



Charter Schools Institute

The State University of New York

Proposal Transmittal Form

1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K-1	208
Year 2	K-2	249
Year 3	K-3	436
Year 4	K-4	548
Year 5	K-5	660

Desired School Opening Date Desired Initial Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name

Mailing Address

City State Zip Code

E-Mail Address Home Phone #

Cell Phone # Office Phone # Office Fax #

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

Submit Completed Proposal to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Phone: (518) 433-8277

Fax: (518) 427-6510

Web: www.newyorkcharters.org

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

FOR OFFICIAL USE ONLY: Received By: Date Received



Charter Schools Institute

The State University of New York

Proposal Summary Form

1. Charter School Name

Canarsie Ascend Charter School

2. Charter School Location

9719 Flatlands Avenue, Brooklyn, NY (Community School District 18)

3. Anticipated Opening Date

Sept 4, 2012

4. Management Organization Name (if applicable)

Ascend Learning, Inc.

5. Other Partner Organization(s) (if applicable)

None

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-2013	K-1	208
Year 5	2016-2017	K-5	660

7. Applicant(s)

	Name	Bio
X	Steven F. Wilson	Steven F. Wilson, founder and president of Ascend Learning, is also a senior fellow at Education Sector, a Washington think tank, and formerly, the John F. Kennedy School of Government at Harvard. He is the former CEO of Advantage Schools, an urban school management company that educated nearly 10,000 students, and a former executive vice president of Edison Schools.

Add New Applicant

8. Proposed Board of Trustees

	Name	Bio
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X	Butch Trusty	<p>Butch Trusty is a manager in The Bridgespan Group, a strategy consulting firm that serves nonprofit, philanthropic, and governmental clients in New York. He assists nonprofits and public entities in the education sector to develop strategies to achieve breakthrough results. Recent clients have included the Education Equality Project, a national grassroots education reform organization; and the Woodrow Wilson National Fellowship Foundation, which supports outstanding individuals and institutions to reshape American education. He has also worked with a major urban school district on a proposed launch of an initiative to transform teacher preparation; a major foundation's new community college technical assistance initiative; and New York City's School District 79. Trusty has also advised clients in the field of civil rights legal advocacy, and extended-day programs.</p> <p>Prior to joining Bridgespan, Trusty developed a communications strategy for the Thomas B. Fordham Foundation, a leading Washington, D.C.-based education think tank focused on accountability, choice, and standards. He completed research on high school graduation rate policy and the social and economic returns of federal investments in secondary education for the Alliance for Excellent Education.</p> <p>From 2003-2005, Trusty worked as a business development specialist for Edison Schools (now EdisonLearning) on teams that secured charter school management and district school turnaround contracts that provided over \$20 million in new revenue for the company. He began his career in strategic development for a small New York-area financial services firm.</p> <p>Trusty earned an A.B. in Public Policy from Brown University and a Master of Public Policy from Duke University, where he completed a master's thesis entitled "Using Urban District Reform Best Practices to Transform Public Schools in New Orleans."</p>
X	Anne Greenberger	<p>Anne Greenberger is the managing director of Real Estate at Teach For America, one of the nation's largest providers of educators for low-income communities with a current network of 28,000 persons. At the organization, Greenberger manages all real estate transactions and related finances of a 50-office national real estate portfolio. She also manages real estate strategy, including setting policies and procedures, implementing infrastructure, and identifying cost avoidance areas.</p> <p>Previously, as associate director on direct investments for GE Real Estate, Greenberger managed real estate investments for a national portfolio of 135 facilities, comprising 12 million square feet. Greenberger obtained her MBA from Columbia Business School in 2008, and her BA from the University of Pennsylvania in 2000.</p>

X	C. Allison Jack	<p>C. Allison Jack is senior program director of New Leaders for New Schools in Manhattan where she manages a \$16 million federal Teacher Incentive Fund grant. Her responsibilities include determining awardees and implementing communications and outreach to 179 participating charter schools in 20 states. Jack has had extensive experience leading community outreach efforts for new schools; managing, consulting on, and authoring charter school proposals in Chicago; and teaching in public schools where a large majority of the student population was comprised of persons of color from low-income families. She served as an educator for Teach For America in 1991, the second year of operation for the national organization.</p> <p>Jack was the founder and CEO of the Beanstalk group, an independent consulting company that worked with charter management organizations and schools on proposals, advocacy, public relations, and research. One of Beanstalk's schools is Namaste Charter School, of which Jack was the former board vice president and co-founder. Prior to founding Beanstalk, she was the director of the Charter School Resource Center in Chicago for three years, where she managed charter school support work and technical assistance to charter school developers, wrote reports and proposals, and organized legislative campaigns.</p> <p>Jack obtained her Master's Degree from the University of Chicago in public policy, concentrating on education policy. After graduating, she worked as the project developer and manager on the Chicago Panel on School Policy, and previously as the program evaluator of the National Committee to Prevent Child Abuse in local housing projects. Jack also attended New York's Parsons School of Design, where she studied graphic design.</p>
X	Lorna Alleyne	<p>Longtime Canarsie resident, Lorna O. Alleyne began her career at the Bank of New York Mellon after receiving her Bachelor's degree in marketing at Pace University. The Bank of New York Mellon is a financial services and corporate lending entity. After serving as assistant treasurer and assistant vice president, she was promoted to vice president.</p> <p>As vice president, Alleyne oversaw ten billion dollars in loans and 6,000 corporate and real estate accounts. Alleyne led a staff of 18 persons in credit set-up, credit documentation, and reviews of credit facilities. She also periodically reviewed and evaluated policies and procedures, including legal compliance, audit, risk management, and legal functions.</p>

X	Prospective Trustee	<p>The candidate is vice president and assistant general counsel at Goldman Sachs Asset Management International Ltd (GSAMI). GSAMI is an asset management arm of Goldman Sachs Group Inc. The firm provides its services to high net-worth individuals, corporations, financial institutions, governments, pension plans, endowments, and foundations. She is a graduate of Georgetown University and received her law degree at New York University. She resides in Brooklyn, NY.</p> <p>Ascend is in closing discussions with our candidate for the fifth trustee position. The final step will be a visit to two of the operating Ascend schools. The visit has been scheduled for Monday, February 28th at 7:45am. Until the conclusion of the visit and a final decision is made, only a brief summary of her background will be provided.</p>
Add New Trustee		

9. Overview of the Proposed Program

The mission of Canarsie Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Students will, from the earliest grades, steadily build a strong foundation of learning habits, critical thinking skills, and knowledge; excel academically as they progress through the program, mastering high-level math and science; and ready themselves to graduate as confident young adults, prepared to succeed as college students, citizens, and leaders in their chosen fields. The school design marries the SABIS educational system with the “No Excuses” school culture to close the achievement gap and place every student on the path to college. It will demonstrate that, for the same level of public spending and without ongoing philanthropic support or relying on an exotic labor pool of teachers the school can generate dramatically superior academic outcomes, as measured by the New York State tests and other objectives measures, compared to the surrounding district schools.

Given the demographics of the resident district, the founders expect nearly all Canarsie Ascend students will be from low-income families. Currently, most families have few, if any, affordable alternatives to the district public schools. Canarsie Ascend will offer a free, rigorously academic education, and a path to college through a program profoundly different from that used in schools governed by the New York City Department of Education and other districts in the state. Its innovative features include relatively large class sizes with explicit, whole-class instruction; frequent electronic assessment that provides teachers with immediate feedback on student mastery of concepts taught over the past week; the use of student prefects to assist their peers and the teacher; an Intensive Program to fill learning gaps quickly, including those resulting from language barriers; specific, concrete, and actionable techniques to raise academic and behavioral expectations that make the most efficient use of classroom time, create a strong and vibrant culture, and build character and trust; and powerful academic management software that relieves teachers of many time-consuming tasks, permitting them to focus on delivering clear, vibrant, and engaging lessons. If these innovative approaches are successful in radically raising student achievement levels and closing the economic and racial achievement gap, as indicated by the early results of schools based on the same model, they will spur improvements in surrounding schools.

The SABIS educational system includes a detailed, college-preparatory curriculum linked to an electronic assessment system, innovative pedagogical protocols, tools for building a transformative school culture, and state-of-the-art school management software. Over the course of 180 days of instruction, students will receive relatively more time on task, with the school day running from 8:00 am to 4:30 pm four days a week, Monday through Thursday, and 8:00 am to 2:00 pm on Friday.

Each student will have eight periods of instruction a day, including English language arts (ELA) 15 times a week and math eight times a week, plus time for independent reading. In addition to ELA and math, the curriculum will include science, social studies, Spanish (four days a week), career development and occupational studies, family and consumer sciences, fine arts (dance, music, theater, and visual arts), health education, and physical education.

Through the SABIS Intensive Program, students substantially behind in English, math, or both, will receive instruction in small groups, focusing only on the essential concepts necessary to succeed in the general education classroom with their peers. A program of Structured English Immersion will prepare English language learners (ELL) to join their peers successfully as quickly as possible. Students with little or no English will rapidly acquire English language skills in an Intensive-style classroom, taught by teachers with ELL certification. The school will use SABIS programs specifically designed for ELL that focus on phonics, reading, fluency, comprehension, vocabulary acquisition, and other English language fundamentals.

The proposed design has yielded promising early results when implemented under the management of Ascend Learning, a nonprofit organization based in Brooklyn. Canarsie Ascend's proposed board of trustees plans to engage Ascend in a five-year management contract, under which Ascend will report to the board and be responsible for providing the school's educational program; selecting and acquiring instructional materials; recruiting, recommending to the board for hire, and developing the school director; and day-to-day operations, including business administration, contracted services, human resources, and maintenance of the school's facilities. Ascend will assist the school director with recruiting and training of the school's leadership team, faculty, and staff. For these services, the school will pay Ascend annually nine percent of the sum of general education operating funds and revenues from federal special education entitlement grants (IDEA).

Reporting to Ascend and the board, the school director will be ultimately responsible for the quality of instruction in the school and the academic progress of the student body; he or she will be, above all, the school's instructional leader. The school's leadership team, composed of a dean of instruction, a dean of students, and a director of operations, will report directly to the school director. The dean of instruction and dean of students will oversee instructional staff, with the former concentrated on academic program implementation and the latter on the implementation of the No Excuses culture; and the director of operations will oversee non-instructional staff. Teachers will be accountable for student results as they track their students' progress in mastering required skills and concepts.

The school's faculty will receive intensive and ongoing professional development through three weeks of pre-service training; professional development days; after-school sessions throughout the school year; weekly grade-team meetings; and ongoing modeling. The school design will equip teachers with the instructional and culture-building tools they will need to reliably achieve gap-closing results while working at a sustainable pace.

1. Applicants and Founding Group

(a) Applicant Information

Provide a brief description of the applicant(s) -- relevant background and experience, including whether they are a parent, teacher, administrator and/or community resident.

The lead applicant is Steven F. Wilson. As founder and president of Ascend Learning, a Brooklyn-based charter school management organization, Wilson is an administrator; he is also a community resident. In addition to his primary role as president of Ascend, Wilson is a senior fellow at Education Sector, a Washington think tank, and he was previously a fellow at the John F. Kennedy School of Government at Harvard. He is the former CEO of Advantage Schools, an urban school management company that educated nearly 10,000 students, and is a former executive vice president of Edison Schools.

Earlier, Wilson was special assistant for strategic planning for Massachusetts Governor William Weld and co-executive director of the Pioneer Institute, where he wrote the Massachusetts charter school law. He is the author of two books: *Learning on the Job: When Business Takes on Public Schools* and *Reinventing the Schools: A Radical Plan for Boston*. He is the board president of Building Excellent Schools, a national training program for aspiring charter school founders, and a graduate of Harvard University.

Wilson initiated planning for Canarsie Ascend Charter School, working closely with Jana L Reed, chief operating officer of Ascend Learning. Reed has operational responsibility for Ascend and its three schools. Before working with Wilson to launch Ascend, Reed was director of talent and business development for Commongood Careers, a Boston-based search firm that supports social entrepreneurs. Previously, she was director of business development at Building Excellent Schools.

Reed was a founding team member of Advantage Schools, where she worked with educators, parents, local government officials, and political leaders to launch urban charter schools across the country. She formerly served as a key manager of personnel and gubernatorial appointments in the Weld Administration in Boston. Reed is an active volunteer with political, civic, and cultural concerns. She holds a bachelor's degree in political science from Simmons College.

(b) Founding Group Members

Use the following table to list the active members of the founding group (including the applicants) who developed this proposal. Include a brief description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role, if any, in the school if it is approved, e.g., school leader, teacher, board member, service provider, etc.

Name	Role in Founding Group	Relevant Experience/Skills	Proposed Role(s) in School (if any)
Steven F. Wilson	Lead Applicant	As president of Ascend Learning,	manager

		Wilson is chief executive of an organization overseeing three charter schools in Brooklyn, collectively educating approximately 900 students in 2010-2011. Earlier, he founded another organization that grew to serve nearly 10,000 urban students. He is the author of two critically acclaimed books and many articles on school reform and effective school management practices.	
Jana L Reed	Community Outreach, Board Recruitment, and Staff Recruitment	As chief operating officer of Ascend Learning, Reed has operational responsibility for Ascend and its client schools. She has led Ascend's staff and student recruitment efforts for each of its three schools, and works closely with the schools' boards. She has extensive experience with human resources management and community outreach through her former leadership roles in Massachusetts state government, Advantage Schools, and the private and nonprofit sectors.	manager

(c) In addition, please attach a resume or biographical statement for each member of the founding group.

(d) Founding Group Origin

Describe how the founding group came together and the relationship of its members to each other.

Reed's professional relationship with Steven Wilson began during her tenure as a key manager of personnel and gubernatorial appointments in the Weld Administration in Boston. She subsequently joined Wilson as a founding team member of Advantage Schools, where she worked with educators, parents, local government officials, and political leaders to launch urban charter schools across the country.

Wilson and Reed united to found Ascend Learning in 2007, and today they manage three schools in Brooklyn, based on the same design as that proposed herein. Having established strong relationships in the community Ascend serves, Wilson and Reed engaged several local leaders and residents to join them in founding a new school. They engaged those who shared their vision and philosophy, who could bring to the project proven experience in a relevant profession, as well as a keen intellect and willingness to commit the time and energy needed to ensure a successful launch.

(e) Proposal Development

Describe the process used to develop this proposal. Your response should address who contributed to designing the school and to the writing of the proposal, which may include individuals outside of the founding group such as advisers or consultants.

Plans for the Canarsie Ascend Charter School arose from the evident need and desire for expanded educational opportunities in Community School District (CSD) 18, to which Wilson and Reed are especially attuned given their current involvement in the community. Brooklyn Ascend Charter School, which opened in 2008 in East New York, has a waiting list of 1,865; Brownsville Ascend Charter School, which opened in its temporary facility in CSD 18 in 2009 and which serves many residents of the district, has a waiting list of 896.

Based on their communications with parents, educators, and community and business leaders, the founders believe these large waiting lists indicate a strong interest in the school design specifically, rather than simply a general interest in any educational alternative.. Therefore, the proposal for Canarsie Ascend Charter School is a request to replicate the program offered at the three schools currently served by Ascend.

While Steven Wilson and Jana Reed work continuously to refine the model, the design for Canarsie Ascend will be fundamentally the same as the other schools'. The schools' early academic results and data from the first two schools' parent surveys, detailed in Attachment 8, indicate the strength of the design.

In addition to Wilson and Reed, the primary individuals involved in preparing this application for submission are Josue Cofresi, senior associate at Ascend Learning, whose responsibilities include managing the organization's grant-writing and charter application processes; and Mary Budd, an independent editorial consultant specializing in charter school development, who has worked closely with Wilson for more than ten years.

Steven F. Wilson

[REDACTED] Brooklyn, New York 11201

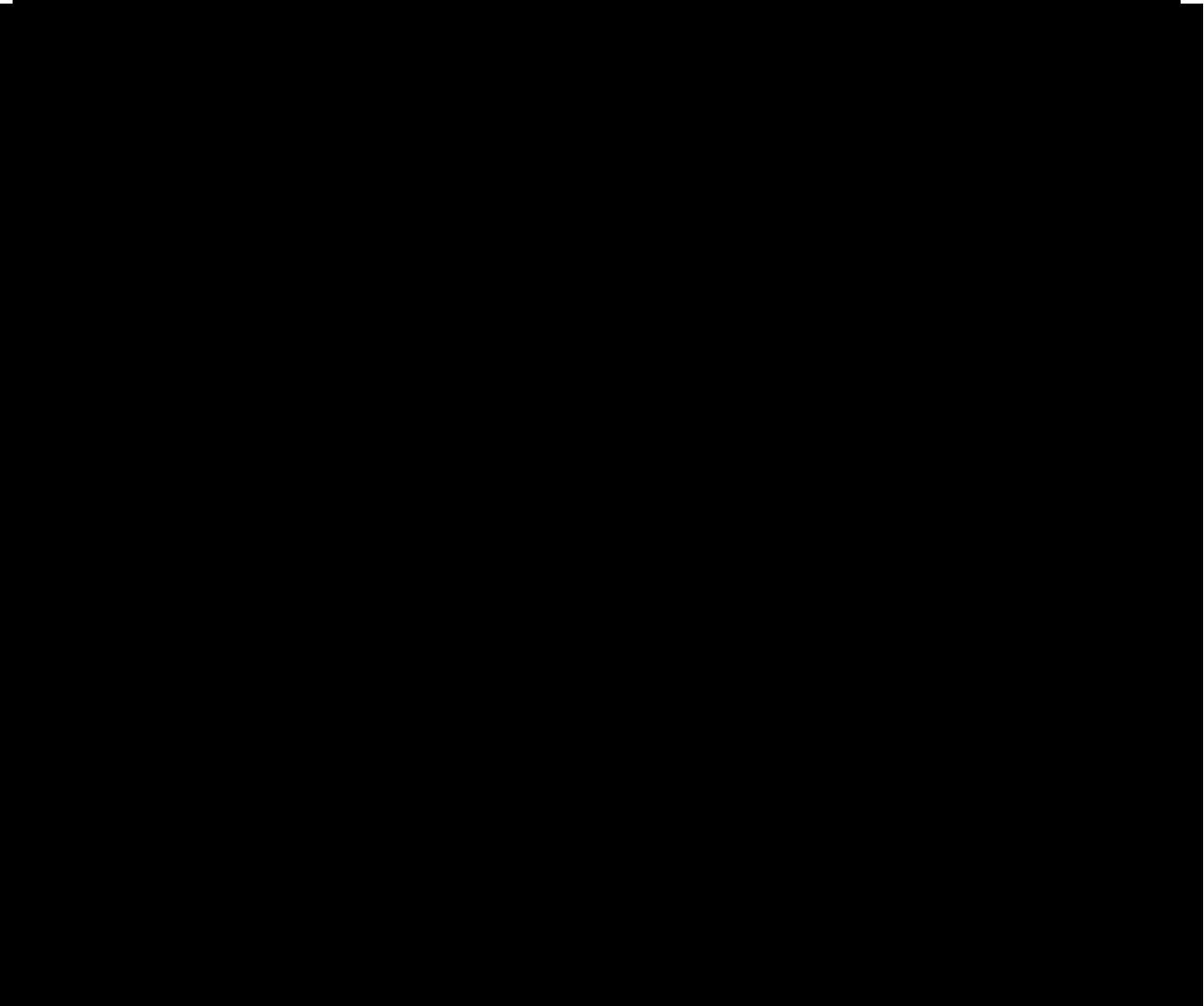
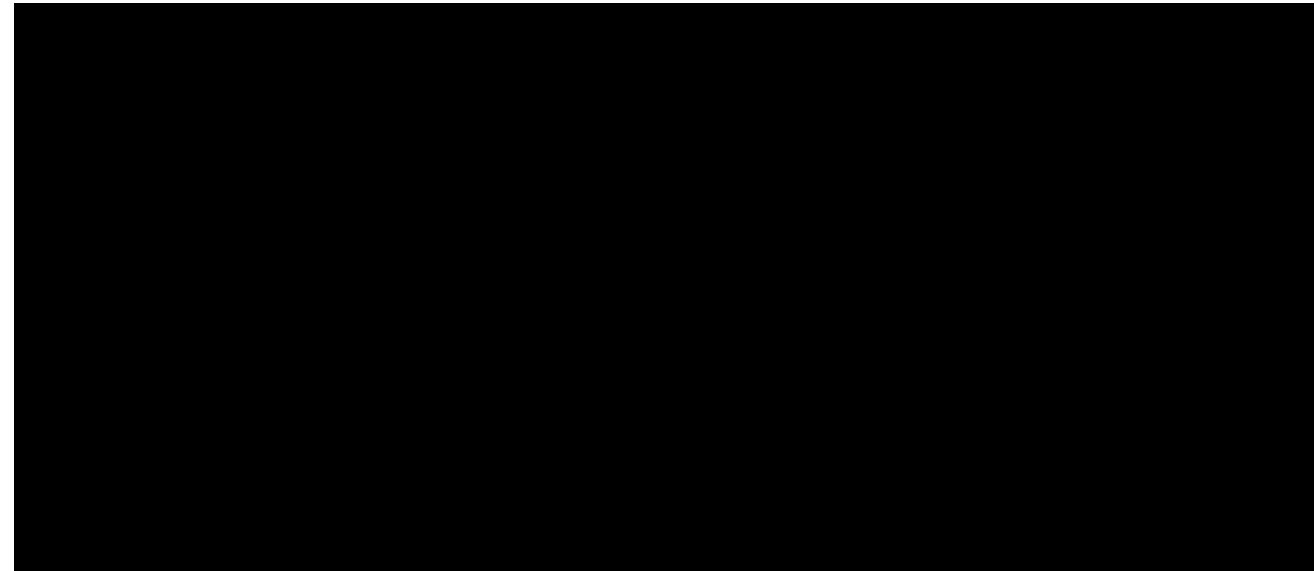
[REDACTED]

[REDACTED]

Experience

[REDACTED]

[REDACTED]



Education

- A.B., Harvard College, 1981/90, Sociology

Publications

“The Efficient Use of Teachers,” chapter in Frederick M. Hess and Eric Osberg, eds., *Stretching the School Dollar: How School and Districts Can Save Money While Serving Students Best*, Harvard Education Press, 2010

Learning on the Job: When Business Takes on Public Schools (book), Harvard University Press, 2006

“Realizing the Promise of Brand Name Schools,” chapter in Diane Ravitch, ed., *Brookings Papers on Education Policy: 2005*, Brookings Institution Press, 2005

“Opportunities, but a Resistant Culture,” chapter in Frederick M. Hess, ed., *Educational Entrepreneurship: Realities, Challenges, and Possibilities*, Harvard Education Press, 2006

Reinventing the Schools: A Radical Plan for Boston (book), Pioneer Institute for Public Policy Research, 1992

With Richard Cross and Theodor Rebarber, “Student Gains in a Privately Managed Network of Charter Schools using Direct Instruction” (article), Winter 2002, *Journal of Direct Instruction*

Annual Report on School Performance, 1999-2000 School Year (report), Advantage Schools, 2001

The Government We Choose: Lean, Focused, Affordable (report), Governor’s Office, Commonwealth of Massachusetts, 1995

Strengthening the Commonwealth’s Purchase of Service System (report), Executive Office of Administration and Finance, Commonwealth of Massachusetts, 1995

Jana L Reed

[REDACTED]

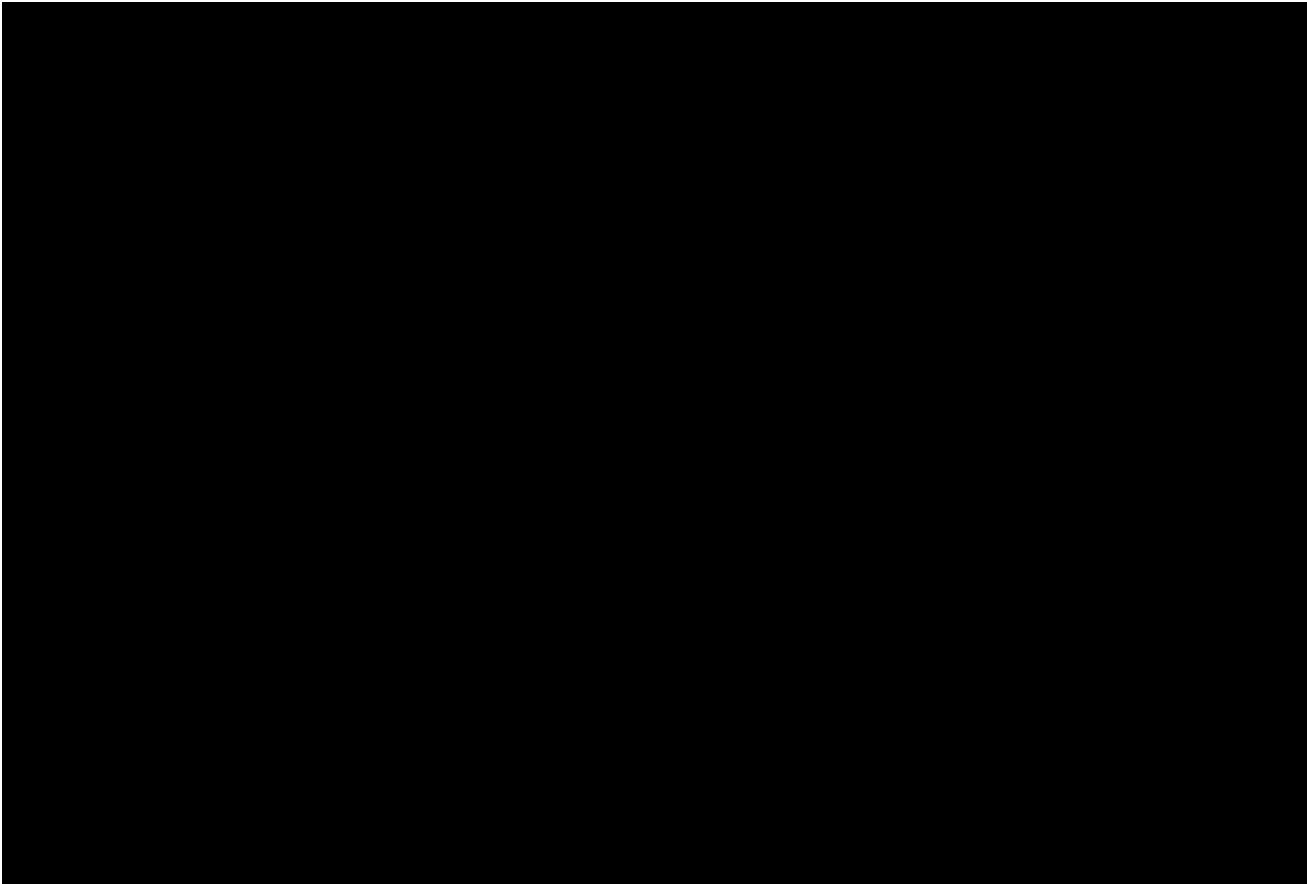
Brooklyn, NY 11201

[REDACTED]

[REDACTED]

Experience

[REDACTED]



Education

B.S., Political Science, Simmons College, Boston, Massachusetts

Volunteerism

Member of the Board, Urban Teaching Fellows, New York, NY	2010-present
Host, Fundraiser for City on a Hill Charter School, Boston, MA	2007
Steering Committee, Mass Government Appointments Project	2004, 2006-7
Annual Dinner Committee, Thompson Island Outward Bound	2003-2005
Board Member, Massachusetts Women's Political Caucus	2003-2005
Committee Member, New England Flower Show	2004
Member, Asian American Resource Workshop	2001-2006
Member, Wang Center for Performing Arts	1999-2005
Featured on WHDH-Ch. 7 Urban Update, public interest segment	1999
Participant, Renaissance Weekend, Hilton Head Island	2003

2. Mission

Attach the mission statement for the proposed charter school.

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

3. Enrollment

(a) Enrollment Plan

Use the following table to submit student enrollment information for the first five operational years of the proposed charter school. Be sure to include the following:

- ages of the students to be served in each grade (for kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31));
- number of students to be served in each grade;
- total number of enrolled students for each year of the charter term;
- classes per grade; and
- average number of students per class.

Grades	Ages	Number of Students				
		Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
K	4-6	100	50	100	100	100
1	4-7	108	99	112	112	112
2	4-8		100	112	112	112
3	4-9			112	112	112
4	4-10				112	112
5	4-11					112
6						
7						
8						
9						
10						
11						
12						
Ungraded						
Total Students		208	249	436	548	660
Classes Per Grade		4	4 (2 in K)	4	4	4
Average Number of Students Per Class		26	24.9	27.3	27.4	27.5

(b) Enrollment Rationale

Provide the rationale for the enrollment plan submitted as your response to Request No. 3(a) above. In your rationale please address the following:

- **the reason for choosing to serve the grades specified and the number of students in each grade;**
- **the extent to which the proposed charter school's grade configuration aligns with the school district of its proposed location; and**
- **the pattern of growth over time, including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students.**

Grade Growth and Rationale

The school opens with just kindergarten and first grade. Establishing a strong school culture has proven to be among the most important factors in building successful charter schools; opening with more than two grades jeopardizes the establishment of the No Excuses culture. Each year, the school adds a grade as students are promoted. At maturity, the school spans K-12. The lower school comprises K-4, the middle school 5-8, and the high school 9-12. Extending through grade 12 is essential to realizing the mission of preparing every student for college.

The founders considered the following three constraints in developing the school's enrollment growth plan:

1. Prior to year three, a statutory student enrollment cap of 250 students applies (exceeding this number imposes collective bargaining constraints). This factor drives the number of sections in years one and two.
2. In the SABIS program, classrooms in kindergarten through grade 2 are self-contained, but classrooms in grades 3-6 are organized around a teaching model in which teachers specialize in either (a) math and science or (b) English language arts and social studies. This organization requires an even number of sections, either two or four; two sections would create a school too small to realize economies of scale or achieve the desired impact on the community.
3. The school will administer New York state tests for the first time in year three, and the results will have implications for the students taking the tests and for the school's viability. The enrollment plan thus ensures that those taking the tests will have been enrolled for a period sufficient for them to benefit from the program's strengths and perform accordingly.

Starting in year three, Canarsie Ascend Charter School will enroll 100 students in kindergarten and 112 students in each of the other grades, respectively. According to the New York State Department of Education, in 2008-2009 Community School District 18 enrolled about 1,220 in kindergarten students and an average of 1,580 students in each of grades 1 through 5. In other words, for every 100 kindergartners in CSD 18, there was an average of 132 students in each of the grades 1 through 5—an alignment variance of 20 students when compared to the proposed enrollment plan at Canarsie Ascend.

Class Size

The enrollment plan assumes classes of 28 students beyond kindergarten. Based on the demonstrated efficacy of the SABIS instructional model and the No Excuses school culture, the founders believe firmly that such comparatively large classes will function well in the context of the school design.

The founding team and Ascend Learning do not subscribe to the conventional notion of “differentiated instruction,” and understanding our philosophy is critical to removing the negative connotations often associated with large class sizes. We believe public schools fail to achieve strong levels of achievement reliably and across the board because teachers are asked to do the impossible, which is to tailor instruction to a large number of students with very different levels of preparation and mastery of necessary precursor skills. The problem snowballs as the children get older. Those with unaddressed gaps become increasingly frustrated in school because they cannot follow their teachers’ instruction, while more advanced students who have been forced to bide their time to accommodate their classmates become increasingly bored. The results are as unavoidable as they are undesirable: alienation, disciplinary problems, academic failures, and drop-high out rates.

The founders believe that if the school pays attention to instructional gaps forming in the first instance, then all the students in the class would be ready to learn whatever new concept the teacher attempts to impart. Such is the basic premise of the SABIS instructional model. The SABIS system places students according to their mastery of essential concepts and ensures they have the precursor concepts necessary to progress successfully. Frequent electronic assessment tells the teacher which students have not mastered each essential concept. If the whole class has failed to achieve mastery, the teacher concludes he or she has not taught the concept properly, and it needs to be re-taught. If a small number of students fall short of mastery, prefects deliver them additional instruction immediately in the form of prefect tutoring, so they do not fall behind. Students who are substantially behind join the SABIS Intensive Program in English, math, or both, where they receive instruction in very small groups, focusing only on the essential concepts necessary to succeed in the regular class with their peers. (Evidence of the efficacy of the SABIS system is provided below and in Attachment 8.)

Further, the No Excuses culture, described elsewhere in this application, ensures order even in large classes. Large classes are affordable, moreover, and will permit teachers to earn more than those in many schools that emphasize small class sizes.

Managing Attrition

The school’s policy will be to fill seats open from attrition up through at least grade 6.

The founders acknowledge the challenges of enrolling new students beyond kindergarten who have no grounding in the program (as in grade 2 in year three), but with the strength of the proposed model such challenges are surmountable. When Brooklyn Ascend Charter School (which is also managed by Ascend Learning and substantially uses the same programs as planned for Canarsie Ascend Charter School) opened in September

2008, it enrolled 60 second-graders, none of whom had previously been educated in the Ascend program. Most arrived with gaps, large and small, in their knowledge and skills, as detected by the SABIS diagnostic tests administered prior to the start of the school year. Through a combination of the SABIS Intensive Program (detailed in Attachment 13), tutoring, and strong after-school and Saturday school programs, the second grade made strong progress. Second-graders on average grew 37 percentile rank points in reading on the TerraNova test (from the 24th percentile in the fall to the 61st in the spring) and 32 points in math (from the 24th to the 56th percentile). Consequently, we believe it is reasonable to enroll second-graders who have not been educated in the program in previous years, and meet their academic and social needs. Every student entering in later years will be placed in a grade determined by their results on SABIS diagnostic tests on admission.

In the event of student attrition, Canarsie Ascend Charter School will backfill students from its waiting list. The founders expect that the school's waiting list will be sufficient to replace students, based on the high demand for charter schools in Community School District 18. This demand is evidenced by the waiting list at Ascend Learning's first school, Brooklyn Ascend Charter School, which is also located in CSD 18 and currently serves students from kindergarten through the fourth grade. As of November 10, 2010, there were 1,865 students on its waiting list. Community School District 18 currently has four charter schools; the Canarsie neighborhood has none.

The success of the SABIS program in Springfield, Massachusetts, is perhaps even more compelling as it underscores the model's effectiveness over the long term with a substantially larger and similarly diverse student population. At the SABIS International Charter School in Springfield, which serves 1,500 racially and economically diverse students in K-12, every senior has gained college admission in each of the past seven years. Of the students enrolled in the school for at least two years, 100 percent passed the English portion of the MCAS (considered among the most rigorous state tests in the nation) and 99 percent passed the math portion of the test on their first try. Compared to the SABIS school, the percentage of Springfield district tenth-graders found proficient on the exam was 48 percentage points lower in English and 58 percentage points lower in math. Still more impressive is that the SABIS school's low-income and minority tenth-graders approached universal proficiency in reading and math, beating district and statewide averages and literally closing the achievement gap.

Other SABIS schools have demonstrated similarly strong achievement with urban populations. At Milestone SABIS Academy of New Orleans, 97 percent of the students are black and 98 percent qualify for the federal free and reduced-priced lunch program. The SABIS school was the highest performing of 49 K-8 schools in the Orleans parish on the state's 2009 grade-eight English exam, outperforming KIPP. With 77 percent of eighth-graders achieving proficiency, Milestone SABIS students scored 15 percentage points higher than the state average and 45 percentage points higher than the district average.

SABIS attributes its success to its system of extensive and frequent testing and to the provision of supports that dramatically increase time on task for students requiring

remediation, i.e., first and foremost the SABIS Intensive Program, as well as peer tutoring, the after-school program, and Saturday school.

District Alignment

Schools run by the New York City Department of Education typically serve grades 6-8 in middle school, rather than the 5 through 8 planned for Canarsie Ascend Charter School. The founders believe, however, that fourth graders prepared in the Canarsie Ascend lower school will be ready by the fifth grade to begin the rigorous studies in the humanities and math and science that will characterize the middle school. Delaying this passage to a more mature and intellectually ambitious culture would slow the students' social and academic development.

(c) Ultimate Enrollment Plan

Provide the grade span and enrollment size the school ultimately intends to serve (even if it would occur after the initial charter period) and the year it will reach that point.

K-12, 1,444

(d) Collective Bargaining Waiver

If the charter school would enroll more than 250 students at any point during the first two (2) years of operation, indicate whether you are requesting a waiver from the requirement that all employees must be members of existing collective bargaining organizations in the school district where the charter school would be located.

N/A

4. Community Need and Impact

(a) Community Description

Describe the community from which the proposed school will recruit and draw its students. Your response should include:

- **community and school demographics;**
- **rationale for selecting that community;**
- **local public schools and grade configurations; and**
- **existing educational options.**

(b) Target Population

Describe the specific population of students that the proposed charter school intends to serve.

(c) Need for the Proposed Charter School

Explain the need for this charter school in this community, including the performance of the local schools.

(d) Programmatic Impact

Describe the *programmatic* impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.

(e) Five Percent Districts

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the establishment of the proposed charter school will have a “significant educational benefit” to the students who attend that school.

Community Description

Offering a rigorous college-preparatory program, Canarsie Ascend Charter School has been designed to serve the general student population of Community School District (CSD) 18, starting with kindergarten and grade one, and growing one grade per year through grade 12. Admission to the school shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry.

Given the demographic and the performance data on schools in Community School District 18, the applicants expect that many students will arrive to school performing well below state standards, with unique needs and learning deficits (including limited English proficiency). It is expected that the new school's student population will be predominantly African American and low-income.

The New York State Report Card Accountability and Overview Report for 2008-2009, published January 29, 2010, provides the most recent student demographic profile of Community School District 18. According to this report, of the 18,852 students enrolled in District 18 during the 2008-2009 school year, 66 percent qualified for free lunch and ten percent qualified for reduced priced lunch. Throughout a three-year reporting period, these figures increased steadily: 54 percent of students qualified for free or reduced priced lunch in 2006-2007, and 63 percent in 2007-2008. Census data reveal 14.1 percent of families in Canarsie lived in poverty in 2000,¹ but the increase in eligibility for the federal free and reduced priced lunch program indicates that figure has likely grown in the past decade. The percentage of people receiving some sort of government income assistance in Canarsie increased from 10.9 percent in 2000 to 24.1 percent in 2009.² On the whole, Canarsie families are working hard to make ends meet, and the struggles of many have intensified with the recent economic downturn.

