



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

Created: 07/22/2015

Last updated: 07/30/2015

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)

BROWNSVILLE ASCEND CS (NYC CHANCELLOR) 332300860954

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 23

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1501 Pitkin Avenue, Brooklyn, NY 11212	██████████	██████████	████████████████████

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

5. SCHOOL WEB ADDRESS (URL)

<http://www.ascendlearning.org/>

6. DATE OF INITIAL CHARTER

2009-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-09-01 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.

784

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6
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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	347-464-7600		[REDACTED]	Yes
CFO (e.g., network CFO)	Andrew Epstein	347-464-7600	917-327-8157	[REDACTED]	Yes
Compliance Contact	Elena Day	917-741-5828	347-464-7600	[REDACTED]	Yes
Complaint Contact	Elena Day	917-741-5828	347-464-7600	[REDACTED]	Yes

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11. FACILITIES

Will the School maintain or operate multiple sites?

	Yes, 2 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)	1501 Pitkin Avenue, Brooklyn, NY 11212	347-294-2600	CSD 23	K-5	No	Rent/Lease
Site 2	1501 Pitkin Avenue, Brooklyn, NY 11212	347-294-2600	CSD 23	6-7	No	Rent/Lease
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Erica Murphy	[REDACTED]		[REDACTED]
Operational Leader	Aaron Daly	[REDACTED]		[REDACTED]
Compliance Contact	Elena Day	[REDACTED]		[REDACTED]
Complaint Contact	Elena Day	[REDACTED]		[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Emily Fernandez	[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

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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)
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1	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)Brownsville Ascend Charter 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 switch to Ascend's Version 2 instructional model required a different ESL curriculum and program.</p>		
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2	Other	<p>In line with its "Version 2" changes discussed above, Brooklyn Ascend Charter School also implemented a set of non-material revisions. (1)The school has replaced its previous "No Excuses" culture with the Responsive Classroom model in the lower schools grades to cultivate students' cooperation, assertiveness, responsibility, and empathy, as well as strengthen the Ascend student culture. (2)In the middle school, the Origins Developmental Designs approach replaced No Excuses. (3)Ascend Learning newly assumed the responsibilities for identifying or developing all curricula used in the school, as well as pacing charts, unit guides, assessments, academic and operational data systems, testing systems and reports, and professional development institutes and protocols. (4)The school has adopted a new practice for meeting the needs of students at risk of academic failure based on the Response to Intervention (RTI) approach. (5)Previously, too much time (roughly twice that of other charter networks) was devoted to assessment at the sacrifice of instructional time. (6)The teacher evaluation protocol has been revised to better reflect the revamped pedagogy of the Version 2 curriculum. (7) The school will determine the overall passing grade, instead of the previous model's pre-determined 60 percent.</p>		
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3	Other	<p>(8)The school's new approach to providing special education support consists of the Special Education Teacher Support Services (SETSS) model and Integrated Co-Teaching (ICT). (9)The switch to Ascend's Version 2 instructional model necessitates revision of the daily and weekly schedules, including longer periods, the provision of a daily intervention period after the regular day, and a middle school after-school enrichment program.(10) In Version 2, the school operates with a fuller leadership team based on a model used consistently across Ascend schools. (11)The school replaced the SABIS Student Management System with the Infinite Campus and Illuminate Data and Assessment Management Systems.</p>		
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>		
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).**

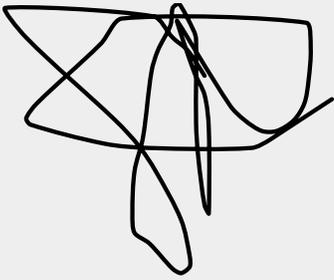
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large 'S' and ending with a long, sweeping horizontal line that curves upwards at the end.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, featuring several overlapping loops and a prominent vertical stroke.

Thank you.



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

Created: 07/27/2015

Last updated: 07/31/2015

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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=800000064233>



Appendix A: Progress Toward Goals

Created: 07/27/2015

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=800000064233>

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, at least 75 percent of 3rd-7th-graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination, except for the 2013-2014 school year, which will serve as a transition year for the Common Core, during which at least 50 percent of 3rd-7th-graders who have been enrolled at the school on BEDS day for at least two consecutive years 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	<p>Each year, at least 75 percent of 3rd-7th-graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State mathematics examination, except for the 2013-2014 school year, which will serve as a transition year for the Common Core, during which at least 50 percent of 3rd-7th-graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State mathematics examination.</p>	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>
Academic Goal 3	<p>Each year, 75 percent of 3rd-7th-graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State science examination.</p>	NYS Science Exam	Met.	N/A
Academic Goal 4	<p>Each year, 75 percent of 3rd-7th-graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State social studies examination. (Relevant for schools serving grades 5 and 8.)</p>	NYS Social Studies Exam	N/A. This data is no longer assessed by New York State.	N/A

<p>Academic Goal 5</p>	<p>For the school years 2013-14 through 2017-18, grade-level cohorts of students will reduce by one-half the gap between the percentage 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 6	For the school years 2013-14 through 2017-18, grade-level cohorts of students will reduce by one-half the gap between the percentage 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 7	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the community school district in which the school is located.	NYS ELA Exam	Met. Exceeds CSD 23 in all grades.	N/A
Academic Goal 8	Each year, the percent of students performing at or above Level 3 on the State math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the community school district in which the school is located.	NYS Math Exam	Met. Exceeds CSD 23 in all grades.	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
Academic Goal 9	From years 2-4, the school will receive a "B" or higher on the Student Progress section of the NYCDOE Progress Report.	NYCDOE School Quality Report	Data not yet published	N/A
Academic Goal 10	Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	NYS Report Card	Met.	N/A
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				

