication with potential applicants and with current families remains an important priority for recruitment and retention. Ascend maintains an engaging website recently fully redesigned where families can learn about its mission and core values, and gain more information about curriculum and school culture. Beyond the website, Ascend uses several digital tools and social media channels to inform and engage families, and participates in the recruitment activities described below.

Students with Disabilities	including MTA bus and subway ads, billboards, print advertisements in local publications, direct mail pieces, and flyers. These materials are often translated into Spanish and French to increase accessibility for non English speaking families. These various communications strategies are helpful for spreading the news of Ascend to potential applicants and increasing engagement through word of mouth, existing families, online engagement, and community outreach. Staff attend neighborhood events and conduct tabling sessions at feeder schools (pre schools, including Head Start facilities, and elementary schools) that serve high populations of students who are learning English as a second language and who have special education needs. The network recruitment team and staff also recruit students by reaching out to doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations, including those that serve children with disabilities and English language learners. Ascend now employs a robust community outreach team (which includes multiple Spanish speakers) which attends local events and fairs, assist with direct outreach efforts, and develops partnerships with local community organizations and businesses who spread the word about Ascend within the community. Economically disadvantaged residents constitute the highest population concentration in the neighborhoods surrounding Ascend schools; we expect that through the efforts outlined above we will continue reaching and recruiting from this population. At risk students are knowledgeable about Ascend's philosophy of inclusion and individualized programs for special populations. We maintain a positive rapport with the Committee on Special Education (CSE) which commends our overall philosophy and strategies towards integration of special populations; the CSE speaks highly of our special education	Additionally, Ascend employs various traditional paid advertising methods, including MTA bus and subway ads, billboards, print advertisements in local publications, direct mail pieces, and flyers. These materials are often translated into Spanish and French to increase accessibility for non English speaking families. These various communications strategies are helpful for spreading the news of Ascend to potential applicants and increasing engagement through word of mouth, existing families, online engagement, and community outreach. Staff attend neighborhood events and conduct tabling sessions at feeder schools (pre schools, including Head Start facilities, and elementary schools) that serve high populations of students who are learning English as a second language and who have special education needs. The network recruitment team and staff also recruit students by reaching out to doctors' offices, churches, grocery stores, restaurants, early intervention service providers and agencies, public housing units, and diverse community organizations, including those that serve children with disabilities and English language learners. Ascend now employs a robust community outreach team (which includes multiple Spanish speakers) which attends local events and fairs, assist with direct outreach efforts, and develops partnerships with local community organizations and businesses who spread the word about Ascend within the community. Economically disadvantaged residents constitute the highest population concentration in the neighborhoods surrounding Ascend schools; we expect that through the efforts outlined above we will continue reaching and recruiting from this population. At risk students are knowledgeable about Ascend's philosophy of inclusion and individualized programs for special populations. We maintain a positive rapport with the Committee on Special Education (CSE) which commends our overall

	programming and services when interacting with families. "	philosophy and strategies towards integration of special populations; the CSE speaks highly of our special education programming and services when interacting with families. "

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	"Ascend’s most important assets for retaining students from special populations are the continued use of robust programs for at risk populations, the capable staff that support these programs, and the school’s strong reputation among families and stakeholders. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that target and support students with academic, emotional, and behavioral challenges. Our goal is to ensure that students with challenges are educated alongside their typically developing peers. Through our intervention programming, students who might otherwise be identified as requiring an Individualized Education Plan (IEP) are able to have their needs met without one. Families served by these student services programs at Ascend are satisfied and choose to keep their children enrolled in the school. In school year 2018 19, over 95 percent of families with children who have IEPs reported satisfaction with the education planning and the IEP development process at Ascend, and more than 90 percent agree that the school works to achieve their children’s IEP goals. "	"In 2019 2020, we will continue to implement our current retention strategies and enhance them, to ensure that these populations make up a significant portion of our applications. Ascend’s most important assets for retaining students from special populations are the continued use of robust programs for at risk populations, the capable staff that support these programs, and the school’s strong reputation among families and stakeholders. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that target and support students with academic, emotional, and behavioral challenges. Our goal is to ensure that students with challenges are educated alongside their typically developing peers. Through our intervention programming, students who might otherwise be identified as requiring an Individualized Education Plan (IEP) are able to have their needs met without one. Families served by these student services programs at Ascend are satisfied and choose to keep their children enrolled in the school. In school year 2018 19, over 95 percent of families with children who have IEPs reported satisfaction with the education planning and the IEP development process at Ascend, and more than 90 percent agree that the school works to achieve their children’s IEP goals. "
	"Ascend’s most important assets for retaining students from special populations are the continued use of robust programs for at risk populations, the capable staff that	"In 2019 2020, we will continue to implement our current retention strategies and enhance them, to ensure that these populations make up a significant portion of our applications. Ascend’s most important assets for retaining

