

The State Education Department
The University of the State of New York

Office of Innovative School Models

Charter Schools Office
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2009 - 2010

Charter School Information and Cover Page

Name of Charter School	Brownsville Ascend Charter School		
Primary Address	205 Rockaway Parkway Brooklyn, NY 11212		
Telephone	718.240.9162	Fax	718.240.9140
BEDS #	332300860954		
District/CSD of Location	23		
Charter Entity	New York City Department of Education		
Date School First Opened for Instruction	September 8, 2009		
School Leader	M Keli Swearingen		
E-mail Address of School Leader	kswearingen@ascendlearning.org		
President, Board of Trustees	Ted Coburn		
E-mail Address and Phone Number of Board President	tjc@coburngreenberg.com 212.792.5349		

General Instructions

1. Read and follow all instructions. Please be sure to provide all requested information. Do not provide data that are not requested.
2. Questions regarding the completion of these forms should be directed to the appropriate program office:

For assistance with student/teacher attrition rates, call the Charter Schools Office at 518-474-1762.

For assistance with the audit forms, call the Office of Audit Services at 518-473-4516.

All audits for the 2009-10 school year are due to the Department by **5:00 p.m. on November 1, 2010**. Please ensure that they are sent in **electronic form** to both the Charter Schools Office at charterschools@mail.nysed.gov and James Conway in the Office of Audit Services at fsandals33@mail.nysed.gov. Please put "Audit Report" in the subject line of the e-mail.

3. Each person who was a member of a charter school's Board of Trustees during the 2009-10 school year must complete and submit the Disclosure of Financial Interest questionnaire.

4. Submit the annual report as a PDF file (except where otherwise noted) to the Charter Schools Office by **5:00 p.m. November 1, 2010** at charterschools@mail.nysed.gov. Please put "Annual Report" in the subject line of the e-mail. ***Faxed versions will not be accepted.*** The original signed Statement of Assurances must be sent to the Charter Schools Office at the address provided on the cover page above.

Section I

Student Assessment Data

This section refers to the academic achievement of your students on all standardized tests, per your charter, including all State exams. For the State Assessment results in grades 3 - 8, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics. Longitudinal data are being requested back through the 2006-07 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank or enter “NA.”

You must also provide data for grades 9-12 as well (as applicable).

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided:

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment was given;
5. the number of students enrolled in the grade on the date the assessment was given;
6. the number of students who were absent on the date that the assessment was administered;
7. the number of students who were exempted from such assessment per their IEP;
8. the number of students who were exempted from such assessment as a result of their ELL status;
9. the number of students who were actually assessed (this figure must equal the number of students in the grade on the date the test was given minus those who were absent or exempted);
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

Complete a separate chart for each subtest.

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2009-10 Annual Report*

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2009-10 – All Students																								
General Education Students																								
Special Education Students																								
2008-09 – All Students																								
General Education Students																								
Special Education Students																								
2007-08 – All Students																								
General Education Students																								
Special Education Students																								
2006-07 – All Students																								
General Education Students																								
Special Education Students																								

New York State Assessment Results

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8							
	L1	L2	L3	L4																								
2009-10 – All Students																												
General Education Students																												
Special Education Students																												
2008-09 – All Students																												
General Education Students																												
Special Education Students																												
2007-08 – All Students																												
General Education Students																												
Special Education Students																												
2006-07 – All Students																												
General Education Students																												
Special Education Students																												

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>
Comprehensive English	2009-10															
	2008-09															
	2007-08															
	2006-07															
Math A	2009-10															
	2008-09															
	2007-08															
	2006-07															
Math B	2009-10															
	2008-09															
	2007-08															
	2006-07															
Global History & Geography	2009-10															
	2008-09															
	2007-08															
	2006-07															
US History & Gov't.	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

	Year	All Students				General Education Students				Students with Disabilities						
		Total Tested	% Scoring:				Total Tested	% Scoring:				Total Tested	% Scoring at or above:			
			≤54	55- 64	65-84	≥85		≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥ 85
Living Environment	2009-10															
	2008-09															
	2007-08															
	2006-07															
Phys. Setting/ Earth Science	2009-10															
	2008-09															
	2007-08															
	2006-07															
Phys. Setting/ Chemistry	2009-10															
	2008-09															
	2007-08															
	2006-07															
Phys. Setting/ Physics	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Comp. French	2009-10															
	2008-09															
	2007-08															
	2006-07															
Comp. German	2009-10															
	2008-09															
	2007-08															
	2006-07															
Comp. Hebrew	2009-10															
	2008-09															
	2007-08															
	2006-07															
Comp. Italian	2009-10															
	2008-09															
	2007-08															
	2006-07															
Comp. Latin	2009-10															
	2008-09															
	2007-08															
	2006-07															
Comp. Spanish	2009-10															
	2008-09															
	2007-08															
	2005-06															