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
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Org Goal 1	Each year, the school will have a daily student attendance rate of at least 95 percent. This will be measured by school reported data from an attendance tracking system such as ATS on the Annual Report submitted August 1. The figure will be calculated by ((sum of the total number of days absent for each child in the school total number of possible school days) divided by (total number of students)) times (total number of students).	Student information system	Met. The school had a daily attendance rate of 95 percent.	N/A
Org Goal 2	Each year, at least 95 percent of all students enrolled on the last day of the school year will return the following September.	Student information system	Met. 95% returned.	N/A
Org Goal 3	90 percent 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. (Students will be asked to respond on a scale of "very prepared," "prepared," "neither prepared nor unprepared," and "unprepared.")	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 the 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 New York State Charter Act certification requirements.	The school is actively ensuring that teachers are on a path to certification or enrolled in an alternative certification program.
Org Goal 5	Each year, student enrollment will be within 15 percent of full enrollment as defined in the school's contract. Bi-monthly invoices will indicate this stability.	Student information system	Met.	N/A

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

Yes

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. 86% of parents responded that they "agree" or "strongly agree."	To better ensure the safety of its scholars, the school is working diligently to improve its implementation of the Responsive Classroom and Developmental Designs cultures at the lower and middle schools, respectively. In Responsive Classroom students treat each other with respect and dignity, and engage in productive collaboration and problem solving. Developmental Designs encourage teachers and students to employ a process of reflection and feedback to resolve problems that arise in the school community.
Org Goal 8	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.	NYCDOE School Survey	No longer applicable. The NYCDOE School Survey has revised its survey domains, with no composite scores for the new domains at the level of parent responses.	N/A

Org Goal 9	<p>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.</p>	N/A	<p>Met. The board 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.</p>	N/A
Org Goal 10	<p>Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.</p>	NYCDOE School Survey	<p>No longer applicable. The NYCDOE School Survey has revised its survey domains, with no composite scores for the new domains at the level of teacher responses.</p>	N/A
Org Goal 11	<p>Each year, students in grades 5 and higher will express satisfaction with the school as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50 percent or more of students enrolled participate in the survey.</p>	NYCDOE School Survey	<p>No longer applicable. The NYCDOE School Survey has revised its survey domains, with no composite scores for the new domains at the level of teacher responses.</p>	N/A
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 every school year, 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	As required by the NYCDOE, each year, the school will operate on a balanced budget and maintain a stable cash flow, following the technical guidance provided by the DOE.	Monthly financial statements	Met. In the 2014-2015 school year, Brownsville 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

Last updated: 07/31/2015

Page 1

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	12124074
Line 2: Year End Per Pupil Count	795
Line 3: Divide Line 1 by Line 2	15250

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)	745333
Line 2: Management and General Cost (Column)	890777
Line 3: Sum of Line 1 and Line 2	1636110
Line 4: Year End Per Pupil Count	795
Line 5: Divide Line 3 by the Year End Per Pupil Count	2058

Thank you.

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

FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

BROWNSVILLE 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
BROWNSVILLE ASCEND CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of Brownsville 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 auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 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.

Other Matters

Report on Summarized Comparative Information

We have previously audited the School's 2014 financial statements, and our report dated October 27, 2014, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Report on Schedule of Expenditures of Federal Awards Required by OMB Circular A-133

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 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

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

	2015	2014
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 433,148	\$ 313,776
Grants and contracts receivable	329,656	185,865
Due from related parties	372,220	-
Prepaid expenses and other current assets	19,967	82,095
Total current assets	1,154,991	581,736
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$630,220 and \$453,658, respectively	2,006,845	1,866,852
Security deposits	43,560	41,265
Restricted cash	70,343	70,273
Total other assets	2,120,748	1,978,390
TOTAL ASSETS	\$ 3,275,739	\$ 2,560,126
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 382,005	\$ 350,750
Accrued payroll and payroll taxes	406,494	313,346
Other current liability	21,397	-
Due to related parties	-	57,540
Refundable advances	55,804	27,507
Total current liabilities	865,700	749,143
Long-term liabilities:		
Loan payable - related party	200,000	200,000
Deferred rent	1,463,650	969,013
Total liabilities	2,529,350	1,918,156
Unrestricted net assets	746,389	641,970
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 3,275,739	\$ 2,560,126

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

BROWNSVILLE 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	\$ 11,746,348	\$ 9,606,045
State and local per pupil facilities funding	232,142	-
Federal grants	883,013	753,125
Federal E-rate	33,381	82,405
State and city grants	73,272	50,662
Total operating revenue	12,968,156	10,492,237
Operating expenses:		
Program services:		
Regular education	9,308,320	8,311,754
Special education	1,759,930	1,340,900
Total program services	11,068,250	9,652,654
Supporting services:		
Management and general	2,260,085	1,503,489
Total operating expenses	13,328,335	11,156,143
(Deficit) from operations	(360,179)	(663,906)
Support and other revenue:		
Fundraising activities	19,124	18,077
Rental income	427,553	-
Interest and other income	17,921	3,194
Total support and other revenue	464,598	21,271
Changes in unrestricted net assets	104,419	(642,635)
Unrestricted net assets - beginning of year	641,970	1,284,605
Unrestricted net assets - end of year	\$ 746,389	\$ 641,970