English Language Learners/Multilingual Learners	support these programs, and the school’s strong reputation among families and stakeholders. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that target and support students with academic, emotional, and behavioral challenges. Our goal is to ensure that students with challenges are educated alongside their typically developing peers. Through our intervention programming, students who might otherwise be identified as requiring an Individualized Education Plan (IEP) are able to have their needs met without one. Families served by these student services programs at Ascend are satisfied and choose to keep their children enrolled in the school. In school year 2018 19, over 95 percent of families with children who have IEPs reported satisfaction with the education planning and the IEP development process at Ascend, and more than 90 percent agree that the school works to achieve their children’s IEP goals. "	students from special populations are the continued use of robust programs for at risk populations, the capable staff that support these programs, and the school’s strong reputation among families and stakeholders. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that target and support students with academic, emotional, and behavioral challenges. Our goal is to ensure that students with challenges are educated alongside their typically developing peers. Through our intervention programming, students who might otherwise be identified as requiring an Individualized Education Plan (IEP) are able to have their needs met without one. Families served by these student services programs at Ascend are satisfied and choose to keep their children enrolled in the school. In school year 2018 19, over 95 percent of families with children who have IEPs reported satisfaction with the education planning and the IEP development process at Ascend, and more than 90 percent agree that the school works to achieve their children’s IEP goals. "
Students with Disabilities	"Ascend’s most important assets for retaining students from special populations are the continued use of robust programs for at risk populations, the capable staff that support these programs, and the school’s strong reputation among families and stakeholders. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that target and support students with academic, emotional, and behavioral challenges. Our goal is to ensure that students with challenges are educated alongside their typically developing peers. Through our intervention programming, students who might otherwise be identified as requiring an Individualized Education Plan (IEP) are able to have their needs met without one. Families served by these student services programs at Ascend are satisfied and choose to keep their children enrolled in the school. In school year	"In 2019 2020, we will continue to implement our current retention strategies and enhance them, to ensure that these populations make up a significant portion of our applications. Ascend’s most important assets for retaining students from special populations are the continued use of robust programs for at risk populations, the capable staff that support these programs, and the school’s strong reputation among families and stakeholders. Ascend is committed to creating an inclusive and integrated space for all students, and we have developed systems and procedures that target and support students with academic, emotional, and behavioral challenges. Our goal is to ensure that students with challenges are educated alongside their typically developing peers. Through our intervention programming, students who might otherwise be identified as requiring an Individualized Education Plan (IEP) are able to have their needs met without one. Families served by these student services

	2018 19, over 95 percent of families with children who have IEPs reported satisfaction with the education planning and the IEP development process at Ascend, and more than 90 percent agree that the school works to achieve their children’s IEP goals. "	programs at Ascend are satisfied and choose to keep their children enrolled in the school. In school year 2018 19, over 95 percent of families with children who have IEPs reported satisfaction with the education planning and the IEP development process at Ascend, and more than 90 percent agree that the school works to achieve their children’s IEP goals. "

Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/31/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/3019
	48	18	15	13	11

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	12	2	3	1	11

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable

Thank you

Canarsie Ascend Lower School

School Year Calendar 2019-20

September 3-4	Scholar Orientation; KG & grade 1 only (1:00 pm dismissal)
September 5-6	All scholars in attendance (1:00 pm dismissal)
September 9	Full-length school day begins (4:00 pm dismissal; 1:00 pm Fridays); busing begins
October 14	No school; Columbus Day
October 18	No scholars; Professional Development
November 8	No scholars; Professional Development
November 11	No school; Veterans Day
November 15	No scholars; Professional Development
November 18	No scholars; Professional Development
November 21-22	Progress Report Conferences (1:00 pm dismissal)
November 27-29	No school; Thanksgiving Holiday
December 13	No scholars; Professional Development
December 23-January 1	No school; Winter Break
January 10	No scholars; Professional Development
January 20	No school; Martin Luther King, Jr. Day (Begin Term 2)
February 17-21	No school; February Break
February 27-28	Select Report Card Conferences (1:00 pm dismissal)
March 25-26	Grades 3-8 English State Exam
April 10	No school; Good Friday
April 16-17	Progress Report Conferences (1:00 pm dismissal for scholars)
April 22-23	Grades 3-8 Math State Exam
April 27-May 1	No school; Spring Break
May 25	No school; Memorial Day
June 1	Grades 4, 8 Science Written State Exam
June 12	Last day of school

Note: One snow/emergency closure day will NOT require a make-up school day. After one snow/emergency closure day, additional makeup days are built into the calendar in the following order: 4/10, 6/15, 6/16, 6/17, 6/18, 6/19.

Canarsie Ascend Middle School

School Year Calendar 2019-20

September 3	Scholar Orientation; grade 5 only (1:00 pm dismissal)
September 4	Scholar Orientation; grade 5 & 6 only (1:00 pm dismissal)
September 5-6	All scholars in attendance (1:00 pm dismissal)
September 9	Full-length school day begins (4:00 pm dismissal; 1:00 pm Fridays)
September 23	Busing begins
October 14	No school; Columbus Day
October 18	No scholars; Professional Development
November 8	No scholars; Professional Development
November 11	No school; Veterans Day
November 15	No scholars; Professional Development
November 21-22	Progress Report Conferences (1:00 pm dismissal)
November 27-29	No school; Thanksgiving Holiday
December 13	No scholars; Professional Development
December 23-January 1	No school; Winter Break
January 10	No scholars; Professional Development
January 20	No school; Martin Luther King, Jr. Day (Begin Term 2)
February 17-21	No school; February Break
February 27-28	Select Report Card Conferences (1:00 pm dismissal)
March 25-26	Grades 3-8 English State Exam
April 10	No school; Good Friday
April 16-17	Progress Report Conferences (1:00 pm dismissal for scholars)
April 22-23	Grades 3-8 Math State Exam
April 27-May 1	No school; Spring Break
May 25	No school; Memorial Day
June 1	Grades 4, 8 Science Written State Exam
June 12	Last day of school

Note: One snow/emergency closure day will NOT require a make-up school day. After one snow/emergency closure day, additional makeup days are built into the calendar in the following order: 4/10, 6/15, 6/16, 6/17, 6/18, 6/19.