



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/20/2015

Last updated: 07/31/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

BROOKLYN ASCEND CS (NYC CHANCELLOR) 331800860916

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 18

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	205 Rockaway Avenue Brooklyn NY 11212	718-907-9150	718-907-9150	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Elena Day
Title	COO
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.ascendlearning.org

6. DATE OF INITIAL CHARTER

2008-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2008-09-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

973

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	Yes	Ascend Learning

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

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Steven Wilson	[REDACTED]		[REDACTED]	Yes
CFO (e.g., network CFO)	Andrew Epstein	[REDACTED]	[REDACTED]	[REDACTED]	Yes
Compliance Contact	Elena Day	[REDACTED]	[REDACTED]	[REDACTED]	Yes
Complaint Contact	Elena Day	[REDACTED]	[REDACTED]	[REDACTED]	Yes

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11. FACILITIES

Will the School maintain or operate multiple sites?

	Yes, 3 sites
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12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	205 Rockaway Avenue Brooklyn, NY 11212	718-907-9150	CSD 18	K-4	No	Rent/Lease
Site 2	123 E 98th Street Brooklyn, NY	347-289-9000	CSD 17	5-8	No	Rent/Lease
Site 3	1051 Pitkin Avenue Brooklyn, NY	347-289-9000	CSD 23	9	No	Rent/Lease

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Johanna Andujar	718-907-9150		[REDACTED]
Operational Leader	Monique Bowie	718-907-9150		[REDACTED]
Compliance Contact	Elena Day	917-741-5828		[REDACTED]
Complaint Contact	Elena Day	917-741-5828		[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Marsha Gadsen	[REDACTED]		[REDACTED]
Operational Leader	Keisha John	[REDACTED]		[REDACTED]
Compliance Contact	Elena Day	[REDACTED]		[REDACTED]
Complaint Contact	Elena Day	[REDACTED]		[REDACTED]

12c. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Mellisa Jarvis-Cedeno	[REDACTED]		[REDACTED]
Operational Leader	Aaron Daly	[REDACTED]		[REDACTED]
Compliance Contact	Elena Day	[REDACTED]		[REDACTED]
Complaint Contact	Elena Day	[REDACTED]		[REDACTED]

13. Are the School sites co-located?

No

14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

14a. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Maximum Approved Enrollment	Brooklyn Ascend Charter School requested on September 29, 2014 to increase its maximum enrollment for the remaining four years of its charter term. The revision to moderately increase the number of school seats (71 additional seats in the 2014-2015 school year, but declining to 16 in the final school year of the charter term) would enhance and expand the educational opportunities available to the targeted student population. On February 5, 2015, the Board of Regents approved the enrollment increase amendment, albeit only for the remaining three years of the school's current charter term (that is, beginning in the 2015-2016 school year).		01/15/15

2	Change in design or educational program	<p>The school requested on November 3, 2014 to alter key aspects of its original educational model. Known as "Version 2," the set of amendments below was approved on February 5, 2015 by the Board of Regents. (1) The school adopted new instructional methods that better prepare students both to meet the expectations of the Common Core and for college than the school's original model. (2) The school implemented a substantially new curriculum—one that is rigorous, sequential, Common Core-aligned, and college-preparatory—composed of carefully selected, top-of-class commercial instructional programs and Ascend's own program in the humanities. (3) The school now uses English as a Second Language program On Our Way to English, as well as aspects of the general education curriculum as its ESL curriculum.</p>		01/15/15
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3	Other	<p>Per V2, the school implemented non-material revisions. (1) The lower school replaced "No Excuses" with Responsive Classroom. (2) The middle school replaced No Excuses with Origins Developmental Designs. (3) The school and Ascend amended their management agreement to increase the fee to 12 percent of basic school revenues. (4) The school adopted the Response to Intervention approach to address at-risk students' needs. (5) The school implemented fewer and different assessments. (6) The teacher evaluation protocol was revised to reflect the revamped pedagogy. (7) The school determines the overall passing grade. (8) The school's approach to providing SPED support consists of SPED Teacher Support Services and Integrated Co-Teaching. (9) The school revised its daily and weekly schedules. (10) The school operates with a fuller leadership team, with deans assigned to specific grade-range "academies." (11) The school replaced SABIS Student Management System with Infinite Campus and Illuminate Data and Assessment Management Systems.</p>		01/15/15
4	Change in discipline policy	<p>On August 25, 2014 the board approved changes to the discipline policy to reflect the new Responsive Classroom culture, clarify which personnel has the authority to impose a suspension or expulsion, and ensure that due process requirements for suspensions and expulsions are met.</p>	08/25/14	N/A
5				

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

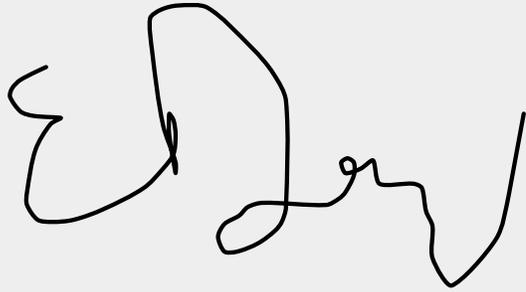
Elena Day, COO

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

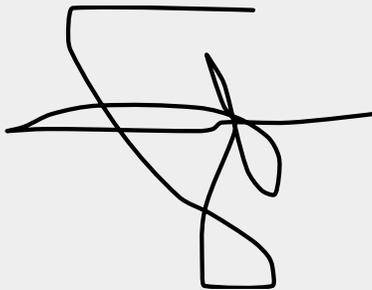
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "E. Jones".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "J. Smith".

Thank you.



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

Last updated: 07/20/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000061080>



Appendix A: Progress Toward Goals

Created: 07/20/2015

Last updated: 11/01/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

(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).