New York State Assessment Results

<i>Regents Competency Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Mathematics	2009-10															
	2008-09															
	2007-08															
	2006-07															
Science	2009-10															
	2008-09															
	2007-08															
	2006-07															
Reading	2009-10															
	2008-09															
	2007-08															
	2006-07															
Writing	2009-10															
	2008-09															
	2007-08															
	2006-07															
Global Studies	2009-10															
	2008-09															
	2007-08															
	2006-07															
US History & Gov't.	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

<i>Second Language Proficiency Exams</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
French	2009-10															
	2008-09															
	2007-08															
	2006-07															
German	2009-10															
	2008-09															
	2007-08															
	2006-07															
Italian	2009-10															
	2008-09															
	2007-08															
	2006-07															
Latin	2009-10															
	2008-09															
	2007-08															
	2006-07															
Spanish	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>
Listening & Speaking (Gr. K-1)	2009-10															
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. K-1)	2009-10															
	2008-09															
	2007-08															
	2006-07															
Listening & Speaking (Gr. 2-4)	2009-10															
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. 2-4)	2009-10															
	2008-09															
	2007-08															
	2006-07															
Listening & Speaking (Gr. 5-6)	2009-10															
	2008-09															
	2007-0-8															
	2006-07															
Reading & Writing (Gr. 5-6)	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Listening & Speaking (Gr. 7-8)	2009-10															
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. 7-8)	2009-10															
	2008-09															
	2007-08															
	2006-07															
Listening & Speaking (Gr. 9-12)	2009-10															
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. 9-12)	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
Elementary Social Studies	2009-10					
	2008-09					
	2007-08					
	2006-07					
Middle Level Social Studies	2009-10					
	2008-09					
	2007-08					
	2006-07					
Secondary Level Social Studies	2009-10					
	2008-09					
	2007-08					
	2006-07					
Secondary Level Science	2009-10					
	2008-09					
	2007-08					
	2006-07					

High School Completion Rates

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Graduating</i>	<i>Number Of Students</i>	<i>Percent Graduating</i>	<i>Number Of Students</i>	<i>Percent Graduating</i>
Total Graduates	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. a Regents Diploma	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. a Regents Diploma w/Adv. Designation	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. IEP Diploma	2009-10						
	2008-09						
	2007-08						
	2006-07						
To 4-Year College	2009-10						
	2008-09						
	2007-08						
	2006-07						
To 2-Year College	2009-10						
	2008-09						
	2007-08						
	2006-07						

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent of Graduates</i>
To Other Post-Secondary	2009-10						
	2008-09						
	2007-08						
	2006-07						
Dropped Out	2009-10						
	2008-09						
	2007-08						
	2006-07						
Entered Approved HS Equivalency Prep Program	2009-10						
	2008-09						
	2007-08						
	2006-07						
Total Non-Completers	2009-10						
	2008-09						
	2007-08						
	2006-07						

**Other Student Assessment Data
2009-10**

Name of Test: Terra Nova

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
KG	6/7/10	70	1	0	0	69	(MNCE) 53.1%	N/A	N/A
1	6/7/2010	104	0	0	0	104	(MNCE) 49.2%	N/A	N/A

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data
2009-10**

Name of Test: Terra Nova

Subtest: Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
KG	6/7/2010	70	1	0	0	69	(MNCE) 62.7%	N/A	N/A
1	6/7/2010	104	0	0	0	104	(MNCE) 43.8%	N/A	N/A

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Progress Toward Goal Attainment
2009-10**