Canarsie statistics also reveal a population that is remarkably diverse in ethnicity, culture, and language. According to the New York State Report Card Accountability and Overview Report for 2008-2009, African Americans comprise 90 percent of the student population in District 18, Hispanics seven percent, Caucasians two percent, and Asians or Native Hawaiian/Other Pacific Islanders one percent. Seven percent of the district's students are English language learners.³ Over the three school years included in the report (2005-06, 2006-07, and 2007-08), the district's student demographic data remained constant and the percentage of English language learners increased by one percent each year. The New York City Department of City Planning's analysis of the 2000 census data for the area reveals a population of 21,501 people who reported that they were not proficient in English. The languages of the non-English speaking population include French, including Patois and French Creole (36.8 percent of respondents); Spanish or Spanish Creole (17.7 percent); and Russian (11.6 percent). In addition, the planning department's analysis reveals that the area had a foreign-born population of 72,020 people, some 37 percent of the population. The report indicates that the leading countries of origin are Haiti, Jamaica, Trinidad and Tobago, and Guyana.⁴ According to the Special Education Integrated Services Center, the total percentage of students with Individualized Education Plans in CSD 18 is 13.9.

For many adults in CSD 18, college has remained an unattainable – if not inconceivable – goal. The district's 2008-2009 Report Card indicates that just 27 percent of all students planned to attend a four-year college. The founders expect that the great majority of the school's students will be first-generation college aspirants, and as such they will likely require special support in preparing for higher education. The founders are dedicated to providing a rigorous college-bound curriculum and creating a vibrant college-bound culture that includes families and all members of the school community.

Target Population

The target population is all children from Canarsie and surrounding communities who are eligible to attend kindergarten and first grade. As the school grows, the population will extend

through the twelfth grade. It is expected that the large majority of students will be from low-income families.

Need for the Proposed School

Brooklyn currently lacks a sufficient number of charter schools to serve the burgeoning demand for quality public education alternatives. The founders focused on Community School District 18 in Brooklyn, because of the underperformance of the district schools, the high rate of poverty in the community, and the fact that the district is home to only four charter schools. This number does not include Brownsville Ascend Charter School, which, although temporarily located in CSD 18, serves students primarily from CSD 23, where the school’s permanent location will be in January of 2012. The combination of these factors has left many families trapped in failing schools. There are currently no charter schools⁵ and only a limited number of private school options in the Canarsie neighborhood (postal code 11236), the community in which the new school would be located. Together, the eight non-public schools in Canarsie (seven of which are parochial schools) enroll just 1,834 children.⁶ The public school population is 10,259.⁷

The following table lists Canarsie’s public schools and provides the grade configuration of each.

Local Public Schools and Grade Configurations		
School Name	Grades Served	Transitional Grade(s)
Academy for Conservation and the Environment	9, 10, 11	12
Brooklyn Bridge Academy	9, 10, 11, 12	12
Brooklyn Generation School	9, 10, 11, 12	12
Canarsie High School	9, 10, 11, 12	12
East Brooklyn Community High School	9, 10, 11, 12	12
High School for Innovation in Advertising and Media	9, 10, 11	12
High School for Medical Professions	9, 10, 11	12
I.S. 068 Isaac Bildersee	6, 7, 8	8
I.S. 211 John Wilson	6, 7, 8	8
Olympus Academy	9, 10, 11, 12	12
P.S. 114 Ryder Elementary	PK - 5	5
P.S. 115 Daniel Mucatel School	PK - 5	5
P.S. 233 Langston Hughes	PK - 5	5
P.S. 272 Curtis Estabrook	PK - 5	5
P.S. 276 Louis Marshall	PK - 5	5
P.S. 279 Herman Schreiber	PK - 5	5
P.S. 66	PK - 8	5, 8
The Science and Medicine Middle School	6, 7	8

Urban Action Academy	9, 10, 11	12
Victory Collegiate High School	9, 10, 11, 12	12

According to the New York State Report Card Accountability and Overview Report for 2008-2009, there were 2,762 kindergartners and first-graders enrolled in public schools in 2008-2009. Considering that there are currently 17 public elementary schools in Community School District 18, the establishment of a new charter school in the district would have a low impact on the enrollment of these other public schools. Were Canarsie Ascend Charter School to open and enroll 208 students in kindergarten and first grade in September 2012, each public school would have on average 12 fewer students in kindergarten and first grade. This potential decrease in student enrollment across the district does not take into account the recent closing of one parochial school, Our Lady of Trust School: Holy Family, and the likely closing of P.S. 114 this year, as reported in the media.⁸ In 2008-2009, P.S. 114 served 250 kindergartners and first-graders.

In 2009-2010, District 18 students performed on average well below the statewide average on both the New York State math and English language arts (ELA) exams, as illustrated in the following table:

2009-2010 New York State Test Results		
Performance Levels 3 and 4	District 18	Statewide
Mathematics, Grade 4	52%	64%
Mathematics, Grade 8	36%	55%
ELA, Grade 4	39%	57%
ELA, Grade 8	27%	51%

On the whole, in 2009-2010, some 9,652 students in grades 3-8 took the mathematics examination and 9,488 students took the ELA examination. In aggregate, just 36.4 percent of the students scored at Level 3 or higher on the ELA test, and 46.7 percent achieved this level in math.⁹ In other words, about 6,500 students in District 18 performed below the state standards in English, and some 5,500 fell short of the state’s math standards.

Canarsie Ascend Charter School has been designed specifically to serve the students of CSD 18, mainly economically disadvantaged children of color, who are caught in underperforming schools yet aspire to college and successful adulthood.

Programmatic Impact

The proposed school will deploy an educational approach that is highly distinct from that of the existing public schools in the Canarsie community. The use of direct instruction with relatively large class sizes, frequent assessment linked to instruction to prevent “learning gaps,” advanced instructional data systems, and a “No Excuses” culture of unrelentingly high behavioral and academic expectations are, altogether, novel methods. The applicants expect these methods, and the achievement results they generate, to provoke much-needed discussion within the community

school district's schools as well as the broader community. School administrators, parents, and civic leaders will ask: Could such methods radically improve the academic performance of students in district schools? Could these results be achieved more broadly, without additional financial resources? Could nearly every child be securely placed on the path to college?

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1. U.S. Census Bureau: Fact Sheet: Zip Code Tabulation Area 11236. <http://factfinder.census.gov/>.
 2. University of the State of New York, The New York State District Report Card: Accountability and Overview Report 2007-08: New York Geographic District 32, 1, <https://www.nystart.gov/publicweb-rc/2008/fb/AOR-2008-333200010000.pdf>.
 3. University of the State of New York, The New York State District Report Card: Accountability and Overview Report 2007-08: New York Geographic District 32, 16, <https://www.nystart.gov/publicweb-rc/2008/fb/AOR-2008-333200010000.pdf>.
 4. Department of City Planning, City of New York, Community District 4 (December 2006), 18. <http://www.nyc.gov/html/dcp/pdf/lucds/bk4profile.pdf>.
 5. New York City Charter School Center: Find A Charter School, <http://nyccharterschools.org/learn/about-charter-schools/maps-a-locations>.
 6. New York State Education Department: Directory of Public and Non-Public Schools and Administrators in New York State, Nonpublic Schools List, <http://www.p12.nysed.gov/irs/schoolDirectory/nonpublic/sectionI.pdf>. Department of City Planning, City of New York, Community District 4 (December 2007), 21. <http://www.nyc.gov/html/dcp/pdf/lucds/bk184profile.pdf>.
 7. New York City Charter School Center: Find A Charter School, <http://nyccharterschools.org/learn/about-charter-schools/maps-a-locations>.
 8. Brooklyn Daily Eagle, "Problem Principal Gone, But Canarsie's P.S. 114 Slated to Close," January 29, 2011.
 9. New York City Department of Education, Results of the State English Language Arts Test and Results of the State Mathematics Test, http://schools.nyc.gov/Accountability/Reports/Data/TestResults/District-Level_ELAResults_2006-2010.xls and http://schools.nyc.gov/Accountability/Reports/Data/TestResults/District-Level_MathResults_2006-2010.xls.

1. School District Approval

This section does not apply.

**AGREEMENT BETWEEN
CANARSIE ASCEND CHARTER SCHOOL
AND
ASCEND LEARNING, INC.**

This agreement (this “Agreement”) is entered into as of the 31 day of December, 2010 (the “Effective Date”) by and between Canarsie Ascend Charter School (“the School”), a New York charter school formed in accordance with the New York Charter Schools Act of 1998, N.Y. Educ. Law §§ 2850 et seq. (the “Act”), with a principal place of business at 205 Rockaway Parkway, acting through its Board of Trustees (the “Board), and Ascend Learning, Inc. (“Ascend”), a New York corporation with a principal place of business at 1 Main St., Suite 3C, Brooklyn, NY, 11201 (each of the School and Ascend a “Party,” and together the “Parties”).

WHEREAS, Ascend desires to provide to the School its educational management services; and

WHEREAS, the School desires to use Ascend’s educational management services;

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto, intending to be legally bound, do hereby agree as follows:

1. Services. Ascend agrees to assume responsibility to the Board for the education of students enrolled at the School, and in connection therewith Ascend shall have the right and the obligation to perform the following duties, subject to and in accordance with all applicable laws and with the School’s charter (the “Charter”), as that term is used in § 2852(5) of the Act:

1.1. designing, selecting, acquiring, and implementing the School’s educational program, including but not limited to the School’s curriculum and pedagogy; LEP/ELL education; special education services and programs; school-year and school-

day requirements; student assessment systems and materials; extracurricular activities and programs; and instructional and curricular materials, equipment, and supplies;

1.2. recruiting, supervising, and evaluating the school director, on behalf of the School, subject to Section 2 below; designing and implementing professional development activities for all School personnel; recommending the number, positions, responsibilities, and titles of all School personnel; and proposing employment practices and policies relating to School personnel;

1.3. day-to-day business management of the School, including but not limited to management of the School's business administration; payroll; contracts with public or private entities for transportation, custodial, and food services, and all other services procured for the School with the exception of legal services procured by the Board of Trustees; facilities and equipment; purchases and leases; and procurement of all other goods, services, or equipment that Ascend deems necessary to attaining the School's educational objectives.

2. School Staff. All School staff shall be employees of the School, and all other School staff shall report to the School Director (or his or her designee). Ascend shall present to the Board its recommendations concerning the hiring and replacement of School Directors. The Board may interview any School Director candidate recommended by Ascend. Within two weeks of any Ascend recommendation concerning the hiring or replacement of any School Director, the Board shall act to accept that recommendation unless at least sixty-five percent of the members of the Board vote to reject the recommendation. The Board hereby delegates to the School Director the authority to hire and terminate all other School staff.

3. Term. Unless terminated earlier in accordance with Section 14 below, the term of this Agreement shall be three years (the “First Period”). After the First Period, this Agreement shall renew for an additional one year, unless the School has, at the end of the First Period, failed to make reasonable progress toward achievement of the goals and objectives section of the School’s charter application.

4. Reading First Program. The School agrees to take all steps reasonably necessary to facilitate its participation in the federal Reading First program, if the School is eligible to so participate and Ascend so recommends.

5. Facility. The School shall make best efforts to provide a suitable and appropriate facility for the School and shall consult with Ascend prior to securing such a facility. The School shall maintain responsibility for any necessary capital improvements and repairs to the facility. Ascend shall be responsible for management and oversight of the daily maintenance and operation of the facility. Upon request by the Board, Ascend shall assist the School in securing a suitable temporary facility for the School during the first two Academic Years in which it enrolls students and in developing and implementing a plan for obtaining a permanent facility for the School. For purposes of this Agreement, “Academic Year” means August 1 through July 31, inclusive.

6. Academic Performance. Ascend shall make reasonable efforts to manage the School so as to permit it to meet or exceed the standards and performance criteria set forth in the School’s Charter.

7. Fees and Compensation. Each Academic Year, the School shall pay to Ascend a fixed yearly fee equal to nine percent of the sum of the School’s General Operating Revenues from the school district for the school year plus federal receipts funds under the Individuals with

Disabilities Education Act for the school year. The School shall make such payments to Ascend on a pro rata basis as the School receives such funding or any portion thereof, with each payment due within three business days of the School's receipt of such funding or portion thereof.

Ascend is authorized to make payments to itself from any School account that Ascend manages hereunder. Ascend retains the right to charge additional fees for services beyond those set forth in Section 1 above, including but not limited to the operation of after-school and summer programs. To the extent the School fails to pay the fees required by this Section 7, the School shall pay interest on outstanding amounts due to Ascend at a rate equal to two per cent per year. To the extent the School fails to pay the fees required by this Section 7, despite having access to sufficient funds to make such payments, the School shall pay interest on outstanding amounts owed to Ascend at a rate equal to the lower of twelve per cent per year or the maximum rate permitted by law.

8. Operational Expenses. The School shall be responsible for paying all costs of the School's operations, including but not limited to costs for personnel, payroll, assessment materials, books, educational materials, supplies, equipment, furniture, fixtures, custodial services, food services, facility maintenance and repairs, utilities, and transportation. The School shall also be responsible for paying, or at Ascend's option for reimbursing Ascend for, all fees, expenses, and costs due from Ascend to SABIS Educational Systems Inc. ("SABIS") and attributable to the School, including but not limited to the costs of all books provided by SABIS, all in accordance with the agreement between SABIS and Ascend attached hereto as Exhibit A ("SABIS Charges").

9. Budget. No less than sixty days prior to the beginning of each of the School's fiscal years, Ascend shall submit to the Board a proposed budget for the School for that fiscal

year. Within thirty days of its receipt of a proposed budget from Ascend, the Board shall review the proposed budget and provide Ascend with any comments or proposed changes. No later than two weeks prior to the beginning of the fiscal year, Ascend shall submit a final budget to the Board for approval, which the Board shall not unreasonably withhold or delay. The Board shall not revise budgeted amounts for the payments required by Section 7 above or for the SABIS Charges.

10. Access to Funds. School funds shall be kept in an account belonging to the School and over which Ascend and any school staff designated by the Board shall have signature authority. Ascend is authorized to disburse School funds to pay the costs of operating the School, including but not limited to the costs addressed in Sections 7, 8, and 9 herein. Ascend shall have no obligation to fund any School deficit or to pay School expenses other than with School funds.

11. Start-up Costs. The School shall reimburse Ascend for any expenses that Ascend reasonably incurs associated with launching the school, including but not limited to the cost of student and staff recruiting and the leadership team participating in training provided by Building Excellent Schools. The amount for which the School shall reimburse Ascend pursuant to this Section 11 shall not exceed \$350,000.

12. Reporting and Compliance. Ascend shall provide the Board with an annual report of the School's progress toward the standards and the performance criteria set forth in the School's Charter, quarterly unaudited financial statements, and quarterly student attendance and enrollment reports. The School shall engage a Certified Public Accountant to conduct an annual financial audit of the school. Ascend shall cooperate with the School on any such audit and on any audit required or undertaken by any governmental entity with oversight authority over the

School. Ascend shall prepare any other reports required by any governmental entity with oversight authority over the School.

13. SABIS Brand. The School shall permit Ascend to identify the School's affiliation with SABIS in School materials, to the extent necessary for Ascend to comply with the requirements of the Agreement between SABIS and Ascend attached hereto as Exhibit A.

14. Termination.

14.1. Subject to the notice and cure provisions of this Section 14.1, the School may terminate this Agreement at any time if a trustee or receiver of Ascend's property has been appointed; Ascend has made an assignment for the benefit of creditors; a petition in bankruptcy has been filed by or against Ascend; Ascend has terminated or liquidated its operations or announced its intention to do so; Ascend makes fraudulent use of the School's funds; Ascend's conduct jeopardizes the health or safety of the School's students; or, at any point after the initial three years of the School's operation, the School has failed to make reasonable progress toward achievement of the goals and objectives section of the School's charter application (collectively, "School Termination Events"). If the School seeks to terminate the Agreement under this Section 14.1, the School shall send to Ascend a written notice of its intention to terminate, which notice specifies the specific conduct that the School believes has given rise to a School Termination Event. Upon receipt of such notice, Ascend shall have ninety days to cure any such School Termination Event. If, during that ninety-day period, Ascend cures the School Termination Event, the School shall not terminate the Agreement. If, at the conclusion of that ninety-day period, Ascend has not cured the condition that led to the School Termination Event, the School may issue to Ascend a termination notice, and this

Agreement shall then terminate sixty days after the issuance of such notice or on the date on which the School has repaid all outstanding debts the School owes to Ascend, whichever is later.

14.2. Subject to the notice and cure provisions of this Section 14.1, Ascend may terminate this Agreement if, upon request of Ascend, the Board fails to adopt recommendations or proposals by Ascend that Ascend believes are necessary for the successful implementation of the Ascend school design; there is a material reduction in the School's per-pupil funding, as compared to any previous year; the cash receipts of the School are insufficient to fund all of the School's budgeted cash expenditures; or the School fails to identify a school site that Ascend deems suitable for the School (collectively, "Ascend Termination Events"). If Ascend seeks to terminate the Agreement under this Section 14.2, Ascend shall send to the School a written notice of its intention to terminate, which notice specifies the specific conduct that Ascend believes has given rise to an Ascend Termination Event. Upon receipt of such notice, the School shall have ninety days to cure any such Ascend Termination Event. If, during that ninety-day period, the School cures the Ascend Termination Event, Ascend shall not terminate the Agreement. If, at the conclusion of that ninety-day period, the School has not cured the condition that led to the Ascend Termination Event, Ascend may issue to the School a termination notice, and this Agreement shall then terminate sixty days after the issuance of such notice.

14.3. At any point following the conclusion of the First Period, either party may terminate this Agreement for cause by providing the other party (the "Receiving Party") with no less than one year's written notice of termination. For the purpose of this Section

14.3, for cause shall include only a material breach of this Agreement, a School Termination Event, or an Ascend Termination Event.

14.4. Upon termination of this Agreement, Ascend shall immediately turn over to the School all student, personnel, fiscal, and other school records, and the School shall immediately turn over to Ascend all proprietary Ascend materials and all materials provided by SABIS.

14.5. If either Party brings a lawsuit against the other Party, Ascend shall, upon demand by the Board, deliver to the Board within 90 days from such demand copies of all documents relating to the School that the School requires to function properly, including but not limited to all documents that the School requires to satisfy its reporting and compliance obligations to any governmental entity with oversight authority over the School.

15. Board of Regents and Charter Entity Authority. Nothing in this agreement shall be construed in any way to limit the authority of the New York State Board of Regents or the School's "charter entity" (as that term is used in § 2851(3) of the Act), including but not limited to the authority to take and enforce action pursuant to § 2855 of the Act.

16. Conflict with Charter. To the extent that there are any conflicts between this Agreement and the terms of the School's Charter, the terms of the Charter shall control.

17. Tax-Exempt Status. The Parties recognize that the School's ability to obtain and maintain federal tax-exempt status is essential. As a result, the Parties agree to make any changes to this Agreement necessary for the School to obtain and maintain such status.

18. Ascend Intellectual Property. All intellectual property or proprietary information, whether now existing or developed in the future ("Ascend Property"), including but not limited

to programming, products, or practices that Ascend develops or has developed, shall belong exclusively to Ascend. All rights to all Ascend Property, whether or not developed or enhanced during the term of this Agreement or in the course of Ascend's performance under this Agreement, shall remain the exclusive property of Ascend.

19. Governing Law and Jurisdiction. This Agreement shall be governed by and construed in accordance with the substantive laws of the State of New York, without regard for conflict of laws principles. The Parties agree that any suit, action, proceeding, or claim of any type arising out of or relating to this Agreement may be commenced and maintained in, and only in, a state or federal court within the state of New York. The Parties agree to waive any objection to such courts' personal jurisdiction over the Parties or either of them. In any suit, action, proceeding, or claim of any type brought in a court in the state of New York, the Parties agree not to assert any defense based upon improper venue or *forum non conveniens*.

20. Notices. All notices that this Agreement requires a Party to provide to the other Party shall be sent to the following addresses:

If to the School:

Canarsie Ascend Charter School
205 Rockaway Parkway
Brooklyn, NY 11212

If to Ascend:

Steven F. Wilson
Ascend Learning
205 Rockaway Parkway
Brooklyn, NY 11212

With copies to:

Joel R. Carpenter, Esq.
Joshua L. Solomon, Esq.
Sullivan & Worcester LLP
One Post Office Sq.
Boston, MA 02109

A Party may change its address for purposes of this Section 20 by giving written notice to the other Party of such change.

21. Authorship. The Parties acknowledge that authorship of this Agreement, or any part thereof, shall not be a basis for interpreting the Agreement, or any part thereof, against either Party.

22. Severability. The invalidity or unenforceability of any provision of this Agreement shall in no way affect the validity or enforceability of any other provisions, or any part hereof.

23. Entire Agreement. This Agreement constitutes the Parties' entire agreement with respect to the transactions and matters addressed herein. Each Party's signature on this Agreement constitutes an affirmation that no other representations or understandings have been made or exist with respect to the transactions and matters addressed herein. Each Party understands that the other Party is relying on the affirmations of this Paragraph in connection with its execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed and delivered this Agreement as of the day and year first above written.

CANARSIE ASCEND CHARTER SCHOOL

By:

ASCEND LEARNING, INC.

By:

6. Management Organization

Describe any organization that will have significant responsibility for managing the proposed school's educational program, staffing, operations and/or other aspects of the school. Provide the following:

- name of the organization;
- detailed explanation of the extent of the organization's proposed role in the governance, management and/or operation of the school;
- description of the process and criteria used to select the management organization, including other organizations that were considered, and the rationale for selecting this organization;
- description of the role of the management company in selecting proposed members of the school's board of trustees;
- draft management contract or, at minimum, term sheet indicating the fees proposed to be paid by the proposed school to the management organization, the length of the proposed contract, the terms of the contract's renewal, and provisions for termination; and
- copies of the last two contracts that the management organization has executed with operating charter schools (in New York or other states) and, if applicable, the status of those charter schools' applications for tax-exempt status under section 501(c)(3) of the Internal Revenue Code.

Note: Management organizations must complete a Due Diligence Questionnaire in conjunction with this proposal.

Ascend Learning

Canarsie Ascend Charter School will partner with Ascend Learning, a nonprofit charter management organization founded in 2007 and based in Brooklyn. Ascend Learning's first charter schools, Brooklyn Ascend Charter School, Brownsville Ascend Charter School, and Bushwick Ascend Charter School opened in September 2008, September 2009, and September 2010 respectively. Together, they are educating today approximately 900 students, predominantly minority and low-income.

Selection of Management Company

Ascend Learning initiated the planning for Canarsie Ascend Charter School and recruited those who will serve as the founding trustees. Each prospective trustee toured and visited classes at two schools currently managed by Ascend, Brooklyn Ascend Charter School and Brownsville Ascend Charter School. In-depth discussions with these individuals focused on the Ascend educational model, the academic results achieved at the first three schools managed by Ascend, and the relationship between the proposed school and Ascend. Before meeting with the trustees

to discuss the Ascend model in detail, the chief operating officer of Ascend sent marketing materials and links to the schools' website.

Ascend and the founding trustees submit this proposal with absolute certainty that Ascend will work for, and be accountable to, the school's board of trustees. Two of the prospective trustees, Butch Trusty and C. Allison Jack, have extensive experience in the charter school realm and are deeply familiar with the performance of other charter management organizations (CMOs) and education management organizations (EMOs). They are highly sophisticated evaluators of these organizations, the services they provide, and their records of raising student achievement; they would apply their experience and understanding to overseeing Ascend and Canarsie Ascend Charter School.

The prospective trustees are fully cognizant of the weight of their responsibilities as governors and fiduciaries of a public charter school and, in this capacity, intend to enter into an arms-length, formal relationship with Ascend Learning and hold it accountable for its responsibilities under its contract to the board.

Management Company's Responsibilities

The contract will stipulate that Ascend Learning will be responsible for designing, selecting, acquiring, and implementing the school's educational program, including but not limited to the school's curriculum and pedagogy; LEP/ELL education; special education services and programs; school-year and school-day requirements; student assessment systems and materials; extracurricular activities and programs; and instructional and curricular materials, equipment, and supplies. Ascend Learning shall also be responsible for recruiting, recommending, and training the school director, and assisting the school director with selecting, reviewing, managing, and terminating all other school personnel; designing and implementing professional development activities for all school personnel; recommending the number, positions, and titles of all school personnel; and establishing all other employment practices and policies relating to school personnel. Lastly, Ascend Learning shall manage the day-to-day business of the school, including but not limited to the school's business administration; payroll; contracts with public or private entities for transportation, custodial, and food services, and all other services procured for the school; facilities and equipment; purchases and leases; and procurement of all other goods, services, or equipment that Ascend Learning deems necessary to attain the school's educational objectives. For these services, Ascend shall be paid nine percent of the sum of base per-student revenues plus IDEA.

Through its licensing agreement with SABIS, Ascend Learning shall provide the school with SABIS education products, including its curriculum of hundreds of short titles, from kindergarten through Advanced Placement courses; pacing charts; lessons plans; electronic testing systems and reports; and its School Management Systems (SMS), an integrated system for managing every aspect of the SABIS program.

Ascend Learning stands out among education management companies for the *efficiency* of its schooling model, which proved a primary factor in winning the confidence of the founding board members. Unlike other high-performing school networks, Ascend schools rely on neither an

exotic labor pool nor ongoing philanthropic support. The result is an educational model that can be sustained and scaled without limit.

At Ascend’s current schools, the founders witnessed teachers achieving gap-closing results while working at a sustainable pace. Equipped with unusually effective tools—the SABIS educational systems and the No Excuses school culture—career teachers are exceptionally productive, accomplishing more with their students in less time.

Understanding that school size, class size, and staff deployment are the primary drivers of a school’s economics, the founders were impressed by the efficiency of the Ascend model in each respect. Most high-performing charter schools rely on small class sizes and team teaching, both of which are expensive and leave few resources available for securing private space or defraying the cost of the network office. Ascend’s educational outcomes rely on neither. Instead, superior intellectual property fuels superior outcomes, permitting Ascend to pay its teachers more while dramatically enhancing the economics of the school. Teachers comfortably manage larger classes because the SABIS design assures that they are prepared to work at grade level, without the accumulated learning gaps and disaffection with schooling that overwhelm teachers in ordinary urban classrooms.

Robust site economics permit the schools in the Ascend network to occupy private space (avoiding the political vulnerability and strife of locating in district school buildings) and to pay the network office for the services it centrally provides. These management fees, across the schools, are together sufficient to fund the network office, obviating philanthropic support to fund the chronic operating deficits that challenge other charter school networks.

While CMOs commonly incur deficits undertaking the costly development and provision of academic management tools and other school supports that swell their central office expenses, Ascend Learning holds an exclusive license to the SABIS educational system—an expanding wealth of intellectual property fueled by SABIS’s investment, not that of Ascend or the schools it manages. SABIS’s product development agenda far exceeds in scope what CMOs can commonly afford to undertake; in effect, Ascend is leasing the intellectual property it could scarcely afford to develop itself.

The management fees Ascend receives, coupled with the organization’s lean cost structure, have resulted in financial surpluses at each school and the network office from the organization’s second year of operation—a first for a charter management organization. For most CMOs, break-even remains elusive, requiring an ever-increasing number of schools.

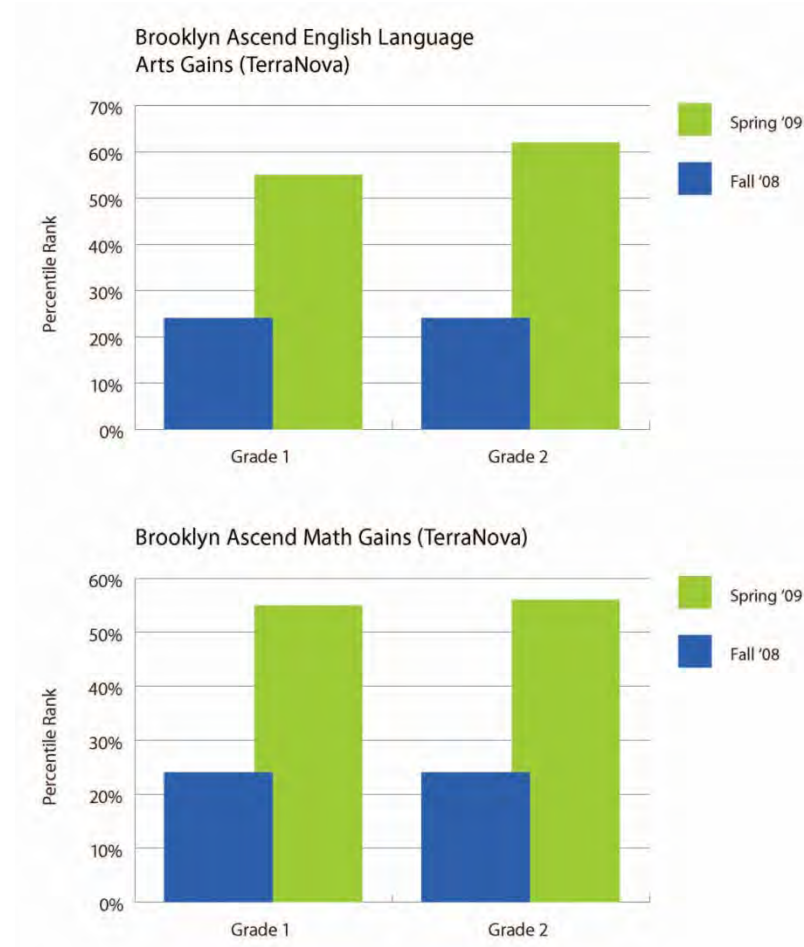
Track Record of Management Company

For the founding team, the early results from the first schools in the Ascend Learning network evidenced the power of the Ascend model.

Brooklyn Ascend Charter School

Brooklyn Ascend Charter School completed its second year, educating 249 predominantly black students in K-3, 85 percent of whom qualified for the federal free and reduced-priced lunch program. In the school’s first year, second-graders rose in reading from the 24th percentile in the

fall to the 62nd percentile in the spring. In math, they climbed from the 24th percentile to the 56th percentile. Every grade made gains of at least 30 percentile points in both reading and math. Today, students who began as Ascend kindergartners two years ago are reading at the 70th percentile. By the time they reach the fifth grade, they will have the academic preparation and intellectual stamina to thrive in the Ascend middle school. There, they will engage in a course of study as ambitious as that of the city's top private schools.



Brooklyn Ascend students took the New York state tests, administered in grades 3 through 8, for the first time last spring and established a baseline for growth in coming years. Already last spring, they outperformed on average in English their peers from one of the best known and highest-performing charter school networks in the city. In math, while outperforming CSD 18 and CSD 23 students, they did significantly less well. This year, as fourth graders, these same students are on track (as evidenced by practice exams) to very high levels of proficiency on the New York State fourth grade tests.

More than 1,800 students are on the waiting list at Brooklyn Ascend.

Brownsville Ascend Charter School

Brownsville Ascend Charter School opened in September 2009 to 174 students in K-1. One hundred percent of its students are black or Hispanic, and 86 percent are low-income. Brownsville Ascend students demonstrated marked growth from fall to spring of their first year on the highly respected STAR reading test and the STAR Early Literacy assessment, realizing a full year's growth in just eight months.

Nearly 1,000 students are on the waiting list at Brownsville Ascend.

Bushwick Ascend Charter School

After two and a half months at Bushwick Ascend, which opened in September 2010, students were already outpacing their peers nationally (not just those from low-income communities). By mid-November, the school's kindergartners were reading at the equivalent of the average kindergartner nationally in March, and Bushwick Ascend first-graders were reading at the equivalent of the average first-grader in February.

Parent and Teacher Survey Results

Since the opening of Ascend's flagship school, virtually all parents who participated in annual surveys conducted by the New York City Department of Education said they were "satisfied" or "very satisfied" with the education their children received. Every parent respondent from Brownsville Ascend indicated likewise. The schools also earned high marks from parents for the quality and frequency of parent communications, order and discipline, and the breadth of opportunities for parent involvement. Following are highlights from the 2010 reports on the parent surveys:

- 100 percent of respondents at both schools said they agreed or strongly agreed that the school had high expectations for their children
- 100 percent from Brownsville Ascend and 98 percent from Brooklyn Ascend expressed confidence that their children learned what they needed to know to succeed in later grades
- 98 percent from Brooklyn Ascend and 99 percent from Brownsville Ascend expressed satisfaction with their children's teachers, with 81 percent and 80 percent of respondents respectively saying they were "very satisfied"
- 99 percent at both schools were satisfied with the level of assistance their children received when they needed extra help with classwork or homework
- 100 percent from Brownsville Ascend and 97 percent from Brooklyn Ascend reported feeling welcome at the school, and 99 percent and 98 percent respectively reported being "very satisfied" or "satisfied" with the opportunities to be involved
- 100 percent from both schools felt their children were safe at the school

SABIS Results

The founders draw their confidence, moreover, from the proven strength of the SABIS model, developed and refined over three decades and used to great effect with diverse populations around the world. For example, at a SABIS school in Springfield, Massachusetts, serving 1,500 racially and economically diverse students in K-12, every senior has gained college admission in each of the past seven years. Of the students enrolled in the school for at least two years, 100 percent passed the English portion of the MCAS (considered among the most rigorous state tests in the nation) and 99 percent passed the math portion of the test on their first try. Compared to the SABIS school, the percentage of Springfield district tenth-graders found proficient on the exam was 48 percentage points lower in English and 58 percentage points lower in math. Still more impressive is that the SABIS school's low-income and minority tenth-graders approached universal proficiency in reading and math, beating district and statewide averages and literally closing the achievement gap. The waiting list, of nearly 2,700 students, is the largest of any Massachusetts charter school. In 2008, Newsweek named the SABIS school one of three urban "top U.S. high schools" in Massachusetts.

Other SABIS schools have demonstrated similarly strong achievement with urban populations. At Milestone SABIS Academy of New Orleans, 97 percent of the students are black and 98 percent qualify for the federal free and reduced-priced lunch program. The SABIS school was the highest performing of 49 K-8 schools in the Orleans parish on the state's 2009 grade eight English exam, outperforming KIPP. With 77 percent of eighth-graders achieving proficiency, Milestone SABIS students scored 15 percentage points higher than the state average and 45 percentage points higher than the district average.

Operational Strengths

In addition to the organization's experience in developing and implementing a successful academic program for the target population, Ascend Learning has demonstrated success in overcoming the operational challenges of opening a new charter school in Brooklyn, including real estate development, leadership and faculty recruitment and training, student enrollment, and procurement.

Ascend Learning identified and developed Brooklyn Ascend's permanent facility at 205 Rockaway Parkway, a new six-floor structure, which (with an annex) will house the entire school from kindergarten to twelfth grade once fully developed. The first phases of the facility's construction, for the grades currently served, were completed on time and on budget. Likewise, Ascend Learning successfully oversaw the transformation of the fourth and fifth floors of the building at 205 Rockaway Parkway to accommodate Brownsville Ascend Charter School during its incubation period. Ascend Learning is currently engaged in the \$42 million development of Brownsville Ascend's permanent facility at the historic Pitkin Theatre in the heart of Brownsville. Ascend is also managing a comprehensive renovation of a former parochial school on Knickerbocker Avenue to house Bushwick Ascend Charter School's lower school.

In addition to overseeing real estate transactions and the new construction of more than 200,000 square feet, Ascend Learning has amassed valuable experience in procuring new furniture, books, educational technology, and a host of other learning tools. Ascend has thus established processes and relationships with vendors that will serve the founders well in their new endeavor.

Surmounting one of the greatest challenges facing new school operators, Ascend Learning recruited the leadership teams at Brooklyn Ascend, Brownsville Ascend, and Bushwick Ascend as well as the schools' founding faculties. For the first two schools, it has managed the critical transition to year two, and it is currently managing Brooklyn Ascend's expansion to the middle-school level. Working in partnership with Building Excellent Schools, Ascend has conducted Summer Institutes in 2008, 2009, and 2010 to develop team members' fluency in the curriculum and Ascend Learning's No Excuses school culture. Both formal and anecdotal feedback has underscored the value of these intensive sessions for participants.

Finally, Ascend Learning managed the enrollment drives for the three schools it manages, which resulted in full enrollment and extensive waiting lists.

In summary, Ascend's record, while short in duration, is long on results. Ascend Learning is committed to focusing unrelentingly on advancing the progress of its students to college.

Exhibit C

**AGREEMENT BETWEEN
BROWNSVILLE ASCEND CHARTER SCHOOL
AND
ASCEND LEARNING, INC.**

This agreement (this "Agreement") is entered into as of the 23 day of March 2009 (the "Effective Date") by and between Brownsville Ascend Charter School ("the School"), a New York charter school formed in accordance with the New York Charter Schools Act of 1998, N.Y. Educ. Law §§ 2850 et seq. (the "Act"), with a principal place of business at 205 Rockaway Parkway, Brooklyn, NY 11212, acting through its Board of Trustees (the "Board), and Ascend Learning, Inc. ("Ascend"), a New York corporation with a principal place of business at 205 Rockaway Parkway, Brooklyn, NY 11212 (each of the School and Ascend a "Party," and together the "Parties").

WHEREAS, Ascend desires to provide to the School its educational management services; and

WHEREAS, the School desires to use Ascend's educational management services;

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto, intending to be legally bound, do hereby agree as follows:

1. Services. Ascend agrees to assume responsibility to the Board for the education of students enrolled at the School, and in connection therewith Ascend shall have the right and the obligation to perform the following duties, subject to and in accordance with all applicable laws and with the School's charter (the "Charter"), as that term is used in § 2852(5) of the Act:

1.1. designing, selecting, acquiring, and implementing the School's educational program, including but not limited to the School's curriculum and pedagogy;

LEP/ELL education; special education services and programs; school-year and school-day requirements; student assessment systems and materials; extracurricular activities and programs; and instructional and curricular materials, equipment, and supplies;

1.2. recruiting, supervising, and evaluating the school director, on behalf of the School, subject to Section 2 below; designing and implementing professional development activities for all School personnel; recommending the number, positions, responsibilities, and titles of all School personnel; and proposing employment practices and policies relating to School personnel;

1.3. day-to-day business management of the School, including but not limited to management of the School's business administration; payroll; contracts with public or private entities for transportation, custodial, and food services, and all other services procured for the School with the exception of legal services procured by the Board of Trustees; facilities and equipment; purchases and leases; and procurement of all other goods, services, or equipment that Ascend deems necessary to attaining the School's educational objectives.