<http://data.nysed.gov/profile.php?instid=800000061080>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
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<p>Academic Goal 1</p>	<p>Each year, 75 percent of 3rd–8th graders will perform at or above Level 3 on the New York State ELA examination.</p>	<p>NYS ELA Exam</p>	<p>Not met.</p>	<p>After analyzing year-end results, Brooklyn Ascend implemented the following changes to improve student proficiency on the SY 15-16 ELA state tests. Brooklyn Ascend's primary initiative this school year is Teacher Planning and Development (TPD) – new weekly teacher planning meetings led by deans of instruction and guided by the curriculum development team. During these meetings, teachers collaborate to deepen their knowledge of the content taught, backwards plan from assessments, develop lesson plan approaches that encourage student understanding and enthusiasm, and analyze data to identify and resolve skill gaps. The design of Ascend's Shared Text program has been adjusted to accelerate the pace of teaching and provide more of a focus on timed written responses. The Ascend writing program overall has been given renewed focus, and has been reinforced by the addition of two more periods each week devoted to the practice of writing. ELA benchmark assessments are longer, covering at least two period blocks (rather than one, as last year) to more accurately simulate actual state testing conditions.</p>
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Academic Goal 2	Each year, 75 percent of 3rd–8th graders will perform at or above Level 3 on the New York State Mathematics examination.	NYS Math Exam	Not met.	<p>After analyzing year-end results, Brooklyn Ascend implemented the following changes to improve student proficiency on the SY 15-16 math state tests. Brooklyn Ascend's primary initiative this school year is Teacher Planning and Development (TPD) – new weekly teacher planning meetings led by deans of instruction and guided by the curriculum development team. During these meetings, teachers collaborate to deepen their knowledge of the content taught, backwards plan from assessments, develop lesson plan approaches that encourage student understanding and enthusiasm, and analyze data to identify and resolve skill gaps. A new focus has been placed on timed instruction, where students develop speed and stamina by solving number stories against a timer. An additional period per week has been added to all math standards-based classes. Math benchmark assessments are longer, covering at least two period blocks (rather than one, as last year) to more accurately simulate actual state testing conditions.</p>
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<p>Academic Goal 3</p>	<p>For the 2008-09 through 2011-12 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state ELA exam and 75 percent at or above Level 3 on the current year's state ELA exam.</p>	<p>NYS ELA Exam</p>	<p>Not met.</p>	<p>After analyzing year-end results, Brooklyn Ascend implemented the following changes to improve student proficiency on the SY 15-16 ELA state tests. Brooklyn Ascend's primary initiative this school year is Teacher Planning and Development (TPD) – new weekly teacher planning meetings led by deans of instruction and guided by the curriculum development team. During these meetings, teachers collaborate to deepen their knowledge of the content taught, backwards plan from assessments, develop lesson plan approaches that encourage student understanding and enthusiasm, and analyze data to identify and resolve skill gaps. The design of Ascend's Shared Text program has been adjusted to accelerate the pace of teaching and provide more of a focus on timed written responses. The Ascend writing program overall has been given renewed focus, and has been reinforced by the addition of two more periods each week devoted to the practice of writing. ELA benchmark assessments are longer, covering at least two period blocks (rather than one, as last year) to more accurately simulate actual state testing conditions.</p>
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Academic Goal 4	For the 2008-09 through 2011-12 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's state Math exam.	NYS Math Exam	Not met.	After analyzing year-end results, Brooklyn Ascend implemented the following changes to improve student proficiency on the SY 15-16 math state tests. Brooklyn Ascend's primary initiative this school year is Teacher Planning and Development (TPD) – new weekly teacher planning meetings led by deans of instruction and guided by the curriculum development team. During these meetings, teachers collaborate to deepen their knowledge of the content taught, backwards plan from assessments, develop lesson plan approaches that encourage student understanding and enthusiasm, and analyze data to identify and resolve skill gaps. A new focus has been placed on timed instruction, where students develop speed and stamina by solving number stories against a timer. An additional period per week has been added to all math standards-based classes. Math benchmark assessments are longer, covering at least two period blocks (rather than one, as last year) to more accurately simulate actual state testing conditions.
Academic Goal 5	For the 2008-09 through 2011-12 school years, each cohort of students will reduce by one-half the gap between percent passing the Math Regents examination and the previous cohorts' passing rate on the Math Regents examination.	Math Regents Exam	The school does not yet serve high school students.	N/A

<p>Academic Goal 6</p>	<p>Each year, the percent of students performing at or above Level 3 on the state ELA exam in each tested grade will place the school in the top quartile of all similar schools.</p>	<p>NYS ELA Exam</p>	<p>Partially met. Proficiency rate was in top quartile of similar schools (schools in CSD, including charters) in 3 of 6 grades.</p>	<p>After analyzing year-end results, Brooklyn Ascend implemented the following changes to improve student proficiency on the SY 15-16 ELA state tests. Brooklyn Ascend's primary initiative this school year is Teacher Planning and Development (TPD) – new weekly teacher planning meetings led by deans of instruction and guided by the curriculum development team. During these meetings, teachers collaborate to deepen their knowledge of the content taught, backwards plan from assessments, develop lesson plan approaches that encourage student understanding and enthusiasm, and analyze data to identify and resolve skill gaps. The design of Ascend's Shared Text program has been adjusted to accelerate the pace of teaching and provide more of a focus on timed written responses. The Ascend writing program overall has been given renewed focus, and has been reinforced by the addition of two more periods each week devoted to the practice of writing. ELA benchmark assessments are longer, covering at least two period blocks (rather than one, as last year) to more accurately simulate actual state testing conditions.</p>
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Academic Goal 7	Each year, the percent of students performing at or above Level 3 on the state Math exam in each tested grade will place the school in the top quartile of all similar schools.	NYS Math Exam	Partially met. Proficiency rate was in top quartile of similar schools (schools in CSD, including charters) in 1 of 6 grades.	After analyzing year-end results, Brooklyn Ascend implemented the following changes to improve student proficiency on the SY 15-16 math state tests. Brooklyn Ascend's primary initiative this school year is Teacher Planning and Development (TPD) – new weekly teacher planning meetings led by deans of instruction and guided by the curriculum development team. During these meetings, teachers collaborate to deepen their knowledge of the content taught, backwards plan from assessments, develop lesson plan approaches that encourage student understanding and enthusiasm, and analyze data to identify and resolve skill gaps. A new focus has been placed on timed instruction, where students develop speed and stamina by solving number stories against a timer. An additional period per week has been added to all math standards-based classes. Math benchmark assessments are longer, covering at least two period blocks (rather than one, as last year) to more accurately simulate actual state testing conditions.
Academic Goal 8	Each year, the percent of each cohort of students passing the ELA Regents examination will place the school in the top quartile of all similar schools.	ELA Regents Exam	The school does not yet serve high school students.	N/A

2a1. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
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Academic Goal 9	Each year, the percent of each cohort of students passing the Math Regents examination will place the school in the top quartile of all similar schools.	Math Regents Exam	The school does not yet serve high school students.	N/A
Academic Goal 10	Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) accountability system.	NYS Report Card	Met. PI 109, EAMO: 84 on most recent state report card. (1314)	N/A
Academic Goal 11	Each year, the school's aggregate Performance Index on the State Math exam will meet its Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) accountability system.	NYS Report Card	Met. PI 100, EAMO: 81 on most recent state report card. (1314)	N/A
Academic Goal 12	Each year, the school's aggregate Performance Index on the State Science exam will meet its Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) accountability system.	NYS Report Card	Met. PI 196, EAMO: 173 on most recent state report card. (1314)	N/A
Academic Goal 13	Each year, the school will make Adequate Yearly Progress in ELA, Math, and Science, and in the school's graduation rate.	NYS Report Card	Met. Made AYP with all accountability groups on most recent report card (1314).	N/A
Academic Goal 14	Each year, at least 75% of each student cohort graduates after five years of beginning the upper school.	Student information system	The school does not yet serve high school students.	N/A
Academic Goal 15	Fewer than 10% of students who have enrolled by their ninth grade year will drop out of school before their cohort graduates (exclusive of students who move out of the school district or transfer to another school).	Student information system	The school does not yet serve high school students.	N/A
Academic Goal 16	100% of students in the school will apply to, and be accepted for, admission at a minimum of one institution of higher learning by June 1 of the year of their graduation.	Student information system	The school does not yet serve high school students.	N/A

2a2. Do have more academic goals to add?

No

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2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have a daily student attendance rate of at least 95 percent.	Student information system	Met. The school had a daily attendance rate of 97 percent.	N/A
Org Goal 2	Each year, 95 percent of all students enrolled during the course of the year return the following September.	Student information system	Not met.	The school will more directly involve lower school families in all recruitment activities regarding the middle school.
Org Goal 3	90% of graduates of the school surveyed will respond that they believe they were "prepared" or "very prepared" to succeed academically in college by virtue of attending the school.	In-house survey	The school does not yet serve high school students.	N/A
Org Goal 4	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	N/A	Partially met. To the best of our knowledge, the school has complied with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act except that the school is out-of-compliance with certification requirements set forth in the New York State Charter Act.	The school is actively working to ensure that teachers are on the road to certification or are enrolled in an alternative certification program.
Org Goal 5	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	Student information system	Met	N/A

2b.1 Do you have more organizational goals to add?