Goal/Objective	Actual Result Note: While there were no state exams last year, the school did administer TerraNova Third Edition exams (see, <i>Other Assessment Data</i> above)	Measure Used	Goal/Objective Met?	Explanation, if Not Met
<i>Each year, 75 percent of 3rd–8th graders will perform at or above Level 3 on the New York State ELA examination.</i>	The school does not yet serve 3 rd -8 th graders.	N/A	N/A	N/A
<i>Each year, 75 percent of 3rd–8th graders will perform at or above Level 3 on the New York State Mathematics examination.</i>	The school does not yet serve 3 rd -8 th graders.	N/A	N/A	N/A
<i>For the 2007-08 through 2011-12 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state ELA exam and 75 percent at or above Level 3 on the current year's state ELA exam.</i>	The school has yet to administer a state ELA exam, for only K-1 st graders were served during the last school year.	N/A	N/A	N/A
<i>For the 2007-08 through 2011-12 school years, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's state Math exam.</i>	The school has yet to administer a state Math exam, for only K-1 st graders were served during the last school year.	N/A	N/A	N/A
<i>For the 2007-08 through 2011-12 school years, each cohort of students will reduce by one-half the gap between percent passing the Math Regents examination and the previous cohorts' passing rate on the Math Regents examination.</i>	The school has yet to administer a Math Regents exam, for only K-1 st graders were served during the last school year.	N/A	N/A	N/A
<i>Each year, the percent of students performing at or above Level 3 on the state ELA exam in each</i>	The school has yet to administer a state ELA exam, for only K-1 st	N/A	N/A	N/A

<i>tested grade will place the school in the top quartile of all similar schools.</i>	graders were served during the last school year.			
<i>Each year, the percent of students performing at or above Level 3 on the state Math exam in each tested grade will place the school in the top quartile of all similar schools.</i>	The school has yet to administer a state Math exam, for only K-1 st graders were served during the last school year.	N/A	N/A	N/A
<i>Each year, the percent of each cohort of students passing the ELA Regents examination will place the school in the top quartile of all similar schools.</i>	The school has yet to administer an ELA Regents, for only K-1 st graders were served during the last school year.	N/A	N/A	N/A
<i>Each year, the percent of each cohort of students passing the Math Regents examination will place the school in the top quartile of all similar schools.</i>	The school has yet to administer a Math Regents exam, for only K-1 st graders were served during the last school year.	N/A	N/A	N/A
<i>Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) accountability system.</i>	The school has yet to administer a state ELA exam, for only K-1 st graders were served during the last school year.	N/A	N/A	N/A
<i>Each year, the school's aggregate Performance Index on the State Math exam will meet its Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) accountability system.</i>	The school has yet to administer a state Math exam, for only K-1 st graders were served during the last school year.	N/A	N/A	N/A
<i>Each year, the school's aggregate Performance Index on the State Science exam will meet its Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) accountability system.</i>	The school has yet to administer a state Science exam, for only K-1 st graders were served during the last school year.	N/A	N/A	N/A
<i>Each year, the school will make Adequate Yearly Progress in ELA, Math, and Science, and in the school's graduation rate.</i>	The school has yet to administer a state exam, for only K-1 st graders were served during the last school year. Also, the school does not yet serve high school students.	N/A	N/A	N/A

<i>Each year, at least 75% of each student cohort graduates after five years of beginning the upper school.</i>	The school does not yet serve high school students.	N/A	N/A	N/A
<i>Fewer than 10% of students who have enrolled by their ninth grade year will drop out of school before their cohort graduates (exclusive of students who move out of the school district or transfer to another school).</i>	The school does not yet serve high school students.	N/A	N/A	N/A
<i>100% of students in the school will apply to, and be accepted for, admission at a minimum of one institution of higher learning by June 1 of the year of their graduation.</i>	The school does not yet serve high school students.	N/A	N/A	N/A
<i>Each year, the school will have a daily student attendance rate of at least 95 percent.</i>	The attendance over the 08-09 school year averaged 94%	N/A	No	The school was short of the average daily attendance goal by just one percent.
<i>Each year, 95 percent of all students enrolled during the course of the year return the following September.</i>	This year, 92 percent of all students enrolled during the course of the year returned the following September.	N/A	No	The school was short of the reenrollment goal by three percent. See the Student Attrition Rates table below for more details.
<i>90% of graduates of the school surveyed will respond that they believe they were “prepared” or “very prepared” to succeed academically in college by virtue of attending the school. (Students will be asked to respond on a scale of “very prepared,” “prepared,” “neither prepared nor unprepared,” and “unprepared.”)</i>	The school does not yet serve high school students.	N/A	N/A	N/A
<i>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</i>	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	N/A	Yes	N/A