2. School Staff. All School staff shall be employees of the School, and all other School staff shall report to the School Director (or his or her designee). Ascend shall present to the Board its recommendations concerning the hiring and replacement of School Directors. The Board may interview any School Director candidate recommended by Ascend. Within two weeks of any Ascend recommendation concerning the hiring or replacement of any School Director, the Board shall act to accept that recommendation unless at least sixty-five percent of the members of the Board vote to reject the recommendation. The Board hereby delegates to the School Director the authority to hire and terminate all other School staff.

3. Term. Unless terminated earlier in accordance with Section 14 below, the term of this Agreement shall be three years (the "First Period"). After the First Period, this Agreement shall renew for an additional one year, unless the School has, at the end of the First Period, failed to make reasonable progress toward achievement of the goals and objectives section of the School's charter application.

4. Reading First Program. The School agrees to take all steps reasonably necessary to facilitate its participation in the federal Reading First program, if the School is eligible to so participate and Ascend so recommends.

5. Facility. The School shall make best efforts to provide a suitable and appropriate facility for the School and shall consult with Ascend prior to securing such a facility. The School shall maintain responsibility for any necessary capital improvements and repairs to the facility. Ascend shall be responsible for management and oversight of the daily maintenance and operation of the facility. Upon request by the Board, Ascend shall assist the School in securing a suitable temporary facility for the School during the first two Academic Years in which it enrolls students and in developing and implementing a plan for obtaining a permanent facility for the School. For purposes of this Agreement, "Academic Year" means August 1 through July 31, inclusive.

6. Academic Performance. Ascend shall make reasonable efforts to manage the School so as to permit it to meet or exceed the standards and performance criteria set forth in the School's Charter.

7. Fees and Compensation. Each Academic Year, the School shall pay to Ascend a fixed yearly fee equal to nine percent of the sum of the School's General Operating Revenues from the school district for the school year plus federal receipts funds under the Individuals with

Disabilities Education Act for the school year. The School shall make such payments to Ascend on a pro rata basis as the School receives such funding or any portion thereof, with each payment due within three business days of the School's receipt of such funding or portion thereof.

Ascend is authorized to make payments to itself from any School account that Ascend manages hereunder. Ascend retains the right to charge additional fees for services beyond those set forth in Section 1 above, including but not limited to the operation of after-school and summer programs. To the extent the School fails to pay the fees required by this Section 7, the School shall pay interest on outstanding amounts due to Ascend at a rate equal to two per cent per year. To the extent the School fails to pay the fees required by this Section 7, despite having access to sufficient funds to make such payments, the School shall pay interest on outstanding amounts owed to Ascend at a rate equal to the lower of twelve per cent per year or the maximum rate permitted by law.

8. Operational Expenses. The School shall be responsible for paying all costs of the School's operations, including but not limited to costs for personnel, payroll, assessment materials, books, educational materials, supplies, equipment, furniture, fixtures, custodial services, food services, facility maintenance and repairs, utilities, and transportation. The School shall also be responsible for paying, or at Ascend's option for reimbursing Ascend for, all fees, expenses, and costs due from Ascend to SABIS Educational Systems Inc. ("SABIS") and attributable to the School, including but not limited to the costs of all books provided by SABIS, all in accordance with the agreement between SABIS and Ascend attached hereto as Exhibit A ("SABIS Charges").

9. Budget. No less than sixty days prior to the beginning of each of the School's fiscal years, Ascend shall submit to the Board a proposed budget for the School for that fiscal

year. Within thirty days of its receipt of a proposed budget from Ascend, the Board shall review the proposed budget and provide Ascend with any comments or proposed changes. No later than two weeks prior to the beginning of the fiscal year, Ascend shall submit a final budget to the Board for approval, which the Board shall not unreasonably withhold or delay. The Board shall not revise budgeted amounts for the payments required by Section 7 above or for the SABIS Charges.

10. Access to Funds. School funds shall be kept in an account belonging to the School and over which Ascend and any school staff designated by the Board shall have signature authority. Ascend is authorized to disburse School funds to pay the costs of operating the School, including but not limited to the costs addressed in Sections 7, 8, and 9 herein. Ascend shall have no obligation to fund any School deficit or to pay School expenses other than with School funds.

11. Start-up Costs. The School shall reimburse Ascend for any expenses that Ascend reasonably incurs associated with launching the school, including but not limited to the cost of student and staff recruiting and the leadership team participating in training provided by Building Excellent Schools. The amount for which the School shall reimburse Ascend pursuant to this Section 11 shall not exceed \$350,000.

12. Reporting and Compliance. Ascend shall provide the Board with an annual report of the School's progress toward the standards and the performance criteria set forth in the School's Charter, quarterly unaudited financial statements, and quarterly student attendance and enrollment reports. The School shall engage a Certified Public Accountant to conduct an annual financial audit of the school. Ascend shall cooperate with the School on any such audit and on any audit required or undertaken by any governmental entity with oversight authority over the

School. Ascend shall prepare any other reports required by any governmental entity with oversight authority over the School.

13. SABIS Brand. The School shall permit Ascend to identify the School's affiliation with SABIS in School materials, to the extent necessary for Ascend to comply with the requirements of the Agreement between SABIS and Ascend attached hereto as Exhibit A.

14. Termination.

14.1. Subject to the notice and cure provisions of this Section 14.1, the School may terminate this Agreement at any time if a trustee or receiver of Ascend's property has been appointed; Ascend has made an assignment for the benefit of creditors; a petition in bankruptcy has been filed by or against Ascend; Ascend has terminated or liquidated its operations or announced its intention to do so; Ascend makes fraudulent use of the School's funds; Ascend's conduct jeopardizes the health or safety of the School's students; or, at any point after the initial three years of the School's operation, the School has failed to make reasonable progress toward achievement of the goals and objectives section of the School's charter application (collectively, "School Termination Events"). If the School seeks to terminate the Agreement under this Section 14.1, the School shall send to Ascend a written notice of its intention to terminate, which notice specifies the specific conduct that the School believes has given rise to a School Termination Event. Upon receipt of such notice, Ascend shall have ninety days to cure any such School Termination Event. If, during that ninety-day period, Ascend cures the School Termination Event, the School shall not terminate the Agreement. If, at the conclusion of that ninety-day period, Ascend has not cured the condition that led to the School Termination Event, the School may issue to Ascend a termination notice, and this

Agreement shall then terminate sixty days after the issuance of such notice or on the date on which the School has repaid all outstanding debts the School owes to Ascend, whichever is later.

14.2. Subject to the notice and cure provisions of this Section 14.1, Ascend may terminate this Agreement if, upon request of Ascend, the Board fails to adopt recommendations or proposals by Ascend that Ascend believes are necessary for the successful implementation of the Ascend school design; there is a material reduction in the School's per-pupil funding, as compared to any previous year; the cash receipts of the School are insufficient to fund all of the School's budgeted cash expenditures; or the School fails to identify a school site that Ascend deems suitable for the School (collectively, "Ascend Termination Events"). If Ascend seeks to terminate the Agreement under this Section 14.2, Ascend shall send to the School a written notice of its intention to terminate, which notice specifies the specific conduct that Ascend believes has given rise to an Ascend Termination Event. Upon receipt of such notice, the School shall have ninety days to cure any such Ascend Termination Event. If, during that ninety-day period, the School cures the Ascend Termination Event, Ascend shall not terminate the Agreement. If, at the conclusion of that ninety-day period, the School has not cured the condition that led to the Ascend Termination Event, Ascend may issue to the School a termination notice, and this Agreement shall then terminate sixty days after the issuance of such notice.

14.3. At any point following the conclusion of the First Period, either party may terminate this Agreement for cause by providing the other party (the "Receiving Party") with no less than one year's written notice of termination. For the purpose of this Section

14.3, for cause shall include only a material breach of this Agreement, a School Termination Event, or an Ascend Termination Event.

14.4. Upon termination of this Agreement, Ascend shall immediately turn over to the School all student, personnel, fiscal, and other school records, and the School shall immediately turn over to Ascend all proprietary Ascend materials and all materials provided by SABIS.

14.5. If either Party brings a lawsuit against the other Party, Ascend shall, upon demand by the Board, deliver to the Board within 90 days from such demand copies of all documents relating to the School that the School requires to function properly, including but not limited to all documents that the School requires to satisfy its reporting and compliance obligations to any governmental entity with oversight authority over the School.

15. Board of Regents and Charter Entity Authority. Nothing in this agreement shall be construed in any way to limit the authority of the New York State Board of Regents or the School's "charter entity" (as that term is used in § 2851(3) of the Act), including but not limited to the authority to take and enforce action pursuant to § 2855 of the Act.

16. Conflict with Charter. To the extent that there are any conflicts between this Agreement and the terms of the School's Charter, the terms of the Charter shall control.

17. Tax-Exempt Status. The Parties recognize that the School's ability to obtain and maintain federal tax-exempt status is essential. As a result, the Parties agree to make any changes to this Agreement necessary for the School to obtain and maintain such status.

18. Ascend Intellectual Property. All intellectual property or proprietary information, whether now existing or developed in the future ("Ascend Property"), including but not limited

to programming, products, or practices that Ascend develops or has developed, shall belong exclusively to Ascend. All rights to all Ascend Property, whether or not developed or enhanced during the term of this Agreement or in the course of Ascend's performance under this Agreement, shall remain the exclusive property of Ascend.

19. Governing Law and Jurisdiction. This Agreement shall be governed by and construed in accordance with the substantive laws of the State of New York, without regard for conflict of laws principles. The Parties agree that any suit, action, proceeding, or claim of any type arising out of or relating to this Agreement may be commenced and maintained in, and only in, a state or federal court within the state of New York. The Parties agree to waive any objection to such courts' personal jurisdiction over the Parties or either of them. In any suit, action, proceeding, or claim of any type brought in a court in the state of New York, the Parties agree not to assert any defense based upon improper venue or *forum non conveniens*.

20. Notices. All notices that this Agreement requires a Party to provide to the other Party shall be sent to the following addresses:

If to the School:

Brownsville Ascend Charter School
205 Rockaway Parkway
Brooklyn, NY 11212

If to Ascend:

Steven F. Wilson
Ascend Learning, Inc.
205 Rockaway Parkway
Brooklyn, NY 11212

With copies to:

Joel R. Carpenter, Esq.
Joshua L. Solomon, Esq.
Sullivan & Worcester LLP
One Post Office Sq.
Boston, MA 02109

A Party may change its address for purposes of this Section 20 by giving written notice to the other Party of such change.

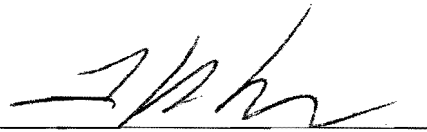
21. Authorship. The Parties acknowledge that authorship of this Agreement, or any part thereof, shall not be a basis for interpreting the Agreement, or any part thereof, against either Party.

22. Severability. The invalidity or unenforceability of any provision of this Agreement shall in no way affect the validity or enforceability of any other provisions, or any part hereof.

23. Entire Agreement. This Agreement constitutes the Parties' entire agreement with respect to the transactions and matters addressed herein. Each Party's signature on this Agreement constitutes an affirmation that no other representations or understandings have been made or exist with respect to the transactions and matters addressed herein. Each Party understands that the other Party is relying on the affirmations of this Paragraph in connection with its execution of this Agreement.

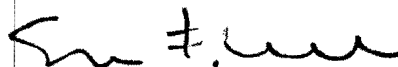
IN WITNESS WHEREOF, the parties hereto have executed and delivered this Agreement as of the day and year first above written.

BROWNSVILLE ASCEND CHARTER SCHOOL



By: _____

ASCEND LEARNING, INC.



By: _____

Appendix C

**AGREEMENT BETWEEN
BUSHWICK ASCEND CHARTER SCHOOL
AND
ASCEND LEARNING, INC.**

This agreement (this “Agreement”) is entered into as of the 10 day of February, 2010 (the “Effective Date”) by and between Bushwick Ascend Charter School (“the School”), a New York charter school formed in accordance with the New York Charter Schools Act of 1998, N.Y. Educ. Law §§ 2850 et seq. (the “Act”), with a principal place of business at 205 Rockaway Parkway, acting through its Board of Trustees (the “Board), and Ascend Learning, Inc. (“Ascend”), a New York corporation with a principal place of business at 1 Main St., Suite 3C, Brooklyn, NY, 11201 (each of the School and Ascend a “Party,” and together the “Parties”).

WHEREAS, Ascend desires to provide to the School its educational management services; and

WHEREAS, the School desires to use Ascend’s educational management services;

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto, intending to be legally bound, do hereby agree as follows:

1. Services. Ascend agrees to assume responsibility to the Board for the education of students enrolled at the School, and in connection therewith Ascend shall have the right and the obligation to perform the following duties, subject to and in accordance with all applicable laws and with the School’s charter (the “Charter”), as that term is used in § 2852(5) of the Act:

1.1. designing, selecting, acquiring, and implementing the School’s educational program, including but not limited to the School’s curriculum and pedagogy; LEP/ELL education; special education services and programs; school-year and school-

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day requirements; student assessment systems and materials; extracurricular activities and programs; and instructional and curricular materials, equipment, and supplies;

1.2. recruiting, supervising, and evaluating the school director, on behalf of the School, subject to Section 2 below; designing and implementing professional development activities for all School personnel; recommending the number, positions, responsibilities, and titles of all School personnel; and proposing employment practices and policies relating to School personnel;

1.3. day-to-day business management of the School, including but not limited to management of the School's business administration; payroll; contracts with public or private entities for transportation, custodial, and food services, and all other services procured for the School with the exception of legal services procured by the Board of Trustees; facilities and equipment; purchases and leases; and procurement of all other goods, services, or equipment that Ascend deems necessary to attaining the School's educational objectives.

2. School Staff. All School staff shall be employees of the School, and all other School staff shall report to the School Director (or his or her designee). Ascend shall present to the Board its recommendations concerning the hiring and replacement of School Directors. The Board may interview any School Director candidate recommended by Ascend. Within two weeks of any Ascend recommendation concerning the hiring or replacement of any School Director, the Board shall act to accept that recommendation unless at least sixty-five percent of the members of the Board vote to reject the recommendation. The Board hereby delegates to the School Director the authority to hire and terminate all other School staff.

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3. Term. Unless terminated earlier in accordance with Section 14 below, the term of this Agreement shall be three years (the “First Period”). After the First Period, this Agreement shall renew for an additional one year, unless the School has, at the end of the First Period, failed to make reasonable progress toward achievement of the goals and objectives section of the School’s charter application.

4. Reading First Program. The School agrees to take all steps reasonably necessary to facilitate its participation in the federal Reading First program, if the School is eligible to so participate and Ascend so recommends.

5. Facility. The School shall make best efforts to provide a suitable and appropriate facility for the School and shall consult with Ascend prior to securing such a facility. The School shall maintain responsibility for any necessary capital improvements and repairs to the facility. Ascend shall be responsible for management and oversight of the daily maintenance and operation of the facility. Upon request by the Board, Ascend shall assist the School in securing a suitable temporary facility for the School during the first two Academic Years in which it enrolls students and in developing and implementing a plan for obtaining a permanent facility for the School. For purposes of this Agreement, “Academic Year” means August 1 through July 31, inclusive.

6. Academic Performance. Ascend shall make reasonable efforts to manage the School so as to permit it to meet or exceed the standards and performance criteria set forth in the School’s Charter.

7. Fees and Compensation. Each Academic Year, the School shall pay to Ascend a fixed yearly fee equal to nine percent of the sum of the School’s General Operating Revenues from the school district for the school year plus federal receipts funds under the Individuals with

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Disabilities Education Act for the school year. The School shall make such payments to Ascend on a pro rata basis as the School receives such funding or any portion thereof, with each payment due within three business days of the School's receipt of such funding or portion thereof.

Ascend is authorized to make payments to itself from any School account that Ascend manages hereunder. Ascend retains the right to charge additional fees for services beyond those set forth in Section 1 above, including but not limited to the operation of after-school and summer programs. To the extent the School fails to pay the fees required by this Section 7, the School shall pay interest on outstanding amounts due to Ascend at a rate equal to two per cent per year. To the extent the School fails to pay the fees required by this Section 7, despite having access to sufficient funds to make such payments, the School shall pay interest on outstanding amounts owed to Ascend at a rate equal to the lower of twelve per cent per year or the maximum rate permitted by law.

8. Operational Expenses. The School shall be responsible for paying all costs of the School's operations, including but not limited to costs for personnel, payroll, assessment materials, books, educational materials, supplies, equipment, furniture, fixtures, custodial services, food services, facility maintenance and repairs, utilities, and transportation. The School shall also be responsible for paying, or at Ascend's option for reimbursing Ascend for, all fees, expenses, and costs due from Ascend to SABIS Educational Systems Inc. ("SABIS") and attributable to the School, including but not limited to the costs of all books provided by SABIS, all in accordance with the agreement between SABIS and Ascend attached hereto as Exhibit A ("SABIS Charges").

9. Budget. No less than sixty days prior to the beginning of each of the School's fiscal years, Ascend shall submit to the Board a proposed budget for the School for that fiscal

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year. Within thirty days of its receipt of a proposed budget from Ascend, the Board shall review the proposed budget and provide Ascend with any comments or proposed changes. No later than two weeks prior to the beginning of the fiscal year, Ascend shall submit a final budget to the Board for approval, which the Board shall not unreasonably withhold or delay. The Board shall not revise budgeted amounts for the payments required by Section 7 above or for the SABIS Charges.

10. Access to Funds. School funds shall be kept in an account belonging to the School and over which Ascend and any school staff designated by the Board shall have signature authority. Ascend is authorized to disburse School funds to pay the costs of operating the School, including but not limited to the costs addressed in Sections 7, 8, and 9 herein. Ascend shall have no obligation to fund any School deficit or to pay School expenses other than with School funds.

11. Start-up Costs. The School shall reimburse Ascend for any expenses that Ascend reasonably incurs associated with launching the school, including but not limited to the cost of student and staff recruiting and the leadership team participating in training provided by Building Excellent Schools. The amount for which the School shall reimburse Ascend pursuant to this Section 11 shall not exceed \$350,000.

12. Reporting and Compliance. Ascend shall provide the Board with an annual report of the School's progress toward the standards and the performance criteria set forth in the School's Charter, quarterly unaudited financial statements, and quarterly student attendance and enrollment reports. The School shall engage a Certified Public Accountant to conduct an annual financial audit of the school. Ascend shall cooperate with the School on any such audit and on any audit required or undertaken by any governmental entity with oversight authority over the

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School. Ascend shall prepare any other reports required by any governmental entity with oversight authority over the School.

13. SABIS Brand. The School shall permit Ascend to identify the School's affiliation with SABIS in School materials, to the extent necessary for Ascend to comply with the requirements of the Agreement between SABIS and Ascend attached hereto as Exhibit A.

14. Termination.

14.1. Subject to the notice and cure provisions of this Section 14.1, the School may terminate this Agreement at any time if a trustee or receiver of Ascend's property has been appointed; Ascend has made an assignment for the benefit of creditors; a petition in bankruptcy has been filed by or against Ascend; Ascend has terminated or liquidated its operations or announced its intention to do so; Ascend makes fraudulent use of the School's funds; Ascend's conduct jeopardizes the health or safety of the School's students; or, at any point after the initial three years of the School's operation, the School has failed to make reasonable progress toward achievement of the goals and objectives section of the School's charter application (collectively, "School Termination Events"). If the School seeks to terminate the Agreement under this Section 14.1, the School shall send to Ascend a written notice of its intention to terminate, which notice specifies the specific conduct that the School believes has given rise to a School Termination Event. Upon receipt of such notice, Ascend shall have ninety days to cure any such School Termination Event. If, during that ninety-day period, Ascend cures the School Termination Event, the School shall not terminate the Agreement. If, at the conclusion of that ninety-day period, Ascend has not cured the condition that led to the School Termination Event, the School may issue to Ascend a termination notice, and this

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Agreement shall then terminate sixty days after the issuance of such notice or on the date on which the School has repaid all outstanding debts the School owes to Ascend, whichever is later.

14.2. Subject to the notice and cure provisions of this Section 14.1, Ascend may terminate this Agreement if, upon request of Ascend, the Board fails to adopt recommendations or proposals by Ascend that Ascend believes are necessary for the successful implementation of the Ascend school design; there is a material reduction in the School's per-pupil funding, as compared to any previous year; the cash receipts of the School are insufficient to fund all of the School's budgeted cash expenditures; or the School fails to identify a school site that Ascend deems suitable for the School (collectively, "Ascend Termination Events"). If Ascend seeks to terminate the Agreement under this Section 14.214.2, Ascend shall send to the School a written notice of its intention to terminate, which notice specifies the specific conduct that Ascend believes has given rise to an Ascend Termination Event. Upon receipt of such notice, the School shall have ninety days to cure any such Ascend Termination Event. If, during that ninety-day period, the School cures the Ascend Termination Event, Ascend shall not terminate the Agreement. If, at the conclusion of that ninety-day period, the School has not cured the condition that led to the Ascend Termination Event, Ascend may issue to the School a termination notice, and this Agreement shall then terminate sixty days after the issuance of such notice.

14.3. At any point following the conclusion of the First Period, either party may terminate this Agreement for cause by providing the other party (the "Receiving Party") with no less than one year's written notice of termination. For the purpose of this Section

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14.3, for cause shall include only a material breach of this Agreement, a School Termination Event, or an Ascend Termination Event.

14.4. Upon termination of this Agreement, Ascend shall immediately turn over to the School all student, personnel, fiscal, and other school records, and the School shall immediately turn over to Ascend all proprietary Ascend materials and all materials provided by SABIS.

14.5. If either Party brings a lawsuit against the other Party, Ascend shall, upon demand by the Board, deliver to the Board within 90 days from such demand copies of all documents relating to the School that the School requires to function properly, including but not limited to all documents that the School requires to satisfy its reporting and compliance obligations to any governmental entity with oversight authority over the School.

15. Board of Regents and Charter Entity Authority. Nothing in this agreement shall be construed in any way to limit the authority of the New York State Board of Regents or the School's "charter entity" (as that term is used in § 2851(3) of the Act), including but not limited to the authority to take and enforce action pursuant to § 2855 of the Act.

16. Conflict with Charter. To the extent that there are any conflicts between this Agreement and the terms of the School's Charter, the terms of the Charter shall control.

17. Tax-Exempt Status. The Parties recognize that the School's ability to obtain and maintain federal tax-exempt status is essential. As a result, the Parties agree to make any changes to this Agreement necessary for the School to obtain and maintain such status.

18. Ascend Intellectual Property. All intellectual property or proprietary information, whether now existing or developed in the future ("Ascend Property"), including but not limited

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to programming, products, or practices that Ascend develops or has developed, shall belong exclusively to Ascend. All rights to all Ascend Property, whether or not developed or enhanced during the term of this Agreement or in the course of Ascend's performance under this Agreement, shall remain the exclusive property of Ascend.

19. Governing Law and Jurisdiction. This Agreement shall be governed by and construed in accordance with the substantive laws of the State of New York, without regard for conflict of laws principles. The Parties agree that any suit, action, proceeding, or claim of any type arising out of or relating to this Agreement may be commenced and maintained in, and only in, a state or federal court within the state of New York. The Parties agree to waive any objection to such courts' personal jurisdiction over the Parties or either of them. In any suit, action, proceeding, or claim of any type brought in a court in the state of New York, the Parties agree not to assert any defense based upon improper venue or *forum non conveniens*.

20. Notices. All notices that this Agreement requires a Party to provide to the other Party shall be sent to the following addresses:

If to the School:

Bushwick Ascend Charter School
205 Rockaway Parkway
Brooklyn, NY 11212

If to Ascend:

Steven F. Wilson
Ascend Learning
205 Rockaway Parkway
Brooklyn, NY 11212

With copies to:

Joel R. Carpenter, Esq.
Joshua L. Solomon, Esq.
Sullivan & Worcester LLP
One Post Office Sq.
Boston, MA 02109

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A Party may change its address for purposes of this Section 20 by giving written notice to the other Party of such change.

21. Authorship. The Parties acknowledge that authorship of this Agreement, or any part thereof, shall not be a basis for interpreting the Agreement, or any part thereof, against either Party.

22. Severability. The invalidity or unenforceability of any provision of this Agreement shall in no way affect the validity or enforceability of any other provisions, or any part hereof.


23. Entire Agreement. This Agreement constitutes the Parties' entire agreement with respect to the transactions and matters addressed herein. Each Party's signature on this Agreement constitutes an affirmation that no other representations or understandings have been made or exist with respect to the transactions and matters addressed herein. Each Party understands that the other Party is relying on the affirmations of this Paragraph in connection with its execution of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed and delivered this Agreement as of the day and year first above written.

BUSHWICK ASCEND CHARTER SCHOOL

By: 

ASCEND LEARNING, INC.


By: _____



Charter Schools Institute
The State University of New York

Charter Schools Institute Due Diligence:

Determining a Management Organization's (MO's) Capacity to Provide Services

Name / Address of MO: Ascend Learning, Inc.

Contact Information of Person Completing Form:

Name: **Steven F. Wilson**

Title: **President & CEO**

Phone/Fax: [REDACTED]

E-mail: [REDACTED]

I. Understanding the Organization and its Structure

A. Please provide:

1. evidence the corporate entity is authorized to do business in New York State (NY corporate formation documents from the Secretary of State or copy of approved application for authority to do business in NY from the Secretary).

Attached as Exhibit A are formation documents of Ascend Learning in New York State.

2. evidence of the entity's tax-exempt status under section 501(c)(3) of the Internal Revenue Code, if applicable.

The 501(c)(3) determination letter from the IRS is attached as Exhibit B.

3. a mission statement.

Ascend Learning's mission is to develop a scaleable solution to the underachievement of economically disadvantaged children—a system of urban, college preparatory, k-12 charter schools that, operating with widely available human and financial resources, post achievement levels equal or superior to suburban schools educating students from middle-class families.

4. an organization chart and staff roster including job titles and descriptions.

Version 1.5, Revised October 9, 2009

The staff consists of Steven F. Wilson, president; Jana Reed, chief operating officer; Jocelyn Trigg, director of school operations; and Josue Cofresi, senior associate. Curriculum development, financial management, real estate consulting, and other services are provided through independent contractors and consulting firms.

5. a list of the members of the board of trustees or directors, board officers, by-laws and meeting schedule.

The board of directors consists of Steven F. Wilson, Matthew A. Clark, and Joshua L. Solomon. Clark is Marketing Director—Strategy Practice at Boston Consulting Group and Solomon is a partner at Sullivan & Worcester, a mid-sized law firm with offices in Boston and New York. Wilson is the chairman, Clark the treasurer, and Solomon the clerk. The board meets quarterly in New York City or Boston. Ascend’s by-laws are attached as Exhibit C.

6. the most recent annual report.

Ascend Learning has not yet issued an annual report. However, audited financial statements are included in Exhibit D.

7. a list of schools that contract with the MO, including their location, length of relationship and contracted services.

1. Brooklyn Ascend Charter School, 205 Rockaway Parkway, Brooklyn, NY 11201, since February 2008, comprehensive school management services*

2. Brownsville Ascend Charter School, 205 Rockaway Parkway, Brooklyn, NY 11201, since February 2009, comprehensive school management services.

3. Bushwick Ascend Charter School, 751 Knickerbocker Avenue, Brooklyn, NY 11221, since February 2010, comprehensive school management services

*** Includes design and implementation of the curriculum, personnel, business management, contracting, regulatory compliance and reporting, procurement, financial management, and IT.**

B. Questions:

1. What are the services this MO generally provides?

The principal services Ascend provides are the design and implementation of the curriculum, personnel, professional development, data analysis and intervention, business management, contracting, regulatory compliance and reporting, grants management, procurement, financial management, facility management, and IT. For the three schools, Ascend has also identified and developed the schools’ facilities.

2. Who leads each of these service areas, and do they primarily provide services to schools or to the management organization itself? What are their qualifications?

Jana Reed is responsible for talent management (including recruiting, policies, and benefits), operations (including transportation, food services, and procurement), and financial management (including accounting, AP and AR, reporting, planning, audit, and revenue management, most of which services are contracted out), facilities management, IT, and regulatory compliance. Steven Wilson is responsible for the supervision of the school directors; for the design, development, and implementation of the curriculum, including assessments; professional development; real estate development and maintenance; and board relations. Wilson was the former executive vice president for product development for Edison Schools and the former chief executive officer of Advantage Schools, an education management organization; he is the current board chair of Building Excellent Schools and a former senior fellow at Harvard's Kennedy School. He also has an extensive background in charter school and education policy. Jana Reed has worked in charter school creation and operations for fifteen years, both at Advantage Schools and at Building Excellent Schools, an organization that trains charter schools founders.

3. How does the MO support schools' selection of curriculum materials, and curriculum development and/or modification?

Ascend Learning developed and entered into a licensing agreement with SABIS which permits the schools it manages to make use of the SABIS educational system, including its books, assessments, school management software, prefect system, and other intellectual property. Ascend develops new components with SABIS, including a resource bank of lesson plans and other teacher-developed resources. Ascend also codifies the No Excuses school culture and develops tools to ensure its precise and reliable implementation.

4. How does the MO support the development of instructional leadership? Who is responsible for professional development?

Ascend identifies the specific skills, traits, and attributes that it deems essential to the holder of each of the school's four leadership positions: director, dean of instruction, dean of students, and director of operations. It also codifies the Ascend management principles that further the organization's distinctive culture, and trains school leaders and aspiring school leaders in these principles. It sources leader candidates as part of a comprehensive effort to secure the best talent for the schools it manages. It also manages relations with executive search firms active in charter school searches, including On Ramps. In its close oversight and supervision of each of the school's leadership teams, Ascend's management team develops a highly detailed sense of each leader's strengths, deficits, and areas for development. It then develops these leaders and aspiring leaders through a partnership with Building Excellent Schools (BES) which it

Ascend maintained since its inception. School leaders are trained on-site by BES staff, and participate in intensive professional development programs tailored to each leader's particular needs that are provided by BES in Boston throughout the school year.

5. Who is responsible for supporting schools' professional development for teachers? How are needs determined and who sets the agenda?

Ascend works with the schools it manages to plan each school's Summer Institute, a three week intensive training program and the heart of the school's professional development plan for teachers. Each school's director, dean of instruction, and dean of students tailor the program to the needs of their particular faculty members at each school's unique stage of development and growth. Ascend develops and delivers overview presentations on the Ascend mission and school design, as well as interactive sessions on operational, human resources, and compliance topics. Ascend secures outside experts in other components of the program, including trainers from SABIS for sessions on the SABIS instructional system (such as the teacher-practice check cycle, the use of academic prefects, and the assessment system), and trainers in the No Excuses school culture (including topics like "warm/strict" and school procedures), and develops and refines the curricular materials used in Institute. Weekly Friday PD sessions are largely designed and delivered by school leadership team members. Each school's dean of instruction also develops individualized professional development plans for each teacher, tailored to his or her particular strengths and deficits in behavior, culture, and instruction.

6. How are school board meetings conducted – under umbrella of MO or independently?

Ascend Learning facilitates the scheduling of board meetings, arranges for proper notice and compliance with the Open Meetings Law and the school's by-laws, suggests items for the agenda, prepares board packages, and catalogs minutes of meetings. The board president approves the agenda and runs the meeting. No officer, employee, or agent of Ascend serves as a trustee on any school board.

7. Is the MO represented on the school's board of trustees? If so, for what issues will the MO representatives need to recuse themselves?

Ascend is not represented on any board of trustees.

8. Does the MO select the school leader? If so, does the school's board have a role in approving the leader? Does the school leader report to the MO?

No, the board of trustees selects the school director. Ascend recruits and qualifies candidates and recommends one or more such candidates to the board,

whom the board interviews and has sole authority to hire and fire. The director is managed by Ascend.

9. What arrangements are made for a school's separation from its MO? Are any of the curricula or assessments proprietary? Would they be withdrawn from the school?

SABIS has licensed its program under the assurance that Ascend Learning will ensure its precise implementation and not permit the academic outcomes it delivers to be compromised. If the school were to separate from Ascend and wished to continue to deploy the SABIS curriculum, assessments, school management software, and other licensed components, the school and SABIS would have to enter into a separate agreement whereby the school licenses these components directly from SABIS.

The management agreement contains provisions on termination in Section 14 of the agreement.

10. What type of fundraising does the MO provide for the school(s), if any?

Ascend Learning endeavors to secure public entitlement and competitive grants from local, state, and federal sources as well as private grants. It prepares applications for start-up grants for the school under the federal charter school program administered by the NYSED, applications for federal entitlements such as Title I, and other such programs to which the school may apply or is categorically eligible. It also solicits funding from private sources such as the Achelis & Bodman Foundations.

11. If the MO plays a role in the school's budget development process, what is it and who facilitates it?

Each year, Ascend Learning helps the school's leadership team to prepare a budget for the coming school year which is then presented to the board of trustees for review, revision, and approval. In the school's first year, with a new leadership team, that proposed budget is largely drafted by Ascend. In later years, with an increasingly sophisticated and knowledgeable school leadership team, the team largely prepares the budget using templates and technical assistance provided by Ascend.

12. Does one company do all the payrolls for each school?

Yes, Paychex currently provides payroll services to all three schools, with detailed oversight from Ascend. Each school's director of operations, however, is the direct liaison to the payroll company and manages each payroll cycle, following the human resources and fiscal policies adopted by the board of trustees. Ascend monitors and oversees the payroll process and trains the directors of operations and other school-level personnel in payroll policies and

practices.

13. How is the MO evaluated both by its board and its schools?

At every board meeting, school trustees receive, within the full board package, a one-page Dashboard that covers all major measures of school performance—enrollment, attendance, attrition (noting individual withdrawals and reasons), waiting lists, STAR reading test results, SABIS curriculum mastery test results, mock New York State exam results, financial data against budget (income statement and balance sheet highlights), and key financial variances. The board uses this tool to monitor Ascend Learning’s performance in managing the school and achieving the goals set out in its charter. Annually, the board undertakes a formal evaluation of Ascend, with an examination of student performance and growth, parent and teacher satisfaction survey data, and financial robustness. As no person affiliated with Ascend sits on the board of any school, there is no potential for conflict of interest and the lines of accountability are uncompromised.

II. Understanding the Organization’s Funding

A. Please provide a copy of the following:

1. the organization’s most recent financial statements (preferably audited) together with most recent audit report.

The most recent unaudited monthly financial statements are attached as Exhibit E. The fiscal 2010 audited statements are in draft form and will be sent in as soon as final statements are available.

2. the MO’s most recently filed IRS Form 990, Form 1120S or other federal tax return.

The most recent Form 990 return is attached as Exhibit F.

3. the organization’s current business plan and associated projected financials. (A plan covering less than five years should be supplemented with additional information. Also, if not already clear in the plan, please provide a supplemental narrative explaining the growth assumptions of the organization.)

Ascend Learning’s original 2007 business plan is attached as Exhibit G.

B. Questions:

1. How is the MO paid by schools? Does it charge fees for specific services or does it, in essence, “sweep” all school revenues?

Ascend Learning charges 9 percent of the sum of base per-student revenues plus IDEA for the comprehensive school management services enumerated in the

management agreement. It does not, whether explicitly or in effect, “sweep” school revenues.

2. What philanthropic support does the MO receive? What is the MO’s relationship with each philanthropic organization? To what extent is the MO dependent upon philanthropic support?

Ascend Learning does not receive and does not rely on philanthropic support; it generates an operating surplus from the fees it receives from the schools it currently manages. This approach stems from its mission, which is to demonstrate, without relying on either scarce financial or human capital, a sustainable, scalable approach to closing the achievement gap in urban communities.

3. Is this philanthropic support extended to schools? How does the MO decide which school gets what funds, and how much?

Ascend Learning raises start-up grants for each school that it manages. Typically, between \$50,000 and \$100,000 is raised from private sources and granted to a fiscal agent (prior to Ascend Learning’s receipt of tax-exempt status from the IRS, Building Excellent Schools and NewSchools Venture Fund both served as fiscal agents) for start-up expenses, including student and staff recruitment and architectural fees. Ascend also endeavors to raise public start-up funds for each school, such as from the federal CSP. Ascend Learning also invests its own funds (derived from operations) into the start-up of new schools; certain expenses for leadership team recruiting and outreach programs to parents are expended on Ascend’s books prior to the school’s receipt of revenues in July of the school’s launch year.

4. Who is responsible for developing the MO’s budget? For fundraising for the MO?

Jana Reed, Ascend’s chief operating officer, develops the organization’s annual budget. Steven Wilson, president, raises funds for Ascend.

5. Does the MO own the buildings of its schools? If so, what is the lease arrangement?

No, Ascend does not own, lease, or sublease any buildings to the schools.

6. Will the MO be lending funds to the charter school, and if so, under what terms?

No, Ascend does not intend to lend funds to the school. Should that be necessary in the first year for short-term cash-flow reasons, Ascend would charge no interest or otherwise derive any financial benefit from the loan.

7. Are any of the schools under the MO’s management on fiscal or other probation or in bankruptcy?

No. All have received clean audit reports.

III. Understanding the Organization's Plans for the Future (at least five years)

- A. Please provide a copy of the organization's 5-year strategic plan, including plans for more schools beyond those currently under consideration by SUNY.

Ascend's original detailed business plan from 2007 continues to serve as the organization's strategic plan. The only departure from the original plan is that the organization is likely to open fewer schools. In 2011, only the middle school of Brooklyn Ascend Charter School (initially, grade 5) will launch. In 2012, it seeks to open Canarsie Ascend Charter School, if granted a charter. In 2013 and subsequently, it is currently unlikely that the organization will choose to open more than one school each year. Ascend will not jeopardize its commitment to post achievement gap-closing results in favor of growth.