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	In a survey, 90% of upper school students will “agree” or “strongly agree” with the statement, “I feel safe from abuse, harassment, and violence while attending the school.”	In-house survey	The school does not yet serve high school students.	N/A
Org Goal 7	In an annual survey, 95% of all parents will “agree” or “strongly agree” with the statement, “My children are safe at the school.”	NYCDOE School Survey	Not met. 82% of parents responded that they “agree” or “strongly agree.”	<p>The middle school will install cameras in the stairwells to increase vigilance and deter inappropriate behavior. The advisory period will incorporate activities that promote community, a sense of belonging, and foster stronger student-to-student relationships to improve the way in which scholars interact among one another, reducing teasing and bullying. The middle school will also work toward 100 percent of its teachers using empowering language to strengthen and maintain student relationships.</p> <p>At the lower school, bus dismissal will be moved to the second floor to minimize movement among the youngest scholars. The school will communicate to parents over the summer the expectation that student drop-offs in the morning should only occur during school hours (starting at breakfast time), not before. At the beginning of the school year, the lower school will hold mandatory meetings for all families with children that are bused to school. The purpose will be to support student safety by expressing behavioral expectations for student bus ridership early in the year.</p>

Org Goal 8	Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least 80% of parents provide a positive response to each of the survey items.	NYCDOE School Survey	Met. 89% of parents responded that they were "very satisfied," "mostly satisfied," or "somewhat satisfied" with "the education that [their] child received this year."	N/A
Org Goal 9	The Board will provide an effective forum for public input into the governance of the school by holding at least ten Board or standing committee meetings per year (all of which will conform to the standards of the Open Meeting Law) and by making available the minutes of all such meetings upon request. Additionally, the Board will allot a set amount of time before every full meeting when citizens can sign up to address Board members. Executive sessions will be called as needed.	N/A	Met. The board met ten times. All meetings conformed to the standards of the Opening Meeting Law and provided citizens with the opportunity to sign up to speak. Also, all minutes were prepared and available upon request.	N/A
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	N/A	Met.	N/A
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Monthly financial statements	Met. In the 2014-2015 school year, Brooklyn Ascend operated on a balanced budget and maintained a stable cash flow.	N/A

Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/20/2015

Last updated: 07/31/2015

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Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	14871337
Line 2: Year End Per Pupil Count	975
Line 3: Divide Line 1 by Line 2	15252

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

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

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	975126
Line 2: Management and General Cost (Column)	898662
Line 3: Sum of Line 1 and Line 2	1873788
Line 4: Year End Per Pupil Count	975
Line 5: Divide Line 3 by the Year End Per Pupil Count	1921

Thank you.

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
BROOKLYN ASCEND CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of Brooklyn Ascend Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2014 financial statements, and our report dated October 28, 2014, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of June 30, 2014 and for the year then ended, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2015, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


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

New York, New York
October 30, 2015

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2015	2014
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 50,202	\$ 346,910
Grants and contracts receivable	366,146	66,693
Prepaid expenses and other current assets	23,244	34,897
Total current assets	439,592	448,500
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$1,438,590 and \$1,110,002, respectively	2,627,182	2,491,011
Security deposits	11,880	11,140
Restricted cash	70,430	70,359
Total other assets	2,709,492	2,572,510
TOTAL ASSETS	\$ 3,149,084	\$ 3,021,010
LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 339,596	\$ 426,786
Accrued payroll and payroll taxes	483,181	401,627
Due to related parties	435,314	326,604
Refundable advances	38,223	88,591
Total current liabilities	1,296,314	1,243,608
Other liabilities:		
Due to related party	317,603	317,603
Deferred rent	6,191,866	6,070,966
Total other liabilities	6,509,469	6,388,569
Total liabilities	7,805,783	7,632,177
Unrestricted net assets	(4,656,699)	(4,611,167)
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 3,149,084	\$ 3,021,010

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

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2015	2014
Operating revenue:		
State and local per pupil operating revenue	\$ 14,558,872	\$ 12,617,347
State and local per pupil facilities funding	142,041	-
Federal grants	494,210	394,474
Federal E-rate and IDEA	125,362	182,092
State and city grants	106,932	66,262
Total operating revenue	15,427,417	13,260,175
Operating expenses:		
Program services:		
Regular education	10,852,196	10,857,099
Special education	3,048,044	2,165,978
Total program services	13,900,240	13,023,077
Supporting services:		
Management and general	1,759,177	1,923,246
Total operating expenses	15,659,417	14,946,323
(Deficit) from operations	(232,000)	(1,686,148)
Support and other revenue:		
Fundraising activities	-	8,515
Contributions and private grants	25,001	1,010
Rental income	160,000	48,000
Interest and other income	1,467	3,926
Total support and other revenue	186,468	61,451
Changes in unrestricted net assets	(45,532)	(1,624,697)
Unrestricted net assets - beginning of year	(4,611,167)	(2,986,470)
Unrestricted net assets - end of year	\$ (4,656,699)	\$ (4,611,167)

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

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES:		
Changes in unrestricted net assets	\$ (45,532)	\$ (1,624,697)
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	328,588	326,274
(Increase) Decrease in certain assets:		
Grants and contracts receivable	(299,453)	(15,770)
Prepaid expenses and other current assets	11,653	(3,211)
Security deposits	(740)	(3,055)
Increase (Decrease) in certain liabilities:		
Accounts payable and accrued expenses	(87,190)	159,558
Accrued payroll and payroll taxes	81,554	25,397
Due to related parties	108,710	358,379
Refundable advances	(50,368)	59,855
Deferred rent	120,900	1,275,921
NET CASH PROVIDED BY OPERATING ACTIVITIES	168,122	558,651
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of property and equipment	(464,759)	(465,268)
(Increase) in restricted cash	(71)	(82)
NET CASH (USED IN) INVESTING ACTIVITIES	(464,830)	(465,350)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(296,708)	93,301
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	346,910	253,609
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 50,202	\$ 346,910

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

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

Nature of Organization

Brooklyn Ascend Charter School (the “School”) is a New York State, not-for-profit educational corporation that was incorporated on January 15, 2008 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was also 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. During 2013, the Board of Regents extended the School’s charter through June 30, 2018. The School will prepare kindergarten to twelfth grade students to thrive in competitive high schools and four year colleges. The School provided education to approximately 968 students in kindergarten through eighth grade during the 2014-2015 academic year.

Food and Transportation Services

The New York City Department of Education provides free lunches directly to some of the School’s students. Such costs are not included in these financial statements. The School covers the cost of lunches for families who experience hardship and who do not qualify for free lunches. The Office of Pupil Transportation provides free transportation to some of the School’s students.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in Section 170(b) (1) (A) (ii). The School is subject to income taxes only on net unrelated business income. The School did not have net unrelated business income for the years ended June 30, 2015 and 2014.

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

IRS Form 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2011, and prior.

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

Use of Estimates

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

Basis of Presentation

Financial statement presentation follows the requirements of Financial Accounting Standards Board ("FASB") in its Accounting Standards Codification ("ASC") 958-205. Under ASC 958-205, the School is required to report information regarding its financial position and activities according to three classes of net assets; unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The net assets classifications are described as follows:

Unrestricted

Unrestricted net assets of the School are assets whose use has not been restricted by an outside donor or by law. The unrestricted net assets represent the portion of expendable funds that are available for the support of the operations of the School.

Temporarily Restricted

Temporarily restricted net assets are used to differentiate resources, the use of which is restricted by donors or grantors to a specific time or period or for a specific purpose. Temporarily restricted gifts are recorded as additions to temporarily restricted net assets in the period received. When restricted net assets are expended for their stipulated purpose, temporarily restricted net assets become unrestricted net assets and are reported in the statements of activities as net assets released from restrictions.

Permanently Restricted

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

The School had no temporarily and permanently restricted net assets at June 30, 2015 and 2014.

