

**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**

<b>Name of Charter School</b>	Brooklyn Ascend Charter School		
<b>Primary Address</b>	205 Rockaway Parkway Brooklyn, NY 11212		
<b>Telephone</b>	718.240.9162	<b>Fax</b>	718.240.9140
<b>BEDS #</b>	331800860916		
<b>District/CSD of Location</b>	18		
<b>Charter Entity</b>	New York City Department of Education		
<b>Date School First Opened for Instruction</b>	September 2, 2008		
<b>School Leader</b>	Keisha Sykes		
<b>E-mail Address of School Leader</b>	ksykes@ascendlearning.org		
<b>President, Board of Trustees</b>	David Graff		
<b>E-mail Address and Phone Number of Board President</b>	david.graff@epicadvertising.com 917.679.7053		

## ***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](mailto:charterschools@mail.nysed.gov) and James Conway in the Office of Audit Services at [fsandals33@mail.nysed.gov](mailto: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](mailto: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.







*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
<b>Living Environment</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Phys. Setting/ Earth Science</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Phys. Setting/ Chemistry</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Phys. Setting/ Physics</b>	<b>2009-10</b>															
	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>
<b>Comp. French</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Comp. German</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Comp. Hebrew</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Comp. Italian</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Comp. Latin</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Comp. Spanish</b>	<b>2009-10</b>															
	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>
<b>Mathematics</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Science</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Reading</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Writing</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Global Studies</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>US History &amp; Gov't.</b>	<b>2009-10</b>															
	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>
<b>French</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>German</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Italian</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Latin</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Spanish</b>	<b>2009-10</b>															
	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>
<b>Listening &amp; Speaking (Gr. 7-8)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Reading &amp; Writing (Gr. 7-8)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Listening &amp; Speaking (Gr. 9-12)</b>	<b>2009-10</b>															
	2008-09															
	2007-08															
	2006-07															
<b>Reading &amp; Writing (Gr. 9-12)</b>	<b>2009-10</b>															
	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>
<b>Elementary Social Studies</b>	<b>2009-10</b>					
	2008-09					
	2007-08					
	2006-07					
<b>Middle Level Social Studies</b>	<b>2009-10</b>					
	2008-09					
	2007-08					
	2006-07					
<b>Secondary Level Social Studies</b>	<b>2009-10</b>					
	2008-09					
	2007-08					
	2006-07					
<b>Secondary Level Science</b>	<b>2009-10</b>					
	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>
<b>Total Graduates</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>Rec'd. a Regents Diploma</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>Rec'd. a Regents Diploma w/Adv. Designation</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>Rec'd. IEP Diploma</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>To 4-Year College</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>To 2-Year College</b>	<b>2009-10</b>						
	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>
<b>To Other Post-Secondary</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>Dropped Out</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>Entered Approved HS Equivalency Prep Program</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						
<b>Total Non-Completers</b>	<b>2009-10</b>						
	2008-09						
	2007-08						
	2006-07						

**Other Student Assessment Data  
2009-10**

**Name of Test:** TerraNova 3

**Subtest:** Reading, Mathematics and Overall

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade*</b>	<b>Score (Indicate Type of Score, e.g., NCE)</b>	<b>Qualitative Level and Percent Attaining**</b>	<b>Other ***</b>
K	6/11/10	39	0	0	0	39	<b>Reading</b> NCE: 63.2 <b>Math</b> NCE: 67.7 <b>Overall</b> NCE: 66.8	NA	NA
1	6/11/10	74	0	0	0	74	<b>Reading</b> NCE: 61.3 <b>Math</b> NCE: 53.3 <b>Overall</b> NCE: 62.1	NA	NA
2	6/11/10	83	0	0	0	83	<b>Reading</b> NCE: 48.1 <b>Math</b> NCE: 52.9 <b>Overall</b> NCE: 50.4	NA	NA
3	6/11/10	53	0	0	0	53	<b>Reading</b> NCE: 52.9 <b>Math</b> NCE: 50.2 <b>Overall</b> NCE: 52.1	NA	NA