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

BROWNSVILLE 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	\$ 104,419	\$ (642,635)
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	176,562	207,728
(Increase) Decrease in certain assets:		
Grants and contracts receivable	(143,791)	(26,548)
Prepaid expenses and other current assets	62,128	38,945
Other receivable	-	447,688
Security deposits	(2,295)	6,135
Increase (Decrease) in certain liabilities:		
Accounts payable and accrued expenses	31,255	20,795
Accrued payroll and payroll taxes	93,148	71,272
Other liability	21,397	(404,346)
Due to (from) related parties	(429,760)	(57,565)
Refundable advances	28,297	27,507
Deferred rent	494,637	533,965
NET CASH PROVIDED BY OPERATING ACTIVITIES	435,997	222,941
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of property and equipment	(316,555)	(363,528)
(Increase) in restricted cash	(70)	(82)
NET CASH (USED IN) INVESTING ACTIVITIES	(316,625)	(363,610)
CASH FLOWS FROM FINANCING ACTIVITY		
Proceeds from loan payable - related party	-	200,000
NET INCREASE IN CASH AND CASH EQUIVALENTS	119,372	59,331
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	313,776	254,445
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 433,148	\$ 313,776

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

BROWNSVILLE 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

Brownsville Ascend Charter School (the “School”) is a New York State, not-for-profit educational corporation that was incorporated on October 20, 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 13, 2009 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York (the “Board of Regents”). In December 2013, the Board of Regents extended the School’s charter through June 30, 2017. The School will prepare kindergarten to twelfth grade students to thrive in competitive four year colleges. During the 2014-2015 academic year, the School provided education to approximately 793 students in kindergarten through sixth grade.

Food and Transportation Services

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

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 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 year ended June 30, 2011.

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

Permanently Restricted

Permanently restricted net assets of the School are assets 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.

BROWNSVILLE 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	5 years
Equipment	3 and 5 years
Software	3 years
Website development	3 years

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

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 as of June 30,:

	2015	2014
Leasehold improvements	\$ 1,790,424	\$ 1,564,573
Furniture and fixtures	76,560	73,510
Equipment	363,968	276,096
Software	15,519	15,520
Website development	46,797	46,797
Construction in progress	343,797	344,014
	2,637,065	2,320,510
Less: Accumulated depreciation and amortization	(630,220)	(453,658)
	\$ 2,006,845	\$ 1,866,852

Depreciation and amortization expense was \$176,562 and \$207,728 for the years ended June 30, 2015 and 2014, respectively.

Construction in progress consists of architect fees and leasehold improvements associated with phase III construction, for the 5th floor and lower level, of the School's permanent facility as well as work on the rooftop playground.

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

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 March 23, 2009 to provide the School with its educational management services and designs. As per the management agreement, Ascend is to select and implement the School’s educational program, the professional development activities for all the School personnel, manage the School’s business administration, and provide a suitable facility for the School. 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 revenue and federal Individuals with Disabilities Education Act revenue, respectively. Management fees for the years ended June 30, 2015 and 2014 amounted to \$1,443,377 and \$866,887, respectively. In addition, Ascend shared expenses with the School and for the years ended June 30, 2015 and 2014 net shared expenses amounted to \$517,396 and \$250,076, respectively.

On September 30, 2013, the School received an interest-free loan of \$200,000 from Ascend. The proceeds were used to finance the School’s operations. The outstanding principal balance of the loan at June 30, 2014 was \$200,000. The loan matures on June 30, 2019, at which time the outstanding balance will be due in full.

On July 2, 2012, The School entered into an agreement as a co-lessee with Brooklyn Ascend Charter School (“Brooklyn Ascend”), a charter school related by common management and Board members, to become tenants at 1501 Pitkin Avenue, Brooklyn, NY (see Note 5). For the year ended June 30, 2015 and 2014, the School paid \$20,000 and \$25,000 on behalf of Brooklyn Ascend for its share of the rent due for future use of the space. Additionally, Brooklyn Ascend shares and pays for salaries and other expenses in the net amounts of \$16,873 and \$15,724 for the years ended June 30, 2015 and 2014, respectively.

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 salaries and other expenses on behalf of Bushwick Ascend in the net amounts of \$46,094 and \$32,207 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 amounts of \$10,264 and \$11,629 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 facility and other expenses on behalf of Central Brooklyn Ascend in the net amounts of \$160,129 and \$-0- for the years ended June 30, 2015 and 2014, respectively.

BROWNSVILLE 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 entered into a sublease agreement with Central Brooklyn Ascend for one year commencing on July 1, 2014 to use a portion of the 6th floor at 1501 Pitkin Avenue, Brooklyn, NY. For the years ended June 30, 2015 and 2014, rental income amounted to \$427,553 and \$-0-, respectively.

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

	2015	2014
Ascend	\$ 118,468	\$ 152,350
Brooklyn Ascend	(86,569)	(49,696)
Bushwick Ascend	(79,579)	(33,485)
Canarsie Ascend	(21,893)	(11,629)
Central Brooklyn Ascend	(302,647)	-
Net amounts due to (from) related parties	\$ (372,220)	\$ 57,540

As of the issuance of this report, the net balances due to related parties at June 30, 2015 remain outstanding.