- B. Questions:

1. How do you find sufficient numbers of qualified instructional and other staff for additional schools and for MO?

Unlike most other networks of No Excuses schools, the schools Ascend manages are not staffed exclusively or primarily by Teach for America (TFA) style teachers. Rather, the schools are staffed by career educators and a minority of TFA corps members and alumni. The intellectual property of SABIS—highly structured curricula tightly aligned to the New York State standards, a database of assessment items tied exactly to the curriculum, electronic test generator, academic management software, and lesson plan and resource bank—permit career educators to achieve gap-closing results while working a pace they can sustain over the long term. This approach lessens the dependence on young teachers willing to apply heroic efforts (that are not compatible with work/life balance and family life) who typically leave the organization after several years. The strategic advantage of this approach is the talent pool is enlarged, and turnover is minimized. To address the shortage of leadership talent, Ascend places a strong emphasis of developing leaders (for dean roles, and in turn, for school directors) from within the ranks of its teachers. This has to date proved effective, and the further growth of the network and expansion of existing schools will increase the number of aspiring leaders. The relationship with Building Excellent Schools provides a top-of-class mechanism for developing these aspiring leaders and addressing any skill deficits.

2. How has the MO built base office support systems for both the MO and for the schools, i.e. SISs, technology, special education, human resources, etc.

Through its licensing agreement, Ascend deploys the SABIS School Management System (SSMS) to track data in all its schools. Unlike conventional SISs, SSMS integrates student data (enrollment, attendance, etc.) with the complete curriculum, all academic data and test generation, electronic administration of tests, and pacing charts. Ascend is also completing the development of a new system, integrated into

SSMS, that is a resource bank of all lesson plans, smart board presentations, and other lesson resources. Each resource is graded by teaches and also objectively qualified by its correlation to student mastery results on weekly tests. Ascend uses numerous other data systems for other functions, including a web-based ticket system for IT and facility problems, financial systems for financial management and reporting, and talent management systems for securing teachers and other employees.

3. Where do teaching/leadership candidates come from? Who decides which school gets which candidates and what is the process?

Jana Reed, chief operating officer, and a recruiting associate presently manage the recruitment of teachers and school leaders. These positions are sourced through postings on on-line sites, Teach For America, job fairs, speaking engagements, and Ascend's web site and its on-line job board. Ascend and the schools also work with search firms that specialize in No Excuses leadership searches. Teacher applicants, once initially screened, are generally made available to all schools; the school leadership teams review their applications in folders on a shared drive. Schools may then invite applicants for interviews and to deliver demonstration lessons. At this stage of the network's growth, it is feasible for schools to work collegially to determine which school is the best fit for a particular teaching candidate in whom more than one school has expressed interest.

IV. Reviewing the Academic Performance of Schools Supported by the MO

A. For schools supported by the management organization, please provide:

1. a description or summary report(s) of the academic performance in English language arts and mathematics over the last three years (both aggregated and disaggregated by grade) on state assessments and including the percent of students in each school who are eligible to receive free-lunch (excluding reduced-price lunch). If three years of state data are not available for a school, please also include standardized norm-referenced test results.

New York State Tests

Only the first school, Brooklyn Ascend Charter School (BACS), has as yet operated a tested grade. All of the school's students are either black or Latino; 85 percent are qualified for the federal free and reduced-priced lunch program. Last year, the school's second year of operation, third graders took the New York State math and ELA tests for the first time. The results serve as a baseline for future tests.

Practice tests (tests from previous years released by NYSED) had shown in the spring of 2010 shown that 90 percent of students would be found proficient in ELA and 98 percent in Math, but when the State raised the proficiency bar, the school's students score fell. The tables below compares the BACS students'

performance with that of students in community school district 18 and 23, the city, and the state, as well as schools operated by a leading CMO which also manages charter schools in East New York.

ELA—Grade 3

School	Mean Scaled Score	Level 1 %	Level 2 %	Level 3 %	Level 4 %	% Proficient (Level 3 or 4)
BACS	665	9.4	41.5	34	15.1	49.1
Statewide	668	13.9	31.4	38.1	16.6	54.7
Citywide	663	18.1	35.3	33.6	13.0	46.5
District 18	661	19.8	36.6	31.6	12.0	43.6
District 23	652	29.8	39.5	25.0	5.8	30.7
Average of 18 and 23	657	24.8	38.1	28.3	8.9	37.1
Black	657					34.4
<i>Schools operated by Achievement First</i>						
Crown Heights	668	5.8	45.3	36.0	12.8	48.8
East New York	663	8.0	40.9	45.5	5.7	51.2
Bushwick	665	10.8	48.2	30.1	10.8	40.9
Average of AF	665	8.2	44.8	37.2	9.8	47.0
<i>Schools operated by Uncommon Schools</i>						
Leadership Prep	667	7.4	37.0	44.4	11.1	55.5
Excellence	681	0.0	13.0	60.9	26.1	87.0
Average of Uncommon	674	3.7	25.0	52.7	18.6	71.3
<i>Schools previously scoring highest in NYC with 80 percent or more low-income students</i>						
Icahn 1	677	0.0	25.7	51.4	22.9	74.3
Icahn 2	684	0.0	0.0	63.6	36.4	100
Amber	670	3.3	40.0	40.0	16.7	56.7
South Bronx Classical	663	3.5	45.6	43.9	7.0	50.9
Grand Concourse	665	6.7	41.3	40.0	12.0	52.0

Math—Grade 3

School	Mean Scaled Score	Level 1 %	Level 2 %	Level 3 %	Level 4 %	% Proficient (Level 3 or 4)
BACS	686	3.8	52.8	30.2	13.2	43.4
Statewide	693	9.4	31.5	35.1	24.0	59.1
Citywide	690	12.0	33.8	32.2	22.1	54.3
District 18	686	15.3	35.9	31.5	17.3	48.8
District 23	675	26.4	43.7	21.7	8.2	29.9
Average of 18 and 23	681	20.85	39.8	26.6	12.8	39.4
Black	669					40.9
<i>Schools operated by Achievement First</i>						
Crown Heights	699	0.0	23.3	50.0	26.7	76.7
East New York	700	2.3	24.1	40.2	33.3	73.5
Bushwick	700	0.0	26.5	45.8	27.7	73.5
Average of AF	700	0.8	24.6	45.3	29.2	74.6
<i>Schools operated by Uncommon Schools</i>						
Leadership Prep	710	1.9	9.3	37.0	51.9	88.9

Excellence	729	0.0	6.5	28.3	65.2	93.5
Average of Uncommon	720	1.0	7.9	32.7	58.6	91.2
<i>Schools previously scoring highest in NYC with 80 percent or more low-income students</i>						
Icahn 1	703	0.0	17.1	54.3	28.6	82.9
Icahn 2	721	0.0	0.0	48.5	51.5	100
Amber	699	3.4	33.9	37.3	25.4	62.7
South Bronx Classical	700	0.0	15.8	50.9	33.3	84.2
Grand Concourse	690	2.7	38.7	46.7	12.0	58.7

Ascend Learning was encouraged that, after just two years in a new school, students performed on par with students in Achievement First’s schools in English Language Arts. Yet result in ELA fell far short of our goals. In math, our students performed worse, and this was both unexpected and unacceptable. Ascend embraces the State’s action to raise the bar for student performance and is confidence that the new expectations can be routinely met. Practice state tests this year indicate that the same cohort of students—now in the fourth grades—are on track to very high levels of proficiency on this year’s state tests in both ELA and math.

Norm-referenced test

In Brooklyn Ascend Charter School’s first year (2008-09), second-graders rose in reading on Terra Nova test from the 24th percentile in the fall to the 62nd percentile in the spring. In math, their scores increased from the 24th percentile to the 56th percentile. Every grade made gains of at least 30 percentile points in both reading and math. Students who began that year as kindergartners are now reading at the 70th percentile on the STAR reading test from Renaissance Learning. Similar gains were seen at Brownsville Ascend Charter School last year in that school’s first year.

2. comparable state assessment results for the district in which the school is located.

See above.

B. Questions:

1. Does the MO have performance goals for schools it supports? If so, what are they?

The principal short-term performance goal for all schools Ascend supports is to ensure that at least 80 percent of all students are found proficient on the New York State tests in each grade and subject. Ascend also has the goal that all schools be financially self-sufficient (operate at financial breakeven). The longer-term goal is that each student be admitted to a four-year college. For each school, the specific goals are the goals stated in the school’s charter.

2. What is the role of the MO in cases where a school does not meet the academic performance goals?

If a school is not meeting the academic performance goals, or is at risk of not meeting them, Ascend’s role is to work intensively with the school’s leadership team to devise and implement an intervention plan to remedy the low performance. This will often involve securing additional resources for the school in the form of trainers, curriculum materials, and additional personnel. For example, this year at Brooklyn Ascend Charter School, Ascend grew concerned about the performance of grade 3 in ELA. It encouraged the school’s dean of instruction to do a complete reset of the grade over the winter holidays. This included a five-day, intensive Winter Institute for the grade’s teachers (who returned early from the holiday), an Orientation for the students for three days on their return to reset classroom culture, the reassignment of teachers and students to homerooms, and an extensive tutoring program for the duration of the year for all students who are at risk of not passing the state exam, with teachers drawn from across the network of schools.

3. Have any schools under the MO’s management been closed or not renewed?

No.

STATE OF NEW YORK
DEPARTMENT OF STATE

I hereby certify that the annexed copy has been compared with the original document in the custody of the Secretary of State and that the same is a true copy of said original.



WITNESS my hand and official seal of the
Department of State, at the City of Albany, on
January 10, 2008.

Paul LaPointe

Paul LaPointe
Special Deputy Secretary of State

CSC 45
DRAW DOWN

CERTIFICATE OF INCORPORATION
OF
ASCEND LEARNING, INC.

080110000 134

UNDER SECTION 402 OF THE NOT-FOR-PROFIT CORPORATION LAW

The undersigned hereby certify:

1. The name of the Corporation is:

ASCEND LEARNING, INC.

2. The Corporation is a corporation as defined in Subparagraph (a)(5) of Section 102 of the Not-for-Profit Corporation Law.

3. The particular purposes for which the Corporation is formed are:

(a) To advance education among economically disadvantaged and at-risk children in urban settings by facilitating and supporting the creation, operation and/or management of public schools that implement a cumulative mastery-based curriculum for pre-kindergarten through 12th grade pursuant to management agreements entered into with the nonprofit entity holding the charter, and to provide pursuant to such management agreements, research, support and resources to charter schools so that they may, in turn, provide the highest quality educational programs;

(b) To advance education by implementing and promoting as a solution to low-performing public education systems the introduction of business models governed by market forces and the increased involvement of the private sector in the public education system;

(c) To facilitate and support the training of public charter school leaders and school district leaders and principals;

(d) To achieve public purposes by providing educational research, support and resources to charter schools and thereby advancing education among economically disadvantaged and at-risk children in urban settings;

(e) To do any and all things necessary or proper in connection with or incidental to the aforesaid purposes, including, without limitation, fundraising for said purposes, and to exercise any and all powers in connection therewith which may now or hereafter be lawful for the Corporation to do and exercise under and in pursuant of the Not-for-Profit Corporation Law of the State of New York ("Not-for-Profit Corporation Law") or any law or laws of the State of New York, and which powers may be permitted a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or corresponding provisions of any future United States Internal Revenue Law (the "Internal Revenue Code"));

(f) To accept, receive, solicit, hold, invest, reinvest, and administer gifts, legacies, bequests, devises, funds, benefits, or trusts (but not to act as trustee of

any trust), money or property of any sort or nature, without limitation as to amount or value, for the purposes herein mentioned; to hold, control, manage, and, subject to the provisions of the Not-for-Profit Corporation Law, sell and exchange the same; to invest and reinvest the same and the proceeds thereof; and to collect and receive the income and profits therefor and therefrom;

(g) Said Corporation is organized exclusively for charitable purposes and within the meaning of Section 501(c)(3) of the Internal Revenue Code;

(h) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 3 hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, except to the extent authorized by Section 501(h) of the Internal Revenue Code, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code; and

(i) Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the Supreme Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

4. Nothing herein shall authorize the Corporation,

(a) To serve as or to maintain a nursery school, elementary school or secondary school in New York;

(b) To serve as or to maintain an institution of higher learning in New York;
or

(c) To grant degrees in New York.

5. During such period as the Corporation shall be a private foundation, as that term is defined in Section 509 of the Internal Revenue Code, the Corporation shall operate subject to the following restrictions:

(a) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on the undistributed income paid by Section 4942 of the Internal Revenue Code;

(b) The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code;

(c) The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code;

(d) The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code; and

(e) The Corporation shall not make any taxable expenditures as defined Section 4945(d) of the Internal Revenue Code.




6. The Corporation is a Type C corporation under Section 201 of the Not-for-Profit Corporation Law.

7. The office of the Corporation is to be located in the County of Kings, State of New York.

8. The Secretary of the State of New York is hereby designated the agent of the Corporation upon whom process against it may be served. The post office address to which the Secretary of State shall mail a copy of any process against the Corporation served upon him as agent of the Corporation is:

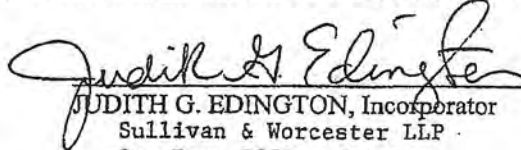
Ascend Learning, Inc.
1 Main Street 3C
Brooklyn, New York 11201

9. The names and addresses of the initial directors until the first annual meeting are:

<u>Names</u>	<u>Addresses</u>
Steven Frederic Wilson	 Brooklyn, NY 11201
Joshua L. Solomon	 Needham, MA 02492
Matthew Alexander Clark	 Boston, MA 02118

10. The subscriber is of the age of eighteen (18) years or over.

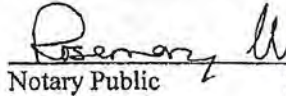
IN WITNESS WHEREOF, this Certificate has been signed by the subscriber this 6th day of August, 2007 by the undersigned, who affirms that the statements made herein are true under the penalties of perjury.



JUDITH G. EDINGTON, Incorporator
Sullivan & Worcester LLP
One Post Office Square
Boston, MA 02109

COMMONWEALTH OF MASSACHUSETTS
County of Suffolk

On this 6th day of August, 2007, before me, the undersigned notary public, personally appeared JUDITH G. EDINGTON, proved to me through satisfactory evidence of identification to be the person whose name is signed on the preceding or attached Certificate of Incorporation, and acknowledged to me that she signed it voluntarily for its stated purpose.


Notary Public



STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Albany, New York

**CONSENT TO FILING WITH THE DEPARTMENT OF STATE
(General Use)**

Consent is hereby given to the filing of the annexed certificate of incorporation
of ASCEND LEARNING, INC.

[name of entity]

pursuant to the applicable provisions of the Education Law, the Not-for-Profit Corporation Law,
the Business Corporation Law, the Limited Liability Company Law or any other applicable
statute.

This consent is issued solely for purposes of filing the annexed document by the
Department of State and shall not be construed as approval by the Board of Regents, the
Commissioner of Education or the State Education Department of the purposes or objects of such
entity, nor shall it be construed as giving the officers or agents of such entity the right to use the
name of the Board of Regents, the Commissioner of Education, the University of the State of
New York or the State Education Department in its publications or advertising matter.

IN WITNESS WHEREOF this instrument is
executed and the seal of the State Education
Department is affixed.



RICHARD P. MILLS
Commissioner of Education

By:

Seth D. Gilboord
Seth D. Gilboord

Commissioner's authorized designee

DEC 28 2007

Date

**THIS DOCUMENT IS NOT VALID WITHOUT THE SIGNATURE OF THE
COMMISSIONER'S AUTHORIZED DESIGNEE AND THE OFFICIAL SEAL OF THE
STATE EDUCATION DEPARTMENT.**

080110000134

CERTIFICATE OF INCORPORATION
OF
ASCEND LEARNING, INC.

Section 402 of the Not for Profit Corporation Law

100

STATE OF NEW YORK
DEPARTMENT OF THE STATE
FILED JAN 10 2008

TAX \$ _____
BY: WAD
King

Filer: Sullivan & Worcester LLP
23rd Floor
One Post Office Square
Boston, MA 02109
Cust. Ref#043858Db

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RECEIVED
2008 JAN -9 AM 11:01

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2008 JAN -7 PM 2:13

FILED
2008 JAN 10 AM 9:35

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JAN 14 2011

ASCEND LEARNING INC
205 ROCKAWAY PARKWAY 3RD FL
BROOKLYN, NY 11212

Employer Identification Number:
33-1200239
DLN:
17053117311000
Contact Person:
TERRY IZUMI ID# 95048
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(2)
Form 990 Required:
Yes
Effective Date of Exemption:
January 10, 2008
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

ASCEND LEARNING INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script that reads "Robert Choi".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

ASCEND LEARNING, INC.
(a New York Not-For-Profit Corporation)

BY-LAWS

I.
CERTIFICATE OF INCORPORATION

The name, location of principal office, and purposes of the Corporation shall be as set forth in the Certificate of Incorporation. These By-Laws, the powers of the Corporation and of its Directors and officers, and all matters concerning the conduct and regulation of the business of the Corporation, shall be subject to such provisions in regard thereto, if any, as are set forth in the Certificate of Incorporation; and the Certificate of Incorporation is hereby made a part of these By-Laws. All references in these By-Laws to the Certificate of Incorporation shall be construed to mean the Certificate of Incorporation of the Corporation as from time to time amended.

II.
MEMBERSHIP

The Corporation shall have no members. The Board of Directors shall take any and all actions and votes required or permitted to be taken by members under the Not-For-Profit Corporation Law of New York and any such action or vote so taken shall be taken by action or vote of the same percentage or number of Directors of the Corporation as would be required of members so acting or voting.

III.
MEMBERS, SPONSORS, BENEFACTORS, CONTRIBUTORS,
ADVISERS, FRIENDS OF THE CORPORATION

The Directors may designate certain persons or groups of persons as members, sponsors, benefactors, contributors, advisers or friends of the Corporation or such other title as they deem appropriate. Such persons shall serve in an honorary capacity and, except as the Directors shall otherwise designate, shall in such capacity have no right to notice of or to vote at any meeting, shall not be considered for purposes of establishing a quorum, and shall have no other rights or responsibilities.

IV.
BOARD OF DIRECTORS

1. Number of Directors. The initial Board of Directors shall consist of three Directors. Thereafter, the number of Directors constituting the entire Board shall be at least three. Subject to the foregoing limitation and except for the first Board of Directors, such number may be fixed from time to time by action of the Directors or, if the number is not so fixed, the number shall be three. The number of Directors may be increased or decreased by a vote of the majority of the entire Board. No decrease shall shorten the term of any incumbent Director.

2. Election and Term. The first Board of Directors shall consist of those persons named as the initial Directors in the Certificate of Incorporation and shall hold office until the first annual meeting of Directors and until their successors have been elected and qualified. Thereafter, Directors who are elected at the annual meeting of the Board of Directors, and Directors who are elected in the interim to fill vacancies and newly created directorships, shall hold office until the next annual meeting of the Directors and until their successors have been elected and qualified.

3. Vacancies. Vacancies created by the death, removal or resignation of one or more Directors, or otherwise, may be filled by vote of a majority of the Directors remaining in office.

4. Powers. The management of the affairs of the Corporation shall be vested in and exercised by the Board of Directors, who shall pursue such policies and principles as shall be in accordance with law, the provisions of the Certificate of Incorporation and these By-Laws. To the extent permitted by law, the Board of Directors may, by general resolution, delegate to officers of the Corporation such powers as they may see fit.

5. Compensation and Expenses. The Board of Directors may receive reasonable compensation for its services as such, and the Board of Directors shall have the power and authority, in its exclusive discretion, to contract for and to pay Directors compensation for unusual or special services rendered to the Corporation, provided, that any such compensation shall be reasonable and appropriate to the value of the services rendered by the Directors.

6. Resignation of Directors. Any Director may resign from the Corporation by delivering a written resignation to the President, the Secretary, or to a meeting of the Board of Directors.

7. Removals. The Board of Directors may, by affirmative vote of a majority of the Directors then in office, remove any Director from office with or without cause.

8. Meetings of the Board of Directors. An annual meeting of the Board of Directors to re-elect Directors and to elect the President, Secretary, Treasurer and other officers shall be held each year without call or formal notice on the last Friday of June. If an annual meeting is not held, the President or any Director shall call a special meeting of the Board of Directors for such purpose.

Regular meetings of the Board of Directors may be held without call or formal notice at such places and at such times as the Board may from time to time determine.

Special meetings of the Board of Directors may be held at any time and at any place when called by the President, or one or more Directors, upon reasonable notice, stating the time and place of said meeting, given to each Director by the Secretary, or, in the case of the death, absence, incapacity or refusal of the Secretary, by the officer or Directors calling the meeting, or at any time without call or formal notice, provided all the Directors are present and attend the meeting without protesting the lack of notice prior thereto or at its commencement, or waive notice thereof before or after the meeting by a writing which is filed with the records of the meeting. Notice to a Director of any meeting shall be deemed to be sufficient if sent by mail at least three (3) days prior to such meeting, addressed to him at his usual or last known business or residence address, or by facsimile or telegram at least twenty-four hours before the meeting, or if given in person, either by telephone or by handing him a written notice, at least twenty-four hours before the meeting.

9. Quorum. A majority of the Directors in office at the time a meeting is duly called and held shall constitute a quorum. When a quorum is present at any such meeting, the vote of a majority of the Directors present shall be necessary and sufficient for election to any office or for a decision on any matter, except as otherwise required by law, by the Certificate of Incorporation, or by these By-Laws. Whether or not a quorum is present, any meeting may be adjourned from time to time by a majority of the votes cast upon the question, without notice other than by announcement at the meeting, and without further notice to any absent Director. At any adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called.

10. Consent in Lieu of Directors' Meeting. Any action required or permitted to be taken at any meeting of the Directors or any committee thereof may be taken without a meeting if all members of the Board of Directors or committee thereof entitled to vote on the matter consent to the action in writing and the written consents are filed with the records of the meetings of the Board of Directors or committee. Such consents shall be treated for all purposes as a vote at a meeting of the Board of Directors or committee.

11. Presence Through Communications Equipment. Members of the Board of Directors or any committee of the Board may participate in a meeting of such Board or committee by means of a conference telephone, video or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time and participation by such means shall constitute presence in person at such meeting.

12. Committees of Directors. Whenever the Board of Directors shall consist of more than three members, the Board of Directors, by vote of a majority of the Directors then in office, may at any time appoint from their number three or more Directors to constitute an Executive Committee or other standing committees, each of which, to the extent provided in the resolution creating such committee or in the Certificate of Incorporation or By-laws, shall be vested with all of the authority of the Board,

provided, however, that no such committee shall have any power prohibited by law or the Certificate of Incorporation, or the power

(a) to submit to members, if any, any action requiring members' approval under the Not-For-Profit Corporation Law;

(b) to change the size of the Board of Directors or to fill vacancies in the Board of Directors or in any committee;

(c) to fix the compensation of the Directors for serving on the Board or on any committee;

(d) to amend or repeal the By-laws or to adopt new By-laws;

(e) to amend or repeal any resolution of the Board of Directors which by its terms shall not be so amendable or repealable;

(f) to authorize a sale or other disposition of all or substantially all the property and business of the Corporation; or

(g) to authorize the liquidation or dissolution of the Corporation.

Other special committees of the Board may be established and members appointed by the Chairman of the Board or the president of the Corporation if there is no Chairman of the Board, with the consent of the Board. Special committees shall have only the powers specifically delegated to them by the Board and in no case shall have powers which are not authorized for standing committees.

The Board of Directors shall have the power to rescind any vote or resolution of any special committee; provided, however, that no rights of third parties shall be impaired by such rescission.

Each member of a committee shall hold office until the next annual meeting of the Board of Directors (or until such other time as the Board of Directors may determine, either in the vote establishing the committee or at the election of such member) and until his successor is elected and qualified, or until he sooner dies, resigns, is removed or becomes disqualified by ceasing to be a Director, or until the committee is sooner abolished by the Board of Directors.

A majority of the members of any committee shall constitute a quorum for the transaction of business, but any meeting may be adjourned from time to time by a majority of the votes cast upon the question, whether or not a quorum is present, and the meeting may be held as adjourned without further notice. Each committee may make rules not inconsistent herewith for the holding and conduct of its meetings, but unless otherwise provided in such rules its meetings shall be held and conducted in the same manner, as nearly as may be, as is provided in these By-Laws for meetings of the Board of Directors.

13. Executive Director. The Board of Directors, by vote of a majority of the Directors then in office, may appoint an Executive Director for such period of time and upon such terms and conditions as the Board may determine. The Executive Director shall be the chief administrative officer of the Corporation and shall have the authority to employ and discharge such personnel as from time to time may be deemed necessary.

V. OFFICERS

1. Officers. The officers of the Corporation shall be a President, a Treasurer, a Secretary, and such other officers, which may include a Chairman of the Board, a Controller, one or more Vice Presidents, Assistant Treasurers, Assistant Secretaries or Assistant Controllers, as the Board of Directors may, in its discretion, elect or appoint. The Corporation may also have such agents, if any, as the Board of Directors may, in its discretion, appoint. The President need not be a Director. Any two or more offices may be held by the same person, except the offices of president and secretary.

Subject to law, to the Certificate of Incorporation, and the other provisions of these By-Laws, each officer shall have, in addition to the duties and powers herein set forth, such duties and powers as the Board of Directors may from time to time designate.

The President, the Treasurer, and the Secretary shall be elected annually by the Board of Directors at its annual meeting, by vote of a majority of the entire Board of Directors. Such other offices of the Corporation as may be created in accordance with these By-Laws may be filled at such meeting by vote of a majority of the entire Board of Directors, or at any other time, by vote of a majority of the Directors then in office.

Each officer shall hold office until the next annual meeting of the Board of Directors and until his successor is elected or appointed and qualified, or until he sooner dies, resigns, is removed, or becomes disqualified. Each agent shall retain his authority at the pleasure of the Board of Directors.

Any officer, employee, or agent of the Corporation may be required, as and if determined by the Board of Directors, to give bond for the faithful performance of his duties.

2. President. The President shall be the chief executive officer of the Corporation and shall have general charge and supervision of the business, property and affairs of the Corporation unless otherwise provided by law, the Certificate of Incorporation, the By-Laws, or by specific vote of the Board of Directors. The President shall preside at all meetings of the Board of Directors at which he is present except as otherwise voted by the Board of Directors.

3. Vice President. Any Vice President shall have such duties and powers as shall be designated from time to time by the Board of Directors or by the President, and in any case, shall be responsible to and shall report to the President. In the absence or disability of the President, the Vice President, or if there be more than one, the Vice

Presidents in the order of their seniority or as otherwise designated by the Board of Directors, shall have the powers and duties of the President.

4. Chairman of the Board. The Chairman of the Board, if there be one, shall be a member of the Board of Directors and shall preside at its meetings. He shall keep himself informed of the administration of the affairs of the Corporation, shall advise and counsel with the President, and, in the President's absence, with other officers of the Corporation, and shall perform such other duties as may from time to time be assigned to him by the Board of Directors.

5. Secretary; Assistant Secretary. The Secretary shall record all proceedings of the Directors in books to be kept therefor which shall be open during business hours to the inspection of any Director, and shall have custody of the Corporation's records, documents and valuable papers. He shall notify the Directors of the meetings in accordance with these By-Laws. In the absence of the Secretary from any such meeting, the Assistant Secretary, if any, may act as temporary secretary, and shall record the proceedings thereof in the aforesaid books, or a temporary secretary may be chosen by vote of the meeting.

Unless the Board of Directors shall otherwise designate, the Secretary or, in his absence, the Assistant Secretary, if any, shall have custody of the corporate seal and be responsible for affixing it to such documents as may required to be sealed.

The Secretary shall have such other duties and powers as are commonly incident to the office of a corporate secretary, and such other duties and powers as may be prescribed from time to time by the Board of Directors or by the President.

Any Assistant Secretary shall have such duties and powers as shall from time to time be designated by the Board of Directors or the Secretary, and shall be responsible to and shall report to the Secretary.

6. Treasurer. The Treasurer shall be the chief financial officer of the Corporation and shall be in charge of its funds and the disbursements thereof, subject to the President and the Board of Directors, and shall have such duties and powers as are commonly incident to the office of a corporate treasurer and such other duties and powers as may be prescribed from time to time by the Board of Directors or by the President. If no Controller is elected, the Treasurer shall also have the duties and powers of the Controller as provided in these By-Laws. The Treasurer shall be responsible to and shall report to the Board of Directors, but in the ordinary conduct of the Corporation's business, shall be under supervision of the President.

7. Assistant Treasurer. Any Assistant Treasurer shall have such duties and powers as shall be prescribed from time to time by the Board of Directors or by the Treasurer, and shall be responsible to and shall report to the Treasurer. In the absence or disability of the Treasurer, the Assistant Treasurer or, if there be more than one, the Assistant Treasurers in their order of seniority, or as otherwise designated by the Board of Directors, shall have the powers and duties of the Treasurer.

8. Controller; Assistant Controller. If a Controller is elected, he shall be the chief accounting officer of the Corporation and shall be in charge of its books of account and accounting records and of its accounting procedures, and shall have such duties and powers as are commonly incident to the office of a corporate controller and such other duties and powers as may be prescribed from time to time by the Board of Directors or by the President. The Controller shall be responsible to and shall report to the Board of Directors, but in the ordinary conduct of the Corporation's business, shall be under the supervision of the President.

Any Assistant Controller shall have such duties and powers as shall be prescribed from time to time by the Board of Directors or by the Controller, and shall be responsible to and shall report to the Controller. In the absence or disability of the Controller, the Assistant Controller or, if there be more than one, Assistant Controllers in their order of seniority or as otherwise designated by the Board of Directors, shall have the powers and duties of the Controller.

9. Resignations. Any officer of the Corporation may resign at any time by giving written notice to the Corporation by delivery thereof to the President, the Clerk, or to a meeting of the Board of Directors.

10. Removals. The Board of Directors may, by affirmative vote of a majority of the Directors then in office, remove from office the President, the Secretary, the Treasurer or any other officer or agent of the Corporation with or without cause.

11. Vacancies. If the office of any member of any committee or any other office becomes vacant, the Board of Directors may elect or appoint a successor or successors by vote of a majority of the Directors then in office. Each successor as an officer shall hold office for the unexpired term and until his successor shall be elected or appointed and qualified, or until he sooner dies, resigns, is removed or becomes disqualified.

12. Compensation. Officers may receive reasonable compensation for their services as such, and the Board of Directors shall have the power and authority, in its exclusive discretion, to contract for and to pay officers compensation for unusual or special services rendered to the Corporation; provided, that any such compensation shall be reasonable and appropriate to the value of the services rendered by the officers.

VI. INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, OR OTHERS

1. The Corporation shall, to the extent legally permissible, indemnify each person who serves as one of its Directors or officers, or who serves at its request as a member, trustee, director or officer of another organization or in such capacity with respect to any employee benefit plan (each such person, including such person's heirs, executors and administrators, being herein called a "Person") against all liabilities and expenses, including amounts paid in satisfaction of judgments, in compromise or as fines and penalties, and counsel fees, actually and reasonably incurred by such Person in connection with the defense or disposition of any action, suit, or appeal therein, or other

proceeding, whether civil or criminal, in which such Person may be involved or with which such Person may be threatened, while in office or thereafter, by reason of being or having been such a Person, except with respect to any matter as to which such Person shall have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interests of the Corporation and, in criminal actions or proceedings, not to have had reasonable cause to believe that his conduct was unlawful. Any Person who at the request of the Corporation serves another organization or an employee benefit plan in one or more of the above indicated capacities and who shall have acted in good faith in the reasonable belief that his or her action was in the best interests of such other organization or in the best interests of the participants or beneficiaries of such employee benefit plan shall be deemed to have acted in such manner with respect to the Corporation.

2. Notwithstanding the foregoing, as to any matter disposed of by a compromise payment by any Person, pursuant to a consent decree or otherwise, no indemnification either for said payment or for any other expenses shall be provided unless such compromise shall be approved as in the best interests of the Corporation, after notice that it involves such indemnification, (A) by a majority of the Directors then in office, none of whom are interested Directors; or (B) by a majority of the Directors then in office, none of whom are interested Directors, provided that there has been obtained an opinion in writing of independent legal counsel to the effect that such Person appears to have acted in good faith in the reasonable belief that his or her action was in the best interests of the Corporation; or (C) if the Corporation has members at any time, by a majority of the members entitled to vote, none of whom are interested members, voting as a single class.

3. Expenses, including counsel fees, actually and reasonably incurred by any Person in connection with the defense or disposition of any such action, suit or other proceeding may be paid from time to time by the Corporation in advance of the final disposition thereof upon receipt of an undertaking by such Person to repay the amounts so paid if such Person ultimately shall be adjudicated to be not entitled to indemnification under this Article VI. Such an undertaking may be accepted without reference to the financial ability of such Person to make repayment.

4. Each Person shall be deemed to have accepted and to have continued to serve in the office to which he or she has been appointed in reliance upon the provisions of paragraphs 1 and 2 of this Article VI. Such provisions shall be separable, and if any portion thereof shall be finally adjudged to be invalid, such invalidity shall not affect any other portion which can be given effect. Such provisions shall not be exclusive of any other right which any Person or any employee or agent of the Corporation may have or hereafter acquire, whether under any By-Law, agreement, judgment, decree, provision of law or otherwise; and such provisions and all other such rights shall be cumulative.

5. The Corporation, by vote of its Board of Directors, may purchase and maintain insurance on behalf of any Person who is or was a Director, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation with respect to an employee benefit plan or as a trustee, director, officer, employee or other agent of another corporation of which the Corporation is or was a stockholder, member

or creditor, against any liability incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability.

6. As used in this Article VI, an “interested” member, Director or officer is one against whom in such capacity the proceeding in question, or another proceeding on the same or similar grounds, is then pending.

VII.

CONTRACTS, LOANS AND DEALINGS WITH CERTAIN OTHER CORPORATIONS OR FIRMS

1. Contracts.

(a) No contract or other transaction between this Corporation and one or more of the Directors or officers, or between this Corporation and any other corporation, firm, association or other entity in which one or more of its directors or officers are Directors or officers, or have a substantial financial interest, shall be either void or voidable for this reason alone or by reason alone that such Director or Directors or officer or officers are present at the meeting of the Board, or of a committee thereof, which authorizes such contract or transaction, or that his or their votes are counted for such purpose if the material facts as to such Director’s or officer’s interest in such contract or transaction and as to any such common directorship, officership or financial interest are disclosed in good faith or known to the Board or committee, and the Board or committee authorizes such contract or transaction by a vote sufficient for such purpose without counting the vote or votes of such interested Director or officer.

(b) If such good faith disclosure of the material facts as to the Director’s or officer’s interest in the contract or transaction and as to any such common directorship, officership or financial interest, is made to the Directors, or known to the Board or committee authorizing such contract or transaction, as provided in paragraph (a), the contract or transaction may not be avoided by the Corporation for the reasons set forth in paragraph (a). If there was no such disclosure or knowledge, or if the vote of such interested Director or officer was necessary for the authorization of such contract or transaction at a meeting of the Board or committee at which it was authorized, the Corporation may avoid the contract or transaction unless the party or parties thereto shall establish affirmatively that the contract or transaction was fair and reasonable as to the Corporation at the time it was authorized by the Board or committee.

(c) Common or interested Directors may be counted in determining the presence of a quorum at a meeting of the Board or of a committee which authorizes such contract or transaction.

(d) Any contract, transaction, or act on behalf of the Corporation in a matter in which the Directors or officers are personally interested as members, Directors, or otherwise shall not be violative of the proscriptions in the Certificate of Incorporation against the Corporation’s use or application of its funds for private benefit. In no event, however, shall any person or other entity dealing with the Directors or officers be

obligated to inquire into the authority of the Directors and officers to enter into and consummate any contract, transaction, or other action.

2. Loans. No loans, other than through the purchase of bonds, debentures, or similar obligations of the type customarily sold in public offerings, or through ordinary deposit of funds in a bank, shall be made by the Corporation to a Director or officer, or to any other corporation, firm, association or other entity in which one or more of the Directors or officers are directors or officers or hold a substantial financial interest, except a loan may be made to another Type B corporation as defined in Section 201 of the Not-For-Profit Corporation Law. A loan made in violation of this paragraph shall be a violation of the duty to the Corporation of the Director or officer authorizing it or participating in it, but the obligation of the borrower with respect to the loan shall not be affected thereby.

VIII. EXECUTION OF PAPERS

Except as the Board of Directors may generally or in particular cases authorize or direct the execution thereof in some other manner, all deeds, leases, transfers, contracts, proposals, bonds, notes, checks, drafts, and other obligations made, accepted or endorsed by the Corporation shall be signed or endorsed on behalf of the Corporation by the President or the Treasurer or their designees.

IX. SOURCE AND INVESTMENT OF FUNDS

Funds for the operation of the Corporation and for the furtherance of its objectives and purposes may be derived from grants and allocations from governmental or private agencies or bodies, donations from public and private organizations, associations and individuals, and such other sources as may be approved by the Board of Directors. Except as otherwise provided by law or lawfully directed by any grantor or donor, the Corporation may retain or dispose of all or any part of any real or personal property acquired by it and invest and reinvest any funds held by it according to the judgment of the Board of Directors, without being restricted to the class of investments which fiduciaries are or hereafter may be permitted by law to make.

X. PROHIBITION REGARDING THE USE OF FUNDS AND DISTRIBUTION OF ASSETS ON DISSOLUTION

No part of the net earnings or receipts of the Corporation shall inure to the benefit of any Director or officer of the Corporation or any private individual, provided, however, that this prohibition shall not prevent the payment to any person of such reasonable compensation for services actually rendered to or for the Corporation in conformity with these By-Laws. No Director or officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the Corporation. All the Directors of the Corporation shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the

affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation then remaining in the hands of the Board of Directors shall be distributed, transferred, conveyed, delivered and paid over to such organization or organizations organized and operated exclusively for charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the Supreme Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

XI.
SEAL

The seal of the Corporation, if any, shall be in such form as the Board of Directors shall prescribe.