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

Revenue and Support

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 temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

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

Cash and Cash Equivalents

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

Concentration of Credit Risk

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

Restricted Cash

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

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding, whereas the government agency retains legal title to the long lived asset is expensed as incurred. No amortization is recorded on construction in progress until property is placed into service. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Leasehold improvements	useful life or related lease
Furniture and fixtures	7 years
Equipment	3 and 5 years
Software	3 years
Website development	3 years

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

Refundable Advances

The School records certain government operating revenue as a refundable advance until related services are performed, at which time they are recognized as revenue.

Deferred Rent

The School records its rent in accordance with ASC 840-20 whereby all rental payments, including fixed rent increases, are recognized on a straight-line basis as an offset to rent expense. 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.

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2014 financial statements from which the summarized information was derived.

Reclassifications

Certain 2014 accounts have been reclassified to conform to the 2015 financial statements presentation. The reclassifications have no effect on 2014 total assets, liabilities, net assets, and change in net assets.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

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

NOTE 3 - PROPERTY AND EQUIPMENT

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

	<u>2015</u>	<u>2014</u>
Leasehold improvements	\$ 2,884,932	\$ 2,560,734
Furniture and fixtures	286,669	257,714
Equipment	633,379	582,931
Software	13,019	13,019
Website development	46,797	46,797
Construction in progress	<u>200,976</u>	<u>139,818</u>
	4,065,772	3,601,013
Less: Accumulated depreciation and amortization	<u>(1,438,590)</u>	<u>(1,110,002)</u>
	<u>\$ 2,627,182</u>	<u>\$ 2,491,011</u>

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 3 - PROPERTY AND EQUIPMENT (Continued)

Depreciation and amortization expense was \$328,588 and \$326,274 for the years ended June 30, 2015 and 2014, respectively.

Construction in progress at June 30, 2015 and 2014 consists of construction contributions towards the Pitkin facility, future home of Brooklyn Ascend High School (see Note 5).

NOTE 4 - RELATED PARTY TRANSACTIONS

The School is an affiliate of Ascend Learning, Inc. (“Ascend”), a New York State not-for-profit corporation. The School entered into an agreement with Ascend on May 1, 2008 to provide the School with its educational management services and designs. A new agreement was signed on April 12, 2012 and 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, 2015 and 2014, the School pays to Ascend an annual fee of 12% and 9% of the School’s per pupil operating revenue, per pupil facilities funding and federal Individuals with Disabilities Education Act revenue, respectively. Management fee for the years ended June 30, 2015 and 2014 amounted to \$1,180,198 and \$1,139,606, respectively. In addition, Ascend shares operating expenses with the School and for the years ended June 30, 2015 and 2014, net shared expenses amounted to \$172,413 and \$178,353, respectively.

The School entered into a sublease agreement with Ascend for four years commencing on July 1, 2011. There are two amendments to the agreement. The terms of the agreement permit Ascend to use the 6th floor of the building the School occupies. Ascend increased use of the floor over the term of the lease, and rent increased accordingly. For the years ended June 30, 2015 and 2014, rental income amounted to \$120,000 and \$48,000, respectively.

For the year ended June 30, 2015, the School hosted an afterschool program run by Ascend and funded by a DYCD grant. The School received \$40,000 for the use of space at the middle school.

The School is related to Brownsville Ascend Charter School (“Brownsville Ascend”), a charter school related by common management and Board members. On July 2012, the School entered into an agreement as a co-lessee with Brownsville Ascend to become tenants at 1501 Pitkin Avenue, Brooklyn, NY (see Note 5). For the years ended June 30, 2015 and 2014, Brownsville Ascend paid \$20,000 and \$25,000 on behalf of the School for its share of the rent due for future use of the space. Additionally, net shared salaries, equipment and other expenses between the schools amounted to \$16,873 and \$15,724 for the years ended June 30, 2015 and 2014, respectively.

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 4 - RELATED PARTY TRANSACTIONS (Continued)

The School is related to Bushwick Ascend Charter School (“Bushwick Ascend”), a charter school related by common management and Board members. The School shares and pays for shared salaries, equipment and other expenses on behalf of Bushwick Ascend in net the amount of \$8,384 and \$65,366 for the years ended June 30, 2015 and 2014, respectively.

The School is related to Canarsie Ascend Charter School (“Canarsie Ascend”), a charter school related by common management and Board members. The School shares and pays for expenses on behalf of Canarsie Ascend in the net amount of \$5,170 and \$17,576 for the years ended June 30, 2015 and 2014, respectively.

The School is related to Central Brooklyn Ascend Charter School (“Central Brooklyn Ascend”), a charter school related by common management and Board members. The School shares and pays for expenses on behalf of Central Brooklyn Ascend in the net amount of \$6,560 and \$-0- for the years ended June 30, 2015 and 2014, respectively.

The net balances due to (from) related parties consist of the following at June 30,:

	2015	2014
Ascend	\$ 736,976	\$ 645,026
Brownsville Ascend	86,569	49,696
Bushwick Ascend	(41,051)	(32,667)
Canarsie Ascend	(23,017)	(17,848)
Central Brooklyn Ascend	(6,560)	-
Net amounts due to related parties	\$ 752,917	\$ 644,207

The long term portion of due to related party at June 30, 2015, represents a balance of \$317,603 payable to Ascend at a future date to be determined by both boards of trustees.

As of the issuance of this report, balances due between the related schools remain the same. The current portion of the balance due to Ascend at June 30, 2015 has been reduced to \$212,622.

NOTE 5 - COMMITMENTS

Facility Lease

On March 19, 2008, the School 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. Phase I, which consists of the 2nd and 3rd floors of the building, was completed in August 2008. Phase II of the renovations, which consists of the 4th and 5th floors of the building, was completed in August 2009. Phase III of the renovations, which consists of the 6th floor of the building, was completed in September 2011. In prior years, the School had reimbursed the landlord a total of \$622,800 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.

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 5 - COMMITMENTS (Continued)

Facility Lease (Continued)

On January 19, 2011, the School 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. The School will gradually occupy the facility in four phases as it grows its middle school student population.

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

The future minimum lease payments for all three facilities are as follows:

Year ending June 30, 2016	\$ 2,419,700
2017	2,552,000
2018	2,641,450
2019	3,257,387
2020	3,603,087
Thereafter	<u>31,172,594</u>
	<u>\$ 45,646,218</u>

Rent expense is recognized on the straight-line basis. The differences between cash payments under the lease agreement and the straight-line rent have been recognized as deferred rent in the accompanying statements of financial position from inception of the lease. The differences between rent cash payments and straight-line rent charged in the statements of financial position amounted to \$120,900 and \$1,275,921 for the years ended June 30, 2015 and 2014, respectively. Deferred rent for the future high school facility will be recognized starting with the 2015-2016 academic year when the School moves into the Pitkin Avenue space.

Occupancy expense for the years ended June 30, 2015 and 2014 was \$2,726,390 and \$3,532,827, respectively.

Furniture and Equipment Leases

On August 2, 2012, the School signed a furniture and equipment lease agreement on behalf of Brownsville Ascend and Bushwick Ascend and billed each school for its share of expenses. On December 12, 2012, the School signed a certificate of acceptance recognizing the School as the recipient of leased furniture and equipment. As a result, the School began paying its share of the lease directly to the lessor. The lease is for three years expiring December 2015.

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 5 - COMMITMENTS (Continued)

Furniture and Equipment Leases (Continued)

On July 1, 2013, the School co-signed a new furniture and equipment lease agreement with co-lessees Ascend, Brownsville Ascend, Bushwick Ascend, and Canarsie Ascend. As a result, each party is responsible for paying its own share of the lease directly with the lessor. The lease is for three years expiring December 2016.