NOTE 5 - COMMITMENTS

Facility Lease

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

The School's share of future minimum lease payments is as follows:

Year ending June 30,		\$ 2,129,120
	2016	2,772,438
	2017	2,780,170
	2018	2,990,641
	2019	2,913,951
	2020	38,183,171
	Thereafter	\$ 51,769,491

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

NOTE 5 - COMMITMENTS (Continued)

Facility Lease (continued)

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 \$494,637 and \$533,965 for the years ended June 30, 2015 and 2014, respectively.

Occupancy expense for the years ended June 30, 2015 and 2014 amounted to \$2,719,187 and \$2,444,823, respectively.

Service Agreement

On May 10, 2013, the School entered into an agreement for the monitoring, inspection and service of the fire alarm system at the School's Pitkin facility. As per the terms of the agreement, the contract is for a period of three years from May 1, 2013 to May 1, 2016.

The future minimum service payments under the agreement for the year ending June 30, 2016, amounted to \$13,070.

Furniture and Equipment Leases

On August 2, 2012, Brooklyn Ascend signed a furniture and equipment lease agreement on behalf of the Schools 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.

On December 12, 2012, an amendment to one of the leases under Brooklyn Ascend recognized the School as the recipient of the 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.

On July 1, 2013, the School co-signed a furniture and equipment lease agreement with co-lessees Ascend, Brooklyn 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.

BROWNSVILLE 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 June 17, 2014, the School co-signed a furniture and equipment lease agreement with co-lessees Ascend, Brooklyn 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, Brooklyn 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 Ascend, Brooklyn 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 minimum future rental payments under the five non-cancelable operating leases are as follows:

Year ending June 30,	2016	\$	461,983
	2017		273,120
	2018		60,219
			<u>795,322</u>

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.

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.

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

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% to 4% of annual compensation. Employer match for the years ended June 30, 2015 and 2014 amounted to \$42,497 and \$21,376, 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

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
BROWNSVILLE ASCEND CHARTER SCHOOL

We have audited the financial statements of Brownsville 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

BROWNSVILLE 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	\$ 4,087,301	\$ 842,439	\$ 4,929,740	\$ 664,855	\$ 5,594,595	
Employee benefits and payroll taxes	792,314	163,305	955,619	128,881	1,084,500	816,911
Legal fees	-	-	-	37,297	37,297	4,815
Professional fees	32,163	3,252	35,415	50,656	86,071	856,368
Management fees	524,331	53,019	577,350	866,027	1,443,377	866,887
Consultants - education	10,279	1,039	11,318	-	11,318	4,136
Curriculum and classroom supplies	338,967	34,275	373,242	-	373,242	174,099
Office supplies	-	-	-	24,880	24,880	20,694
Non-capitalized furniture and equipment	9,622	1,983	11,605	1,565	13,170	23,401
Leased equipment, furniture, and fixtures	436,734	90,016	526,750	71,039	597,789	426,864
Communications	68,896	14,200	83,096	11,207	94,303	75,188
Occupancy	1,986,585	409,457	2,396,042	323,145	2,719,187	2,444,823
Insurance	40,645	8,339	48,984	6,553	55,537	43,631
Repairs and maintenance	140,263	28,910	169,173	22,816	191,989	119,319
Security	19,682	4,057	23,739	3,202	26,941	76,886
Marketing and recruiting	22,140	4,059	26,199	2,821	29,020	49,586
Staff development	115,298	13,461	128,759	3,939	132,698	54,468
Travel and meals	515,022	53,476	568,498	2,165	570,663	450,131
Postage, printing, and copying	12,874	2,654	15,528	2,094	17,622	4,585
Dues and subscriptions	26,211	5,402	31,613	4,265	35,878	4,359
Depreciation and amortization	128,993	26,587	155,580	20,982	176,562	207,728
Miscellaneous	-	-	-	11,696	11,696	1,794
	\$ 9,308,320	\$ 1,759,930	\$ 11,068,250	\$ 2,260,085	\$ 13,328,335	\$ 11,156,143

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 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
BROWNSVILLE 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 Brownsville 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 entity'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
BROWNSVILLE 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

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 ON COMPLIANCE FOR
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

TO THE BOARD OF TRUSTEES OF
BROWNSVILLE ASCEND CHARTER SCHOOL

Report on Compliance for Each Major Federal Program

We have audited Brownsville Ascend Charter School's (the "School") compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2015. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

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

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

TO THE BOARD OF TRUSTEES OF
BROWNSVILLE ASCEND CHARTER SCHOOL

Report on Internal Control over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.


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

New York, New York
October 30, 2015

BROWNSVILLE ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR YEAR ENDED JUNE 30, 2015

A - SUMMARY OF AUDITORS' RESULTS

1. The auditors' report expresses an unmodified opinion on the financial statements of Brownsville Ascend Charter School.
2. No significant deficiencies and no material weaknesses were discovered during the audit of the financial statements.
3. No instances of noncompliance material to the financial statements of Brownsville Ascend Charter School, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.
4. No significant deficiencies and no material weaknesses relating to the audit of the major federal award programs are reported in accordance with OMB Circular A-133.
5. The auditors' report on compliance for the major federal award programs for Brownsville Ascend Charter School expresses an unmodified opinion on all major federal programs.
6. No audit findings relative to the major federal award programs for Brownsville Ascend Charter School are reported in this schedule.
7. The programs tested as major programs included:
 - Title I Part A, CFDA No. 84.010
 - Child Nutrition Cluster, National School Breakfast Program, CFDA No. 10.553
 - Child Nutrition Cluster, National School Lunch Program, CFDA No. 10.555
8. The threshold used for distinguishing between Type A and B programs was \$300,000.
9. Brownsville Ascend Charter School did not qualify as a low-risk auditee.