XII.
FISCAL YEAR

The fiscal year of the Corporation shall be from the first day of July through the thirtieth day of June.

XIII.
AMENDMENTS

The Board of Directors, by a majority vote of Directors then in office, may alter, amend or repeal these By-Laws, in whole or in part.

ASCEND LEARNING, INC
(A NOT-FOR-PROFIT CORPORATION)

FINANCIAL STATEMENTS

JUNE 30, 2009

ASCEND LEARNING, INC
(A NOT-FOR-PROFIT CORPORATION)
FINANCIAL STATEMENTS
JUNE 30, 2009

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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
ASCEND LEARNING, INC

We have audited the accompanying statement of financial position of Ascend Learning, Inc (a not-for-profit corporation) as of June 30, 2009 and the related statement of activities, and cash flows for the year then ended. These financial statements are the responsibility of Ascend Learning, Inc'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. 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 Ascend Learning, Inc as of June 30, 2009 and the change in its net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.


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

New York, New York
March 12, 2010

ASCEND LEARNING, INC
(A NOT-FOR-PROFIT CORPORATION)
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2009

ASSETS	
Current assets:	
Cash and cash equivalents	\$ 2,836
Due from related parties	<u>1,280</u>
 TOTAL ASSETS	 <u><u>\$ 4,116</u></u>
LIABILITIES AND UNRESTRICTED NET ASSETS	
Current liabilities:	
Accounts payable and accrued expenses	\$ 112,467
Due to officers	<u>144,500</u>
 TOTAL CURRENT LIABILITIES	 256,967
 Unrestricted net assets	 <u>(252,851)</u>
 TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	 <u><u>\$ 4,116</u></u>

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

ASCEND LEARNING, INC
(A NOT-FOR-PROFIT CORPORATION)
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2009

Revenue and support:	
Management service fees	<u>\$ 237,300</u>
Expenses:	
Program services	149,214
Management and general	<u>47,999</u>
Total expenses	<u>197,213</u>
Change in unrestricted net assets	<u>40,087</u>
Unrestricted net assets - beginning of year	<u>(292,938)</u>
Unrestricted net assets - end of year	<u><u>\$ (252,851)</u></u>

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

ASCEND LEARNING, INC
(A NOT-FOR-PROFIT CORPORATION)
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2009

CASH FLOWS FROM OPERATING ACTIVITIES:	
Increase in unrestricted net assets	\$ 40,087
Adjustments to reconcile increase in unrestricted net assets to net cash provided by operating activities:	
Decrease in prepaid expenses	995
Decrease in due from related parties	(3,149)
(Decrease) in accounts payable and accrued expenses	(11,097)
(Decrease) in due to officers	(24,000)
	<u>2,836</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>2,836</u>
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	<u>-</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	<u><u>\$ 2,836</u></u>

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

ASCEND LEARNING, INC
(A NOT-FOR-PROFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

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

Nature of Organization

Ascend Learning, Inc (“Ascend”) was incorporated under the laws of the State of New York on August 6, 2007. The organization is a non-profit organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and a similar provision under New York State income tax laws.

Ascend operates as a charter school management organization based in New York City. It provides management services and facility development to its charter schools. The first school Brooklyn Ascend Charter School opened in September 2008. The second school, Brownsville Ascend Charter School opened in September 2009.

The mission of Ascend is to develop a scalable solution to the underachievement of economically disadvantaged children- a system of urban, college preparatory charter schools that operate with widely available resources to post achievement levels equal or superior to suburban schools educating students from middle-class families.

Basis of Presentation

Financial statement presentation follows the requirements of Statement of Financial Accounting Standards, “Financial Statements of Not-For-Profit Organizations.” Under SFAS No. 117, Ascend is required to report information regarding its financial position and activities according to three classes of net assets; unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The net assets classifications are described as follows:

Unrestricted

Unrestricted net assets of Ascend 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 Ascend.

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.

ASCEND LEARNING, INC
(A NOT-FOR-PROFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

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

Basis of Presentation (Continued)

Permanently Restricted

Permanently restricted net assets are those 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 organizational purposes designated by the donors.

Ascend had no temporarily or permanently restricted net assets at June 30, 2009.

Recent Accounting Pronouncements

In July 2006, the Financial Accounting Standards Board (the "FASB") issued FASB Interpretation No. 48, *Accounting for Uncertainty in Income Taxes* - an interpretation of FASB Statement No. 109 ("FIN 48"). FIN 48 prescribes a comprehensive model for recognizing, measuring, presenting and disclosing in the financial statements tax positions taken or expected to be taken on a tax return. If there are changes in net assets as a result of application of FIN 48, these will be accounted for as an adjustment to the opening balance of net assets. Additional disclosures about the amounts of such liabilities will also be required. In 2008, the FASB delayed the effective date of FIN 48 for certain nonpublic enterprises to annual financial statements for fiscal years beginning after December 15, 2008. Ascend, will be required to adopt FIN 48 in its June 30, 2010 financial statements. The adoption of FIN 48 is not expected to have a material impact on Ascend financial position, results of operations or cash flows.

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, Ascend considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

ASCEND LEARNING, INC
(A NOT-FOR-PROFIT CORPORATION)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2009

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

Concentration of Credit Risk

Financial instruments which potentially subject Ascend to concentrations of credit risk are cash and cash equivalents. Ascend, 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. Ascend believes that there is little risk and has not experienced any losses in such accounts.

Revenue and Support

Contributions are recognized when the donor makes a promise to give 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 Ascend in current year's activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

NOTE 2 - RELATED PARTY TRANSACTIONS

Charter Schools

Ascend is affiliated with two charter schools: Brooklyn Ascend Charter School and Brownsville Ascend Charter School. Ascend supports the charter schools by providing educational materials, recruiting, professional development, start-up funding and operational support.

Ascend entered into an agreement with Brooklyn Ascend Charter School ("Brooklyn Ascend") on May 1, 2008 to provide the Brooklyn Ascend with its educational management services and designs. Pursuant to the Management Agreement, Ascend is to select and implement Brooklyn Ascend's educational program, the professional development activities for all Brooklyn Ascend personnel, and manage Brooklyn Ascend's business administration. As compensation to Ascend for these services, Brooklyn Ascend shall pay, an annual fee of 9% of Brooklyn Ascend's general operating revenues. The management fee revenue for the year ended June 30, 2009 was \$237,300.

Ascend entered into an agreement with Brownsville Ascend Charter School ("Brownsville Ascend") on March 29, 2009 to provide Brownsville Ascend with its educational management services and designs. Pursuant to the Management Agreement, Ascend is to select and implement Brownsville Ascend's educational program, the professional development activities for all Brownsville Ascend personnel, and manage the Brownsville Ascend's business administration. Brownsville will pay Ascend, an annual fee of 9% of the School's general operating revenues. There was no management fees revenue for the year ended June 30, 2009.

At June 30, 2009, the net balance due from the related charter schools noted above was \$1,280.

ASCEND LEARNING, INC
(A NOT-FOR-PROFIT CORPORATION)
NOTES TO FINANIAL STATEMENTS
JUNE 30, 2009

NOTE 2 - RELATED PARTY TRANSACTIONS (Continued)

Due to Officers

Due to officers of \$144,500 consisted of professional fees payable of \$168,500 incurred in prior year and payroll advances receivable of \$24,000. Payroll advances was applied against payroll in the fiscal year ending June 30, 2009. Professional fees of \$40,000 were paid subsequent to the balance sheet date and management expects the remainder of \$128,500 to be paid in full by June 30, 2010.

NOTE 3 - 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 Ascend.

NOTE 4 - SUBSEQUENT EVENT

On September 14, 2009, Ascend entered into an agreement with the Brownsville Ascend to provide real estate development for school facilities. As compensation for all services performed by Ascend under this agreement, Ascend shall be paid a total of \$120,000, paid in monthly installments of \$10,000.

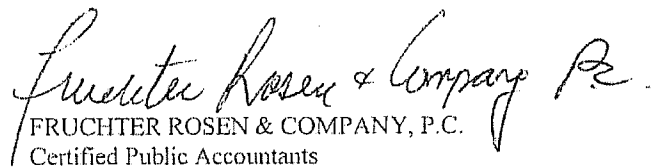
FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

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

INDEPENDENT AUDITORS' REPORT
ON ADDITIONAL INFORMATION

TO THE BOARD OF TRUSTEES OF
ASCEND LEARNING, INC

Our report on our audit of the basic financial statements of Ascend Learning, Inc (a not-for-profit corporation) for the year ended June 30, 2009 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 Accountants

New York, New York
March 12, 2010

ASCEND LEARNING, INC
(A NOT-FOR-PROFIT CORPORATION)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2009

	Program Services	Management and General	Total
Salaries	\$ 111,938	\$ 32,229	\$ 144,167
Payroll taxes and benefits	23,940	6,753	30,693
Staff development	8,416	-	8,416
Audit fee	-	7,500	7,500
Office supplies and materials	1,110	278	1,388
Food	424	139	563
Communication and technology	-	4	4
Marketing and recruiting	-	249	249
Insurance	3,386	847	4,233
	<u>\$ 149,214</u>	<u>\$ 47,999</u>	<u>\$ 197,213</u>

**Ascend Learning, Inc.
Profit & Loss W/ Projections**

	<u>Annual Budget 10-11</u>	<u>Actuals December 10</u>	<u>Actuals July - December 10</u>	<u>Projections January 11 - June 11</u>	<u>Actuals July 10 - December 10 + Projections January 11 - June 11</u>	<u>Projected Variance 10-11 Over/(Under) Budget</u>
Income						
4100 Revenues						
4101 Management Service Revenue	1,012,054.00	219,957.68	555,185.50	543,472.28	1,098,657.78	86,603.78
4102 Real Estate Revenue	240,000.00	50,000.00	120,000.00	180,000.00	300,000.00	60,000.00
Total 4100 Revenues	1,252,054.00	269,957.68	675,185.50	723,472.28	1,398,657.78	146,603.78
4400 Interest		0.00	350.01	0.00	350.01	350.01
Total Income	1,252,054.00	269,957.68	675,535.51	723,472.28	1,399,007.79	146,953.79
Expenses						
5000 Personnel Expenses						
5001 Executive Salaries	310,000.00	31,666.68	190,000.00	190,000.08	380,000.08	70,000.08
5002 Admin Salaries	125,000.00	10,416.68	65,296.95	62,500.08	127,797.03	2,797.03
5003 Recruiting & Outreach Salaries	18,329.00	0.00	0.00	18,329.00	18,329.00	0.00
5004 Director of School Culture	0.00	0.00	8,996.20	(8,996.20)	0.00	0.00
Total 5000 Personnel Expenses	453,329.00	42,083.36	264,293.15	261,832.96	526,126.11	72,797.11
5400 Benefits						
5401 Social Security-EE	0.00	0.00	0.00	0.00	0.00	0.00
5402 Social Security-ER	28,106.40	639.53	8,557.76	16,233.64	24,791.40	(3,314.99)
5403 Medicare -EE	0.00	0.00	0.00	0.00	0.00	0.00
5404 Medicare -ER	6,573.27	607.24	3,815.88	3,796.58	7,612.46	1,039.19
5405 Federal Income Tax-Clearing	0.00	0.00	0.00	0.00	0.00	0.00
5406 State Income Tax-Clearing	0.00	0.00	0.00	0.00	0.00	0.00
5407 Local NYC Income Tax-Clearing	0.00	0.00	0.00	0.00	0.00	0.00
5408 FUTA	0.00	0.00	133.42	(133.42)	0.00	0.00
5409 SUI/DIS	3,162.00	(15.60)	191.88	2,970.12	3,162.00	0.00
5410 Commuter Tax	1,541.32	0.00	0.00	1,541.32	1,541.32	0.00
5413 NY Surcharge	0.00	0.00	8.38	8.38	16.76	16.76
5414 403B Fees	400.00	0.00	359.99	0.00	359.99	(40.01)
5415 Transit Check	0.00	293.75	488.25	0.00	488.25	488.25
5500 Insurances						
5501 Medical	23,816.00	1,851.03	11,231.96	11,106.18	22,338.14	(1,477.86)
5502 Dental	762.16	282.52	1,109.32	1,695.12	2,804.44	2,042.28
5504 HRA	0.00	0.00	271.00	3,600.00	3,871.00	3,871.00
5506 Workers Compensation	1,189.00	109.41	656.54	656.46	1,313.00	124.00
5507 Disability	0.00	5.44	32.64	32.64	65.28	65.28
Total 5500 Insurances	25,767.16	2,248.40	13,301.46	17,090.40	30,391.86	4,624.70
Total 5400 Benefits	65,550.15	3,773.32	26,857.02	41,507.02	68,364.04	2,813.89
7000 Administrative Expenses						
7001 Supplies & Materials	10,000.00	0.00	903.66	3,000.00	3,903.66	(6,096.34)
7002 Phone & Internet Expenses	800.00	0.00	1,727.60	1,727.60	3,455.20	2,655.20
7003 Printing & Copying	4,000.00	0.00	35.60	3,964.40	4,000.00	0.00
7004 Dues & Subscriptions	1,000.00	0.00	121.76	878.24	1,000.00	0.00
7005 Postage & Delivery	800.00	19.75	265.71	534.29	800.00	0.00
7007 Kingsbridge Lease	0.00	1,751.09	9,739.60	(9,739.60)	0.00	0.00
7008 Equipment-Non Capitalized	600.00	0.00	628.09	0.00	628.09	28.09

**Ascend Learning, Inc.
Profit & Loss W/ Projections**

	Annual Budget 10-11	Actuals December 10	Actuals July - December 10	Projections January 11 - June 11	Actuals July 10 - December 10 + Projections January 11 - June 11	Projected Variance 10-11 Over/(Under) Budget
7009 Computers-Non Capitalized	0.00	79.99	329.30	0.00	329.30	329.30
7011 Software-Non Capitalized	200.00	0.00	505.99	0.00	505.99	305.99
7100 Insurances						
7101 Directors & Officers	2,500.00	202.08	1,212.48	1,212.48	2,424.96	(75.04)
7103 - Facility Insurance (P&C)	4,000.00	0.00	0.00	0.00	0.00	(4,000.00)
7107 - General Liability	889.00	0.00	0.00	0.00	0.00	(889.00)
7108 Commercial Umbrella	455.00	35.33	211.98	211.98	423.96	(31.04)
7109 Business & Owners	0.00	177.04	1,062.24	1,062.24	2,124.48	2,124.48
7110 Auto	212.00	0.00	0.00	0.00	0.00	(212.00)
Total 7100 Insurances	8,056.00	414.45	2,486.70	2,486.70	4,973.40	(3,082.60)
Total 7000 Administrative Expenses	25,456.00	2,265.28	16,744.01	2,851.63	19,595.64	(5,860.36)
7200 Professional Services						
7201 Auditing Services	25,000.00	0.00	0.00	20,000.00	20,000.00	(5,000.00)
7202 Payroll Services	3,500.00	186.80	1,148.85	1,148.85	2,297.70	(1,202.30)
7205 Financial Management Services	80,000.00	8,127.50	22,395.00	27,605.00	50,000.00	(30,000.00)
7207 Technology Services	0.00	500.00	1,500.00	3,000.00	4,500.00	4,500.00
7209 - Legal Services	125,000.00	0.00	253.42	124,746.58	125,000.00	0.00
7215 - Architect Services	10,000.00	0.00	0.00	0.00	0.00	(10,000.00)
7217 Facilities Consultants	0.00	0.00	9,832.00	0.00	9,832.00	9,832.00
Total 7200 Professional Services	243,500.00	8,814.30	35,129.27	176,500.43	211,629.70	(31,870.30)
7300 Professional Development						
7301 Leadership Consultants	10,000.00	3,594.83	15,203.63	21,568.98	36,772.61	26,772.61
7303 Board Exp & Strategic Planning	0.00	2,050.00	5,025.00	0.00	5,025.00	5,025.00
Total 7300 Professional Development	10,000.00	5,644.83	20,228.63	21,568.98	41,797.61	31,797.61
7400 Marketing & Recruitment						
7401 Student Recruitment	4,000.00	0.00	0.00	4,000.00	4,000.00	0.00
7402 - Staff Recruitment	4,000.00	0.00	950.00	3,050.00	4,000.00	0.00
7403 - Marketing Expenses	4,000.00	770.00	6,660.00	0.00	6,660.00	2,660.00
7404 - Advertisements & Job Fairs	3,000.00	0.00	0.00	3,000.00	3,000.00	0.00
Total 7400 Marketing & Recruitment	15,000.00	770.00	7,610.00	10,050.00	17,660.00	2,660.00
8100 Facilities						
8101 Rent	0.00	1.00	1.16	0.00	1.16	1.16
Total 8100 Facilities	0.00	1.00	1.16	0.00	1.16	1.16
8800 Miscellaneous Expenses						
8801 Meals & Hospitality	10,000.00	36.99	3,400.85	6,599.15	10,000.00	0.00
8802 Travel Expenses	5,000.00	396.62	1,377.94	3,622.06	5,000.00	0.00
8804 Bank/Misc Fees	50.00	0.01	30.46	0.00	30.46	(19.54)
8805 Suspended Expenses	0.00	0.00	1,175.85	0.00	1,175.85	1,175.85
8806 Due From	0.00	57,435.91	75,093.54	(75,093.54)	0.00	0.00
Total 8800 Miscellaneous Expenses	15,050.00	57,869.53	81,078.64	(64,872.33)	16,206.31	1,156.31
Total Expenses	827,885.15	121,221.62	451,941.88	449,438.69	901,380.57	73,495.42
Net Income	424,168.85	148,736.06	223,593.63	274,033.59	497,627.22	73,458.37
Capital Expenses						

**Ascend Learning, Inc.
Profit & Loss W/ Projections**

	Annual Budget 10-11	Actuals December 10	Actuals July - December 10	Projections January 11 - June 11	Actuals July 10 - December 10 + Projections January 11 - June 11	Projected Variance 10-11 Over/(Under) Budget
1500 Total Fixed Assets						
1501 Equipment	0.00	0.00	0.00	0.00	0.00	0.00
1502 Furniture & Fixtures	0.00	0.00	14,551.70	0.00	14,551.70	14,551.70
1503 Computers	0.00	0.00	0.00	0.00	0.00	0.00
1505 Software	0.00	0.00	0.00	102,900.00	102,900.00	102,900.00
1507 Construction in Progress	0.00	0.00	0.00	0.00	0.00	0.00
1509 Leasehold Improvements	0.00	0.00	0.00	0.00	0.00	0.00
Total for 1500 Total Fixed Assets	0.00	0.00	14,551.70	102,900.00	117,451.70	117,451.70

Ascend Learning, Inc.
Balance Sheet
As of December 31, 2010

	Total
ASSETS	
Current Assets	
Bank Accounts	
1000 Primary Checking-5995	44,472.40
1001 Primary Savings-0299	0.01
Total Bank Accounts	\$ 44,472.41
Accounts Receivable	
1100 Accounts Receivable	0.00
1101 Due from Brooklyn	108,305.82
1102 Due from Brownsville	71,645.36
1103 Due from Bushwick	149,677.59
1104 Loans Receivable	7,350.00
Total 1100 Accounts Receivable	\$ 336,978.77
Total Accounts Receivable	\$ 336,978.77
Other Current Assets	
1200 Total Current Assets	
1201 Prepaid Expenses	3,451.04
Total 1200 Total Current Assets	\$ 3,451.04
12000 Undeposited Funds	0.00
Total Other Current Assets	\$ 3,451.04
Total Current Assets	\$ 384,902.22
Fixed Assets	
1500 Total Fixed Assets	
1502 Furniture & Fixtures	14,551.70
1503 Computers	2,903.09
1507 Construction in Progress	32,280.13
Total 1500 Total Fixed Assets	\$ 49,734.92
1700 Accumulated Depreciation	-476.69
Total Fixed Assets	\$ 49,258.23
TOTAL ASSETS	\$ 434,160.45
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
1800 Accounts Payable	169,485.35
Total Accounts Payable	\$ 169,485.35
Other Current Liabilities	
2200 Total Current Liabilities	
2201 Accrued Expenses	10,000.00
2204 Unearned/Deferred Revenue	0.00
2206 Due to Brownsville	10,182.34
2208 Due to Bushwick	0.00
2209 Due to Officers	61,580.00
Total 2200 Total Current Liabilities	\$ 81,762.34
Total Other Current Liabilities	\$ 81,762.34
Total Current Liabilities	\$ 251,247.69
Total Liabilities	\$ 251,247.69
Equity	
32000 Unrestricted Net Assets	-169,921.33
Net Income	352,834.09
Total Equity	\$ 182,912.76
TOTAL LIABILITIES AND EQUITY	\$ 434,160.45

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

A For the **2008** calendar year, or tax year beginning **JUL 1, 2008** and ending **JUN 30, 2009**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Termination <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	Please use IRS label or print or type. See Specific Instructions.	C Name of organization ASCEND LEARNING, INC Doing Business As Number and street (or P.O. box if mail is not delivered to street address) Room/suite 205 ROCKAWAY PARKWAY 308 City or town, state or country, and ZIP + 4 BROOKLYN, NY 11212 F Name and address of principal officer: JANA REED 205 ROCKAWAY PARKWAY, BROOKLYN, NY 11212	D Employer identification number 33-1200239 E Telephone number [REDACTED]
		I Tax-exempt status: <input checked="" type="checkbox"/> 501(c) (3) ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527	G Gross receipts \$ 237,300. H(a) Is this a group return for affiliates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all affiliates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
		J Website: ▶ WWW.ASCENDLEARNING.ORG	L Year of formation: 2007 M State of legal domicile: NY
		K Type of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶	

Part I Summary

	1	Briefly describe the organization's mission or most significant activities: THE ORGANIZATION PROVIDES CHARTER SCHOOLS WITH MANAGEMENT SERVICES AND FACILITY DEVELOPMENT.		
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its assets.		
Activities & Governance	3	Number of voting members of the governing body (Part VI, line 1a)	3	3
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	2
	5	Total number of employees (Part V, line 2a)	5	2
	6	Total number of volunteers (estimate if necessary)	6	0
	7a	Total gross unrelated business revenue from Part VIII, line 12, column (C)	7a	0.
	7b	Net unrelated business taxable income from Form 990-T, line 34	7b	0.
Revenue	8	Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9	Program service revenue (Part VIII, line 2g)	36,000.	237,300.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	36,000.	237,300.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
	14	Benefits paid to or for members (Part IX, column (A), line 4)		
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	237,500.	174,860.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)		
	16b	Total fundraising expenses (Part IX, column (D), line 25) ▶		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24f)	91,438.	22,353.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	328,938.	197,213.
	19	Revenue less expenses. Subtract line 18 from line 12	-292,938.	40,087.
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	Beginning of Year	End of Year
	21	Total liabilities (Part X, line 26)	23,126.	4,116.
	22	Net assets or fund balances. Subtract line 21 from line 20	316,064.	256,967.
			-292,938.	-252,851.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer JANA REED, COO Type or print name and title	Date 5.10.10
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Paid Preparer's Use Only	Preparer's signature Firm's name (or yours if self-employed), address, and ZIP + 4 FRUCHTER ROSEN & COMPANY, P.C. 156 WEST 56TH STREET, SUITE 1804 NEW YORK, NY 10019	Date	Check if self-employed <input type="checkbox"/>	Preparer's identifying number (see instructions) EIN ▶ Phone no. ▶ (212) 957-3600
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May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments (see instructions)

1 Briefly describe the organization's mission: SEE SCHEDULE O FOR CONTINUATION THE MISSION OF ASCEND LEARNING INC IS TO DEVELOP A SCALABLE SOLUTION TO THE UNDERACHIEVEMENT OF ECONOMICALLY DISADVANTAGED CHILDREN, A SYSTEM OF URBAN COLLEGE PREPARATORY CHARTER SCHOOLS THAT, OPERATING WITH WIDELY AVAILABLE RESOURCES, POST ACHIEVEMENT LEVELS EQUAL OR

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No If "Yes", describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No If "Yes", describe these changes on Schedule O.

4 Describe the exempt purpose achievements for each of the organization's three largest program services by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 149,214. including grants of \$) (Revenue \$) CHARTER SCHOOL MANAGEMENT SERVICES

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services. (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses \$ 149,214. (Must equal Part IX, Line 25, column (B).)

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors?		X
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Section 501(c)(4), 501(c)(5), and 501(c)(6) organizations. Is the organization subject to the section 6033(e) notice and reporting requirement and proxy tax? <i>If "Yes," complete Schedule C, Part III</i>		
6 Did the organization maintain any donor advised funds or any accounts where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization hold assets in term, permanent, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 Did the organization report an amount in Part X, lines 10, 12, 13, 15, or 25? <i>If "Yes," complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable</i>	X	
12 Did the organization receive an audited financial statement for the year for which it is completing this return that was prepared in accordance with GAAP? <i>If "Yes," complete Schedule D, Parts XI, XII, and XIII</i>	X	
13 Is the organization a school as described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>		X
14a Did the organization maintain an office, employees, or agents outside of the U.S.?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, and program service activities outside the U.S.? <i>If "Yes," complete Schedule F, Part I</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? <i>If "Yes," complete Schedule F, Part II</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? <i>If "Yes," complete Schedule F, Part III</i>		X
17 Did the organization report more than \$15,000 on Part IX, column (A), line 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20 Did the organization operate one or more hospitals? <i>If "Yes," complete Schedule H</i>		X
21 Did the organization report more than \$5,000 on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, questions 3, 4, or 5? <i>If "Yes," complete Schedule J</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer questions 24b-24d and complete Schedule K. If "No," go to question 25</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Did the organization become aware that it had engaged in an excess benefit transaction with a disqualified person from a prior year? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? <i>If "Yes," complete Schedule L, Part II</i>	X	
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, or substantial contributor, or to a person related to such an individual? <i>If "Yes," complete Schedule L, Part III</i>		X

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Part IV Checklist of Required Schedules (continued)

	Yes	No
28 During the tax year, did any person who is a current or former officer, director, trustee, or key employee:		
a Have a direct business relationship with the organization (other than as an officer, director, trustee, or employee), or an indirect business relationship through ownership of more than 35% in another entity (individually or collectively with other person(s) listed in Part VII, Section A)? <i>If "Yes," complete Schedule L, Part IV</i>	28a	X
b Have a family member who had a direct or indirect business relationship with the organization? <i>If "Yes," complete Schedule L, Part IV</i>	28b	X
c Serve as an officer, director, trustee, key employee, partner, or member of an entity (or a shareholder of a professional corporation) doing business with the organization? <i>If "Yes," complete Schedule L, Part IV</i>	28c	X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>	29	X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>	30	X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>	31	X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>	32	X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>	33	X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1</i>	34	X
35 Is any related organization a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>	35	X
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>	36	X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>	37	X

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Part V Statements Regarding Other IRS Filings and Tax Compliance

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096, Annual Summary and Transmittal of U.S. Information Returns. Enter -0- if not applicable		
	1a	6	
1b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
	1b	0	
1c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
	2a	2	
2b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file this return. (see instructions)	X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year covered by this return?		X
3b	If "Yes," has it filed a Form 990-T for this year? If "No," provide an explanation in Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
4b	If "Yes," enter the name of the foreign country: See the instructions for exceptions and filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
5b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
5c	If "Yes," to question 5a or 5b, did the organization file Form 8886-T, Disclosure by Tax-Exempt Entity Regarding Prohibited Tax Shelter Transaction?		
6a	Did the organization solicit any contributions that were not tax deductible?		X
6b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
7a	Did the organization provide goods or services in exchange for any quid pro quo contribution of more than \$75?		X
7b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
7c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
7d	If "Yes," indicate the number of Forms 8282 filed during the year		
7e	Did the organization, during the year, receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
7f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
7g	For all contributions of qualified intellectual property, did the organization file Form 8899 as required?		X
7h	For contributions of cars, boats, airplanes, and other vehicles, did the organization file a Form 1098-C as required?		X
8	Section 501(c)(3) and other sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations. Did the supporting organization, or a fund maintained by a sponsoring organization, have excess business holdings at any time during the year?		X
9	Section 501(c)(3) and other sponsoring organizations maintaining donor advised funds.		
9a	Did the organization make any taxable distributions under section 4966?		X
9b	Did the organization make a distribution to a donor, donor advisor, or related person?		X
10	Section 501(c)(7) organizations. Enter: N/A		
10a	Initiation fees and capital contributions included on Part VIII, line 12		
10b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
11	Section 501(c)(12) organizations. Enter: N/A		
11a	Gross income from members or shareholders		
11b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
12b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year N/A		

Part VI Governance, Management, and Disclosure (Sections A, B, and C request information about policies not required by the Internal Revenue Code.)

Section A. Governing Body and Management

		Yes	No
For each "Yes" response to lines 2-7b below, and for a "No" response to lines 8 or 9b below, describe the circumstances, processes, or changes in Schedule O. See instructions.			
1a	Enter the number of voting members of the governing body		3
1b	Enter the number of voting members that are independent		2
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its organizational documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a material diversion of the organization's assets?		X
6	Does the organization have members or stockholders?		X
7a	Does the organization have members, stockholders, or other persons who may elect one or more members of the governing body?		X
7b	Are any decisions of the governing body subject to approval by members, stockholders, or other persons?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9a	Does the organization have local chapters, branches, or affiliates?		X
9b	If "Yes," does the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with those of the organization?		
10	Was a copy of the Form 990 provided to the organization's governing body before it was filed? All organizations must describe in Schedule O the process, if any, the organization uses to review the Form 990	X	
11	Is there any officer, director or trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies

		Yes	No
12a	Does the organization have a written conflict of interest policy? If "No," go to line 13	X	
12b	Are officers, directors or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12c	Does the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this is done	X	
13	Does the organization have a written whistleblower policy?	X	
14	Does the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision:		
15a	The organization's CEO, Executive Director, or top management official?	X	
15b	Other officers or key employees of the organization? Describe the process in Schedule O. (see instructions)	X	
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," has the organization adopted a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

17	List the states with which a copy of this Form 990 is required to be filed	NY
18	Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply. <input type="checkbox"/> Own website <input type="checkbox"/> Another's website <input checked="" type="checkbox"/> Upon request	
19	Describe in Schedule O whether (and if so, how), the organization makes its governing documents, conflict of interest policy, and financial statements available to the public.	
20	State the name, physical address, and telephone number of the person who possesses the books and records of the organization: STEVEN WILSON - (718)240-9162 205 ROCKAWAY PARKWAY, ROOM 308, BROOKLYN, NY 11212	

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Use Schedule J-2 if additional space is needed.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation, and **current** key employees. Enter -0- in columns (D), (E), and (F) if no compensation was paid.

- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.

- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.

- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if the organization did not compensate any officer, director, trustee, or key employee.

(A) Name and Title	(B) Average hours per week	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
MATTHEW CLARK TREASURER	5.00	X		X			0.	0.	0.	
JOSHUA SOLOMON CLERK	5.00	X		X			0.	0.	0.	
STEVEN WILSON CHAIRMAN, PRESIDENT	40.00	X		X			68,428.	0.	3,162.	
JANA REED CHIEF OPERATING OFFICER	40.00			X			68,428.	0.	3,162.	

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Total							136,856.	0.	6,324.	

2 Total number of individuals (including those in 1a) who received more than \$100,000 in reportable compensation from the organization 0

	Yes	No
3 Did the organization list any former officer, director or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. **NONE**

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including those in 1) who received more than \$100,000 in compensation from the organization 0

Part VIII Statement of Revenue		(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514	
Contributions, gifts, grants and other similar amounts	1 a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e				
	f All other contributions, gifts, grants, and similar amounts not included above	1f				
	g Noncash contributions included in lines 1a-1f: \$					
	h Total. Add lines 1a-1f					
Program Service Revenue	2 a MANAGEMENT FEE	Business Code 561000	237,300.	237,300.		
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g Total. Add lines 2a-2f		237,300.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6 a Gross Rents	(i) Real				
		(ii) Personal				
		b Less: rental expenses				
	c Rental income or (loss)					
	d Net rental income or (loss)					
	7 a Gross amount from sales of assets other than inventory	(i) Securities				
		(ii) Other				
		b Less: cost or other basis and sales expenses				
	c Gain or (loss)					
	d Net gain or (loss)					
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a				
	b Less: direct expenses	b				
c Net income or (loss) from fundraising events						
9 a Gross income from gaming activities. See Part IV, line 19	a					
b Less: direct expenses	b					
c Net income or (loss) from gaming activities						
10 a Gross sales of inventory, less returns and allowances	a					
b Less: cost of goods sold	b					
c Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Business Code				
11 a						
b						
c						
d All other revenue						
e Total. Add lines 11a-11d						
12 Total Revenue. Add lines 1h, 2g, 3, 4, 5, 6d, 7d, 8c, 9c, 10c, and 11e			237,300.	237,300.	0.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns.

All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21				
2 Grants and other assistance to individuals in the U.S. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	155,230.	120,568.	34,662.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages				
8 Pension plan contributions (include section 401(k) and section 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	19,630.	15,310.	4,320.	
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting	7,500.		7,500.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other	8,416.	8,416.		
12 Advertising and promotion	249.		249.	
13 Office expenses	1,388.	1,110.	278.	
14 Information technology	4.		4.	
15 Royalties				
16 Occupancy				
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	4,233.	3,386.	847.	
24 Other expenses. Itemize expenses not covered above. (Expenses grouped together and labeled miscellaneous may not exceed 5% of total expenses shown on line 25 below.)				
a FOOD	563.	424.	139.	
b				
c				
d				
e				
f All other expenses				
25 Total functional expenses. Add lines 1 through 24f	197,213.	149,214.	47,999.	0.
26 Joint Costs. Check here <input type="checkbox"/> if following SOP 98-2. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation ...				

Part X Balance Sheet

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing		1	2,836.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net		4	
	5 Receivables from current and former officers, directors, trustees, key employees, or other related parties. Complete Part II of Schedule L		5	
	6 Receivables from other disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B). Complete Part II of Schedule L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		995.	9
	10a Land, buildings, and equipment: cost basis ... 10a			
	b Less: accumulated depreciation. Complete Part VI of Schedule D ... 10b			10c
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	22,131.	15	1,280.
16 Total assets. Add lines 1 through 15 (must equal line 34)	23,126.	16	4,116.	
Liabilities	17 Accounts payable and accrued expenses	308,145.	17	256,967.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow account liability. Complete Part IV of Schedule D		21	
	22 Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable		24	
	25 Other liabilities. Complete Part X of Schedule D	7,919.	25	0.
	26 Total liabilities. Add lines 17 through 25	316,064.	26	256,967.
Net Assets or Fund Balances	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	-292,938.	27	-252,851.
	28 Temporarily restricted net assets		28	
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	-292,938.	33	-252,851.	
34 Total liabilities and net assets/fund balances	23,126.	34	4,116.	

Part XI Financial Statements and Reporting

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
2b	Were the organization's financial statements audited by an independent accountant?	X	
2c	If "Yes" to lines 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b	If "Yes," did the organization undergo the required audit or audits?		

SCHEDULE A
(Form 990 or 990-EZ)

Public Charity Status and Public Support

OMB No. 1545-0047

To be completed by all section 501(c)(3) organizations and section 4947(a)(1) nonexempt charitable trusts.

2008

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

Name of the organization **ASCEND LEARNING, INC** Employer identification number **33-1200239**

Part I Reason for Public Charity Status (All organizations must complete this part.) (see instructions)

The organization is not a private foundation because it is: (Please check only **one** organization.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**. (Attach Schedule H.)
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete the Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**. (see instructions)
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3)**. Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I
 - b Type II
 - c Type III - Functionally integrated
 - d Type III - Other
- e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
- f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box
- g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

	Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization? 11g(i)		
(ii) A family member of a person described in (i) above? 11g(ii)		
(iii) A 35% controlled entity of a person described in (i) or (ii) above? 11g(iii)		
- h Provide the following information about the organizations the organization supports.

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
Total									

LHA For Privacy Act and Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule A (Form 990 or 990-EZ) 2008

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2004	(b) 2005	(c) 2006	(d) 2007	(e) 2008	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 - 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public Support. Subtract line 5 from line 4.						0.

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2004	(b) 2005	(c) 2006	(d) 2007	(e) 2008	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 Total support. Add lines 7 through 10						0.
12 Gross receipts from related activities, etc. (see instructions)					12	

13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

14 Public support percentage for 2008 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2007 Schedule A, Part IV-A, line 26f	15	%
16a 33 1/3% support test - 2008. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 33 1/3% support test - 2007. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
17a 10% -facts-and-circumstances test - 2008. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
b 10% -facts-and-circumstances test - 2007. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions <input type="checkbox"/>		

Schedule A (Form 990 or 990-EZ) 2008

Part III Support Schedule for Organizations Described in Section 509(a)(2) (Complete only if you checked the box on line 9 of Part I.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2004	(b) 2005	(c) 2006	(d) 2007	(e) 2008	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 - 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of 1% of the total of lines 9, 10c, 11, and 12 for the year or \$5,000						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2004	(b) 2005	(c) 2006	(d) 2007	(e) 2008	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2008 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2007 Schedule A, Part IV-A, line 27g	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2008 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2007 Schedule A, Part IV-A, line 27h	18	%

19a 33 1/3% support tests - 2008. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2007. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Schedule D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Attach to Form 990. To be completed by organizations that answered "Yes," to Form 990, Part IV, line 6, 7, 8, 9, 10, 11, or 12.