<i>Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.</i>	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.			
<i>Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.</i>	The average enrollment over the 09-10 school year was 172 students, which is within 1% of 174—the proposed number of enrollment.	N/A	Yes	The school is located in one of the lowest income communities in the state; children frequently move from one living situation with one family member to another, within or outside the district, where they may no longer be able to attend the charter school. Four of fourteen students left for this reason, or 29 percent.
<i>Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.</i>	The Independent Auditors' Report (included in this annual report) was completed on October 6, 2010 by Fruchter Rosen & Company. There were no material adverse findings.	N/A	Yes	N/A
<i>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."</i>	The school does not yet serve high school students.	N/A	N/A	N/A
<i>In an annual survey, 95% of all parents will</i>	A DOE-administered survey of	N/A	Yes	N/A

<p><i>“agree” or “strongly agree” with the statement, “My children are safe at the school.”</i></p>	<p>parents states “my child is safe at school.” 99% of parents responded “agree.”</p>			
<p><i>Each year, parents will express satisfaction with the school’s program, based on the school’s Parent Survey in which at least 80% of parents provide a positive response to each of the survey items.</i></p>	<p>Of all questions pertaining to satisfaction with the school’s program the statement which received the lowest percentage of parents agreeing, 88%, was “my child’s school offers a wide enough variety of courses and activities to keep my child interested in school.”</p>	<p>N/A</p>	<p>Yes</p>	<p>N/A</p>
<p><i>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.</i></p>	<p>Partially met.</p>	<p>N/A</p>	<p>No</p>	<p>The board met five times. However, 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>

Section II

Charter School Student and Teacher Attrition Rates

Instructions

Separate tables are included for students and teachers. For students, please provide the total **number** who left for the reasons identified in the table. Then provide the highest number of students enrolled during the course of the year. Using that enrollment figure and the total number of students who left during the year (July 1 – June 30), calculate the percent of students who left the school each year (2006-07 through 2009-10). Do not provide averages or FTEs.

For teachers, provide the total number of classroom teachers (e.g., grades K-6, or secondary subject matter classroom teachers). Do not include guidance counselors, social workers, etc. Do not provide FTEs. A part-time teacher is counted as one teacher. If one person teaches more than one subject area, count them once. Also provide the number of special area teachers (e.g., music, technology, special education). Again, count each such teacher only once. Then, provide the total number of teachers who were retained at the end of each school year. For example, if you had seven classroom teachers (e.g., one each K-6) and three special area teachers (for a total of ten teachers), and three were let go (or otherwise decided not to return in 2010-11) at the end of the 2009-10 school year, your teacher attrition rate would be 30 percent. A teacher on leave is not counted toward the attrition rate.

If you have any questions, please call the Charter School Office at 518-474-1762.

**Charter School Student Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	0			
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	4			
Number of students leaving for more restrictive special education setting	2			
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	7			
Number leaving for other reasons (undetermined)	1			
Total number of students leaving.	14			
Highest Number Enrolled (July 1 – June 30)	174			
Total Percent Attrition	8%			

**Charter School Teacher Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	7			
Number of Special Area Teachers	4			
Total Number of Teachers	11			
Total Number of Teachers Leaving	3			
Total Percent Attrition	27%			

	2009-10	2008-09	2007-08	2006-07
Number of teachers leaving for geographic reasons (out of state/relocation)				
Number of teachers leaving to take a position in a school district	1			
Number of teachers leaving to take a position in another charter school				
Number of teachers not retained	2			
Number of teachers leaving for other reasons (or undetermined)	3			

Section III

Guidelines for Audits of the Financial Statements of Charter Schools

The New York charter schools act of nineteen hundred ninety-eight requires that a charter school “shall be subject to the financial audits, the audit procedures, and the audit requirements set forth in the charter. Such procedures and standards shall be applied consistent with generally accepted accounting and audit standards. Independent fiscal audits shall be required at least once annually.”

These guidelines are provided to assist charter schools in New York State and their auditors through the annual audit process. The guidelines are also intended to provide some uniformity in the reporting by charter schools and to assist the Board of Regents in meeting its responsibilities for ensuring accountability over public funds and for reporting annually to the Governor and Legislature on the status of charter schools.