**Progress Toward Goal Attainment  
2009-10**

<b>Goal/Objective</b>	<b>Actual Result</b> <b>Note: The administered the state exam to its 3<sup>rd</sup> graders for the first time last year.</b>	<b>Measure Used</b>	<b>Goal/Objective Met?</b>	<b>Explanation, if Not Met</b>
<i>Each year, 75 percent of 3<sup>rd</sup>–8<sup>th</sup> graders will perform at or above Level 3 on the New York State (NYS) ELA examination.</i>	This year, 49.1 percent of 3 <sup>rd</sup> graders performed at or above Level 3 on the NYS ELA exam. Had NYSED not raised the “cut score” for proficiency, 81% of 3 <sup>rd</sup> graders would have been found proficient, and the goal would have been met.	NYS ELA Exam	No	81% of students would have been found proficient under the old scoring criteria. We are very confident that this goal will be met this year, as the school drives to meet the state’s new definition of proficiency.
<i>Each year, 75 percent of 3<sup>rd</sup>–8<sup>th</sup> graders will perform at or above Level 3 on the New York State Mathematics examination.</i>	This year, 43.4 percent of 3 <sup>rd</sup> graders performed at or above Level 3 on the NYS ELA exam. Had NYSED not raised the “cut score” for proficiency, 100% of 3 <sup>rd</sup> graders would have been found proficient, and the goal would have been met.	NYS math exam	No	100% of students would have been found proficient under the old scoring criteria. We are very confident that this goal will be met this year, as the school drives to meet the state’s new definition of proficiency. We do not yet understand why their math results are low; these outcomes are significantly at

				odds with our own scoring of the students' test booklets (even after taking account of the raised proficiency bar). We are waiting from NYSED data on student's individual answers.
<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 only administered the state ELA exam once.	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 only administered the state math exam once.	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-3 <sup>rd</sup> graders were served during the last school year.	N/A	N/A	N/A
<i>Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the citywide Progress Report.</i>	This year, the school performed better than 50 percent of schools citywide.	Progress Report	No	The performance rating was weighed down by the low student performance score.
<i>Each year, the percent of each cohort of students passing the ELA Regents examination will place</i>	The school has yet to administer an ELA Regents, for only K-3 <sup>rd</sup>	N/A	N/A	N/A

<i>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 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-3 <sup>rd</sup> 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-3 <sup>rd</sup> 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 only administered the state ELA exam once.	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 only administered the state math exam once.	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 only administered the state exam once.	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</i>	The school does not yet serve high school students.	N/A	N/A	N/A

<i>year of their graduation.</i>				
<i>Each year, the school will have a daily student attendance rate of at least 95 percent.</i>	The attendance over the 09-10 school year averaged 96%	N/A	Yes	N/A
<i>Each year, 95 percent of all students enrolled during the course of the year return the following September.</i>	This year, 94 percent of all students enrolled during the course of the year returned the following September.	N/A	No	The school missed the goal of 95 percent by only 1 percent.
<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 Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.</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 Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	N/A	Yes	N/A
<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 08-09 school year was 249 students, which is within 0 percent of 249—the proposed number of enrollment.	N/A	Yes	N/A
<i>Upon completion of the school’s first year of operation and every year thereafter, the school will undergo an independent financial audit that</i>	The Independent Auditors’ Report (included in this annual report) was	N/A	Yes	N/A

<i>will result in an unqualified opinion and no major findings.</i>	completed on September 29, 2010 by Fruchter Rosen & Company. There were no material adverse findings.			
<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 “agree” or “strongly agree” with the statement, “My children are safe at the school.”</i>	A DOE-administered survey of parents states “my child is safe at school.” 100% of parents responded “agree.”	NYCD OE School Survey	Yes	N/A
<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>	Of all questions pertaining to satisfaction with the school’s program the statement which received the lowest percentage of parents agreeing, 96%, was “my child’s school offers a wide enough variety of courses and activities to keep my child interested in school.”	NYCD OE School Survey	Yes	N/A
<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>	Partially met.	N/A	No	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.