B - FINDINGS - FINANCIAL STATEMENTS AUDIT

None

C - FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARD PROGRAMS AUDIT

None

BROWNSVILLE ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2015

Federal Grantor Pass-through Grantor Program Name/Cluster	Federal CFDA Number	Federal Expenditures
U.S. Department of Education:		
Passed through the New York State		
Education Department:		
Title I Part A	84.010	\$ 309,378
Title II Part A	84.367	8,207
Passed through the New York City		
Department of Education:		
Special Education - IDEA	84.027	<u>35,872</u>
Total U.S. Department of Education		<u>353,457</u>
U.S. Department of Agriculture:		
Passed through the New York State		
Education Department:		
Child Nutrition Cluster		
National School Breakfast Program	10.553	166,216
National School Lunch Program	10.555	<u>363,340</u>
Total U.S. Department of Agriculture		<u>529,556</u>
Total Expenditures of Federal Awards		<u><u>\$ 883,013</u></u>

See accompanying notes to schedule of expenditures of federal awards.

BROWNSVILLE ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2015

NOTE A - BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Brownsville Ascend Charter School and is presented on the accrual basis of accounting for the year ended June 30, 2015. The information in this schedule is presented in accordance with the requirements on OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

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.

Brownsville Ascend Charter School
PROJECTED BUDGET FOR 2015-2016

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

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	14,232,594	1,038,216	-	-	-	15,270,810
Total Expenses	10,093,757	1,637,638	261,941	-	3,047,883	15,041,220
Net Income	4,138,837	(599,422)	(261,941)	-	(3,047,883)	229,590
Actual Student Enrollment	820	82				902
Total Paid Student Enrollment	-	-				-

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

\$13,877.00

- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)

12,517,054	-	-	-	-	12,517,054
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
12,517,054	-	-	-	-	12,517,054

Special Education Revenue

-	962,832	-	-	-	962,832
---	---------	---	---	---	---------

Grants

Stimulus

-	-	-	-	-	-
---	---	---	---	---	---

Other

-	-	-	-	-	-
---	---	---	---	---	---

Other State Revenue

71,692	-	-	-	-	71,692
--------	---	---	---	---	--------

TOTAL REVENUE FROM STATE SOURCES

12,588,746	962,832	-	-	-	13,551,578
-------------------	----------------	----------	----------	----------	-------------------

NYSLIB

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

-	75,384	-	-	-	75,384
---	--------	---	---	---	--------

Title I

351,117	-	-	-	-	351,117
---------	---	---	---	---	---------

Title Funding - Other

9,314	-	-	-	-	9,314
-------	---	---	---	---	-------

School Food Service (Free Lunch)

16,132	-	-	-	-	16,132
--------	---	---	---	---	--------

Grants

Charter School Program (CSP) Planning & Implementation

-	-	-	-	-	-
---	---	---	---	---	---

Other

-	-	-	-	-	-
---	---	---	---	---	---

Other Federal Revenue

-	-	-	-	-	-
---	---	---	---	---	---

TOTAL REVENUE FROM FEDERAL SOURCES

376,563	75,384	-	-	-	451,947
----------------	---------------	----------	----------	----------	----------------

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

-	-	-	-	-	-
---	---	---	---	---	---

Erate Reimbursement

137,595	-	-	-	-	137,595
---------	---	---	---	---	---------

Interest Income, Earnings on Investments,

1,600	-	-	-	-	1,600
-------	---	---	---	---	-------

NYC-DYCD (Department of Youth and Community Developmt.)

-	-	-	-	-	-
---	---	---	---	---	---

Food Service (Income from meals)

669,482	-	-	-	-	669,482
---------	---	---	---	---	---------

Text Book

-	-	-	-	-	-
---	---	---	---	---	---

Other Local Revenue

458,608	-	-	-	-	458,608
---------	---	---	---	---	---------

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

1,267,285	-	-	-	-	1,267,285
------------------	----------	----------	----------	----------	------------------

TOTAL REVENUE

14,232,594	1,038,216	-	-	-	15,270,810
-------------------	------------------	----------	----------	----------	-------------------

equivalent)

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

-

-	-	-	-	-	-
---	---	---	---	---	---

Instructional Management

11.00

1,082,354	-	-	-	-	1,082,354
-----------	---	---	---	---	-----------

Deans, Directors & Coordinators

-

-	-	-	-	-	-
---	---	---	---	---	---

CFO / Director of Finance

-

-	-	-	-	-	-
---	---	---	---	---	---

Operation / Business Manager

22.00

-	-	-	-	918,759	918,759
---	---	---	---	---------	---------

Administrative Staff

-

-	-	-	-	-	-
---	---	---	---	---	---

TOTAL ADMINISTRATIVE STAFF

33

1,082,354	-	-	-	918,759	2,001,113
------------------	----------	----------	----------	----------------	------------------