Each audit should meet the following minimum standards:

Audit Requirements:

- ❑ An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.
- ❑ The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- ❑ If the charter school spends **\$500,000** or more in federal awards during the fiscal year, an independent audit as prescribed in the federal Office of Management and Budget Circular A-133 must also be completed and filed with the federal government and the State Education Department.

Reporting Requirements:

- ❑ The sample format for the financial statements is provided in accordance with Section 2851 of the Education Law.
- ❑ The financial statements should be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for not-for-profit organizations.
- ❑ All statements required by Financial Accounting Standards Board (FASB) Statement No. 117, *Financial Statements of Not-for-Profit Organizations*, should be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Required note disclosures and others that are deemed appropriate should be included.
- ❑ A supplemental schedule of functional expenses, in a format consistent with the attached, should be included and subject to the auditing procedures applied in the audit of the general purpose financial statements. Such supplemental schedule is not a required part of the general purpose financial statements and should be included for the purposes of additional analysis.
- ❑ When applicable, the auditor should prepare and submit a management letter. A copy of the management letter should be submitted with the financial statements along with the school’s corrective action plan to address any weaknesses identified in the report or the management letter.
- ❑ Reports (the independent auditor’s report on the financial statements, report on compliance, report on internal control over financial reporting, management letter, and federal Single Audit, if applicable)

must be submitted in electronic form within 120 days of the end of the charter school fiscal year to the following addresses:

State Education Department
Office of Audit Services
89 Washington Avenue Room 524 EB
Albany, New York 12234
fsandals33@mail.nysed.gov

State Education Department
Charter School Office
89 Washington Avenue Room 462 EBA
Albany, New York 12234
charterschools@mail.nysed.gov

BROWNSVILLE ASCEND CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2010

BROWNSVILLE ASCEND CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2010

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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

We have audited the accompanying statement of financial position of Brownsville Ascend Charter School (the "School") (a not-for-profit corporation) as of June 30, 2010 and the related statement of activities, and cash flows for the period from January 13, 2009 (inception) to June 30, 2010. These financial statements are the responsibility of the School's management. 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 of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our 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, 2010 and the changes in its net assets and its cash flows for the period from January 13, 2009 (inception) to June 30, 2010, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 6, 2010 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 on compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.



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

New York, New York
October 6, 2010

BROWNSVILLE ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2010

ASSETS	
Current assets:	
Cash and cash equivalents	\$ 6,281
Grants and contracts receivable	285,646
Loan receivable	60,000
Prepaid expenses and other current assets	9,873
Total current assets	<u>361,800</u>
Other assets:	
Property and equipment, net of accumulated depreciation and amortization of \$6,046	308,452
Restricted cash	10,000
Total other assets	<u>318,452</u>
TOTAL ASSETS	<u><u>\$ 680,252</u></u>
LIABILITIES AND UNRESTRICTED NET ASSETS	
Current liabilities:	
Accounts payable and accrued expenses	\$ 73,350
Accrued payroll and payroll taxes	72,707
Refundable advances	5,063
TOTAL LIABILITIES	<u>151,120</u>
Unrestricted net assets	<u>529,132</u>
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	<u><u>\$ 680,252</u></u>

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

BROWNSVILLE ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENT OF ACTIVITIES
FOR THE PERIOD FROM JANUARY 13, 2009 (INCEPTION) TO JUNE 30, 2010

Revenue and support:	
State and local per pupil operating revenue	\$ 2,174,718
Federal grants	134,864
State and city grants	394,237
Contributions and grants	51,790
Interest and other income	769
Total revenue and support	2,756,378
Expenses:	
Program services:	
Regular Education	1,661,310
Special Education	112,690
Total program services	1,774,000
Supporting Services:	
Management and general	453,246
Total expenses	2,227,246
Change in unrestricted net assets	529,132
Unrestricted net assets - beginning of period	-
Unrestricted net assets - end of period	\$ 529,132

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

BROWNSVILLE ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENT OF CASH FLOWS
FOR THE PERIOD FROM JANUARY 13, 2009 (INCEPTION) TO JUNE 30, 2010