## *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**

	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
Number of students leaving for lack of transportation	2	0		
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	2	0		
Number of students leaving for more restrictive special education setting	1	1		
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	7	10		
Number leaving for other reasons (undetermined)	2	0		
Total number of students leaving.	14	11		
Highest Number Enrolled <i>(July 1 – June 30)</i>	249	213		
<b>Total Percent Attrition</b>	<b>6%</b>	<b>5%</b>		

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

	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
Number of Classroom Teachers	7	10		
Number of Special Area Teachers	5	3		
Total Number of Teachers	12	13		
Total Number of Teachers Leaving	5	5		
<b>Total Percent Attrition</b>	<b>42%</b>	<b>38%</b>		

	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
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	1			
Number of teachers not retained	2			
Number of teachers leaving for other reasons (or undetermined)	<b>1</b>			

### *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](mailto:fsandals33@mail.nysed.gov)

State Education Department  
Charter School Office  
89 Washington Avenue Room 462 EBA  
Albany, New York 12234  
[charterschools@mail.nysed.gov](mailto:charterschools@mail.nysed.gov)

BROOKLYN ASCEND CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2010 AND 2009

BROOKLYN ASCEND CHARTER SCHOOL  
FINANCIAL STATEMENTS  
JUNE 30, 2010 AND 2009

CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITORS' REPORT	1
FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION:	
Statements of financial position	2
Statements of activities	3
Statements of cash flows	4
Notes to the financial statements	5 - 11
Independent auditors' report on additional information	12
Schedules of functional expenses	13
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	14 - 15

FRUCHTER ROSEN & COMPANY, P.C.  
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156 WEST 56TH STREET  
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INDEPENDENT AUDITORS' REPORT

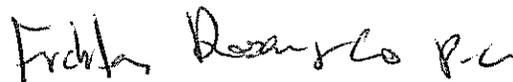
TO THE BOARD OF TRUSTEES OF  
BROOKLYN ASCEND CHARTER SCHOOL

We have audited the accompanying statements of financial position of Brooklyn Ascend Charter School (the "School") (a not-for-profit corporation) as of June 30, 2010 and 2009 and the related statements of activities and cash flows for the year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009. 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 audits. The prior period summarized comparative information has been derived from the School's 2009 financial statements and, in our report dated October 26, 2010, we expressed an unqualified opinion on those financial statements.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free 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 audits provide 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 2009 and the changes in its net assets and its cash flows for the year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009 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 September 28, 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 audits.



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

New York, New York  
September 28, 2010

BROOKLYN ASCEND CHARTER SCHOOL  
STATEMENTS OF FINANCIAL POSITION  
JUNE 30,

	2010	2009
<b>ASSETS</b>		
Current assets:		
Cash and cash equivalents	\$ 91,168	\$ 143,224
Grants and contracts receivable	133,762	75,029
Due from related parties	-	12,825
Prepaid expenses and other current assets	16,658	51,333
Total current assets	241,588	282,411
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$114,066 and \$34,308, respectively	938,791	723,138
Security deposits	6,135	2,905
Restricted cash	20,000	-
Total other assets	964,926	726,043
<b>TOTAL ASSETS</b>	<b>\$ 1,206,514</b>	<b>\$ 1,008,454</b>
<b>LIABILITIES AND NET ASSETS</b>		
Current liabilities:		
Accounts payable and accrued expenses	\$ 43,994	\$ 334,800
Accrued payroll and payroll taxes	102,735	159,247
Refundable advances	17,753	51,780
Total current liabilities	164,482	545,827
Other liabilities:		
Deferred rent	792,757	80,470
<b>TOTAL LIABILITIES</b>	957,239	626,297
Net assets:		
Unrestricted	229,275	382,157
Temporarily restricted	20,000	-
Total net assets	249,275	382,157
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 1,206,514</b>	<b>\$ 1,008,454</b>

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

BROOKLYN ASCEND CHARTER SCHOOL  
STATEMENTS OF ACTIVITIES

	For the year ended June 30, 2010			For the period from January 15, 2008 (inception) to June 30, 2009
	Unrestricted	Temporarily restricted	Total	
Revenue and support:				
State and local per pupil operating revenue	\$ 3,162,375	\$ -	\$ 3,162,375	\$ 2,636,672
Federal grants	343,261	-	343,261	436,768
State and city grants	368,503	-	368,503	513,437
Contributions and grants	912	20,000	20,912	129,520
Rental income	142,856	-	142,856	1,189
Interest income	1,008	-	1,008	3,262
Total revenue and support	<u>4,018,915</u>	<u>20,000</u>	<u>4,038,915</u>	<u>3,720,848</u>
Expenses:				
Program services:				
Regular education	3,108,359	-	3,108,359	2,820,901
Special education	470,490	-	470,490	210,617
Total program services	<u>3,578,849</u>	<u>-</u>	<u>3,578,849</u>	<u>3,031,518</u>
Supporting services:				
Management and general	586,020	-	586,020	259,744
Fundraising	603	-	603	47,429
Total expenses	<u>4,165,472</u>	<u>-</u>	<u>4,165,472</u>	<u>3,338,691</u>
Surplus (deficit) from operations	(146,557)	20,000	(126,557)	382,157
Other expense:				
Loss on disposal of fixed assets	6,325	-	6,325	-
Changes in net assets	(152,882)	20,000	(132,882)	382,157
Net assets - beginning of period	<u>382,157</u>	<u>-</u>	<u>382,157</u>	<u>-</u>
Net assets - end of period	<u>\$ 229,275</u>	<u>\$ 20,000</u>	<u>\$ 249,275</u>	<u>\$ 382,157</u>