OMB No. 1545-0047

2008

Open to Public Inspection

Name of the organization **ASCEND LEARNING, INC** Employer identification number **33-1200239**

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate contributions to (during year)		
3 Aggregate grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? <input type="checkbox"/> Yes <input type="checkbox"/> No		
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds may be used only for charitable purposes and not for the benefit of the donor or donor advisor or other impermissible private benefit? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

<input type="checkbox"/> Preservation of land for public use (e.g., recreation or pleasure)	<input type="checkbox"/> Preservation of an historically important land area
<input type="checkbox"/> Protection of natural habitat	<input type="checkbox"/> Preservation of certified historic structure
<input type="checkbox"/> Preservation of open space	

2 Complete lines 2a-2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the taxable year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, violations, and enforcement of the conservation easements it holds? Yes No

6 Staff or volunteer hours devoted to monitoring, inspecting, and enforcing easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, and enforcing easements during the year ▶ \$ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? Yes No

9 In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1 ▶ \$ _____

(ii) Assets included in Form 990, Part X ▶ \$ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 relating to these items:

a Revenues included in Form 990, Part VIII, line 1 ▶ \$ _____

b Assets included in Form 990, Part X ▶ \$ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's accession and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a Public exhibition
- b Scholarly research
- c Preservation for future generations
- d Loan or exchange programs
- e Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Trust, Escrow and Custodial Arrangements. Complete if organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If "Yes," explain the arrangement in Part XIV and complete the following table:

	Amount
1c Beginning balance	
1d Additions during the year	
1e Distributions during the year	
1f Ending balance	

2a Did the organization include an amount on Form 990, Part X, line 21? Yes No

b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Investment earnings or losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the year end balance held as:

- a Board designated or quasi-endowment _____ %
- b Permanent endowment _____ %
- c Term endowment _____ %

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations		
(ii) related organizations		
b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?		

(i) unrelated organizations _____

(ii) related organizations _____

b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R? _____

4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Investments - Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Description of investment	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				

Total. Add lines 1a-1e. (Column (d) should equal Form 990, Part X, column (B), line 10(c).) _____ 0.

Part VII Investments - Other Securities. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
Financial derivatives and other financial products		
Closely-held equity interests		
Other		

Total. (Col (b) should equal Form 990, Part X, col (B) line 12.) ▶

Part VIII Investments - Program Related. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value

Total. (Col (b) should equal Form 990, Part X, col (B) line 13.) ▶

Part IX Other Assets. See Form 990, Part X, line 15.

(a) Description	(b) Book value
DUE FROM RELATED PARTY	1,280.

Total. (Column (b) should equal Form 990, Part X, col (B) line 15.) ▶ 1,280.

Part X Other Liabilities. See Form 990, Part X, line 25.

(a) Description of liability	(b) Amount
Federal income taxes	

Total. (Column (b) should equal Form 990, Part X, col (B) line 25.) ▶

In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48.

Part XI Reconciliation of Change in Net Assets from Form 990 to Financial Statements

1	Total revenue (Form 990, Part VIII, column (A), line 12)	1	237,300.
2	Total expenses (Form 990, Part IX, column (A), line 25)	2	197,213.
3	Excess or (deficit) for the year. Subtract line 2 from line 1	3	40,087.
4	Net unrealized gains (losses) on investments	4	
5	Donated services and use of facilities	5	
6	Investment expenses	6	
7	Prior period adjustments	7	
8	Other (Describe in Part XIV)	8	
9	Total adjustments (net). Add lines 4-8	9	0.
10	Excess or (deficit) for the year per financial statements. Combine lines 3 and 9	10	40,087.

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

1	Total revenue, gains, and other support per audited financial statements	1	237,300.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIV)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	237,300.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c. (This should equal Form 990, Part I, line 12.)	5	237,300.

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

1	Total expenses and losses per audited financial statements	1	197,213.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Losses reported on Form 990, Part IX, line 25	2c	
d	Other (Describe in Part XIV)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	197,213.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIV)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c. (This should equal Form 990, Part I, line 18.)	5	197,213.

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X; Part XI, line 8; Part XII, lines 2d and 4b; and Part XIII, lines 2d and 4b.

SCHEDULE L
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Transactions with Interested Persons

▶ Attach to Form 990 or Form 990-EZ.

▶ To be completed by organizations that answered
"Yes" on Form 990, Part IV, lines 25a, 25b, 26, 27, 28a, 28b, or 28c,
or Form 990-EZ, Part V, lines 38a or 40b.

OMB No. 1545-0047

2008

Open To Public
Inspection

Name of the organization **ASCEND LEARNING, INC** Employer identification number **33-1200239**

Part I Excess Benefit Transactions (section 501(c)(3) and section 501(c)(4) organizations only).

To be completed by organizations that answered "Yes" on Form 990, Part IV, line 25a or 25b, or Form 990-EZ, Part V, line 40b.

1	(a) Name of disqualified person	(b) Description of transaction	(c) Corrected?	
			Yes	No

2 Enter the amount of tax imposed on the organization managers or disqualified persons during the year under section 4958 ▶ \$ _____
3 Enter the amount of tax, if any, on line 2, above, reimbursed by the organization ▶ \$ _____

Part II Loans to and/or From Interested Persons.

To be completed by organizations that answered "Yes" on Form 990, Part IV, line 26, or Form 990-EZ, Part V, line 38a.

(a) Name of interested person and purpose	(b) Loan to or from the organization?		(c) Original principal amount	(d) Balance due	(e) In default?		(f) Approved by board or committee?		(g) Written agreement?	
	To	From			Yes	No	Yes	No	Yes	No
	J REED - PAYROLL	X				0.	9,000.		X	X
S WILSON - PAYROL	X		0.	14,000.		X	X		X	
Total										
				▶ \$	23,000.					

Part III Grants or Assistance Benefiting Interested Persons.

To be completed by organizations that answered "Yes" on Form 990, Part IV, line 27.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of grant or type of assistance

Part IV Business Transactions Involving Interested Persons.

To be completed by organizations that answered "Yes" on Form 990, Part IV, lines 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of organization's revenues?	
				Yes	No

LHA For Privacy Act and Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule L (Form 990 or 990-EZ) 2008

SEE SCHEDULE O FOR SCHEDULE L CONTINUATIONS

SCHEDULE O
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990

▶ Attach to Form 990. To be completed by organizations to provide additional information for responses to specific questions for the Form 990 or to provide any additional information.

OMB No. 1545-0047

2008

Open to Public
Inspection

Name of the organization

ASCEND LEARNING, INC

Employer identification number

33-1200239

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

SUPERIOR TO SUBURBAN SCHOOLS EDUCATING STUDENTS FROM MIDDLE-CLASS FAMILIES.

FORM 990, PART VI, SECTION A, LINE 10: FORM 990 IS REVIEWED BY MANAGEMENT AND THE FINANCE COMMITTEE OF THE BOARD OF TRUSTEES FOR APPROVAL. IF CHANGES ARE REQUIRED, THE ORGANIZATION WILL THEN FORWARD TO THE AUDITING FIRM AND A FINAL VERSION WILL BE DISTRIBUTED TO ALL BOARD MEMBERS PRIOR TO THE IRS SUBMISSION.

FORM 990, PART VI, SECTION B, LINE 12C: THE ORGANIZATION SHARES ITS CONFLICT OF INTEREST POLICY WITH BOARD MEMBERS AND OFFICERS ON AN ANNUAL BASIS. OFFICERS, DIRECTORS AND KEY EMPLOYEES ARE EXPECTED TO DECLARE IF AT ANY POINT A CONFLICT OF INTEREST ARISES.

FORM 990, PART VI, SECTION B, LINE 15: COMPARABLE DATA IS USED BY THE BOARD WHEN DETERMINING THE COMPENSATION OF OFFICERS.

FORM 990, PART VI, SECTION C, LINE 19: UPON REQUEST, THE ORGANIZATION MAKES AVAILABLE TO THE PUBLIC ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY AND FINANCIAL STATEMENTS.

THE SCHOOL HAS A FINANCE COMMITTEE THAT IS RESPONSIBLE FOR OVERSIGHT OF THE AUDIT AND SELECTION OF THE INDEPENDENT AUDITOR.

SCHEDULE O
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990

▶ Attach to Form 990. To be completed by organizations to provide additional information for responses to specific questions for the Form 990 or to provide any additional information.

OMB No. 1545-0047

2008

Open to Public Inspection

Name of the organization

ASCEND LEARNING, INC

Employer identification number

33-1200239

SCHEDULE L, PART II, LOANS TO AND FROM INTERESTED PERSONS:

(A) NAME OF PERSON: J REED

(A) PURPOSE OF LOAN: PAYROLL ADVANCE

(A) NAME OF PERSON: S WILSON

(A) PURPOSE OF LOAN: PAYROLL ADVANCE

SCHEDULE R
(Form 990)
Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships
 Attach to Form 990. To be completed by organizations that answered "Yes" to Form 990, Part IV, lines 33, 34, 35, 36, or 37.
 See separate instructions.

Name of the organization **ASCEND LEARNING, INC** Employer identification number **33-1200239**

Part I Identification of Disregarded Entities

(A) Name, address, and EIN of disregarded entity	(B) Primary activity	(C) Legal domicile (state or foreign country)	(D) Total income	(E) End-of-year assets	(F) Direct controlling entity

Part II Identification of Related Tax-Exempt Organizations

(A) Name, address, and EIN of related organization	(B) Primary activity	(C) Legal domicile (state or foreign country)	(D) Exempt Code section	(E) Public charity status (if section 501(c)(3))	(F) Direct controlling entity
BROOKLYN ASCEND CHARTER SCHOOL - 32-0232371 205 ROCKAWAY PARKWAY, SUITE 308 BROOKLYN, NY 11212	DEVELOPS AND REPLICATES PUBLIC SCHOOL PROGRAM TO IMPROVE PUBLIC EDUCATION.	NEW YORK	501(C)3	170(B)(1)(A)(II)	
BROWNSVILLE ASCEND CHARTER SCHOOL - 90-0461828, 205 ROCKAWAY PARKWAY, SUITE 308, BROOKLYN, NY 11212	DEVELOPS AND REPLICATES PUBLIC SCHOOL PROGRAM TO IMPROVE PUBLIC EDUCATION.	NEW YORK	501(C)3	170(B)(1)(A)(II)	

LHA For Privacy Act and Paperwork Reduction Act Notice, see the Instructions for Form 990. **Schedule R (Form 990) 2008**

Part III Identification of Related Organizations Taxable as a Partnership

(A) Name, address, and EIN of related organization	(B) Primary activity	(C) Legal domicile (state or foreign country)	(D) Direct controlling entity	(E) Predominant income (related, investment, unrelated)	(F) Share of total income	(G) Share of end-of-year assets	(H) Disproportion- ate allocations?		(I) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(J) General or managing partner?
							Yes	No		

Part IV Identification of Related Organizations Taxable as a Corporation or Trust

(A) Name, address, and EIN of related organization	(B) Primary activity	(C) Legal domicile (state or foreign country)	(D) Direct controlling entity	(E) Type of entity (C corp, S corp, or trust)	(F) Share of total income	(G) Share of end-of-year assets	(H) Percentage ownership

Part V Transactions With Related Organizations

Note. Complete line 1 if any entity is listed in Parts II, III, or IV.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

	Yes	No
a Receipt of (i) interest (ii) annuities (iii) royalties (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to other organization(s)		X
c Gift, grant, or capital contribution from other organization(s)		X
d Loans or loan guarantees to or for other organization(s)		X
e Loans or loan guarantees by other organization(s)		X
f Sale of assets to other organization(s)		X
g Purchase of assets from other organization(s)		X
h Exchange of assets		X
i Lease of facilities, equipment, or other assets to other organization(s)		X
j Lease of facilities, equipment, or other assets from other organization(s)		X
k Performance of services or membership or fundraising solicitations for other organization(s)	X	
l Performance of services or membership or fundraising solicitations by other organization(s)		X
m Sharing of facilities, equipment, mailing lists, or other assets		X
n Sharing of paid employees	X	
o Reimbursement paid to other organization for expenses		X
p Reimbursement paid by other organization for expenses		X
q Other transfer of cash or property to other organization(s)		X
r Other transfer of cash or property from other organization(s)		X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

(A) Name of other organization(s)	(B) Transaction type (a-r)	(C) Amount involved
(1) BROOKLYN ASCEND CHARTER SCHOOL	N	83,333.
(2) BROOKLYN ASCEND CHARTER SCHOOL	K	237,300.
(3) BROWNSVILLE ASCEND CHARTER SCHOOL	N	10,000.
(4)		
(5)		
(6)		

Form **8879-EO**

**IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-1878

For calendar year 2008, or fiscal year beginning JUL 1, 2008, and ending JUN 30, 2009

2008

Department of the Treasury
Internal Revenue Service

▶ **Do not send to the IRS. Keep for your records.**
▶ **See instructions.**

Name of exempt organization

Employer identification number

ASCEND LEARNING, INC

33-1200239

Name and title of officer

**JANA REED
COO**

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount from the return if any. If you check the box on line 1a, 2a, 3a, 4a, or 5a, below, and the amount on that line for the return for which you are filing this form was blank, then leave line 1b, 2b, 3b, 4b, or 5b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1a Form 990 check here	▶ <input checked="" type="checkbox"/>	b Total revenue, if any (Form 990, line 12)	1b	<u>237300</u>
2a Form 990-EZ check here	▶ <input type="checkbox"/>	b Total revenue, if any (Form 990-EZ, line 9)	2b	
3a Form 1120-POL check here	▶ <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b	
4a Form 990-PF check here	▶ <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b	
5a Form 8868 check here	▶ <input type="checkbox"/>	b Balance Due (Form 8868, line 3c)	5b	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2008 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) an indication of any refund offset, (c) the reason for any delay in processing the return or refund, and (d) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

I authorize FRUCHTER ROSEN & COMPANY, P.C. to enter my PIN 00239
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the organization's tax year 2008 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2008 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶  Date ▶ 5.10.10

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit EFIN followed by your five-digit self-selected PIN. 13242171819
do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2008 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ _____

**ERO Must Retain This Form - See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So**

Form CHAR500	Annual Filing for Charitable Organizations New York State Department of Law (Office of the Attorney General) Charities Bureau - Registration Section 120 Broadway New York, NY 10271 http://www.oag.state.ny.us/bureaus/charities/about.html	2008
This form used for Article 7-A, EPTL and dual filers (replaces forms CHAR 497, CHAR 010 and CHAR 006)		Open to Public Inspection

1. General Information			
a. For the fiscal year beginning (mm/dd/yyyy) 07/01/2008 and ending (mm/dd/yyyy) 06/30/2009			
b. Check if applicable for NYS: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial filing <input type="checkbox"/> Final filing <input type="checkbox"/> Amended filing <input type="checkbox"/> NY registration pending	c. Name of organization ASCEND LEARNING, INC		d. Fed. employer ID no. (EIN) 33-1200239
	Number and street (or P.O. box if mail not delivered to street address) Room/suite 205 ROCKAWAY PARKWAY 308		e. NY State registration no. 41-73-32
	City or town, state or country and ZIP + 4 BROOKLYN, NY 11212		f. Telephone number [REDACTED]
			g. Email INFO@ASCENDLEARNING

2. Certification - Two Signatures Required			
We certify under penalties of perjury that we reviewed this report, including all attachments, and to the best of our knowledge and belief, they are true, correct and complete in accordance with the laws of the State of New York applicable to this report.			
a. President or Authorized Officer	JANA REED	COO	
Signature	Printed Name	Title	Date
b. Chief Financial Officer or Treas.			
Signature	Printed Name	Title	Date

3. Annual Report Exemption Information	
a. Article 7-A annual report exemption (Article 7-A registrants and dual registrants) Check <input type="checkbox"/> if total contributions from NY State (including residents, foundations, corporations, government agencies, etc.) did not exceed \$25,000 and the organization did not engage a professional fund raiser (PFR) or fund raising counsel (FRC) to solicit contributions during this fiscal year. NOTE: An organization may claim this exemption if no PFR or FRC was used and either: 1) it received an allocation from a federated fund, United Way or incorporated community appeal and contributions from other sources did not exceed \$25,000 or 2) it received all or substantially all of its contributions from one government agency to which it submitted an annual report similar to that required by Article 7-A.	
b. EPTL annual report exemption (EPTL registrants and dual registrants) Check <input type="checkbox"/> if gross receipts did not exceed \$25,000 and assets (market value) did not exceed \$25,000 at any time during this fiscal year.	
For EPTL or Article 7-A registrants claiming the annual report exemption under the one law under which they are registered and for dual registrants claiming the annual report exemptions under both laws, simply complete part 1 (General Information), part 2 (Certification) and part 3 (Annual Report Exemption Information) above. Do not submit a fee, do not complete the following schedules and do not submit any attachments to this form.	

4. Article 7-A Schedules	
If you did not check the Article 7-A annual report exemption above, complete the following for this fiscal year:	
a. Did the organization use a professional fund raiser, fund raising counsel or commercial co-venturer for fund raising activity in NY State? ...	<input type="checkbox"/> Yes* <input checked="" type="checkbox"/> No
* If "Yes", complete Schedule 4a.	
b. Did the organization receive government contributions (grants)?	<input type="checkbox"/> Yes* <input checked="" type="checkbox"/> No
* If "Yes", complete Schedule 4b.	

5. Fee Submitted: See last page for summary of fee requirements.		
Indicate the filing fee(s) you are submitting along with this form:		
a. Article 7-A filing fee	\$ <u>10.</u>	Submit only one check or money order for the total fee, payable to "NYS Department of Law"
b. EPTL filing fee	\$ <u>25.</u>	
c. Total fee	\$ <u>35.</u>	

6. Attachments - For organizations that are not claiming annual report exemptions under both laws, see last page for required attachments ➡ ➡ ➡
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5. Fee Instructions

The filing fee depends on the organization's Registration Type. For details on Registration Type and filing fees, see the Instructions for Form CHAR500.

Organization's Registration Type Fee Instructions

- **Article 7-A** Calculate the Article 7-A filing fee using the table in **part a** below. The EPTL filing fee is \$0.
- **EPTL** Calculate the EPTL filing fee using the table in **part b** below. The Article 7-A filing fee is \$0.
- **Dual** Calculate both the Article 7-A and EPTL filing fees using the tables in **parts a and b** below. Add the Article 7-A and EPTL filing fees together to calculate the total fee. Submit a single check or money order for the total fee.

a) Article 7-A filing fee

Total Support & Revenue	Article 7-A Fee
more than \$250,000	\$25
up to \$250,000 *	\$10

* Any organization that contracted with or used the services of a professional fund raiser (PFR) or fund raising counsel (FRC) during the reporting period must pay an Article 7-A filing fee of \$25, regardless of total support and revenue.

b) EPTL filing fee

Net Worth at End of Year	EPTL Fee
Less than \$50,000	\$25
\$50,000 or more, but less than \$250,000	\$50
\$250,000 or more, but less than \$1,000,000	\$100
\$1,000,000 or more, but less than \$10,000,000	\$250
\$10,000,000 or more, but less than \$50,000,000	\$750
\$50,000,000 or more	\$1500

6. Attachments - Document Attachment Check-List

Check the boxes for the documents you are attaching.

For All Filers

Filing Fee

Single check or money order payable to "NYS Department of Law"

Copies of Internal Revenue Service Forms

<input checked="" type="checkbox"/> IRS Form 990 <input checked="" type="checkbox"/> All required schedules (including Schedule B) <input type="checkbox"/> IRS Form 990-T	<input type="checkbox"/> IRS Form 990-EZ <input type="checkbox"/> All required schedules (including Schedule B) <input type="checkbox"/> IRS Form 990-T	<input type="checkbox"/> IRS Form 990-PF <input type="checkbox"/> All required schedules (including Schedule B) <input type="checkbox"/> IRS Form 990-T
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Additional Article 7-A Document Attachment Requirement

Independent Accountant's Report

Audit Report (total support & revenue more than \$250,000)

Review Report (total support & revenue \$100,001 to \$250,000)

No Accountant's Report Required (total support & revenue not more than \$100,000)

Business Plan
November 1, 2007

Ascend Learning

1 Main Street 3C
Brooklyn, New York 11201

swilson@ascendlearning.org
[REDACTED]

Confidential

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§1 Executive Summary

Now more than ever, college is the ticket out of poverty. Yet fewer than one in ten children from the bottom quartile of household income will obtain a four-year college degree, compared to seven in ten from the top quartile.¹

For African-American men, the economic benefits of a college education are striking. For every ten African-American men who complete a bachelors degree, nine will be gainfully employed. By contrast, only four in ten of those who drop out of high school will find a job.²

Ascend Learning's mission is to develop a scaleable solution to the underachievement of economically disadvantaged children—a system of urban, college preparatory, k-12 charter schools that, operating with widely available human and financial resources, post achievement levels equal or superior to suburban schools educating students from middle-class families.

Admittedly, ours is an ambitious goal. For decades, closing the achievement gap has eluded school reformers. But we believe it is now attainable.

Financing

Most charter school management organizations (CMOs) rely on ongoing annual philanthropic support to sustain operations. In contrast, Ascend aims to be self-sustaining from public revenue sources after just five years. A one-time grant of \$750,000 will establish Ascend's

flagship school in Brooklyn serving, at maturity, 1,180 students. Additional annual support will expand the Ascend network of schools and permit proof of concept. A cumulative investment of just \$5,000,000 will make Ascend cash-flow positive.

Year	Support	Outcome
2008	\$750,000	Flagship school launched in Brooklyn
2009-10	\$3,000,000	Two more schools launched in 2010
2010	Cumulative \$5,000,000	7 schools in operation by 2013, Ascend is cash-flow positive and growing

The SABIS instructional model has proved capable of lifting nearly every student above the proficiency bar on state tests—and sending every high school graduate to college.

Scaling Success

The Ascend k-12 model combines two extraordinary developments in schooling:

SABIS, a for-profit international operator of English-language schools, has developed a teaching system—including a cumulative, mastery-based curriculum, interwoven weekly

electronic assessments, and an ingenious pedagogy—years ahead of anything available from either American publishers or purveyors of school designs. When implemented exactly in large U.S. schools serving children from poverty, the SABIS instructional model has proved capable of lifting nearly every student above the proficiency bar on state tests and ensuring that virtually every high school graduate is admitted to college. Ascend will be the first organization to license the SABIS system in the United States.

The nonprofit Knowledge is Power Program (KIPP) and similar recent private initiatives, including Achievement First and Uncommon Schools, operate high-performing charter schools, renowned for their academic rigor and the high expectations they set for their urban, typically disadvantaged, students. These organizations depart radically from mainstream public schools in the essential areas of school leadership, teacher quality, and school culture. Their so-called “no excuses” schools’ often striking achievement levels stem from driven leaders, an unrelenting commitment to changing the lives of their students, and intellectually capable teachers committed to the cause.

SABIS’s intellectual property drives up achievement even in the absence of exceptional staff skills or commitment; in contrast, the “no excuses” schools succeed on a small scale without the benefit of an exceptional curriculum.

Combined, these innovations will fuel a new charter school in New York City that transforms the lives of hundreds of children from economically disadvantaged communities—yet cost no more than surrounding district schools. Once the first new school is successful, Ascend will carefully open additional schools in New York and other major northeastern cities. Benefiting from the same powerful innovations, all will reliably outperform their district competitors. Because each will serve, at maturity, one thousand students from kindergarten through twelfth grade, and because none will rely on anomalous resources (whether funding levels or human capital), Ascend will offer a new schooling model that can be sustained—and brought to scale.

Beyond Academic Standards and Curricular Alignment

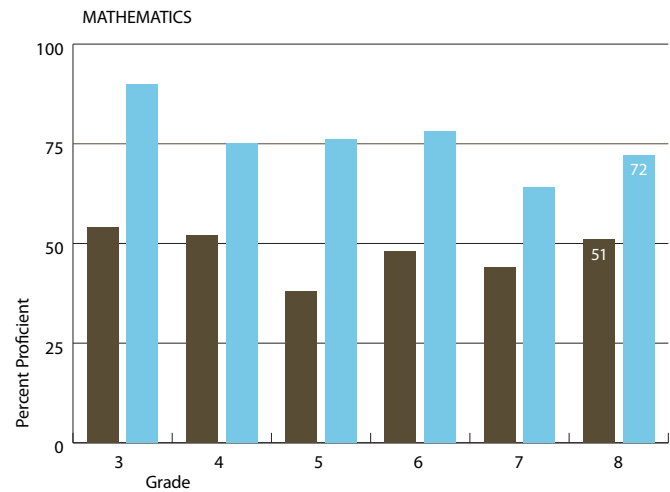
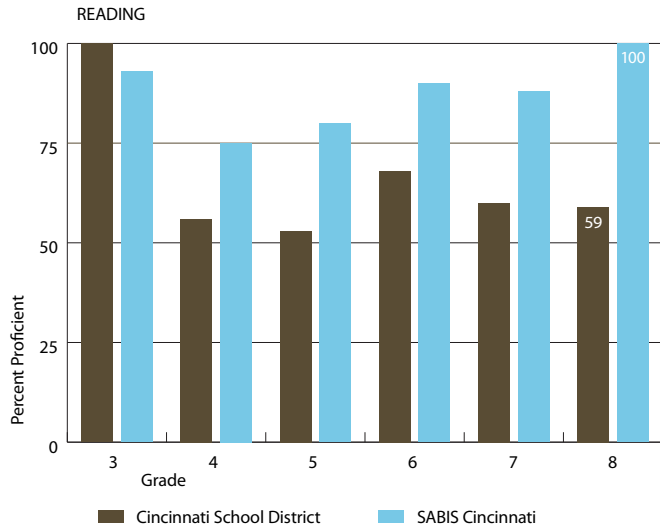
In the last decade, states have set explicit standards for schools—what students should know and be able to do at the end of each grade—and began annual testing of students’ proficiency. The No Child Left Behind Act (NCLB) federalized this policy and mandated that all students reach state-defined proficiency levels by 2014.

Because its schools will not rely on anomalous resources of funding or human capital, Ascend will offer a new schooling model that can be sustained and brought to scale.

Establishing clear objectives and assessing schools’ progress toward them have spurred some improvement, particular in the early grades. Yet nearly all urban school systems, serving primarily low-income minorities, continue chronically to fail their students. That is unlikely to change, for the sanctions NCLB imposes on failing schools, rather than forcing wholesale change, are readily satisfied by gestures—swapping out the principal, contracting for “staff development,” and the like. NCLB shined a light on our hollow promise of equal educational opportunity, but its remedies may amount to little more than window dressing.

Standards and testing are sensible first steps in managing instruction. The next steps are infinitely more challenging. Most school districts have virtually no will or capacity to undertake them, as the changes they require are both systemic and unfashionable.

Curricula, assessments, and remedial interventions must be painstakingly designed so that the learning process may gain traction. That traction is in constant jeopardy when teachers attempt to teach classes of students with widely varying preparation; when the curriculum is

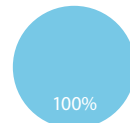


In SABIS's Cincinnati school, 94 percent of the school's 500 students are eligible for free or reduced-price lunch. Every eighth grader passed the state's reading test.

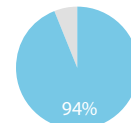
not sequential, cohesive, and intentional; when learning gaps are not immediately identified; and when schools are not organized to promptly and reliably assist children who are falling behind. Yet all such conditions are common in American public schools today.

Steady advances in student outcomes can only be achieved if students' knowledge is, from the earliest grades, built like a house, floor by floor, with the certainty that every precursor concept has been demonstrably mastered before the next is taught. That in turn requires a systematic design where each important concept or skill is identified and taught in proper succession, from kindergarten through twelfth grade, where students are afforded sufficient practice, and where students' learning gaps are immediately identified and promptly remediated.

This is a far different undertaking from merely "aligning" disparate commercial instructional materials with state standards. It cannot be achieved by cobbling together purchased textbooks and assessments, as EMOs and some districts have attempted, with at best modest success. It is a project that takes years of effort, not months.



African-American students

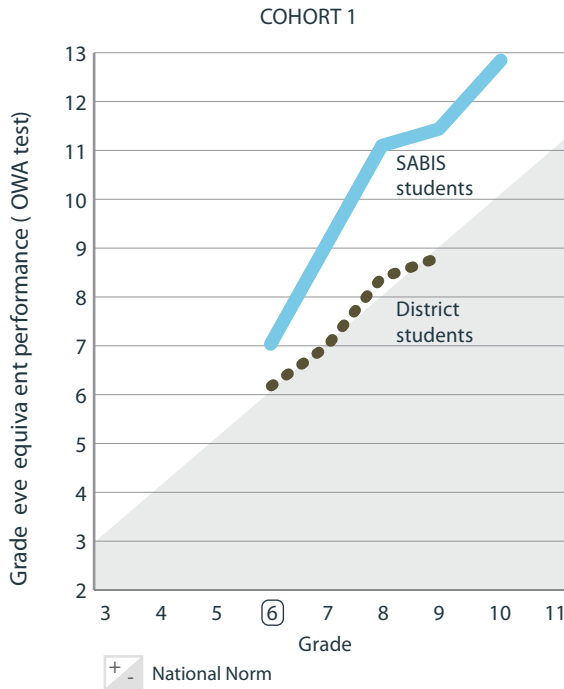


Low-income students

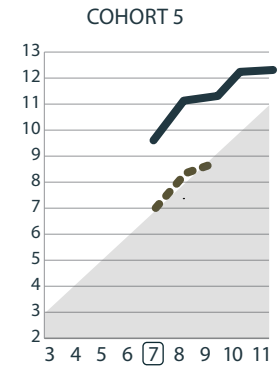
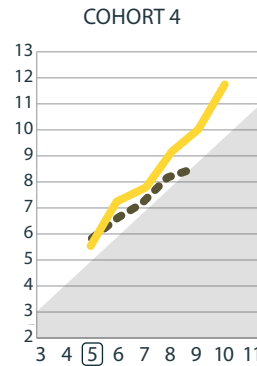
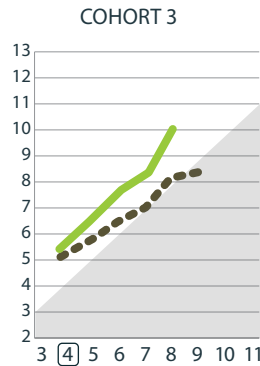
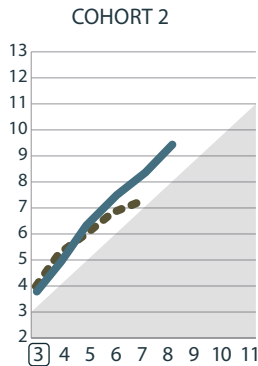
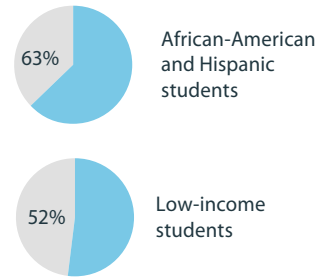
The SABIS Teaching System

Fortunately, SABIS, an education company based in Beirut, Lebanon, has developed and refined over thirty years just such a systematic approach to curriculum and assessment.

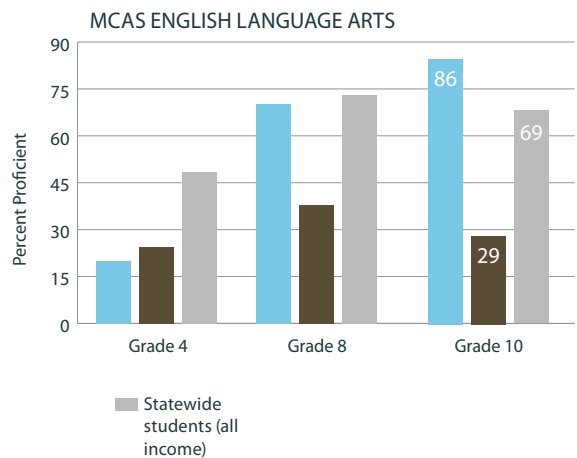
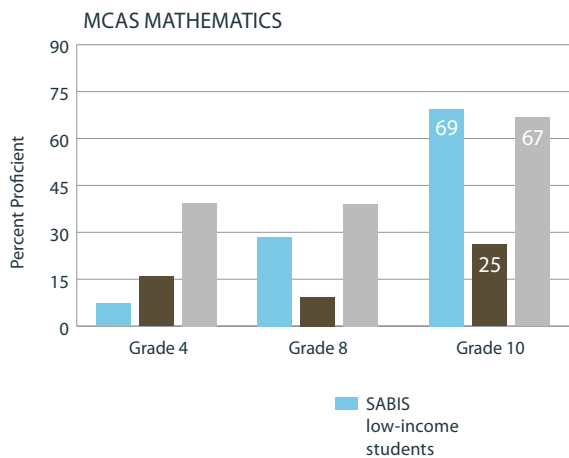
SABIS's teaching system regularly produces remarkable results abroad, even in schools with primarily low-income populations. But in the U.S. its potential has barely been tapped. In the few American schools where it has been soundly implemented, its power is confirmed. At SABIS's large (1,374 students) and successful flagship school in Springfield, Massachusetts, students far outpace and outperform their district peers. *Every* graduating student has for years been accepted into a college or university.³ In Cincinnati, Ohio, the SABIS school enrolls 500 students, all African-American and 94 percent economically disadvantaged. In 2006, every eighth grader (the school serves grades k-8) scored at or above proficient on the state's reading test, versus only 59 percent in comparison schools.⁴ In math, 72 percent were proficient, 21 percentage points higher than comparison schools. In Schenectady, New York, at another large school using the SABIS program, 100 percent of fourth graders passed the state exam in math and 72 percent passed the English exam.⁵



Students educated with SABIS’s teaching system (solid line cohorts) in Springfield, Massachusetts surge ahead in the critical middle and high school grades, performing above the national norm despite their economic disadvantage. Meanwhile, their peers in district schools (dotted line cohorts) fall increasingly behind.



On the Massachusetts MCAS test, too, SABIS students come from behind to dramatically overtake their district peers, as seen in the 2006 results below. By the 10th grade, the last tested by the state, the percentage of low-income SABIS students proficient or above in math was 44 points greater than that of comparable district students. In ELA, the spread was 57 points. Still more striking is that the low-income SABIS students had closed the proficiency gap with their peers statewide (*all income levels*)—actually exceeding their performance on both the math and ELA exams.



In the SABIS system, more than 600 short textbooks—spanning kindergarten through college-level AP classes—explicitly identify the “points” teachers will cover in daily lessons. After the teacher presents each point, prefects—academically able students trained to help their peers learn—ensure that their classmates have grasped the point. Weekly computer-based tests assess students’ mastery of the material; a state-of-the-art school management system, built on the Microsoft .NET platform, reports results immediately to the classroom teacher and to school administrators. Teachers address learning gaps by reteaching material or arranging targeted peer tutoring.

Ascend has harnessed the complete SABIS technology (of which the point and prefect system is but a part) through a renewable term licensing agreement with SABIS. Ascend holds an exclusive license to the complete SABIS learning system in three cities of its designation in the northeastern United States and will contribute to SABIS’s future product development.

School Leadership, Culture, and Commitment

KIPP, Achievement First, and similar initiatives are demonstrating how a combination of elements rarely found in urban public schools—a vibrant, audacious school leader; a culture that unhesitatingly aims to shape students’ expectations, behaviors, habits, and values; a faculty comprised of well-educated and

articulate teachers relentlessly committed to student achievement; and much more time in school—produces academic success. KIPP and Achievement First are both posting levels of achievement (not merely gains) well above surrounding district schools.

KIPP’s flagship school in the Bronx has for nine consecutive years posted the highest reading and math test scores of all Bronx middle schools. Across the network of KIPP middle schools, the organization claims that students climb on average from the 34th percentile in reading on norm-referenced tests on arriving to the 58th percentile three years later; in math, the average gain is from the 44th to the 88th percentile.⁶

This combination of elements is unquestionably powerful, but as skeptics have noted, KIPP’s school design and business model may prove difficult to *sustain or scale*. At KIPP (as at Achievement First and similar initiatives), much is owed the schools’ exceptional teachers. Many are Teach For America alumni, young teachers educated at elite colleges for whom teaching is generally a short-term commitment before beginning lucrative careers. The very long hours expected of staff and students may be unacceptable to many conventionally prepared teachers and even some parents. The small

Weekly SABIS reports provide teachers with immediate feedback on what their students have mastered—and what needs reteaching.

Subject: English
Grade: 3
Section: Ms. Cohen
Test date: March 25, 2007

CONCEPT	CONCEPT DESCRIPTION	SUB-SUBJECT	TOPIC	SCORE
HLS 002	Understand sequence of events	Comprehension	Literal skills	95%
HES 001	Understand characters through their words and actions	Comprehension	Evaluative skills	95%
IPS 139	Use the helping verbs “has” and “have” correctly	Grammar	Parts of speech	95%
J4H 413	Know the meaning of “sweltering”	Class reader	Cabeza de Vaca	85%
IPS 134	Make verbs agree with their subjects	Grammar	Parts of speech	55%
LST 019	Identify the setting of a story	Literature	Short stories	45%

school size (just 90 students and expanding to 360) and the national organization's reliance on continuing philanthropic support make it possible for KIPP's critics to view KIPP as a "boutique" solution with limited relevance to conventional schools and the challenges of districts responsible for educating tens or hundreds of thousands of children. Such "extreme schooling" works, but skeptics question whether it offers a solution to underachievement in American education.

Yet KIPP's powerful insights, we believe, are just as apposite to a business model that aims to serve more children at each school, function within existing levels of public funding, and generate exceptional outcomes with talented—but not anomalous—human resources.

Ascend's school leaders

Ascend's school directors will be audacious, eloquent, and tireless change-agents and culture-creators, not career principals content with the status quo. In preparation for successfully opening a school, each will participate in a paid, year-long intensive fellowship provided by Ascend partner Building Excellent Schools (BES). At BES, they will join aspiring charter school leaders from around the country in an intensive program that includes visits to 30 exceptionally successful schools (including KIPP, Achievement First, North Star, and Milton Academy), 100 days of training in key disciplines (school design, operations, governance, and external affairs) delivered by nationally known experts in the charter movement, and a demanding 10-week residency in a high-performing school.

Culture

Ascend school directors will build a distinctive culture that assertively shapes students' habits, values, and aspirations. Students will find that the diffidence of public schools has been replaced with stark convictions: The goal for every child is college. Knowledge, the school will insist, is the ticket to a better future. Effort, not talent, is the determinant of success. Students are the masters of their own destinies. They can beat the odds. And there are no shortcuts.