CASH FLOWS FROM OPERATING ACTIVITIES:	
Increase in unrestricted net assets	\$ 529,132
Adjustments to reconcile increase in unrestricted net assets to net cash provided by operating activities:	
Depreciation and amortization	6,046
Changes in certain assets and liabilities:	
(Increase) in grants and contracts receivable	(285,646)
(Increase) in prepaid expenses and other current assets	(9,873)
Increase in accounts payable and accrued expenses	73,350
Increase in accrued payroll and payroll taxes	72,707
Increase in refundable advances	5,063
NET CASH PROVIDED BY OPERATING ACTIVITIES	390,779
CASH FLOWS FROM INVESTING ACTIVITIES:	
Purchase of property and equipment	(314,498)
(Increase) in restricted cash	(10,000)
NET CASH (USED IN) INVESTING ACTIVITIES	(324,498)
CASH FLOWS FROM FINANCING ACTIVITY:	
Issuance of note receivable	(60,000)
NET INCREASE IN CASH AND CASH EQUIVALENTS	6,281
CASH AND CASH EQUIVALENTS - BEGINNING OF PERIOD	-
CASH AND CASH EQUIVALENTS - END OF PERIOD	\$ 6,281

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

BROWNSVILLE ASCEND CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010

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 School will prepare kindergarten to twelfth grade students to thrive in competitive high schools and four year colleges. In the academic year 2009-2010, the School provided education to approximately 172 students in kindergarten and first grades.

Food Service

The New York City Department of Education provides free lunches directly to some of the School's students. Such costs are not included in these financial statements. The School covers the cost of lunches for children not entitled to the free lunches.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School 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).

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:

BROWNSVILLE ASCEND CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010

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

Basis of Presentation (Continued)

Unrestricted

Unrestricted net assets of the School consists of cash and otherwise unrestricted amounts that are available for use in carrying out the objectives of the School and include those expendable resources, which have been designated for special use by the School or the Board of Trustees.

Temporarily Restricted

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

Permanently Restricted

Permanently restricted net assets of the School result from contributions 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 or permanently restricted net assets at June 30, 2010.

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.

BROWNSVILLE ASCEND CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010

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.

Cash and Cash Equivalents

For the purpose of the Statement 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. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Leasehold Improvements	15 years
Furniture and Fixtures	5 years

Refundable Advances

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

BROWNSVILLE ASCEND CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010

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

Recent Accounting Pronouncements

In June 2009, the FASB issued FASB Accounting Standards Codification (“ASC”) 105, *Generally Accepted Accounting Principles*, which establishes the FASB Accounting Standards Codification as the sole source of authoritative generally accepted accounting principles. Pursuant to the provisions of FASB ASC 105, the School has updated references to GAAP in its financial statements issued for the year ended June 30, 2010. The adoption of FASB ASC 105 did not impact the School’s financial position or results of operations.

The School adopted the provisions of ASC 740-10, *Income Taxes*, as of July 1, 2009. This standard clarifies the accounting for uncertainty in income taxes recognized in an organization’s financial statements and prescribes a recognition threshold and measurement standard for the financial statement recognition and measurement of income tax positions taken or expected to be taken in a tax return. The School has reviewed its tax position for open tax years and has concluded that the adoption of this standard did not have an impact on the financial statements of the School.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

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

NOTE 3 - NOTE RECEIVABLE

In June 2010, the School entered into a non-interest bearing promissory note in the amount of \$60,000 with 1501 Pitkin Owners, L.L.C., maturing January 15, 2011. 1501 Pitkin Owners, L.L.C. is the developer and future landlord of the property that the School will lease as its permanent home. The School agreed to lend the developer the partial cost of brokerage commissions due to the School’s commercial real estate brokers for structuring the lease transaction.

BROWNSVILLE ASCEND CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010

NOTE 4 - PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30, 2010:

Leasehold improvements	\$ 52,500
Furniture and fixtures	18,573
Construction in progress	<u>243,425</u>
	314,498
Less: accumulated depreciation and amortization	<u>(6,046)</u>
Total	<u>\$ 308,452</u>

Depreciation and amortization expense was \$6,046 for the period from January 13, 2009 (inception) to June 30, 2010.

Construction in progress consists of architect fees and leasehold improvements in connection with the renovations of the School's new facility.

NOTE 5 - RELATED PARTIES 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, and manage the School's business administration. The School pays to Ascend, an annual fee of 9% of the School's general operating revenues. The management fee for the period from January 13, 2009 (inception) to June 30, 2010 was \$195,775. There were no balances due to/from the affiliate at June 30, 2010.