On June 17, 2014, the School co-signed a furniture and equipment lease agreement with co-lessees Ascend, Brownsville Ascend and Bushwick Ascend. As a result, each school is responsible for paying its own share of the lease directly to the lessor. The lease is for three years beginning October 1, 2014 and expiring September 2017.

On December 5, 2014, the School co-signed a furniture and equipment lease agreement with co-lessees Ascend, Brownsville Ascend and Bushwick Ascend. As a result, each school is responsible for paying its own share of the lease directly to the lessor. The lease is for three years beginning January 1, 2015 expiring December 2017.

On December 16, 2014, the School co-signed a furniture and equipment lease agreement with co-lessees, Brownsville Ascend and Bushwick Ascend. As a result, each school is responsible for paying its own share of the lease directly to the lessor. The lease is for one year expiring December 2015.

The future minimum rental payments under the non-cancelable operating leases are as follows:

Year ending June 30,	2016		\$ 629,586
	2017		383,779
	2018		<u>70,192</u>
			<u>\$ 1,083,557</u>

Lease expense under these operating leases for the years ended June 30, 2015 and 2014 was \$818,927 and \$558,394, respectively.

NOTE 6 - REVENUE CONCENTRATION

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

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 7 - CONTINGENCY

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

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSE

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

NOTE 9 - RETIREMENT PLAN

The School maintains a pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School will match employee contributions ranging from 2% and 4% of annual compensation. Employer match for the years ended June 30, 2015 and 2014 amounted to \$47,675 and \$25,206, respectively.

NOTE 10 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 30, 2015, the date the financial statements were available to be issued.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

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INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
BROOKLYN ASCEND CHARTER SCHOOL

We have audited the financial statements of Brooklyn Ascend Charter School as of and for the year ended June 30, 2015, and have issued our report thereon dated October 30, 2015, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


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

New York, New York
October 30, 2015

BROOKLYN ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

2015

	Program Services			Supporting Services		2014
	Regular Education	Special Education	Total	Management and General	Total	
Salaries and wages	\$ 5,267,076	\$ 1,556,197	\$ 6,823,273	\$ 598,224	\$ 7,421,497	\$ 6,073,408
Employee benefits and payroll taxes	975,615	288,253	1,263,868	110,808	1,374,676	1,071,652
Legal	-	-	-	20,413	20,413	-
Professional fees	260,718	68,925	329,643	86,003	415,646	1,163,505
Management fees	415,754	56,326	472,080	708,118	1,180,198	1,139,606
Consultants	-	-	-	-	-	49,844
Curriculum and classroom supplies	392,787	53,214	446,001	-	446,001	309,816
Office supplies	-	-	-	43,239	43,239	37,233
Non-capitalized furniture and equipment	31,968	9,445	41,413	3,631	45,044	61,355
Leased equipment	581,196	171,719	752,915	66,012	818,927	558,394
Communications	143,404	42,370	185,774	16,288	202,062	161,999
Occupancy	2,081,487	614,991	2,696,478	29,912	2,726,390	3,532,827
Repairs and maintenance	101,088	29,867	130,955	11,481	142,436	131,106
Security	76,496	22,601	99,097	8,689	107,786	89,401
Insurance	54,315	15,566	69,881	5,828	75,709	58,908
Marketing and recruiting	12,641	2,819	15,460	786	16,246	40,568
Staff development	99,225	19,096	118,321	4,704	123,025	85,326
Travel and meals	80,393	14,508	94,901	2,568	97,469	46,953
Postage, printing, and copying	13,058	3,858	16,916	1,482	18,398	5,210
Dues and subscriptions	31,774	9,388	41,162	3,608	44,770	2,570
Depreciation and amortization	233,201	68,901	302,102	26,486	328,588	326,274
Miscellaneous	-	-	-	10,897	10,897	368
	<u>\$ 10,852,196</u>	<u>\$ 3,048,044</u>	<u>\$ 13,900,240</u>	<u>\$ 1,759,177</u>	<u>\$ 15,659,417</u>	<u>\$ 14,946,323</u>

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

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

TO THE BOARD OF TRUSTEES OF
BROOKLYN ASCEND CHARTER SCHOOL

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 Brooklyn Ascend Charter School (the "School"), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2015.

Internal Control Over Financial Reporting

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

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

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

TO THE BOARD OF TRUSTEES OF
BROOKLYN ASCEND CHARTER SCHOOL

Compliance and Other Matters

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

Purpose of this Report

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


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

New York, New York
October 30, 2015

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2015-16 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Brooklyn Ascend Charter School

PROJECTED BUDGET FOR 2015-2016

July 1, 2015 to June 30, 2016

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	17,365,061	1,491,011	-	-	-	18,856,072
Total Expenses	12,736,547	2,987,816	575,490	-	2,313,232	18,613,085
Net Income	4,628,514	(1,496,805)	(575,490)	-	(2,313,232)	242,987
Actual Student Enrollment	1,024	131				1,155
Total Paid Student Enrollment	-	-				-

Assumptions
DESCRIPTION OF ASSUMPTIONS -
Please note assumptions when applicable

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
-------------------	-------------------	-------	-------------	----------------------	-------

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate
New York City DOE	\$13,877.00
School District 2 (Enter Name)	
School District 3 (Enter Name)	
School District 4 (Enter Name)	
School District 5 (Enter Name)	

16,027,935	-	-	-	-	16,027,935
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
16,027,935	-	-	-	-	16,027,935

Special Education Revenue	-	1,491,011	-	-	-	1,491,011
Grants						
Stimulus	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other State Revenue	91,800	-	-	-	-	91,800

NYSTL, NYSSL, NYSLIB

TOTAL REVENUE FROM STATE SOURCES **16,119,735** **1,491,011** **-** **-** **-** **17,610,746**

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	121,038	-	-	-	-	121,038
Title I	477,447	-	-	-	-	477,447
Title Funding - Other	18,944	-	-	-	-	18,944
School Food Service (Free Lunch)	-	-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other Federal Revenue	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	617,429	-	-	-	-	617,429

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising	3,444	-	-	-	-	3,444
Erate Reimbursement	222,147	-	-	-	-	222,147
Interest Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Development)	2,648	-	-	-	-	2,648
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	-	-	-	-	-	-
Other Local Revenue	399,658	-	-	-	-	399,658
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	627,897	-	-	-	-	627,897

TOTAL REVENUE **17,365,061** **1,491,011** **-** **-** **-** **18,856,072**

time equivalent)

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions
Executive Management	-
Instructional Management	16.00
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	11.00
Administrative Staff	-

-	-	-	-	-	-	-
1,116,689.49	222,112.45	-	-	193,008.06	-	1,531,810
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	726,330	-	726,330
-	-	-	-	-	-	-