Brownsville Ascend Charter School
PROJECTED BUDGET FOR 2015-2016

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

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	14,232,594	1,038,216	-	-	-	15,270,810
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Net Income	4,138,837	(599,422)	(261,941)	-	(3,047,883)	229,590
Actual Student Enrollment	820	82				902
Total Paid Student Enrollment	-	-				-

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	52.00	3,329,001	-	-	-	3,329,001
Teachers - SPED	14.00	-	784,496	-	-	784,496
Substitute Teachers	1.00	48,124	-	-	-	48,124
Teaching Assistants	1.00	55,000	-	-	-	55,000
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	5.00	-	-	261,941	-	261,941
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	73	3,432,125	784,496	261,941	-	4,478,562

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	33,055	33,055
TOTAL NON-INSTRUCTIONAL	-	-	-	-	33,055	33,055

SUBTOTAL PERSONNEL SERVICE COSTS

106	4,514,479	784,496	261,941	-	951,814	6,512,730
------------	------------------	----------------	----------------	----------	----------------	------------------

PAYROLL TAXES AND BENEFITS

Payroll Taxes		441,776	71,159	-	-	80,053	592,988
Fringe / Employee Benefits		555,081	89,409	-	-	100,585	745,075
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		996,857	160,568	-	-	180,639	1,338,063

TOTAL PERSONNEL SERVICE COSTS

	5,511,336	945,064	261,941	-	1,132,453	7,850,793
--	------------------	----------------	----------------	----------	------------------	------------------

CONTRACTED SERVICES

Accounting / Audit		-	-	-	-	23,000	23,000
Legal		-	-	-	-	6,000	6,000
Management Company Fee		1,461,648	235,433	-	-	264,862	1,961,943
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	18,263	18,263
Special Ed Services		-	1,000	-	-	-	1,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	64,960	64,960
TOTAL CONTRACTED SERVICES		1,461,648	236,433	-	-	377,085	2,075,166

Management Services, and Substitutes

SCHOOL OPERATIONS

Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		73,000	-	-	-	-	73,000
Special Ed Supplies & Materials		-	6,500	-	-	-	6,500
Textbooks / Workbooks		97,692	-	-	-	-	97,692
Supplies & Materials other		18,625	3,000	-	-	3,375	25,000
Equipment / Furniture		26,412	4,254	-	-	4,786	35,452
Telephone		48,023	7,735	-	-	8,702	64,460

and Phys. Ed Supply & Equipment

Expense

Capitalized

Brownsville Ascend Charter School
PROJECTED BUDGET FOR 2015-2016

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

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
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Net Income	4,138,837	(599,422)	(261,941)	-	(3,047,883)	229,590
Actual Student Enrollment	820	82				902
Total Paid Student Enrollment	-	-				-

PROGRAM SERVICES

SUPPORT SERVICES

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

Technology	7,450	1,200	-	-	1,350	10,000	
Student Testing & Assessment	24,808	-	-	-	-	24,808	
Field Trips	49,000	-	-	-	-	49,000	
Transportation (student)	-	-	-	-	8,500	8,500	
Student Services - other	-	-	-	-	-	-	
Office Expense	-	-	-	-	72,337	72,337	Printing and Copying, Postage and Delivery, Copier Leased
Staff Development	84,750	-	-	-	-	84,750	
Staff Recruitment	-	-	-	-	7,500	7,500	
Student Recruitment / Marketing	-	-	-	-	4,000	4,000	
School Meals / Lunch	-	-	-	-	819,604	819,604	Services
Travel (Staff)	-	-	-	-	2,000	2,000	
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	118,558	118,558	Expense
TOTAL SCHOOL OPERATIONS	429,759	22,689	-	-	1,050,712	1,503,161	

FACILITY OPERATION & MAINTENANCE

Insurance	46,221	7,445	-	-	8,376	62,041	
Janitorial	30,545	4,920	-	-	5,535	41,000	supplies,
Building and Land Rent / Lease	1,494,679	240,754	-	-	270,848	2,006,280	reimbursement
Repairs & Maintenance	109,403	17,622	-	-	19,825	146,850	
Equipment / Furniture	461,104	74,272	-	-	83,556	618,932	
Security	-	-	-	-	-	-	
Utilities	189,314	30,494	-	-	34,305	254,113	
TOTAL FACILITY OPERATION & MAINTENANCE	2,331,266	375,506	-	-	422,444	3,129,216	

DEPRECIATION & AMORTIZATION

	157,775	25,413	-	-	28,590	211,778	
--	---------	--------	---	---	--------	---------	--

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

	201,974	32,533	-	-	36,599	271,106	
--	---------	--------	---	---	--------	---------	--

TOTAL EXPENSES	10,093,757	1,637,638	261,941	-	3,047,883	15,041,220	
-----------------------	-------------------	------------------	----------------	----------	------------------	-------------------	--

NET INCOME	4,138,837	(599,422)	(261,941)	-	(3,047,883)	229,590	
-------------------	------------------	------------------	------------------	----------	--------------------	----------------	--

ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
New York City	820	82	902
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	820	82	902

REVENUE PER PUPIL

	17,357	12,661	-
--	--------	--------	---

EXPENSES PER PUPIL

	12,309	19,971	290
--	--------	--------	-----



Audited Financial Statement Checklist

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)	Yes
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: 11/01/2015

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

Last updated: 07/27/2015

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, Brownsville 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 Brownsville Ascend Charter School welcomes special education students. Ascend Learning also plans to invite heads of local Head Start facilities and CSEs to a special breakfast presentation about the school's program.