The School entered into an agreement with Ascend on September 14, 2009 to assist the School in securing a permanent site for the School by August, 2011. As per this agreement, Ascend is to, but is not limited to, identify and evaluate properties suitable to house the school, evaluate and recommend the architect, negotiate contracts and oversee the design of the construction and preliminary plans for the entire K – 12 school and secure a real estate attorney. For these services the School pays Ascend a monthly fee of \$10,000. Facilities expense for the period from January 13, 2009 (inception) to June 30, 2010 was \$15,000.

The School entered into a sub-lease agreement with Brooklyn Ascend Charter School, a related School by common management, for the use of the 4th and 5th floors of the building. The lease commenced on December 1, 2009 and expired on August 31, 2010. Also included in the sub-lease agreement are the apportioned real estate taxes and any other costs associated with the leasing of the premises. The monthly rent is \$20,408. Rent expense for the period from January 13, 2009 (inception) to June 30, 2010 was \$258,172. There were no balances due to/from this affiliated at June 30, 2010.

BROWNSVILLE ASCEND CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2010

NOTE 6 - COMMITMENTS

Furniture and Equipment Leases

The School leases furniture and equipment under two non-cancelable operating leases, expiring in October 2012. The minimum future rental payments under the non-cancelable operating leases for the next 3 years and in the aggregate are:

Year ending June 30, 2011	\$ 62,158
2012	61,224
2013	<u>15,560</u>
Total future minimum lease payments	<u>\$ 138,942</u>

Lease expense, under these operating leases, for the period from January 13, 2009 (inception) to June 30, 2010 was \$47,845.

NOTE 7 - 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 8 - CONTINGENCY

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

NOTE 9 - 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.

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INDEPENDENT AUDITORS' REPORT
ON ADDITIONAL INFORMATION

TO THE BOARD OF TRUSTEES OF
BROWNSVILLE ASCEND CHARTER SCHOOL

Our report on our audit of the basic financial statements of Brownsville Ascend Charter School (a not-for-profit corporation) for the period from January 13, 2009 (inception) to June 30, 2010 appears on page 1. We conducted our audit in accordance with auditing standards generally accepted in the United States of America for the purpose of forming an opinion on the basic financial statements taken as a whole. The schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements as a whole.



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

New York, New York
October 6, 2010

BROWNSVILLE ASCEND CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE PERIOD JANUARY 13, 2009 (INCEPTION) TO JUNE 30, 2010

	Program Services			Management and General	Total
	Regular Education	Special Education	Total Program Services		
Salaries and wages	\$ 779,995	\$ 41,052	\$ 821,047	\$ 169,142	\$ 990,189
Employee benefits and payroll taxes	138,267	7,001	145,268	29,754	175,022
Professional fees	9,426	496	9,922	87,506	97,428
Management fees	185,987	9,788	195,775	-	195,775
Licensing fees	123,959	6,524	130,483	-	130,483
Consultants - Education	27,997	27,386	55,383	-	55,383
Legal fees	-	-	-	71,329	71,329
Curriculum and classroom supplies	33,440	1,760	35,200	-	35,200
Office supplies	-	-	-	8,107	8,107
Non-capitalized furniture and equipment	1,621	86	1,707	-	1,707
Leased equipment, furniture and fixtures	37,797	1,914	39,711	8,134	47,845
Communications	9,996	506	10,502	2,152	12,654
Occupancy	203,956	10,327	214,283	43,889	258,172
Insurance	10,877	551	11,428	2,340	13,768
Repairs and maintenance	39,751	2,013	41,764	8,555	50,319
Security	8,909	451	9,360	1,917	11,277
Marketing and recruiting	19,104	1,005	20,109	11,538	31,647
Travel and meals	15,899	805	16,704	5,890	22,594
Postage, printing and copying	6,352	622	6,974	1,210	8,184
Depreciation and amortization	4,678	236	4,914	1,132	6,046
Miscellaneous	3,299	167	3,466	651	4,117
	<u>\$ 1,661,310</u>	<u>\$ 112,690</u>	<u>\$ 1,774,000</u>	<u>\$ 453,246</u>	<u>\$ 2,227,246</u>

The accompanying notes are an integral part of hte financial statements

TEL: (212) 957-3600
FAX: (212) 957-3696

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 the financial statements of Brownsville Ascend Charter School (the "School") as of and for the period from January 13, 2009 (inception) to June 30, 2010, and have issued our report thereon dated September 28, 2010. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audits, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures 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 over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control that we consider to be a material weakness as defined above.