Brooklyn Ascend Charter School

PROJECTED BUDGET FOR 2015-2016

July 1, 2015 to June 30, 2016

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	17,365,061	1,491,011	-	-	-	18,856,072	
Total Expenses	12,736,547	2,987,816	575,490	-	2,313,232	18,613,085	
Net Income	4,628,514	(1,496,805)	(575,490)	-	(2,313,232)	242,987	
Actual Student Enrollment	1,024	131				1,155	
Total Paid Student Enrollment	-	-				-	
PROGRAM SERVICES							SUPPORT SERVICES
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
TOTAL ADMINISTRATIVE STAFF	27	1,116,689	222,112	-	-	919,338	2,258,140
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	67.00	4,473,546	-	-	-	4,473,546	
Teachers - SPED	21.00	-	1,438,370	-	-	1,438,370	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	4.00	190,000	-	-	-	190,000	
Specialty Teachers	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	
Therapists & Counselors	7.00	-	488,690	-	-	488,690	
Other	-	-	86,800	-	-	86,800	
TOTAL INSTRUCTIONAL	99	4,663,546	1,438,370	575,490	-	6,677,406	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	126	5,780,235	1,660,482	575,490	919,338	8,935,546	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		593,884.22	118,125.12	-	-	102,646.66	814,656
Fringe / Employee Benefits		674,406.65	134,141.24	-	-	116,564.11	925,112
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		1,268,291	252,266	-	-	219,211	1,739,768
TOTAL PERSONNEL SERVICE COSTS		7,048,526	1,912,749	575,490	-	1,138,549	10,675,314
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	22,500	22,500
Legal		-	-	-	-	11,000	11,000
Management Company Fee		1,380,844.10	274,653.49	-	-	238,664.41	1,894,162
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	15,755	15,755
Special Ed Services		-	8,000	-	-	-	8,000
Titelment Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		112,630.50	22,402.50	-	-	19,467.00	154,500
TOTAL CONTRACTED SERVICES		1,493,475	305,056	-	-	307,386	2,105,917
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		153,637	-	-	-	-	153,637
Special Ed Supplies & Materials		-	13,000	-	-	-	13,000
Textbooks / Workbooks		104,300	-	-	-	-	104,300

Admin and Temp Staffing Services, Technology Services, Financial Management Services, and Substitutes

Brooklyn Ascend Charter School

PROJECTED BUDGET FOR 2015-2016

July 1, 2015 to June 30, 2016

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	17,365,061	1,491,011	-	-	-	18,856,072	
Total Expenses	12,736,547	2,987,816	575,490	-	2,313,232	18,613,085	
Net Income	4,628,514	(1,496,805)	(575,490)	-	(2,313,232)	242,987	
Actual Student Enrollment	1,024	131				1,155	
Total Paid Student Enrollment	-	-				-	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Supplies & Materials other	27,337.50	5,437.50	-	-	4,725.00	37,500	
Equipment / Furniture	16,767.00	3,335.00	-	-	2,898.00	23,000	
Telephone	86,751.00	17,255.00	-	-	14,994.00	119,000	
Technology	14,580.00	2,900.00	-	-	2,520.00	20,000	
Student Testing & Assessment	37,670	-	-	-	-	37,670	
Field Trips	28,000	-	-	-	-	28,000	
Transportation (student)	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	
Office Expense	-	-	-	-	143,480	143,480	
Staff Development	65,000	-	-	-	-	65,000	
Staff Recruitment	-	-	-	-	9,000	9,000	
Student Recruitment / Marketing	-	-	-	-	7,000	7,000	
School Meals / Lunch	-	-	-	-	47,000	47,000	
Travel (Staff)	-	-	-	-	3,000	3,000	
Fundraising	-	-	-	-	-	-	
Other	56,625.08	11,262.88	-	-	9,787.05	77,675	
TOTAL SCHOOL OPERATIONS	590,668	53,190	-	-	244,404	888,262	
FACILITY OPERATION & MAINTENANCE							
Insurance	69,535.67	13,830.83	-	-	12,018.51	95,385	
Janitorial	303,541.75	60,375.25	-	-	52,464.01	416,381	
Building and Land Rent / Lease	2,023,218.49	402,423.43	-	-	349,692.08	2,775,334	
Repairs & Maintenance	115,109.10	22,895.50	-	-	19,895.40	157,900	
Equipment / Furniture	628,100.57	124,930.84	-	-	108,560.59	861,592	
Security	48,843.00	9,715.00	-	-	8,442.00	67,000	
Utilities	200,475.00	39,875.00	-	-	34,650.00	275,000	
TOTAL FACILITY OPERATION & MAINTENANCE	3,388,824	674,046	-	-	585,723	4,648,592	
DEPRECIATION & AMORTIZATION	215,055.00	42,775.00	-	-	37,170.00	\$295,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	12,736,547	2,987,816	575,490	-	2,313,232	18,613,085	
NET INCOME	4,628,514	(1,496,805)	(575,490)	-	(2,313,232)	242,987	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
New York City	1,024	131	1,155				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	1,024	131	1,155				
REVENUE PER PUPIL	16,958	11,382	-				
EXPENSES PER PUPIL	12,438	22,808	498				



Audited Financial Statement Checklist

Created: 10/27/2015

Last updated: 11/01/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	No
CSP Agreed Upon Procedures (if applicable)	No
Management Letter	No
Report on Extracurricular Student Activity Accounts (if applicable)	No
Corrective Action Plans for any Findings	No

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	No
CSP Agreed Upon Procedures Report	No
Management Letter	No

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 09/29/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/20/2015

Last updated: 07/29/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Stephanie Mauterstock	[REDACTED]	Chair/Board President	Yes		06/2015-06/2016
2	Kathleen Quirk	[REDACTED]	Treasurer	Yes		06/2015-06/2016
3	Amanda Craft	[REDACTED]	Secretary	Yes		06/2015-06/2016
4	Christine Schlendorf	[REDACTED]	Trustee/Member	Yes		06/2015-06/2016
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

0

3. Total Number of Members Departing the Board during the 2014-15 school year

1

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

21

5. How many times did the Board meet during the 2014-15 school year?

10

6. How many times will the Board meet during the 2015-16 school year?

12

Thank you.

Appendix H: Enrollment and Retention Efforts, Brooklyn Ascend Charter School

Recruitment and Retention of SPED Students

At Ascend Learning, we are committed to closing the achievement gap for each and every child, including every student with special needs. We are committed to ensuring that students with special needs make dramatic academic, independence, and self-advocacy gains. Our approach to serving students with special needs is grounded in our mission of preparing all students for college.

Recruitment:

In our marketing efforts, the school works closely with the district Committee on Special Education (CSE) offices to reach out to all student populations, distributing promotional materials to childcare centers (including Head Start facilities) with SPED populations, early intervention programs, doctors' offices, the Brooklyn Early Childhood Direction Center, and other community agencies that serve children with disabilities. All marketing materials include explicit language stating that Brooklyn Ascend Charter School welcomes special education students. Using such a strategy, the school has attracted students with special needs in percentages comparable to the resident Community School District.

As part of the admissions process, all families are asked how they heard about the school, and the school tracks such referrals as a proxy for recruitment data on potential students with disabilities.

In each year of operation, the school has attracted more special education students than in the previous year as we have expanded by one grade each year.

As an example of our outreach efforts, in the 2014-2015 school year, the director of student services and the director of school operations participated in an outreach event by Resources for Children with Special needs where parents were able to learn about Ascend's special education programs, gather relevant marketing materials and submit applications.

Retention:

Faculty and staff at Brooklyn Ascend Charter School embrace students with special needs with the same enthusiasm they apply to all scholars at the school, communicating with words and actions appreciation, respect, and unfailing support. Faculty and staff communicate regularly with all parents via e-mail and phone, and at parent-teacher conferences and school events. Special meetings with parents of children with special needs (to discuss placement, changes of services, progress, and the like) provides additional opportunities for faculty and staff to gauge parental satisfaction and respond to any concerns—before they escalate to the point of a student's withdrawal.

Ascend's goal is to ensure that all scholars obtain a substantive and quality education regardless of their individual impediments or language requirements. We aim to meet these goals by offering a remedial program for both English and math, supplemental evidence-based instruction, a longer school year and several support settings including co-teaching.

Schools across the Ascend network have implemented a Response to Intervention Approach, which is a multi-tiered model. This means that each RTI tier provides more intensive support than the tier before it. Struggling students are provided additional support beyond what is provided in class, though they will continue to attend their main subject classes while they receive this extra help. Student progress will be monitored regularly by teachers, and support staff if appropriate, to ensure they show improvement toward meeting grade-level standards. Changes to the frequency, time, or

intensity of the intervention depend on students' individual needs and progress, and are reassessed regularly.