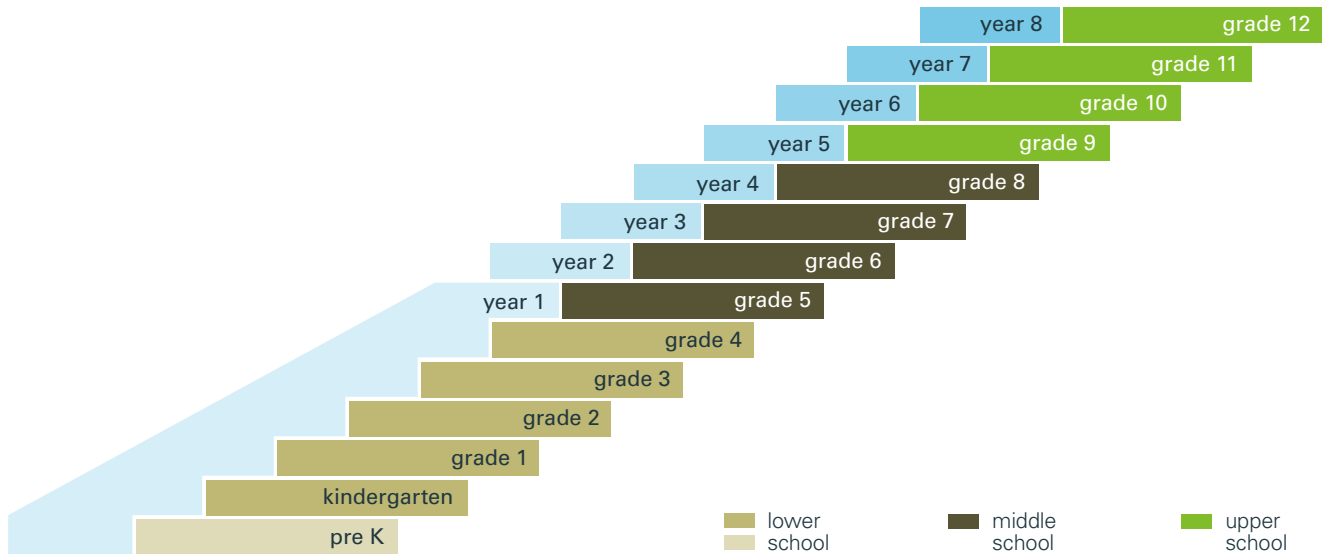
Parents, engaged in a home visit from school staff before their child is enrolled, will pledge to support their child's education by ensuring that homework is completed every night, and also providing their son or daughter, as are Japanese students, with a place to study free of disruptions and distractions. Students and staff will feel themselves to be engaged in a special mission, to which they must daily recommit.

Teacher quality

As at the highest performing charter schools around the country, from High Tech High in San Diego to North Star in Newark, Ascend and its school directors will take extraordinary care in the selection and development of each school's faculty.

Researchers agree that the greatest determinant of student achievement is teacher quality; teachers vary enormously in effectiveness, and the consequences for their students are dramatic. Yet traditional proxies of quality—advanced degrees in education, state certification, and seniority—have proven unreliable. Studies show that content knowledge (especially in science and math at the middle and high school levels), verbal skills, demonstrated intellectual capacity, and two or more years of successful urban teaching experience, *do* matter. At Ascend's schools, these qualities, along with a commitment to changing disadvantaged student's lives, will be paramount. While many schools hire staff on the basis of little more than an hour's interview, Ascend's rigorous hiring process will include an essay application, a day-long school visit with peer interviews, and guest teaching a class with extensive feedback.

Efficiencies in the school design, including class sizes of 30 and a common studies curriculum in high school, will fund higher teacher pay. To successfully compete for the best teachers, Ascend will pay substantially more than the surrounding district to teachers who are demonstrably effective (as measured by the value-added gains of their students). And to make remaining in teaching more economically viable, Ascend will award retention bonuses in recognition of teachers' long-term commitment to the school.



Time on task

Ascend's schools will extend the school day, but judiciously. SABIS's learning system is unusually efficient, so more is accomplished in less time. Recess, long eliminated from many schools, will be restored, because children, like adults, need breaks to clear their minds and return refreshed to learn.

Through an innovative deployment of time, staff, and students, Ascend will ensure that the demands placed on career teachers are manageable and sustainable. Students, a greatly neglected resource in American public schools, will assume many responsibilities conventionally assigned to adult staff. After the core program ends each day at 4:00, students participating in the after-school program will tutor their peers, lead a variety of learning activities, and learn independently using leading-edge, research-proven educational technology. Students will also be able to participate in music lessons and athletics.

The SABIS teaching system, combined with the charter school vehicle, driven school leaders, a transformative school culture, and great care in the selection and development of the school's faculty, offers a replicable approach to building high-performing schools.

At maturity, each school will span kindergarten through the twelfth grade. New York schools start with just k-2.

Success in the Upper Grades

Few private managers propose to operate urban high schools. Their trepidation is understandable: Many students arrive performing far below grade level and require intensive remediation. Worse, chronic academic failure has bred alienation and hostility to schooling. Any effective intervention is assumed to be extraordinarily costly—even before considering the expense of providing the traditional high school amenities of academic electives, extra-curricular activities, and expansive athletic offerings.

But, equipped with SABIS's proven systems, Ascend will pursue K-12 opportunities with confidence. Each school will at maturity include a lower, middle, and upper school; the last will offer a rigorous, common studies program and a focused offering of athletic and extracurricular programming. Opening to grades K-5, each school will expand by a grade each year. (In New York City, schools will open to K-2, and expand to K-5 in the school's third year, when statutory caps lapse.) In its fifth year of operation, the school will open the ninth grade; as most students will have been promoted from the school's lower grades, they will be on average performing at grade level and ready to tackle a college-preparatory program. In the school's eighth year, its first high school class

will graduate—with every student expected to be admitted to college.

Although urban districts fail to reliably equip their elementary school students with basic skills—43 percent of fourth graders in New York City cannot read at a basic level—scaleable technologies (such as Direct Instruction) are available to solve the problem. But few such solutions are claimed for the middle and upper grades. Even middle-class students, while largely keeping pace with their peers internationally in the elementary grades, fall each year increasingly behind beginning in middle school, as skill gaps that formed in the early years compound and students are exposed to a defective curriculum. The SABIS program provides Ascend with a proven, scaleable solution that extends through grade 12: the point and perfect system, with its systematic construction of knowledge and its emphasis on the immediate identification and resolution of learning gaps.

Each Ascend school will

- span kindergarten through the twelfth grade at maturity
- establish a strong foundation of learning habits, critical thinking skills, knowledge, and confidence from the early grades, so that its students can excel academically in the middle and high school
- enable all students to master high-level math and science in high school
- emphasize the neglected disciplines of writing, logic, rhetoric, and oratory
- prepare students to be good citizens and leaders in their chosen fields
- ensure that every Ascend graduate is prepared for and admitted to college or university.

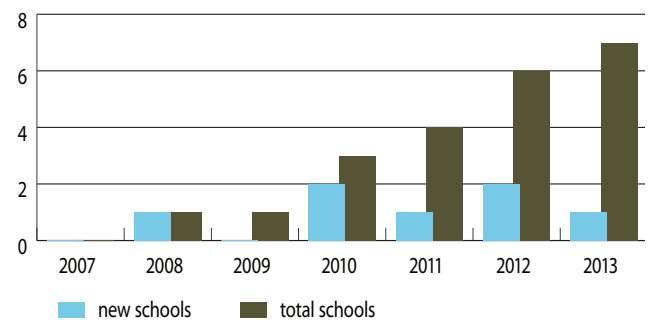
Markets

Ascend will initially open and operate charter schools in New York, a city of 1.1 million school children and striking contrasts of wealth and opportunity. For every child born of privilege

and afforded an elite private school education, a hundred more are locked in intergenerational poverty and failed public schools. Still today, only 47 public charter schools operate in the city, with 13,000 students on their waiting lists.

Charter schools are independent public schools of choice, freed from rules, but accountable for results. The legal framework of charters varies from state to state, but in all cases, the schools are open to all students, are publicly funded on a per-pupil basis, and are accountable for their academic results. Under the most advantageous laws the schools operate independently of the school district in which they are located and free from tenure and collective bargaining. Today, 40 states and Washington, D.C., have adopted charter school legislation, fostering 3,600 schools nationwide enrolling more than a million children.

Each state statute authorizes at least one state body—the state board of education, a newly formed charter authority at the state level, or, in some cases, any public university—to review charter proposals and approve new schools. Generally, local school districts are also authorized to charter. If the new school is approved, its governing board enters into an agreement with the authorizer for a period, typically five years, under which the school is eligible to receive public funds in proportion to the number of enrolled students. The schools generally enjoy a high level of autonomy; they are set free from district school board policies and many state and local education regulations (though not special education laws or safety codes), although they must adhere to state education standards and participate in all state testing



Ascend will wait until its third year of operation to open additional schools.

regimens. Parents choose the new school for their children; students are not assigned to the school on the basis of geography, as in most districts. Teachers, too, work in the school by choice. If at any time the school fails to meet the terms of its charter, the authorizing agency may revoke it. At the end of the agreement's term, if the academic results have been unsatisfactory, the authorizer may decline to renew the charter.

Charter schools proposed a new definition of "public school": Charter schools are public schools open to, paid for by, and held accountable to the public. No longer need schools be governed by a district school board, overseen by a superintendent and central office bureaucracy, and staffed with government employees.

The state of New York benefits from a robust charter school law; schools are autonomous from the school district and benefit from adequate per-pupil funding: in New York City, \$10,196. But, until recently, a statutory limit of 100 schools statewide blocked the launch of new schools.

In April 2007, newly installed governor Eliot Spitzer reached agreement with the state legislature to lift the cap on the number of schools from 100 to 200 and increase state aid to the city's schools by over \$2 billion. Both mayor Michael Bloomberg and schools chancellor Joel Klein have aggressively called for the proliferation of charter schools in the city.

Ascend will open its first charter school in New York City. Once—and only once—the new school proves a success, Ascend would aim to open additional schools; all of the organization's growth in its first five years could be accommodated within the city. Operating in a single jurisdiction—under a single regulatory environment, with proximity to all schools and, ideally, a single authorizer—will greatly simplify the new organization's startup challenges and reduce execution risk.

In time, Ascend will evaluate the merits of a judicious expansion to Newark, New Jersey; other cities in New York state; to Washington, D.C.; and to major northeastern cities in nearby states with adequate charter school laws and

strong school funding, including Massachusetts and Pennsylvania.

Implementation

Ascend and SABIS have entered into a licensing agreement permitting Ascend to use the complete SABIS educational system in three urban markets in the northeastern United States.

On October 14, 2007, the New York City Department of Education approved Ascend's first school, the Brooklyn Ascend Charter School, after a lengthy competitive process. In September 2008, the school will open its doors to

Ascend will follow a highly disciplined expansion plan; its board will only green-light projects that fully satisfy enrollment, financial, leadership, and other criteria.

189 students in kindergarten through the fifth grade; two years later, the school will extend through the fifth grade and enroll 550 students. In the charter's second term, the school will open the upper school, serving grades 9-12, and graduate its first class.

Ascend is in discussions with several property owners in the Oceanhill-Brownsville community who are vying to house the new school. The landlord is expected to build out the school to Ascend's specifications and amortize the cost of improvements in a long-term lease.

The plan conservatively assumes that Ascend is awarded one additional charter every other year in the New York City market. Two years after the flagship school opens in Brooklyn, Ascend will open a school in a second urban market, and a third a year later in a third market. Under this schedule, Ascend will open a total of seven schools in its first six years, without relying excessively on any one authorizer.

Financial Plan

Ascend's financial plan aims for break-even operations within seven years, with *no continuing reliance* on philanthropic support.

Where permitted by law, Ascend, organized as a nonprofit, tax-exempt corporation, will hold the school's charter directly; alternatively, the school will be organized as a separate entity and enter into a multi-year, renewable management agreement with Ascend. The school will pay Ascend 9 percent of the revenues it receives from state and local funds (and federal special education revenues) as compensation for services it provides, including academic oversight, the BES fellowship, professional development of staff, human resources management, accounting and financial management, regulatory compliance and reporting, real estate, and information technology. The school will also pay SABIS a licensing fee, for the use of its teaching system, of 6 percent of such revenues. Growth in management fees (from grade expansion and the opening of new schools) will outstrip the increase in central office costs to support the schools, and in five years Ascend will be weaned entirely from reliance on philanthropic support.

In the 2008-09 school year, Ascend will open its first school in the Oceanhill-Brownsville community of Brooklyn, New York, with projected school revenues (total student funding) of \$2.7 million and management fees to Ascend of \$184,000. Two years later, the addition of two schools will bring total student funding to \$17.7 million and Ascend's management fees to \$1.4 million. By Ascend's seventh year, it will operate 7 schools with total student funding of \$64.0 million and an annual surplus of \$2.3 million.

Financing

An initial philanthropic investment of \$750,000 will launch Ascend's first school. The funds will cover the cost of Ascend's staff and overhead as well as pre-opening costs of the school (training the school's leader, recruiting and training the faculty, and enrolling the first year's students).

Ascend will seek a second grant of \$1.5 million once the school opens, covering Ascend's

operating deficits in FY09, and a third grant of \$1.5 million in FY10 as it prepares to open two additional schools in FY11.

A total of \$5 million in philanthropic support will bring the organization to break-even operations in FY13, as total management fees from its then six schools and earlier grade expansions exceed the cost of the central organization. Thereafter, operating surpluses will fuel further growth in the number of schools—and students educated in the Ascend network.

Management

President

Steven F. Wilson will serve as president of Ascend. An authority on private management of public schools, Wilson has been a leader in school reform for more than 15 years as an entrepreneur, policymaker, author, and activist.

Currently a senior fellow at Education Sector, a Washington think tank, Wilson served as executive vice president for product development for Edison Schools, where he led the development of Edison's second-generation school design and business model. As a senior fellow at the Center for Business and Government of the John F. Kennedy School of Government, Harvard University, Wilson researched in depth the specific business models and execution failures of the seven largest private managers of public schools. In his award-winning 2006 book, *Learning on the Job: When Business Takes on Public Schools* (Harvard, 2006), he sets out his findings. Previously, Wilson founded and served as CEO of Advantage Schools, an urban charter school management company that opened 20 schools and served 9,000 students. Prior to founding Advantage, he was special assistant for strategic planning for Massachusetts Governor William Weld. He advised the governor on education policy during the passage and implementation of the state's landmark 1993 education reform act.

Wilson is the former executive director of the Pioneer Institute for Public Policy Research. His first book, *Reinventing the Schools: A Radical Plan for Boston*, led to the establishment of the Massachusetts charter school law, which Wilson drafted, and in turn to the creation of one of

the nation's most successful charter school programs. Wilson is a graduate of Harvard College.

Wilson will be responsible for product development, new business, and fundraising. Operations and oversight of the schools will be the responsibility of the chief operating officer.

Operations

In January 2008, a nationally recognized expert in charter school operations, school leadership development, and talent management will join Ascend as chief operating officer. The COO will oversee the school's directors, work with their boards of trustees, and manage central operations.

§2 Markets

Of the many lessons learned from the first decade of private management of public schools, one stands out: *Geographic focus* is essential. Operating far-flung schools proved unmanageable. No strategy can succeed that scatters schools across jurisdictions, each with its own regulatory environment, standards and assessments, culture, and political and community players.

Ascend will target New York City, the country's largest school district, as its first and primary market. With 1.1 million school children living within just a 300-square-mile area, New York is populous enough to support a cluster of Ascend charter schools, beginning with the flagship school. These schools would all be in close proximity to Ascend's outer-borough central office, operate under a single set of rules, and be licensed by the same authorizer—dramatically simplifying the organization's operational challenges.

Under its licensing agreement with SABIS, Ascend may operate schools in three metropolitan markets of its choosing within the northeastern United States (defined as Connecticut, Maine, Massachusetts, New Jersey, New Hampshire, New York, Pennsylvania, Rhode Island, Vermont, Maryland, Delaware, and the District of Columbia). Should Ascend elect to expand beyond New York City, candidate markets include the secondary New York cities of Rochester, Buffalo, Albany, and Syracuse; Newark, New Jersey; the District of Columbia; and cities in Pennsylvania, Massachusetts, and Delaware. All such markets

are within reasonable driving distance of New York and benefit from an acceptable charter law, adequate public funding levels, and competent authorizers.

Primary Market Opportunities

New York

The unmet demand for high-quality alternatives to the New York City district schools remains vast. While some district-run schools in the city are rightly celebrated for their academic achievements, the majority fail, year after year, to provide a sound basic education to their students. Still today, 43 percent of fourth graders citywide cannot read at even a basic level.

Unlike in some cities and states, where poorly performing charters soured the public's early enthusiasm for the reform, the promise of charter schools burns brightly in New York. The striking achievements of several of the city's first charter schools, including KIPP's original Bronx charter school, have been extensively publicized and have garnered the support of the city's leading philanthropists and opinion leaders. And more recent launches, including new campuses of Achievement First, are in the vanguard of the drive to close the achievement gap.

As a whole, the city's charter schools are outperforming district schools: On the state's standardized English tests, 60.3 percent of charter students performed at or above grade

level in 2005, versus 51.8 percent of all students citywide; in math, 65.7 percent of charter students were proficient versus 52.9 percent citywide.⁷ Accordingly, charters are well-regarded by parents and political leaders. Yet the city has as yet only 58 charter schools enrolling just 15,000 students.⁸ Some 13,000 students remain on waiting lists.

A statewide cap of 100 schools included in the original 1998 legislation was reached in 2006. For years, efforts to raise the cap failed, despite the strong support of former governor George Pataki, New York City governor Michael Bloomberg, and schools chancellor Joel Klein. In April 2007, newly installed governor Eliot Spitzer reached agreement with the state legislature to lift the cap on the number of schools from 100 to 200, with half of the increase—50 schools—reserved for the city.

The New York state charter law is strong. Schools are granted a blanket waiver to tenure and other laws governing district public schools (except for health, safety, and civil rights statutes) and from pre-existing collective bargaining agreements and certification requirements for principals and other non-instructional staff. Charter schools enjoy complete autonomy from local school districts, participation by private-sector firms is unrestricted, and the full per-student spending of the district follows the child to the new school.

Of course the law is not perfect. As in other states, charter school opponents succeeded during the legislative process in imposing constraints that Ascend will have to navigate. Along with an increase in the cap came new requirements for collective bargaining: new schools enrolling more than 250 students in the school’s first two instructional years must be unionized for all staff, with staff (teachers, custodians, etc.) bargaining separately with their respective local bargaining units. As in most states, the law provides no public capital for charter school facilities.

An important advantage of New York is the high quality of authorizers and their responsiveness to charter management organizations. SUNY’s Charter School Institute (CSI) is perhaps the best-run and most sophisticated authorizer in

the country, with a rigorous, fair process for reviewing charter applications, provision of on-going counsel and technical assistance to their portfolio schools, and fair-minded evaluation of schools up for charter renewal. All four of the final charters awarded by CSI, to reach the cap of 100 schools, were to applicants affiliated with charter management organizations or networks. Two other authorizers operate in New York, the Board of Regents and the city’s Department of Education (DOE).

New York City’s DOE presents opportunities to Ascend beyond charters. Under the second wave of Chancellor Klein’s *Children First* reforms, unveiled in January 2007, DOE-run schools may partner with external providers, dubbed Partnership Support Organizations, which provide a comprehensive range of services and technical assistance. A RFP process yields an array of providers “able to support principals and schools as they pursue student achievement.” The program may provide Ascend with an alternative vehicle for building strong schools in the city.

In principle, all planned growth in at least the first four years of the organization could be in New York City. Proximity to Ascend’s office, a



Opportunity abounds in New York City: A district of more than one million students has as yet only 47 charter schools.

robust law, and strong connections to political and education leaders in the city and state all favor this approach.

Wilson has strong ties to CSI, most recently through his work conducting charter school renewal inspections and preparing reports recommending renewal or closure as a consultant to CSI. His former director of public relations at Advantage, Lisa O'Brien, founded the New York Charter School Association.

The Archdiocese of New York announced last April it would close nine Catholic schools, and it is likely that additional schools will be slated for closure. These school facilities may be available to Ascend and other operators for long-term lease.

Secondary New York Cities

In addition to New York City, Ascend will consider opening schools in other major cities in the state, including Rochester, Buffalo, Albany and Syracuse. Rochester and Buffalo, in particular, promise high per-student revenues and low costs, and today have few good charter schools.

The state as a whole faces a “supply problem,” according to the executive director of the New York Charter Schools Association. Consider the growth projections of school operators for the next several years, he said. Combining the most aggressive of such forecasts from the “big three”—KIPP, Achievement First, and Uncommon Schools—and others (50 schools, combined) with a dollop of EMO schools (10 schools) still leaves some 40 charters to award under the current cap.

Newark, New Jersey

In 1995, after findings of corruption and mismanagement in Newark's elected school board, the state took over the district. In the decade hence, per-student spending soared; today Newark spends more than \$17,000 per student, some 75 percent above the national average. Yet high school achievement levels in the district have nosedived.

The city's dynamic new mayor, Cory Booker, while pressing to regain control of the district,

has not hesitated to advocate controversial initiatives that would expand educational opportunities outside of the district system. In addition to proposing scholarships to private schools, Booker has called for more charter schools and invited successful franchises, including KIPP and Uncommon Schools, to establish multiple new schools in the city.

In the years following the 1996 enactment of New Jersey's strong charter school law, for-profit education management organizations were drawn to the state by high spending levels and the dismal performance of urban school systems. But, encountering extraordinary regulatory hostility from the New Jersey Department of Education, most eventually withdrew from the state. Yet with the mayor's support and a non-profit structure, Ascend could find Newark—just 15 minutes by train from New York City—to be an unusually attractive opportunity.

Washington, D.C.

Frustrated with a school system it believed chronically mismanaged, Congress in 1996 enacted an unusually robust charter school law for the District of Columbia. Ever since, the District has been the site of one of the most important educational experiments of the country. Today, 65 charter schools educate more than 20,000 students, or fully one-quarter of the city's public school students.

Despite this penetration, more charters are needed. District students, 94 percent black and Hispanic and 61 percent low-income, desperately need alternatives to chronically dysfunctional schools. Two of eight wards, in particular, are currently underserved by charters; wards 7 and 8 have the highest concentrations of black residents and children in the city yet charter schools are underrepresented.⁹ The president of the National Alliance for Public Charter Schools believes the district could be a “majority-charter city within 7-8 years.”¹⁰

The district benefits from a highly capable, independent authorizer, the District of Columbia Public Charter School Board, led by longtime Executive Director Josephine Baker. (The District of Columbia Board of Education may also grant charters.) Recently, the Charter Board

has slowed its award of charters and devoted greater attention to whether or not new charters would crowd existing charter schools and whether there is strong community support for the proposed school.

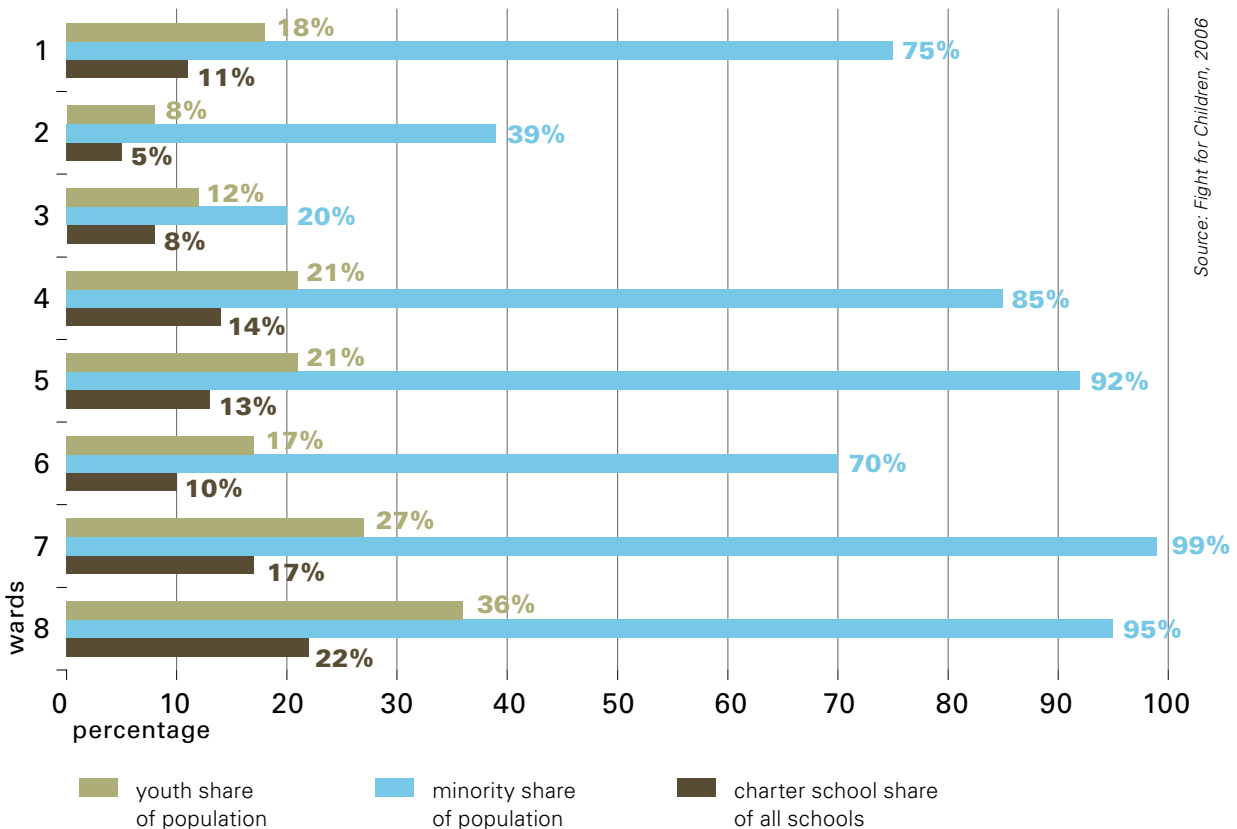
Under the District’s statute, charter applicants require approval from only their sponsoring authorizer, and schools may contract with private management organizations. Of particular value to CMOs and EMOs is the law’s provision for schools to operate “multiple campuses” under a single charter. The statutory cap of 20 new charter awards annually is generous, given the district’s size, and there is no overall cap on the number of schools. Charters are granted for an unusually long 15 years, with a review after five years. In FY08, schools receive \$8,322 to \$9,737 per student (depending on grade). Teachers are not required to be certified and may take renewable leaves of absence from school districts to work in a charter; former district employees can elect to remain in the district’s retirement system.¹¹

schools has been the identification and financing of facilities. Here too, the District is uniquely attractive. Whereas in most states, charters must carve out of their operating dollars the funds required to rent, acquire, or improve their facility, DC charters are eligible for a substantial per-pupil facilities allotment: \$3,109 in FY08. Further, a federal program offers credit enhancements to charter schools buying or improving their facilities, as well as a direct loan program, in conjunction with private lenders, providing as much as \$2 million per school.¹²

Wilson is familiar with the District market. Advantage Schools in 1998 opened and initially operated the Arts and Technology Public Charter School, which now serves 615 students; it has received numerous awards and was recognized by the U.S. Department of Education in a 2004 report highlighting eight successful charter schools across the country.¹³

One of the greatest challenges facing both independent boards and private managers of charter

Although the District of Columbia’s charter school program is thriving, wards 7 and 8 remain underserved.



In coming years, the Public Charter School Board is likely to be particularly receptive to applications from charter management organizations like Ascend. One influential report, from the Progressive Policy Institute, specifically recommended that the District recruit operators from outside the city with strong models: “[S]ome of the District’s strongest charters have roots outside the District with nonprofit groups or for-profit education management organizations. And the District’s strongest homegrown schools also tend to take an entrepreneurial approach, seeking to expand their schools to multiple campuses here or replicate them in other cities. Community leaders, charter authorizers, the mayor, and the City Council should support replication of the best charters regardless of their origins and recruit high-quality models from elsewhere in the country.”¹⁴

Pennsylvania

Pennsylvania has a strong charter school statute—the Center for Education Reform ranks it 11th of the nation’s 41 laws—with no cap on the number of schools that may be chartered and adequate funding provisions. Since the law’s enactment in 1997, 120 schools have opened and enroll 60,000 students. More than 26,000 students are on waiting lists.¹⁵

Under the law, funding from their home districts follows students, with the charter school receiving at least three-quarters of the district’s per-student spending. Most state education laws governing district schools are waived, and local districts must provide transportation to the school. At least 75 percent of the school’s teachers must be certified. Unfortunately, only local school boards may approve charters. But rejected applicants may appeal the decision to the state’s Charter Appeals Board.

Philadelphia, barely more than an hour by train from New York City, is a promising market for Ascend. The city has been a supportive environment for charters. Both Mayor John Street and the school district’s chief executive officer, Paul Vallas, support charters, and the equivalent of the district’s school board—the state-established Philadelphia School Reform Commission—has approved on average three

new charter schools a year. In January 2007, 56 charter schools operated in the city.

Pittsburgh provides a second potential opportunity in Pennsylvania. As of January 2007, there were only six charter schools in the city, a small

*No strategy can succeed
that scatters schools across
jurisdictions, each with its own
rules, players, and culture.*

number for a district enrolling 29,500 students. Further, the existing charter schools are generally not well-regarded. Spending levels are extraordinarily high, with the district spending on average \$17,930 per student. Plummeting enrollment in both the city’s schools (25 percent decline in eight years) and the city’s parochial schools should make recently shuttered schools available for lease or purchase.

The district’s reform-oriented superintendent, Mark Roosevelt, is a former colleague of Wilson. They worked together to draft and pass the Massachusetts charter school law when Roosevelt was co-chair of the state legislature’s Joint Committee on Education.

Massachusetts

Massachusetts boasts one of the nation’s strongest charter school laws. Applicants need not obtain the consent of the local school board; the full per-pupil district operating funds follow the student to the charter school; most education laws, including tenure, do not apply; and schools are not subject to the district’s collective bargaining contracts. The first schools opened in 1995; presently, there are 59 schools enrolling approximately 23,000 students, with more than 16,000 students on wait lists. A recent academic study found that charter schools outperformed district schools on most measures, and public support for charter schools has climbed dramatically in recent years.¹⁶

Unfortunately, the Massachusetts law also stands out for the several limits on the proliferation of charter schools that the state teachers union has successfully imposed. Charter proponents have succeeded several times in amending the law to raise the cap on the total number of schools permitted statewide, but often at the cost of weakening the law's other components. Currently, the state Board of Education may award 27 state-sponsored ("Commonwealth") charters before legislative action is required to once again raise the cap. But the law restricts the percentage of the student population that can attend charters and caps the total transfer of funds from a district to charter schools to 9 percent of a district's net school spending. In some 150 Massachusetts school districts, including Boston, this cap on tuition payments constrains the Board of Education from awarding new charters.

But even with the present caps, there remains opportunity. Large schools could be created through the law's provision for "regional" schools drawing students from contiguous schools districts. Properly structured, a "regional" charter could also be proposed that would comply with the 9 percent limit.

Newly elected Democratic Governor Deval Patrick claims to support charter schools. But he was endorsed in his campaign by interest groups hostile to them and has said that the current funding provisions drain resources from district schools. In a campaign debate, he supported lifting the cap, but linked the program's expansion to rewriting the law's funding provisions so that districts no longer bear the cost of tuition payments to charter schools.¹⁷

Delaware

Delaware has one of the strongest charter school laws in the country; applicants are not required to obtain approval from local school boards, the full per-student funding follows the child to the new school, where most state laws and regulations governing district schools do not apply. Currently, 17 schools enroll approximately 7,900 students, approaching 7 percent of total state enrollment.¹⁸ Wilmington is the primary opportunity.

Other Opportunities

Maryland, New Hampshire, and Connecticut may present future opportunities for Ascend. But weaknesses in charter statutes or low funding levels currently rule out these markets.

Connecticut's charter school statute, for example, enacted in 1996, is challenging for Ascend's model because an enrollment cap limits charter schools to 250 to 300 students.¹⁹ However, an exemption can be obtained from the state Board of Education. And larger schools can be created through the work-around of multiple charters, each serving a "silo" of students through the grades. The total number of schools is also capped at just 12 state-sponsored schools, with no more than two in each congressional district and two in each school district, and a maximum of 1,000 students in state-sponsored schools. By early 2007, only 2,526 students were attending 16 charter schools. The law has other notable flaws. State-sponsored schools are funded by a separate annual state appropriation, rather than the same appropriations as district schools, and the per-student amount has to date been lower than district schools. Further, schools are subject to the same state laws and policies as district schools. However, the often striking academic gains posted by many of the state's charter schools serving disadvantaged children—including Amistad Academy of New Haven, the genesis of CMO Achievement First—may fuel the passage of legislation lifting the current caps and correcting the law's weaknesses.

§3

Competition

Statutory caps and political resistance will limit the availability of charters in some of Ascend’s urban markets. Ascend will have to compete for those charters that are available against strong applications from independent founders, charter school networks, and nonprofit managers of charter schools (CMOs), as well as for-profit education management organizations (EMOs).

Authorizers report that the number and quality of proposals from independent founders is diminishing in many markets, and authorizers are increasingly drawn toward nonprofit organizations that already run schools posting very strong academic results, including school network KIPP and CMOs Achievement First and Uncommon Schools.

In practice, Ascend’s relationships with networks, CMOs, and EMOs will be more complementary than competitive: Powerful education interests continue to oppose the expansion of charter schools, especially those managed by private organizations. Ascend will continue to work with friends and colleagues in other organizations to increase the acceptance of, and opportunities for, private managers of public schools.

School Networks and CMOs

KIPP

Michael Feinberg and David Levin, founders of the Knowledge is Power Program (KIPP), met in

the summer of 1992 when they both enlisted with Teach For America (TFA), the teacher-training program that places recent college graduates in urban and rural schools serving disadvantaged students. Feinberg and Levin opened the first KIPP classroom in 1994 to 50 Houston fifth graders, nearly all poor, Hispanic, and with limited English skills. Their first-year results were impressive. Half of the students in the KIPP classroom began the year with failing scores in math and English on the Texas state tests; by the end of the year 98 percent of students had passed both tests. The following year, Feinberg opened the KIPP Academy in Houston; Levin opened a second KIPP Academy in New York City’s South Bronx. Both schools began with fifth grade and over time expanded to serve students through the eighth grade. The two schools sustained the success of the first KIPP classroom; according to the New York City Department of Education, KIPP Academy New York is the highest performing public middle school in the Bronx.

From Feinberg and Levin’s analysis of their first two schools evolved five principles or “pillars”: “High Expectations,” “Choice and Commitment,” “More Time,” “Power to Lead,” and “Focus on Results.” By “High Expectations,” KIPP means clearly defined and observable standards for academic achievement and conduct. “Choice and Commitment” refers to the fact that neither staff nor students are assigned to a KIPP school; children and adults alike have chosen to participate in the program and committed “to put in the time and effort required to achieve success.”

The third element, “More Time,” underscores a strongly held tenet of the KIPP culture—that in school, as in life, there are no “shortcuts” to success—and translates into a longer school day and year. The “Power to Lead” refers to the centrality of the school leader to the KIPP formula, and the authority the leader has—unlike principals in conventional schools—over school budget and personnel. Finally, “Focus on Results” captures KIPP’s “no excuses” culture and its explicit aim to prepare all students for success in competitive high schools and colleges. KIPP embraces standardized tests without apology as an objective measure of student attainment. Each KIPP school chooses its own demanding curriculum.

In 2000, the Pisces Foundation, the education philanthropy of Gap founders Donald and Doris Fisher, donated \$15 million to create a national program to replicate the success of the first KIPP schools on the conviction that “great schools need great leaders.”²⁰ The new organization would select, train, and support educators who would plan, open, and lead their own “KIPP-like” college preparatory schools.

Today there are 57 locally-run KIPP schools in 16 states and Washington, D.C., educating more than 14,000 students. More than 95 percent of KIPP students are African American or Latino and more than 80 percent are low-income. Forty-eight of the 57 schools span the fifth through the eighth grade, and the remaining seven are high schools or pre-kindergarten/elementary schools.²¹

Across the network of KIPP middle schools, the organization claims that students climb on average from the 34th percentile in reading on norm-referenced tests on arriving to the 58th percentile three years later; in math, the average gain is from the 44th to the 88th percentile.²² Nationally, nearly 80 percent of KIPP alumni have matriculated to college, KIPP reports, as contrasted with 1 in 5 low-income students nationally who go on to college.

Extraordinary results require a total commitment by both teachers and students, demanding expectations, and a very long school day. KIPP schools unabashedly hire exceptional teachers—intelligent, committed, articulate,

driven, and fluent in their subjects—and hold them accountable for results. A typical school day runs from 7:30 to 5:00, with some students often staying until 6:30 in the evening to do their homework. On Saturday school runs from 8:00 to noon, and there is a mandatory summer school program. Teachers are expected to be available by cell phone to help students with their homework.

A small staff of young, zealous teachers can initially meet KIPP’s demands, but what of the long term? Some critics charge that KIPP is an interesting model, but not one that can be widely duplicated: It relies on young, energetic teachers who do not intend to make teaching a career; as KIPP cannot afford to adequately increase their salaries as they get older, KIPP must frequently replace them.²³ KIPP has also received in its early years philanthropic support of \$15 million annually. Plans call for this to be reduced by two-thirds over time, but the current fee structure makes that unlikely.

Achievement First

Achievement First is a CMO that grew out of the highly successful Amistad Academy, a charter middle school in New Haven, Connecticut, that serves 300 students. Currently, Achievement First runs five academies (two elementary, two middle, one high school) under two charters in New Haven. In Brooklyn, New York, it operates five academies (three elementary, two middle) under two charters.²⁴

Achievement First’s philosophy and practices have much in common with KIPP’s. Many of the organization’s 12 “core beliefs” overlap with KIPP’s five “pillars,” including an unrelenting focus on academic achievement; an embrace of education standards and testing and teachers’ strategic use of data; a longer school day; a conviction that all great schools have a “smart, talented, passionate leader” as principal; and the expectation that Achievement First schools’ students, most of whom are black or Latino and from low-income families, can achieve at high levels.²⁵ Like KIPP, Achievement First employs extraordinary diligence in the selection of its teaching staff; an eight-step process includes a resume screen, phone interview, written application (including essays), school visit, guest

teaching a class, receiving feedback on the guest lesson, on-site interviews, and reference checks. Achievement First is moving toward a fairly standardized curriculum across its schools, including use of the highly effective but iconoclastic Direct Instruction curriculum in elementary grades, six-week interim assessments, and a common lesson plan format in every class.