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 and gather relevant marketing materials and submit applications.

Retention:

Faculty and staff at Brownsville 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 Brownsville 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 Brownsville 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 Brownsville Ascend.

Brownsville 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 annually rolling wait list. As of July 29, 2015, Brownsville Ascend has a waiting list of 1, 883 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 Brownsville 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 enfold 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, Brownsville Ascend Charter School has 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, 86 percent of Brownsville Ascend students applied for free or reduced price lunch in the 2014-2015 school year.

FRPL	
Brownsville Ascend (2014-2015)	86%
Community School District 23 (2014-2015)	88%



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
	58	20	9

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	0	0

Thank you



Appendix J: Uncertified Teachers

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	21
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(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	6
Total	28.0

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.

Brownsville Ascend

Organizational Structure 2014-2015

Lower School

Board of Directors

School Director

DOO

Operations Manager,
Operations Associate,
Operations Assistant,
Academic operations
Associate, nurse, lunch staff,
security, facilities

Key:

T= teacher
TF= Teaching Fellow
ICT= Integrated Co Teaching
SPN= Spanish
INT= Intensives
SC/ SS= Science / Social Studies
MT= Master Teacher
DOI= Dean of Instruction
DOS= Dean of Students
DOO= Director of Operations

Social Worker

KG/1st DOI

KG/1st DOS

2nd/3rd DOI

2nd/3rd DOS

Social Worker

4th/5th DOI

4th/5th DOS

SPED
Coordinator

Behavior
Associate

Behavior
Associate

Behavior
Associate

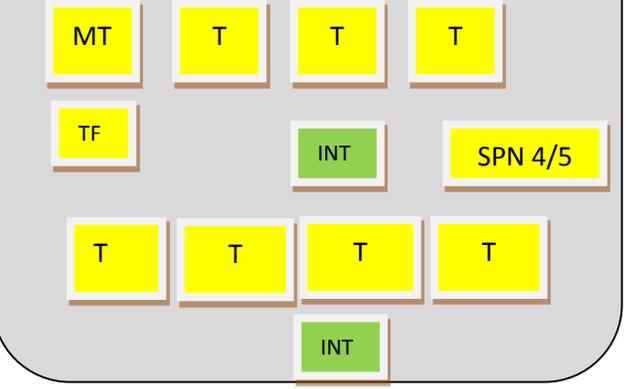
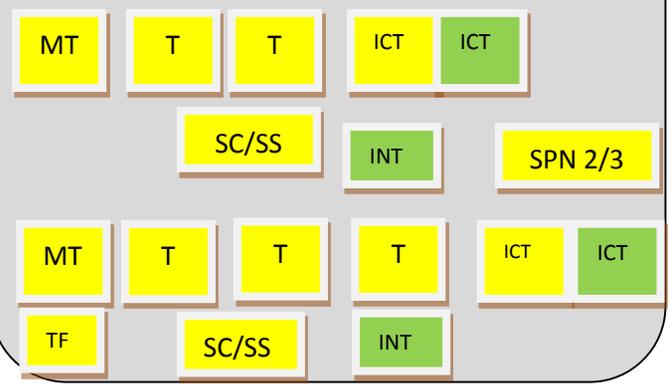
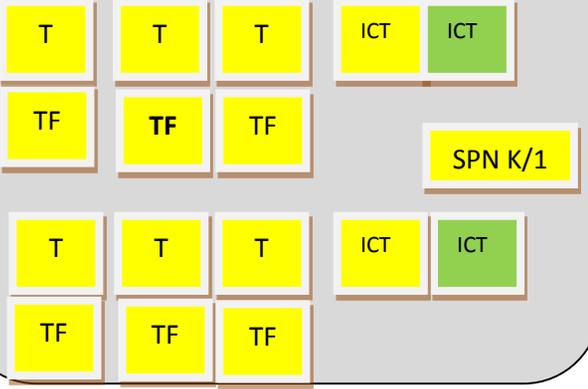
Behavior
Associate