In the 2012-2013 school year, the Ascend Learning student support team created a special education parent group that has met several times across all schools in the Ascend network, including Brooklyn Ascend. The purposes of the group were support and education. Session topics have included Understanding Your Child's IEP, Knowing Your Child's Disability, and The Evaluation Process: What Does This Testing Really Mean?

Further, the Ascend network has expanded its Integrated Co-Teaching Model (ICT) to accommodate increasing student need. ICT is an integrated service through which students with disabilities are educated with age appropriate peers in the general education classroom. It provides students the opportunity to be educated alongside their non-disabled peers with the full-time support of a special education teacher throughout the day to assist in adapting and modifying instruction. Students with disabilities are able to receive intervention throughout the school day in real time, eliminating learning gaps from forming in the first place. The general education students also benefit from smaller group instruction and modification throughout the day.

The culture at Brooklyn Ascend is one of caring and compassion, such that students will value one another's differences, cheer for their peers who are struggling, and celebrate progress. All students are regarded as scholars and treated as such. No one is exempt from high expectations. Students who might otherwise be consigned to separate offerings and held to a lesser standard thrive with a program that builds their knowledge systematically. This powerful culture of achievement for *all* and emphasis on teamwork and sense of family have contributed to extremely low attrition rates at Brooklyn Ascend.

Brooklyn Ascend Charter School carefully tracks student performance and persistence. The school reports to the board of trustees on adherence to special education and other enrollment targets. The board monitors such data and holds the school's leadership team accountable for meeting the needs of students with identified special needs. The board currently conducts outreach and follow-up to families who withdraw their children from the school to determine why they elected to withdraw. While some student attrition results inevitably from family mobility, the trustees focus especially on families who indicate that they are withdrawing their children from the school because of dissatisfaction. The school documents all such reports, board discussions, and follow-up activities, and keeps these records on file for at least the full charter period. This documentation guides school leaders in adjusting their strategies should they experience difficulty meeting their enrollment targets; it also helps them identify patterns or trends in enrollment and attrition.

The school's most effective recruitment and retention tool is our parent body. The school closely works with parents to ensure they are getting the support they need, and that they are satisfied with the education and services that their children are receiving. Evidence of parent satisfaction and parent demand can be seen in our waitlist numbers. As of July 29, 2015, Brooklyn Ascend has a waiting list of 1,927 students for the 2015-2016 school year.

Recruitment and Retention of ELL Students

The school has all marketing materials translated into Spanish, and has a native speaker available at the school, which fosters inclusion of our non-English-speaking families, and helps to integrate the school more fully in the life of the community. All marketing materials include explicit language stating that Brooklyn Ascend Charter School does not discriminate against English language learners.

The school employs an outreach strategy to cultivate relationships with businesses and other organizations serving minority language communities in the district. For example, the school targets stores that are owned by members of minority-language communities or are frequented by non-English speakers, e.g., ethnic grocery stores and restaurants, as well as churches and daycare centers that serve minority-language populations. The school drops off and distributes dual-language flyers at these locations. The school documents all outreach efforts.

As described above, the school’s strong culture of achievement, respect, and compassion enfolds all students—including English language learners—in a powerful embrace, which we believe is one factor that has a positive impact on our retention rate. As noted, faculty and staff communicate regularly with all parents via e-mail and phone and at parent-teacher conferences and school events. Special meetings with parents of English language learners (to discuss placement, progress, and any issues) provide additional opportunities for faculty and staff to gauge parental satisfaction and respond proactively to any concerns.

The most powerful means of attracting and retaining English language learners, of course, is providing a program that helps students develop English language skills reliably and within a reasonable amount of time.

Recruitment and Retention: FRPL

As shown in the table below, Brooklyn Ascend Charter School serves a similar proportion of students who are eligible for free or reduced price lunch as that of the community school district in which the school is located. As a result, the school will not make any additions to its current student recruitment strategies to attract more students who are eligible applicants for the free and reduced price lunch program. According to school records, 80 percent of Brooklyn Ascend students applied for free or reduced price lunch in the 2014-2015 school year.

FRPL	
Brooklyn Ascend (2014-2015)	80%
Community School District 18 (2014-2015)	82%



Appendix I: Teacher and Administrator Attrition

Last updated: 07/28/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	60	41	28

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	26	6	3

Thank you



Appendix J: Uncertified Teachers

Created: 07/29/2015

Last updated: 07/30/2015

"thirty per centum or 5 teachers, whichever is less"

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

Charter School Name:

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

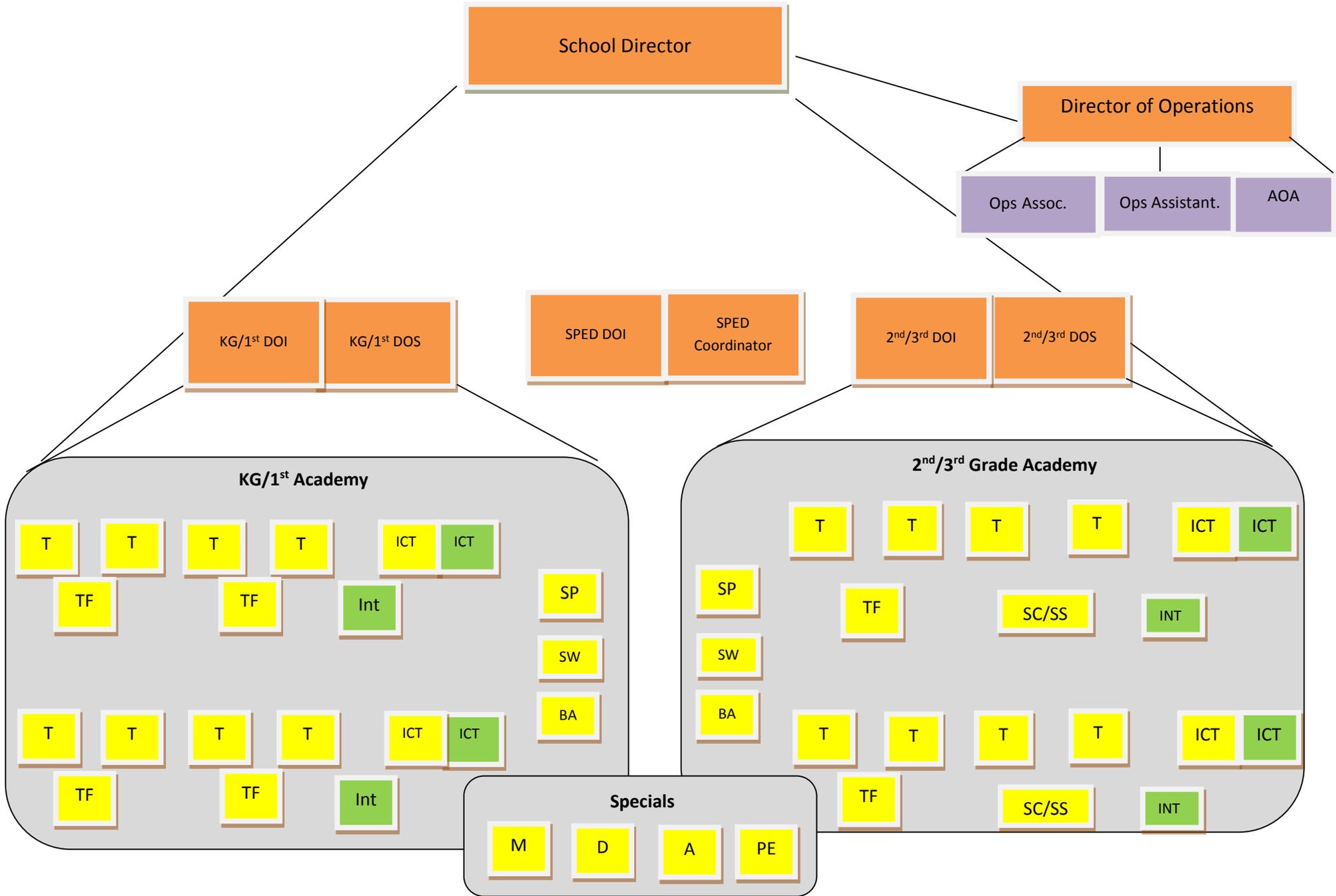
	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	26
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	1
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	1
FTE count of uncertified teachers who do not fit into any of the four statutory categories	8
Total	36.0