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

BROOKLYN ASCEND CHARTER SCHOOL  
STATEMENTS OF CASH FLOWS

	For the year ended June 30, 2010	For the period from January 15, 2008 (inception) to June 30, 2009
CASH FLOWS FROM OPERATING ACTIVITIES:		
Changes in net assets	\$ (132,882)	\$ 382,157
Adjustments to reconcile changes in net assets to net cash provided by operating activities:		
Depreciation and amortization	80,731	34,308
Loss on disposal of fixed assets	6,325	-
Changes in certain assets and liabilities:		
(Increase) in grants and contracts receivable	(58,733)	(75,029)
(Increase) due from related parties	12,825	(12,825)
(Increase) decrease in prepaid expenses and other current assets	34,675	(51,333)
(Increase) in security deposits	(3,230)	(2,905)
(Decrease) increase in accounts payable and accrued expenses	(290,806)	334,800
(Decrease) increase in accrued payroll and payroll taxes	(56,512)	159,247
Increase in deferred rent	712,287	80,470
(Decrease) increase in refundable advances	(34,027)	51,780
NET CASH PROVIDED BY OPERATING ACTIVITIES	270,653	900,670
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	(302,709)	(757,446)
(Increase) in restricted cash	(20,000)	-
NET CASH (USED IN) INVESTING ACTIVITIES	(322,709)	(757,446)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(52,056)	143,224
CASH AND CASH EQUIVALENTS - BEGINNING OF PERIOD	143,224	-
CASH AND CASH EQUIVALENTS - END OF PERIOD	\$ 91,168	\$ 143,224

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

BROOKLYN ASCEND CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2010 AND 2009

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

Nature of Organization

Brooklyn Ascend Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on January 15, 2008 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was also granted a provisional charter on January 15, 2008 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School will prepare kindergarten to twelfth grade students to thrive in competitive high schools and four year colleges. The School provided education to approximately 248 students in kindergarten through third grade in the 2009-2010 academic year.

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 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:

BROOKLYN ASCEND CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2010 AND 2009

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

Basis of Presentation (Continued)

Unrestricted

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

Temporarily Restricted

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

Permanently Restricted

Permanently restricted net assets are those contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled or otherwise removed by actions of the School. The income derived from these permanently restricted funds is usually classified as unrestricted and can be used for the general purpose of the School.

The School had no permanently restricted net assets at June 30, 2010 and 2009.

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.

BROOKLYN ASCEND CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2010 AND 2009

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

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	7 years
Equipment	5 years
Software	3 years

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 FASB 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 the deferred rent in the accompanying statement of financial position.

BROOKLYN ASCEND CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2010 AND 2009

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 organization 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 and state entitlements. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consisted of the following at June 30,

	<u>2010</u>	<u>2009</u>
Leasehold improvements	\$ 757,204	\$ 560,906
Furniture and fixtures	110,738	91,417
Equipment and software	141,040	105,123
Construction in progress	<u>43,875</u>	<u>-</u>
	1,052,857	757,446
Less: Accumulated depreciation and amortization	<u>114,066</u>	<u>34,308</u>
	<u>\$ 938,791</u>	<u>\$ 723,138</u>

Depreciation and amortization expense was \$80,731 and \$34,308 for the year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009, respectively.

Construction in progress consists of architect fees and leasehold improvements in connection with Phase III of the School's facility expansion that was completed in August, 2010.

BROOKLYN ASCEND CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2010 AND 2009

NOTE 4 - RELATED PARTY TRANSACTIONS

The School is an affiliate of Ascend Learning, Inc. (“Ascend”), a New York State not-for-profit corporation. The School entered into an agreement with Ascend on May 1, 2008 to provide the School with its educational management services and designs. 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 year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009 was \$285,683 and \$237,144, respectively.