SETTS

KG/1st Academy

2nd/3rd Grade Academy

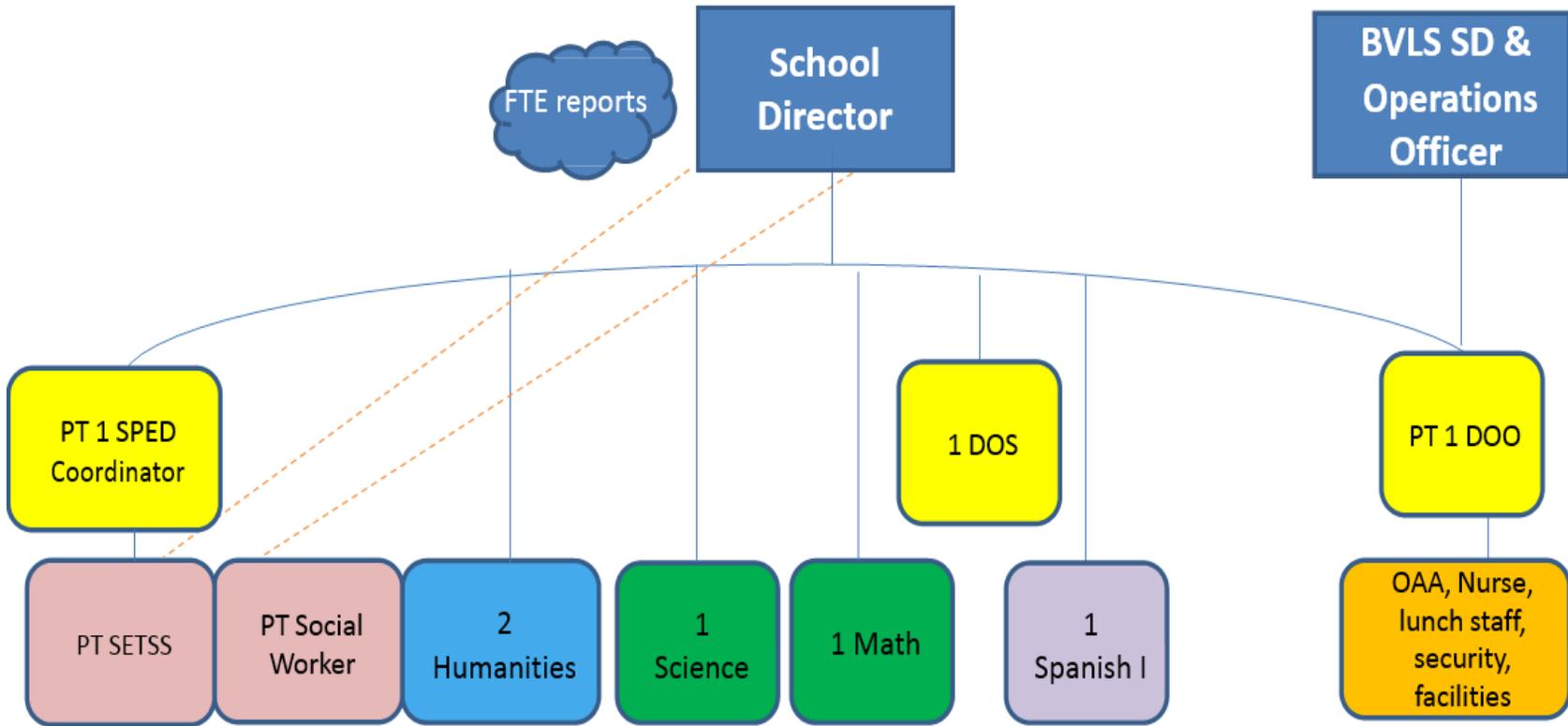
4th/5th Grade Academy



K-5 Specials



Middle School



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

Mission

The mission of the Brownsville 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 Tuesday, September 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/2ac1d7f9116df9da06>

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.

BROWNSVILLE ASCEND CS (NYC CHANCELLOR) 332300860954

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

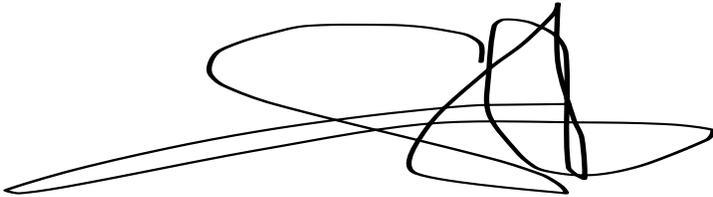
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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/26ae5f1a8bd93bed52>

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.

BROWNSVILLE ASCEND CS (NYC CHANCELLOR) 332300860954

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, reading "Lisa Smith". The signature is written in a cursive style with a large, looped initial "L" and a long horizontal stroke extending from the end of the name.

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/fe7c1cc6d1fa91f310>

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.

BROWNSVILLE ASCEND CS (NYC CHANCELLOR) 332300860954

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

(check all that apply)

-
- Other, please specify...: Trustee
-

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

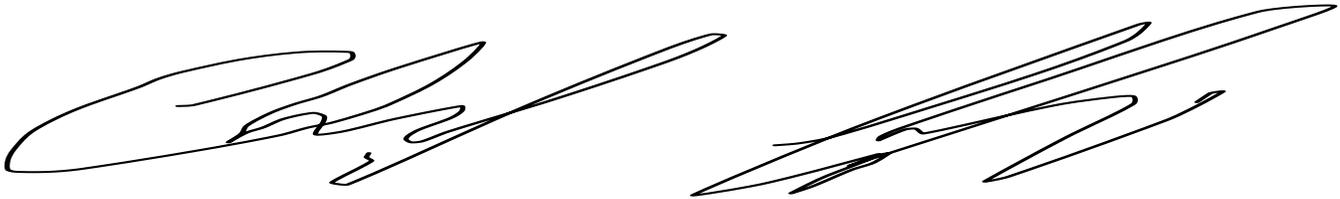
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

Two handwritten signatures in black ink, one on the left and one on the right, both appearing to be cursive and somewhat stylized.

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/70c8892228906759e>

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.

BROWNSVILLE ASCEND CS (NYC CHANCELLOR) 332300860954

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

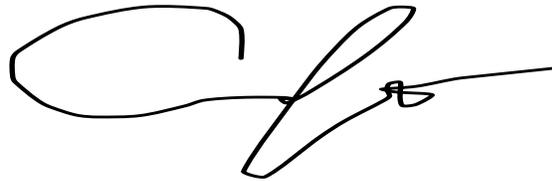
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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, consisting of a large, stylized 'C' followed by a series of loops and a horizontal line extending to the right.A handwritten signature in black ink, featuring a large, stylized 'C' followed by a series of loops and a horizontal line extending to the right, similar to the first signature but with a different flourish.

Thank you.