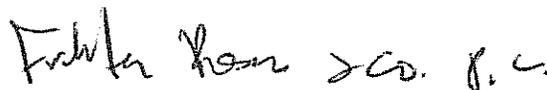
TO THE BOARD OF TRUSTEES OF
BROWNSVILLE ASCEND CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Brownsville Ascend Charter School's financial statements are free of 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*.

We noted certain matters that were reported to the management of the School in a separate letter dated October 6, 2010.

This report is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies. The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the school and is not intended to be and should not be used by anyone other than these specified parties.



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

New York, New York
October 6, 2010

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Theodore J. Coburn

Name of Charter School Brownsville Ascend Charter School

Charter Entity NYCDOE

Home Address _____

Business Address The Chrysler Building, 31st Floor, 405 Lexington Avenue, New York, NY 10174

Daytime Phone 212.792.5349

E-Mail Address tjc@coburngreenberg.com

1. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

President, Trustee

2. Is the trustee an employee of the School? ___ **Yes** X **No**

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ **Yes** X **No**

5. Is the trustee an employee or agent of any institutional partner of the School? ___ **Yes** X **No**

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<p style="text-align: center;">none</p>			

Signature

Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Zvia Schoenberg

Name of Charter School Brownsville Ascend Charter School

Charter Entity NYCDOE

Home Address _____

Business Address 50 Murray Street Apt 703, New York, NY 10007

Daytime Phone 917.699.1963

E-Mail Address zvia248@gmail.com

6. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Treasurer, Trustee

7. Is the trustee an employee of the School? ___ **Yes** X **No**

8. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

9. Is the trustee an employee or agent of the management company? ___ **Yes** X **No**

10. Is the trustee an employee or agent of any institutional partner of the School? ___ **Yes** X **No**

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

Signature

Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Lisa Coldwell O'Brien

Name of Charter School Brownsville Ascend Charter School

Charter Entity NYCDOE

Home Address _____

Business Address 8 Forest Hills Boulevard, North Greenbush, NY 12144

Daytime Phone 518.859.6000

E-Mail Address ltcobrien@me.com

11. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Secretary, Trustee

12. Is the trustee an employee of the School? ___ **Yes** **X No**

13. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

14. Is the trustee an employee or agent of the management company? ___ **Yes** **X No**

15. Is the trustee an employee or agent of any institutional partner of the School? ___ **Yes** **X No**

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<p style="text-align: center;">none</p>			

Signature

Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Gail A. Gilkes

Name of Charter School Brownsville Ascend Charter School

Charter Entity NYCDOE

Home Address 924 East 80th Street, Brooklyn, NY 11236

Business Address

Daytime Phone 212.792.5349

E-Mail Address gilicks@yahoo.com

16. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Trustee

17. Is the trustee an employee of the School? ___ **Yes** **X No**

18. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

19. Is the trustee an employee or agent of the management company? ___ **Yes** **X No**

20. Is the trustee an employee or agent of any institutional partner of the School? ___ **Yes** **X No**

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
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Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
<p style="text-align: center;">none</p>			

Signature

Date

Section IV

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print) Adam Klein

Name of Charter School Brownsville Ascend Charter School

Charter Entity NYCDOE

Home Address 25 Central Park West #15J, New York, NY 10023

Business Address

Daytime Phone 212.489.8744

E-Mail Address adlnz@comcast.net

21. List all positions, current or past, with dates, held on the board (e.g., officer (specify), committee chair, parent representative):

Trustee

22. Is the trustee an employee of the School? ___ **Yes** **X No**

23. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

24. Is the trustee an employee or agent of the management company? ___ **Yes** **X No**

25. Is the trustee an employee or agent of any institutional partner of the School? ___ **Yes** **X No**

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
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Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

Signature

Date

Statement of Assurances

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.

M. Keli Swearingen
Print Name, School Leader

M. Keli Swearingen 11/1/2010
Signature and Date

**Luisa M. Nurse
Notary Public, State Of New York
No. 24 — 4919093
Qualified in Kings County
Commission Expires Feb. 16, 2014**

Sworn before
me this 1st day
of 2010
NOVEMBER

Luisa M. Nurse
Notary

Print Name, President, Board of Trustees

Signature and Date

Sworn before
me this ___ day
of ___ 2010

Notary