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

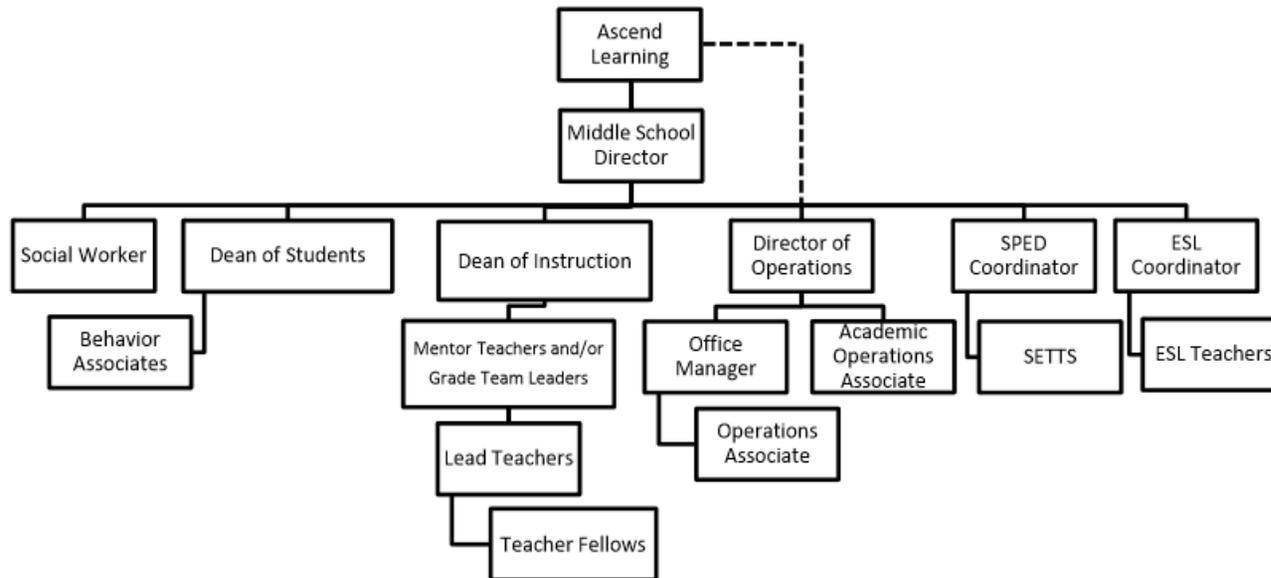
(No response)

Thank you.

**Brooklyn Ascend Lower School
205 Rockaway
2014-2015 Org Chart**



Brooklyn Ascend Middle School
123 East 98th Street
2014-2015 Org Chart



Appendix L: Mission and Key Design Elements, Brooklyn Ascend Charter School

Mission

The mission of the Brooklyn Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Students will, from the earliest grades, steadily build a strong foundation of learning habits, critical thinking skills, and knowledge; excel academically as they progress through the program, mastering high-level math and science; and ready themselves to graduate as confident young adults, prepared to succeed as college students, citizens, and leaders in their chosen fields.

Key Design Elements

- **Ascend’s Common Core Curriculum.** All Ascend schools teach to mastery a rigorous, sequential, Common Core-aligned college-preparatory curriculum composed of carefully selected, top-of-class commercial instructional programs and Ascend’s own program in the humanities. The curriculum has four principal aims: early literacy; close reading skills and writing; strong conceptual understanding of math; and the establishment of domain knowledge in the social and natural sciences that is a requirement for reading comprehension.
- **The Ascend Culture:** A powerful Ascend school culture, based on the Responsive Classroom philosophy, is constructed where students develop their internal capacity to self-manage and where consequences for behavior are logical, not punitive. The middle schools implement the Origins Developmental Designs program which recognizes adolescents’ needs for autonomy, competence, relationship, and fun, and fosters an environment where students feel connected, heard, empowered, and safe. The central focus of the middle school culture is the development of agency—students’ knowledge that they are in control of their own lives and can act of their own free choices.
- **Instructional Professional Development:** Ascend’s Teacher Planning and Development program ensures that teachers are involved in twice weekly, collaborative professional development sessions that deepen the quality of a teacher’s planning and preparation. Teacher teams engage in four different types of professional development sessions covering unit studies, planning and assessment, lesson debriefs and teach-backs, and the use of student data to drive instruction.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, August 31, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/9fb082dc75fe2aa3a8>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Christine	Schlendorf

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROOKLYN ASCEND CS (NYC CHANCELLOR) 331800860916

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Board Member
-

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

No

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

No

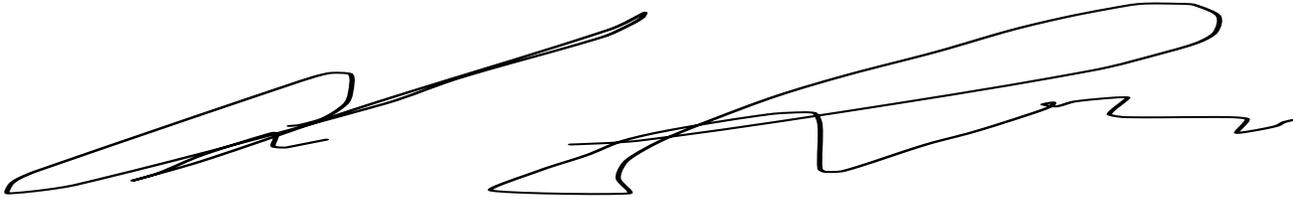
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several fluid, overlapping strokes that form a cursive-style name.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, September 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/e3d8bf647b3a0f7e25>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Stephanie	Mauterstock

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROOKLYN ASCEND CS (NYC CHANCELLOR) 331800860916

8. Select all positions you have held on the Board:

(check all that apply)

• Chair/President

• Treasurer

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

No

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

No

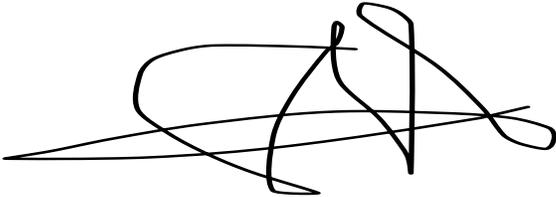
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the left.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/70430ca55595c873f9>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Lisa	Smith

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROOKLYN ASCEND CS (NYC CHANCELLOR) 331800860916

8. Select all positions you have held on the Board:

(check all that apply)

-
- Parent Representative
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Lisa Smith". The signature is written in a cursive style with a large, looped initial "L" and a distinct "S" at the end.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Sunday, November 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/bfc043846a9369763>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Amanda	Craft

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

BROOKLYN ASCEND CS (NYC CHANCELLOR) 331800860916

8. Select all positions you have held on the Board:

(check all that apply)

-
- Secretary
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Ala Craft", written in a cursive style.

Thank you.