The School has entered into a sub-lease agreement with its affiliate, Brownsville Ascend Charter School (“Brownsville”), a New York State not-for-profit corporation, a related charter school by common management, for the use of the 4<sup>th</sup> and 5<sup>th</sup> floors. As per the terms of the agreement, the sub-lease is for one year, commencing September 1, 2009. For the year ended June 30, 2010, rental income from Brownsville totaled \$142,856. In addition, the School paid for salaries and start-up expenses on behalf of Brownsville in the amount of \$10,210 and \$12,825 for the year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009, respectively. There were no balances due as of June 30, 2010.

The School is an affiliate of Bushwick Ascend Charter School (“Bushwick”), a New York State not-for-profit corporation, and a related charter school by common management. The School paid for start-up expenses on behalf of Bushwick in the amount of \$2,921 for the year ended June 30, 2010. There were no balances due as of this date.

NOTE 5 - COMMITMENTS

Facility Lease

The School entered into an agreement on March 19, 2008 to lease property at 205 Rockaway Parkway, Brooklyn, New York for a period of 15 years. The landlord will renovate the facility to conform to the School’s specifications in Phases. Phase I which consists of the 2<sup>nd</sup> and 3<sup>rd</sup> floors of the building was completed in August 2008. The School has reimbursed the landlord \$300,000 for this renovation and is classified as leasehold improvements in the statement of financial position.

Phase II of the renovations, which consists of the 4<sup>th</sup> and 5<sup>th</sup> floors of the building, was completed in August 2009. The School reimbursed the landlord \$150,000 for this portion of the renovations and is included in the leasehold improvements in the statement of financial position.

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

NOTE 5 - COMMITMENTS (Continued)

Facility Lease (Continued)

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

The future minimum lease payments are as follows:

For the year ended June 30, 2011	\$ 775,980
2012	851,040
2013	851,040
2014	961,360
2015	1,040,160
Thereafter	<u>10,931,286</u>
Total future minimum lease payments	<u>\$ 15,410,866</u>

Rent expense is recognized on the straight-line basis. The differences between cash payments under the lease agreement and the straight-line rent have been recognized as deferred rent in the accompanying statement of financial position.

Rent expense for the year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009 was \$1,184,902 and \$425,211, respectively.

Furniture and Equipment Leases

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

For the year ended June 30, 2011	\$ 48,365
2012	<u>15,073</u>
Total future minimum lease payments	<u>\$ 63,438</u>

Lease expense under these operating leases, for the year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009 was \$116,517 and \$35,652, respectively.

NOTE 6 - REVENUE CONCENTRATION

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

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

NOTE 7 - CONTINGENCY

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

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSE

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

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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NEW YORK, NY 10019

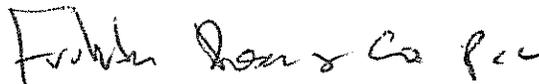
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FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT  
ON ADDITIONAL INFORMATION

TO THE BOARD OF TRUSTEES OF  
BROOKLYN ASCEND CHARTER SCHOOL

Our report on our audits of the basic financial statements of Brooklyn Ascend Charter School (a not-for-profit corporation) for the year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009 appears on page 1. We conducted our audits 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 audits 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 Accountants

New York, New York  
September 28, 2010

BROOKLYN ASCEND CHARTER SCHOOL  
SCHEDULE OF FUNCTIONAL EXPENSES

	For the year ended June 30, 2010				For the period from January 15, 2008 (inception) to June 30, 2009
	Program Services		Management and General		
	Regular Education	Special Education	Total	Fundraising	
Salaries and wages	\$ 1,112,199	\$ 179,554	\$ 1,291,753	\$ 218,247	\$ 1,510,000
Employee benefits and payroll taxes	206,663	32,631	239,294	32,632	271,926
Professional fees	253,960	32,241	286,201	146,118	432,319
Management fees	257,115	28,568	285,683	-	285,683
Consultants	25,996	2,889	28,885	-	28,885
Curriculum and classroom supplies	47,340	5,260	52,600	-	52,600
Office supplies	-	-	-	8,210	8,210
Non-capitalized furniture and equipment	5,720	636	6,356	-	6,356
Leased equipment	88,553	13,982	102,535	13,982	116,517
Communications	18,288	2,887	21,175	2,888	24,063
Occupancy	900,526	142,188	1,042,714	142,188	1,184,902
Repairs and maintenance	65,247	10,302	75,549	3,004	78,553
Security	9,362	1,478	10,840	1,478	12,318
Insurance	17,172	2,711	19,883	2,712	22,595
Marketing and recruiting	7,624	847	8,471	-	9,074
Staff development	4,162	463	4,625	-	4,625
Travel and meals	12,920	2,040	14,960	2,040	17,000
Postage, printing and copying	8,128	1,283	9,411	1,284	10,695
Dues and subscriptions	2,353	262	2,615	-	2,615
Depreciation and amortization	60,616	9,571	70,187	10,544	80,731
Interest	-	-	-	-	-
Miscellaneous	4,415	697	5,112	693	5,805
	<u>\$ 3,108,359</u>	<u>\$ 470,490</u>	<u>\$ 3,578,849</u>	<u>\$ 586,020</u>	<u>\$ 4,165,472</u>
				<u>\$ 603</u>	<u>\$ 3,338,691</u>

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

FRUCHTER ROSEN & COMPANY, P.C.  
CERTIFIED PUBLIC ACCOUNTANTS  
156 WEST 56TH STREET  
NEW YORK, NY 10019  
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  
BROOKLYN ASCEND CHARTER SCHOOL

We have audited the financial statements of Brooklyn Ascend Charter School (the "School") as of and for the year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009, 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.

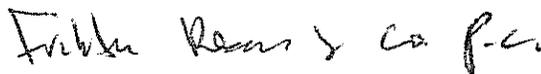
TO THE BOARD OF TRUSTEES OF  
BROOKLYN ASCEND CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Brooklyn 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 September 28, 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  
September 28, 2010

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**Section IV**

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

**Name (print)** Theodore J. Coburn

**Name of Charter School** Brooklyn Ascend Charter School

**Charter Entity** NYCDOE

**Home Address** \_\_\_\_\_

**Business Address** The Chrysler Building, 31<sup>st</sup> 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):

**Treasurer, 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.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
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**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>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</b>
<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)** Lisa Coldwell O'Brien

**Name of Charter School** Brooklyn 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

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

**Secretary, 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.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
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**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>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</b>
<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)** Jonathan S. Rosenberg

**Name of Charter School** Brooklyn Ascend Charter School

**Charter Entity** NYCDOE

**Home Address** \_\_\_\_\_

**Business Address** Repair the World, 555 8<sup>th</sup> Ave, Suite 703 New York, NY 10018

**Daytime Phone** 646.695.2700

**E-Mail Address** jon@werepair.org

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

**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.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
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**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>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</b>
<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)** Marty Linsky

**Name of Charter School** Brooklyn Ascend Charter School

**Charter Entity** NYCDOE

**Home Address** \_\_\_\_\_

**Business Address** Cambridge Leadership Associates, 150 E 18th St Suite 6F New York, NY  
10003

**Daytime Phone** 917.667.0750

**E-Mail Address** marty@cambridge-leadership.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.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
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**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>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</b>
<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)** David Graff

**Name of Charter School** Brooklyn Ascend Charter School

**Charter Entity** NYCDOE

**Home Address** \_\_\_\_\_

**Business Address** Epic Advertising, Inc. 512 Seventh Ave 12<sup>th</sup> Floor, New York, NY 10018

**Daytime Phone** 917.679.7053

**E-Mail Address** david.graff@epicadvertising.com

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

**President, 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.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
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**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>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</b>
<p style="text-align: center;">none</p>			

\_\_\_\_\_

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.

Keisha D. Sykes  
Print Name, School Leader

[Signature] 11/1/10  
Signature and Date

**Luisa M. Nurse**  
**Notary Public, State Of New York**  
**No. 24 - 4919663**  
**Qualified in Kings County**  
**Commission Expires Feb. 16, 2014**



[Signature]  
Notary

Sworn before  
me this 1 day  
of 2010  
NOVEMBER

\_\_\_\_\_  
Print Name, President, Board of Trustees

\_\_\_\_\_  
Signature and Date

Sworn before  
me this \_\_\_ day  
of \_\_\_ 2010

\_\_\_\_\_  
Notary