Uncommon Schools

Uncommon Schools is a charter management organization that includes some of the strongest charter school operators in New York and New Jersey, including North Star Academy Charter Schools in New Jersey, and in New York, Excellence Charter Schools, Collegiate Charter Schools, True North Public Schools, and Preparatory Charter Schools.

All schools adhere to seven non-negotiable design features: a college preparatory mission, high standards for academics and character, a focus on accountability and data-driven instruction, rigorous standards-based curriculum, highly structured learning environments, longer school days and years, and a faculty of committed and talented teachers.

Uncommon Schools, founded in 1996, first developed the celebrated North Star Academy Charter School of Newark, New Jersey, a middle and high school that educates 380 students. Ninety percent of its students are from low-income families and 85 percent are African-American, yet the school has eliminated the achievement gap on state tests. Every North Star graduate has enrolled in college; graduates typically receive four acceptances. By contrast, only 26 percent of seniors graduating from the Newark district schools planned to continue their education. Of general education students

at the middle school level, 93 percent of North Star eighth graders scored proficient or above on the state's language arts exam; 77 percent were proficient or above on the math test. These proficiency rates are roughly twice those of the Newark district. Some 1,800 students are on North Star's waiting list.²⁶

Like KIPP and Achievement First, North Star relies on a highly distinctive school culture (including exacting discipline) and a very selective hiring process for staff: just 3 percent of applicants for teaching positions are hired. An extended day and an 11-month schedule extend time on task, and North Star developed a system of interim assessments, aligned with New Jersey assessments, that informs a data-driven approach to instruction.

EMOs

Edison Schools, the largest and among the first education management organizations, opened its first four schools in 1995. Other EMOs followed, including National Heritage Academies, Chancellor Beacon Academies, and Mosaica Education, all of which have opened and operated schools in New York state. While the EMOs can each point to some effective schools, they have all failed to maintain a consistently high standard of academic quality, and consequently, their average results are unpersuasive. The number of schools managed by Edison Schools has declined sharply in recent years, as have its revenues and cash flow from operations. Flawed business models, widespread execution problems, and continued resistance to for-profit school management have slowed the momentum of EMO growth and decreased their impact as agents of education reform.

§4 School Design

Bringing a Powerful Learning System to America

Although for decades students in the United States have performed poorly compared to their peers internationally—our twelfth graders ranked nineteenth out of 21 tested nations in math on the respected TIMSS test—American educators show remarkably little interest in education practices from overseas.²⁷ No matter how effective, innovations from abroad are assumed to have little relevance to the challenges facing American teachers. Instead, districts pursue a seemingly endless stream of fads hawked by schools of education, often in a near complete absence of supporting evidence. Instructional programs are rarely field-tested and often adopted by districts more on the basis of ideology than scientific claims to efficacy.

For Ascend, this pattern of educational parochialism spells opportunity.

SABIS, a for-profit operator of international schools enrolling more than 33,000 students in 14 countries, has developed a comprehensive approach to schooling that holds remarkable promise for American schooling.²⁸ Ascend will hold an exclusive license to this system in its chosen markets.

At the heart of SABIS's approach is a detailed, college-preparatory *curriculum* that is tightly linked to an *electronic assessment system*, innovative *pedagogy*, tools for building a transformative school culture, and state-of-the-art *school manage-*

ment software. These five elements have been developed and refined over 30 years and function as a seamless whole. Rigorously implemented, the system enables *students of average abilities to progress at an accelerated rate, especially in the middle and high school grades*.

In contrast, nearly every school manager to date has sought to produce achievement levels greater than their public school counterparts with few or no proprietary practices. Instead, the best have relied on a mix of common sense practices—well-chosen commercial instructional practices, more time on reading, and the like—and exceptionally motivated school principals and staff. Not surprisingly, results have been mixed. Organizations that have aimed for scale—both EMOs and CMOs—have failed to produce distinctive results overall. Those schools that have achieved excellence are challenging to sustain and replicate. No organization has yet been able to bring excellence to substantial scale.

Curriculum

The poor performance of American public schools, especially in the inner cities, is often attributed to weak or poorly trained teachers. But, as important as this problem is, there is a greater, systemic failing: the absence of a *cumulative and systematic curriculum*, from kindergarten through the twelfth grade, by which skills and knowledge can be deliberately constructed. In the absence of such a curriculum, students cannot sustain traction in their learning, no matter how competent their teachers.

That traction is in constant jeopardy when teachers attempt to teach a class of students with widely varying preparation; when the curriculum is not sequential, cohesive, and intentional; when learning gaps are not immediately identified; and when schools are not organized to promptly assist a child who is falling behind. Yet many or all such conditions attend routinely in American schools today.

In most schools, teachers are asked to teach a “class” of students, many of whom lack the precursor skills and knowledge to make sense of the intended curriculum. Rather than fix the underlying problem, districts urge teachers to implement “differentiated instruction.” However fashionable, this approach fails in practice, even with the most skilled teachers. A schoolteacher can no more successfully introduce algebra to students who have not mastered division than a college professor can teach an advanced chemistry class to students who have not completed basic courses in the subject.

Steady advances in student outcomes can only be achieved if students’ knowledge is, from the earliest grades, built like a house, floor by floor, with the certainty that every precursor concept has been demonstrably mastered before the next is taught. That in turn requires a systematic design where each important skill, concept, and piece of knowledge is identified and taught in proper succession, from kindergarten through twelfth grade, and students’ gaps are constantly identified and promptly remediated. (This is a far different undertaking from merely “aligning” disparate commercial instructional materials with state standards.)

Instead of building such a cumulative curriculum, which takes years, EMOs and CMOs, just like school districts, have cobbled together an assortment of commercial textbooks and assessments. Their results fall well short of the mark.

Only SABIS has developed a detailed learning map, from kindergarten through AP classes, and codified that learning as a series of objectives—“points”—to be taught, week by week, in each class. A series of some 600 short SABIS textbooks, spanning all subjects and grades, clearly

and crisply present the material, with each “point” explicitly identified.

Electronic Assessment

In the SABIS system, students’ mastery of each week’s material is electronically tested and scored with SABIS’s proprietary Academic Monitoring System (AMS).

At Ascend, students in grades 4 and higher will take the brief weekly tests on their laptops and the results will be instantly compiled and disseminated to their teachers and to the school’s leadership team. Learning gaps will be detected as soon as they form.

Teachers will be able to identify not only the strengths and weaknesses of their students but also of their own teaching techniques. At a glance, they will be able to see which components of the material they covered the previous week have been mastered by all their pupils and which are poorly understood and must be retaught. An expansive system of peer tutoring, integral to the SABIS program, will ensure that students who continue to struggle receive the immediate help they need from specially trained, capable classmates.

A schoolteacher can no more successfully introduce algebra to students who have not mastered division than a college professor can teach an advanced chemistry class to students who have not completed basic courses in the subject.

The electronic tests are automatically compiled, using the Exam Generation Module of SABIS’s remarkable School Management System. Drawing from a vast proprietary database of psychometrically proven test items, AMS tests not only

Subject: English
 Grade: 3
 Section: Ms. Cohen
 Test date: March 25, 2007

CONCEPT	CONCEPT DESCRIPTION	SUB-SUBJECT	TOPIC	SCORE
HLS 002	Understand sequence of events	Comprehension	Literal skills	95%
HES 001	Understand characters through their words and actions	Comprehension	Evaluative skills	95%
IPS 139	Use the helping verbs “has” and “have” correctly	Grammar	Parts of speech	95%
J4H 413	Know the meaning of “sweltering”	Class reader	Cabeza de Vaca	85%
IPS 134	Make verbs agree with their subjects	Grammar	Parts of speech	55%
LST 019	Identify the setting of a story	Literature	Short stories	45%

Each week SABIS students take a quick test on their laptops, automatically assembled from a vast database of test items and keyed precisely to what they just learned. Through a variety of at-a-glance reports, each teacher receives immediate feedback on her student’s understanding of what she has just taught. Concepts students have not yet mastered are highlighted for reteaching.

align with the curricula but match exactly what was taught in any given week.

The approach stands in sharp contrast to “formative assessment” software available commercially in the United States. Such software assesses only the students’ capacity to answer items like those that will appear on the state’s year-end tests and is of much less value to the classroom teacher than SABIS’s tests of curriculum mastery. Commercial formative assessment is exacerbating the American classroom’s slide toward full-time “test prep,” where the curriculum is displaced by drill and practice in narrow skills (like finding the “main idea” in a reading passage) that will be measured on year-end tests.

The Point and Prefect System

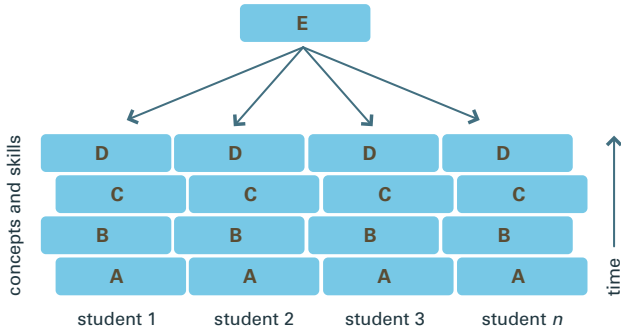
Students are a vast untapped resource in American schools. Their capacity to contribute to their school—assisting with its daily operation, shaping and sustaining its culture, and most importantly, contributing to their own and their

classmates’ learning—is virtually limitless. That potential, largely unrecognized by American educators, is routinely tapped in many schools abroad—especially those run by SABIS. Ascend aims to realize it in its member schools.

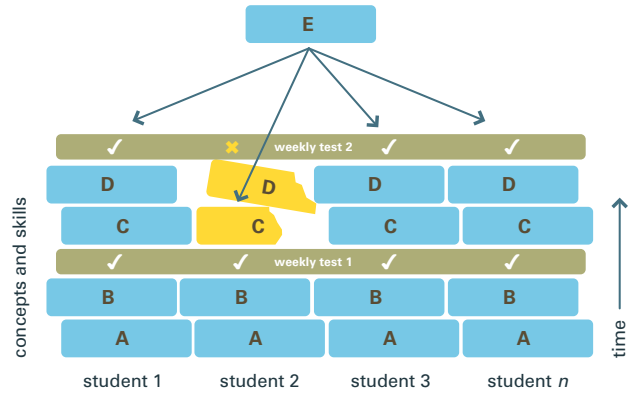
In SABIS’s schools in the Middle East, students serve as *prefects* and *shadow teachers*.

Central to the SABIS system are *prefects*, students who help their peers to learn. The prefect system dramatically accelerates the education process. As importantly, by establishing a universal system of cooperative learning, the prefect system helps to create a school culture where students help one another to learn and academic excellence is prized. In each Ascend class, one of every five students will be designated a prefect.

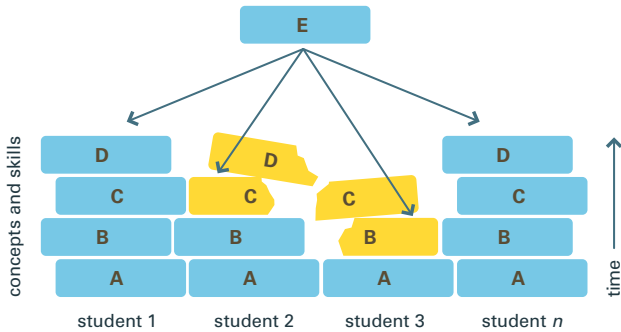
In the early grades, the prefects assist the teacher by passing out materials, collecting papers, and other classroom tasks, all of which speed transitions between activities and increase time on task. Selected for their proficiency in an academic area, prefects in the upper elementary and higher grades extend the instructional reach of the classroom teacher through the *point and prefect* system of instruction. At the start of class, the concept or skill to be taught—the “point”—is identified on the board: the difference between mode, the median, and the mean in statistics; or the use of possessive pronouns



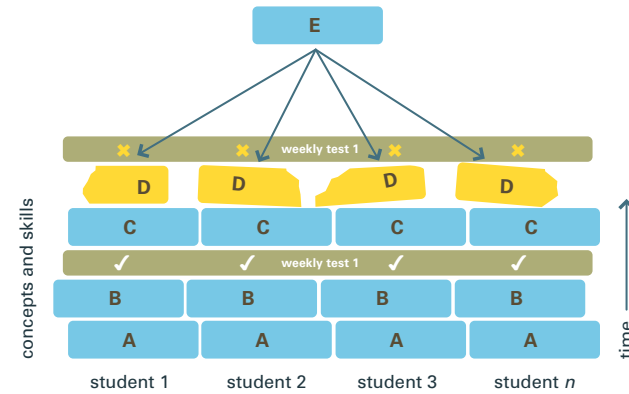
1. If all the class' students have mastered the precursor concepts (A through D), the teacher can move ahead rapidly with the entire class, each day building new teachings (E) on a secure foundation.



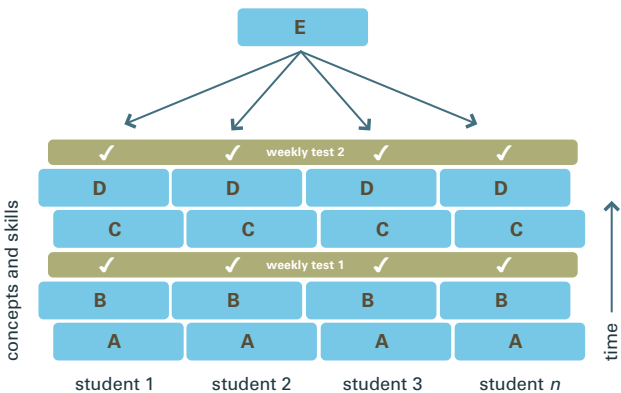
4. The report both identifies for instant tutoring the isolated students who have not yet grasped a particular "point"—here, student 2 is shaky on point D—and...



2. But if some students arrive to class without mastery of precursor concepts, the teacher faces only two options, both unacceptable: move forward and leave these students farther and farther behind, or hold up the class to identify each child's gaps and re-teach the earlier material.



5. ... which points that she needs to re-teach the entire class—here, point D.



3. In SABIS's instructional system, weekly short electronic tests—administered on the students' laptops—tell the teacher at a glance that her entire class has mastered all the materials, or "points," she has just taught.

Pedagogy

Ascend's distinctive pedagogy begins with attention to *class formation*.

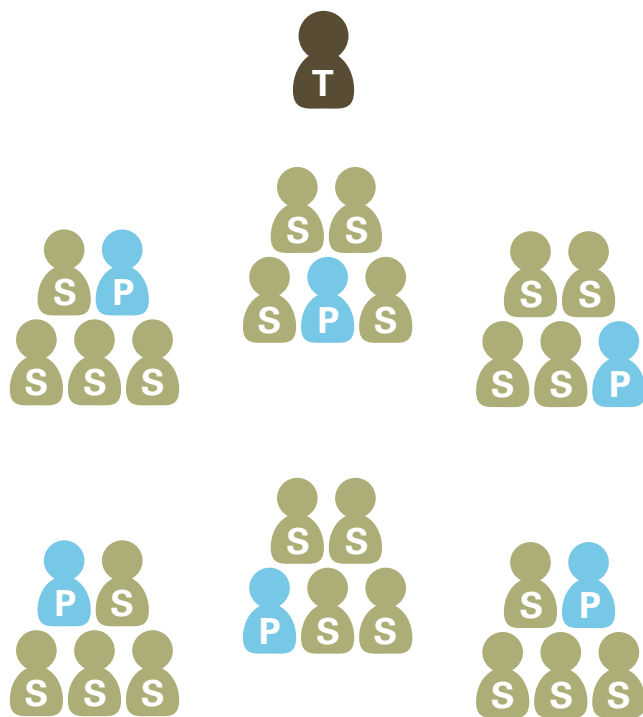
In Ascend schools, incoming students will be placed in classes according to academic attainment, not strictly by age. The whole class can then be taught together, using the point system.

The key concepts of each lesson are identified, and each concept is then taught interactively, alternating oral work, individual written work, cooperative learning, and group checking. Led by vibrant and committed teachers, students analyze information and claims, form and express opinions, and engage in reasoned discussion. In

the process, they deepen their knowledge of the material—and their intellectual confidence. The point system maintains a brisk pace that keeps students stimulated, engaged, and enthusiastic. Students learn actively; they do not simply listen to lengthy explanations or take dictated notes.

School Culture

A transformative culture will be a cornerstone of the Ascend approach, and it will go far beyond ensuring good behavior. Ascend’s driven, well-educated staff will convey an expectation of academic excellence that is born out of their own personal experiences as successful students. Rather than shelter and comfort students, as do many public school teachers, Ascend teachers will prepare them to compete academically at selective-admission colleges. Yet Ascend schools will offer a safe and nurturing environment for students, where all children experience success daily (through the point system) and feel the enveloping support and encouragement of their peers (through class prefects and structured peer tutoring).



In every class, one of our every five students serves as a prefect, assisting the learning of his or her peers. The prefect system drives both learning efficiency and school culture.

KIPP’s culture is the primary inspiration. The essence of KIPP’s message is that privilege is earned, not ascribed. The doors to a better future—the climb out of poverty to a more affluent future—are open to everyone determined to walk through them. There is no talent, only effort, hard work, learned skills. There are no excuses. Everything is earned. To gain knowledge is to gain power. That’s an essential message for inner-city American students who are likely to think success is accorded only to the talented or lucky, like the stars of sports and entertainment.

Like KIPP, Ascend will ask both students and their parents to make a commitment to the school and its demands. Like children setting out to climb a tall mountain, Ascend school students will be invited to together reach the “Ascend summit”—to travel on a demanding voyage, supported by their peers, encouraged by their teachers, and daily reenergized by the school’s leadership team. A three-part Ascend “compact” signed by students, their parents, and their teachers will underscore the commitment of the school community to all students reaching the summit, and of staff and parents to fully support their journey. Students will pledge to attend school, arrive on time, and to do whatever it takes to ensure that they and their classmates learn. The school’s staff will visit parents at home before the beginning of the school year to describe the special demands of the school, including the requirement for a television-free dedicated study space and homework support. Staff will pledge to deliver the highest quality education, to demonstrate professionalism, and to support and respect every student.

The Ascend culture will also benefit from two elements of SABIS’s program. The first is its emphasis on fueling hard work with fun, recreation, and sport. While most schools have eliminated recess, Ascend recognizes that children, like adults, cannot engage in concentrated thinking for hours at a time. Frequent breaks restore energy and commitment. The second element is SABIS’s strong emphasis on students supporting each other. Working alongside other students throughout the school year—correcting one another’s work, explaining concepts, tackling group projects, reviewing recent material—students not only learn teamwork, but reinforce each other’s commitment to

school and academic excellence. In-class peer teaching, shadow teachers, out-of-class peer tutoring, peer counseling, and mediation form an academic culture that prevents students from sliding into failure and the disaffection, alienation, and hostility that inevitably follow. The school community—fellow students, teachers, and school administration—will simply not permit a student to fall behind.

Student Life Organization

School is a miniature society, and as with any other society, its members must be encouraged to work together to achieve their individual goals and those of the community. The SABIS *Student Life Organization* mirrors the school's administration and has as its mission to uphold and improve the quality of school life for all students. Every effort is made to ensure that all students have a role in Student Life, one that acknowledges their interests and the time they have available to participate. Students will gain practical skills, confidence, and leadership capacity; deepen their commitment to the school and their education; and prepare for responsibilities as citizens and workers.

All students are expected to be responsible and productive members of the school, abiding by school rules and supporting the school philosophy. Students' first obligation is to help the school and its "citizens" to excel and to create an atmosphere of respect and caring. Those who become prefects may lead a variety of tasks and activities, in a hierarchical system of responsibility. These activities include Academics (classroom prefects, peer tutors, academic events, shadow teachers), School Management (hallway prefect, anti-bullying prefects, peer mediators trained by outside professionals), Activities and Special Events, Sports, Library, and Information Technology, and other responsibilities devised by Ascend staff and students at each school.

School Structure

As with many issues in school design, public debate over school size is awash in misconceptions. Small school advocates rightly contrast the anonymity, disaffection, and lack of focus that often pervade large public schools—espe-

cially the "comprehensive" high school—with the connectedness and intensity of mission they claim for small learning communities. Many charter schools—even those run by CMOs—are small. KIPP's schools typically open with 80 to 90 students in a single grade; at maturity 3 years later, they serve fewer than 300 students. But the disappointing results of the small school movement of recent years proved that small size alone is no guarantor of school quality. As education historian Diane Ravitch has recently stressed, a school must be large enough to support the range of course offerings selective colleges expect, including courses in trigonometry, calculus, physics, and world languages.²⁹

Ascend's aim is to bring high achievement to scale. Accordingly, each school will open with a *lower school* of 450 to 600 students in grades K-4 and the first year, grade 5, of the *middle school*; each year the school will open an additional grade. In the school's fifth year, the *upper school* opens with grade 9. In the school's eighth year, the first 12th-grade class will graduate. At maturity, each school will enroll 1,180 students from kindergarten through the 12th grade. But the school will remain intimate; each graduating class will have no more than 90 students.

School Management Software

SABIS's School Management System (SMS) is years ahead of commercial school management software. SMS is an integrated web-based system for managing every aspect of the SABIS program.

Just as Microsoft Outlook assists the office worker with the daily tasks of scheduling, sending and receiving emails, managing professional contacts, and keeping track of tasks, SMS provides teachers and administrators a window into every aspect of their school's programming and operations. An advanced *student information system* manages enrollment, attendance, waiting lists, records, and gradebooks. A sophisticated *scheduler* automates the challenge of building complex schedules involving hundreds of students and professionals. A *curriculum module* puts every page of the curriculum, across all subjects and grades, a click away. *Dynamic pacing charts* guide the teacher's delivery of the curriculum and, when instructional days are lost

or instruction has slowed, automatically adjust it to make the best use of the remaining school year. An assessment module delivers an array of insightful reports on academic performance, from that of an individual child in a single subject to the school as a whole; a parallel *exam generator* offers up hundreds of tests that are precisely keyed to the curriculum and delivered and scored electronically—as well as the capacity to rapidly compile custom-made exams from a proprietary bank of thousands of curriculum-referenced test items. Every SMS module is tightly linked with every other.

The electronic collection of granular academic data—only possible with a highly structured curriculum and interwoven assessments—in turn makes possible an entirely new level of instructional management: an *expert system* that aids school staff in making better instructional and operational decisions. Ascend will, as a strategic partner to SABIS, assist SABIS in building this system on top of SABIS's software.

In this vision of the central office, a small number of high-level employees in each of several areas—education, human resources, finance, and regulatory affairs department—transfer their expertise as business rules to the data warehouse, and ensure that these rules remain up to date as external requirements evolve. The expert system will then automatically apply academic and business “rules”—which could involve complex Boolean and algorithmic interpretations—to the data and issue alerts and recommendations to Ascend and school staff. When fully developed, the system will both relieve the school of time-intensive reporting and compliance tasks and, as an expert system, improve the quality of daily decisions made by school and supporting staff, including classroom teachers.

Technology

Leading commercial providers like School-Net offer expensive “data warehousing” products that theoretically can integrate data from existing legacy systems, including student information systems and formative assessment software. But these components are but a fraction of the capabilities that are today present in SMS, in one integrated package accessible from

every teacher's and administrator's laptop. The real power of SMS arises from SABIS's unique program—its cumulative curriculum, catalog of learning “points,” and interlocking curriculum-based assessments. SMS's most advanced features, such as its weekly learning reports for teachers and automatically optimized pacing charts—can only be realized with such a program architecture. In a conventional public school, with its jumble of textbooks and instructional programs, constantly and unpredictably revised and reordered by their disparate publishers, such capabilities are impossible to realize.

At Ascend schools, every child in grades 4 and up will have his or her own laptop computer and email account, connected wirelessly throughout the school to Ascend's intranet and the Internet. In addition to conducting research online, writing papers, and many other tasks, all students will take the weekly short curriculum tests on their laptops.

In the supplemental program after the regular school day, one choice for students will be individualized learning in the library media center, making use of an extraordinary learning product from Communication Fitness. Keyed to year-end state standards, this system allows students to tap a broad and engaging array of diagnostic and skill-building resources that self-adjust to the needs and goals of individual learners. “Drill down” assessments identify—far more quickly and accurately than most assessment tools—the *specific* skill gaps that differentiate one student from the next. An ever-growing complement of targeted mini-lessons and interactive workouts makes it easy for students to shore up skill gaps and develop new skills. Instead of shoehorning everyone into the same one-size-fits-all course, Communication Fitness provides a broad and engaging array of diagnostic and skill-building resources that self-adjust to the needs and goals of individual learners.³⁰

Ascend will build a scaleable, online professional development system that allows teachers to develop their skills “anytime, anywhere.” Built on a commercial learning management product, the system will allow high-quality, engaging training content to be delivered at low cost to every teacher in the network. Courses will include online assessments, and course credits

will count toward NCLB's continuing education requirements. The first online courses, developed prior to the first school's opening, will cover pre-service fundamentals including classroom and behavior management, principles of Ascend pedagogy, the point and prefect system, using SMS, and tapping instructional assessment data to drive instruction.

Supplemental Programs

Unlike some CMOs, Ascend will not rely on a dramatic increase in schooling time to accelerate learning. We believe that a modestly longer school day—from 8:30 to 4, or 7 ½ hours versus the traditional 6 ½-hour day, is sufficient to support outstanding achievement, provided that the educational program is meticulously implemented, students are properly motivated, and teachers are committed and competent.

Many students, however, will participate in the *after-school program* from 4 to 6. Electives will include individualized learning in the library media center, peer tutoring, and a variety of offerings orchestrated by the Student Life Organization. Activities will vary by school depending on the talents and interests of faculty and students, but will include personal fitness and sports, music lessons, debate, and performance. The largest activities will be led by teachers, but students will also initiate and lead specialized clubs and activities of their own. By permitting the staff and students of each school to construct their own after-school offerings, Ascend creates an important opportunity for them to “own” a key component of their school.

Special Education and Remediation

Edison Schools and others have demonstrated the effectiveness of “responsible inclusion,” where students with special needs learn, with appropriate supports, alongside their regular education peers. A full-time special education coordinator in each school oversees the program, with a corps of special education teachers (including the resource room teacher) and itinerant specialists, all as required by a school's particular individual education plans (IEPs).

The heavy reliance in many urban public schools on both remediation and referral to

special education stems from fundamental inadequacies in the regular education program. When students are not taught how to read in the early grades, schools may later excuse their own failures by labeling children (“learning disability”). Or students, trapped in a classroom where both textbooks and the blackboard are incomprehensible, may understandably act out in class (“emotional disturbance”). In both cases, it is not the children that are deficient, but the children's schooling. Many students who would be placed in special education in district schools will thrive in Ascend's regular education programs. The use of the SABIS literacy program in the early grades will reliably reduce the requirement for remediation and lessen inappropriate referrals of students to special education.

The SABIS special education philosophy is that all children can learn and if a child is placed in the appropriate level within the program, he or she will be successful. Naturally, a sixth-grade boy reading at a second-grade level will not be placed in a second-grade class; rather, he will receive an intensive reading curriculum that may take him out of other reading-based classes, such as sixth-grade social studies, until his reading skills have significantly improved. Many students will be able to rejoin their peers in regular classes within one year.

Ascend schools will be college preparatory programs, and parents will be told that all students, including those with an IEP, are bound by SABIS's high school graduation requirements. A parent of a child with a traumatic brain injury, for instance, might retain his child in the school because the student is receiving a strong education even though he or she may receive a certificate of study rather than a diploma.³¹

Professional Development

It is often said that compared to private industry, school districts spend little on staff development. In truth, large districts spend tens of million of dollars each year on professional development over which they have no influence: under union contracts, millions of dollars are embedded in the teachers' salary table. After quickly rising to the last “step” of automatic annual increases, teachers can increase their salaries only by obtaining course credits and

higher degrees, usually from a school of education. The contract creates an incentive to obtain credits for courses regardless of their value in improving the school's academic performance. The professional development districts pay for directly rarely aligns with curriculum, assessment, and instruction. "Workshops" and one-time interventions usually reflect pedagogic fads that have little to do with a core instructional strategy.

Edison Schools has invested heavily for more than a decade in a concerted program of professional development for its teachers and administrators. The successes and failures of this ambitious program are instructive for Ascend.

The academic gains Edison has posted at its *best* schools—where a competent principal and a supportive board of trustees have ensured that the company's model is implemented—are due in large measure to the combination of ongoing training of staff, a clear career ladder for educators, and relentless attention to instructional data. When it works, Edison's program sends a clear message to teachers: They are respected, part of a professional community, and collectively engaged in the school's and the company's mission of continuous instructional improvement.

But while Edison has had some success in building staff capacity, the program is both enormously costly and does not scale. In most schools, teachers are afforded two full periods a day without teaching responsibilities, one devoted to planning with their grade-level colleagues, and the other to preparing lessons or furthering their own study. Some schools use this time wisely but more do not. Second, many schools employ a full-time reading coordinator and stipended subject specialists; many of these individuals lack both the skills and the time to be effective. Lastly, training is delivered in large measure through costly regional or national conferences. When teachers leave the company—and many schools suffer from high staff turnover—Edison's training investment is lost. The content of many training sessions is unrigorous and of little value, and because there is no systematic attempt to collect and codify this content, much is redeveloped on the fly each year.

Ascend's professional development approach will be scaleable, affordable, and proprietary. *Online professional development courses* will deliver focused, intentional, and protected content.

School Director

Each school's director will attend a year-long, intensive training program for charter school leaders provided by Ascend partner Building Excellent Schools. The program combines visits to 30 exceptionally successful schools, 100 days of training in key disciplines (school design, operations, governance, and external affairs) delivered by nationally known experts in the charter movement, and a demanding 10-week residency in a top-performing charter school.

Faculty

Professional development will be provided to the school's faculty in three settings:

- 1 *Preservice training.* All faculty members will participate in an intensive four-week training program, consisting of two weeks of training in the SABIS academic program and two weeks of training in the school's culture, operations, systems, legal requirements, weekly team meetings, and adult professional culture, among other topics. Teachers will also be trained in how to work with special education and ELL students and to comply with all procedures of these programs.
- 2 *Weekly grade team meetings.* The lead teacher and the grade-level team will meet with the academic quality controller (AQC) weekly to together inquire how they can continue to sharpen their skills and better their practice through a relentless drive for self-improvement, the hallmark of top-performing schools. Teachers will be encouraged to offer constructive critical feedback by identifying potential improvements and adjustments in the school's practices that will improve quality.
- 3 *On-going modeling.* The school director and the AQC will regularly review each teacher's instruction in depth, taking in the entire lesson and then providing direct, candid and systematic feedback. As a teacher coach, the AQC will be a frequent presence in every

classroom, suggesting improvements, interacting with students, and even stopping the lesson to model instruction—all in service of improving teacher craft.

In addition, Ascend plans to build a scaleable, online professional development system that allows teachers to develop their skills “any-time, anywhere.” Built on a commercial learning management product, the system will allow high-quality, engaging training content to be delivered at low cost to every teacher in the network. Courses will include online assessments, and course credits will count toward NCLB’s continuing education requirements. The first online courses, developed prior to the first school’s opening, will cover the school’s first-year professional development priorities, including classroom and behavior management, principles of Ascend pedagogy, the point-and-prefect system, using SMS, the Student Life Organization, state education standards and assessments, and tapping instructional assessment data to drive instruction. Integrated assessment and participant evaluation will permit Ascend to continuously refine the content of its PD program.

Ascend will seek to develop course content like that devised by Fred Shannon, an experienced urban educator who helped design KIPP’s practices and, later, drive the educational success of Bronx Preparatory Charter School. Unlike many high-performing charter schools, Bronx Preparatory is a large school, comparable in size to Ascend’s model. There, the “Shannon Plan” equipped the school’s teachers with highly effective and structured methods for classroom management, lesson design, and standards-based teaching.

An annual conference will bring together staff from member schools, primarily to foster a sense of common purpose and build relationships among staff members.

Math and Science

The typical American math and science curriculum is undemanding, unsystematic, and not taught to mastery. The crucial middle years are largely wasted, with weak content in science and a damagingly late start on algebra. Little is expected of students, who by the time they reach high school have come to believe—like many of their teachers—that only the gifted can master advanced math.

By contrast, the SABIS philosophy is that *everyone* can do mathematics and do it well. From the earliest grades, the program aims to instill positive attitudes about the discipline. The focus throughout is on preventing the formation of gaps in math understanding, which in most schools would go unidentified and uncorrected, and which can make it impossible for students to progress properly in such a sequential discipline. AMS detects nascent gaps before they interfere with later learning.

SABIS’s accelerated math instruction in turn allows students to undertake advanced science classes sooner than even students enrolled in affluent public school programs. Whereas in most schools, students don’t master the precalculus mathematics required for physics until their last year of high school, many 9th- and 10th-grade SABIS students have sufficient math preparation to undertake physics in those grades.

SABIS’s powerful math and science programs have produced exceptional results in the company’s schools abroad.

§5

Management & Board of Directors

Steven F. Wilson, President

Steven Wilson has 15 years of leadership experience in urban school reform as an education entrepreneur, researcher and author, and policymaker.

Most recently, Wilson was executive vice president for product development for Edison Schools, the largest private operator of public schools. At Edison, he spearheaded the development of the company's second-generation school design and business model, intended to accelerate learning in Edison's managed schools and achieve profitable operations.

Prior to his engagement with Edison, Wilson was senior fellow at the Center for Business and Government of the John F. Kennedy School of Government, Harvard University. At the Center, Wilson undertook the first comprehensive study of private management of public schools—their school designs and academic outcomes, business models and results, and shared pitfalls. He set out his findings in his 2006 book, *Learning on the Job: When Business Takes on Public Schools*, published by Harvard University Press, which won the Virginia and Warren Stone Prize for an outstanding book on education and society. He also contribute chapters to edited volumes on school entrepreneurship, including "Realizing the Promise of Brand Name Schools," in Diane Ravitch, ed., *Brookings Papers on Education Policy*: 2005 (Brooking Institution).

Wilson is the founder and former chairman and CEO of Advantage Schools, a charter school management company that merged with Mosaica Education to become the second largest private manager of public schools. At Advantage, he raised over \$80 million in equity capital from leading institutional sources and enrolled 9,000 students in 20 new urban schools. Advantage reported among the largest annual academic gains of education management companies and posted its first profitable quarter prior to merging with Mosaica.

Prior to founding Advantage, Wilson was special assistant for strategic planning for Governor William Weld. He drafted the Governor's plan to reorganize Massachusetts state government, which resulted in restructuring of the governor's cabinet and the education agencies. He also oversaw the administration's privatization programs, sited the state's first charter schools, and secured the appointment of the three-member coalition of the Massachusetts Board of Education that established among the nation's most robust academic standards, assessments, and accountabilities.

Wilson was executive director of the Pioneer Institute, where he wrote *Reinventing the Schools: A Radical Plan for Boston*. The book led to the establishment of pilot schools in Boston and was the blueprint for Massachusetts charter schools, for which he wrote the law. Charter schools in Massachusetts are outperforming district schools, especially in Boston. In 2006, every graduate of

the five independent Boston charter schools was accepted to college, most to four-year colleges.

Wilson began his career in technology companies; his first venture capital-backed company, which he began while in college, developed the first personal computer-based systems for automating scientific processes. The product family is still sold today, more than 20 years later. His second company developed the first graphically programmed distributed control system for automating industrial process plants; the technology the company pioneered is now an industry standard.

Currently a senior fellow at Education Sector in Washington, D.C., Wilson has been profiled in the *New Yorker Magazine*, the *New York Times*, and the *Boston Globe*. He is a graduate of Harvard College.

Chief Operating Officer

In January 2008, a nationally recognized expert in charter school operations, school leadership development, and talent management will

join Ascend as chief operating officer. The COO will oversee the school's directors, work with their boards of trustees, and manage central operations.

Board of Directors

In close consultation with its initial investors, Ascend will assemble a powerful board of directors that will be deeply involved in devising Ascend's strategy and ensuring the careful execution of its business plan. In addition to representatives from its primary funders, directors may include nationally prominent educators, leading education reformers, New York business leaders, and prominent community leaders in Ascend's initial markets.

§6

Implementation

Ascend's business plan is built on the stark lessons learned during the first decade of privately managed public schools.

- 1 *Take the time to plan and hone the school design and develop central-office infrastructure before opening a school.* Rather than piece together an array of components, Ascend will license a comprehensive teaching system from SABIS that will form the core of its design. The management will take a year prior to the opening of the first school to develop and test information and reporting systems for finance, student information, and compliance.
- 2 *Build the organization in one or a few select jurisdictions.* Ascend's first school and later launches will all be in New York City. The schools will be in close proximity, operate under a single set of rules, and be licensed by one entity.
- 3 *Exhaustively train and acculturate the school principal or do not open the school.* Ascend will invest heavily in the selection, training, and acculturation of its school directors through its partnership with Building Excellent Schools (BES). Each school director will have successfully completed a one-year BES fellowship.
- 4 *Focus every school's organization culture on instruction, data, and results.* Ascend's school leadership teams and faculty will be steadfastly focused on instructional quality and the data by which to manage it.

- 5 *Exhaustively vet new projects before committing capital or staff time.* Ascend will assiduously avoid opening a school with poor demographic, financial, or leadership fundamentals, only to be saddled with a school that damages the brand and loses money.
- 6 *Attend to secondary customers.* Ascend will actively manage its relationships with charter authorizers, state regulators, local politicians and the media, cultivating essential goodwill for when problems arise.
- 7 *Manage expectations of all stakeholders.* Ascend's creed will be to exceed expectations. Staff will extend promises judiciously and school directors will communicate a timetable for the full implementation of each component of the design.

Even the strongest school design will fail to drive high levels of achievement if it cannot be implemented with great fidelity at every site. That in turn requires extraordinary attention to the *school directors* charged with opening and managing new schools and the *teaching staff*, who, more than any other factor, will determine student outcomes.

Principal Selection and Training

Great schools require vibrant and skilled leaders. One of the starkest lessons of the first decade of private management of public schools is that no intervention can compensate for an indifferent principal; no amount of focus on recruiting,

selecting, training, and acculturating principals is too much. The task is not to find a principal for a school, least of all just months before it opens, but to build great schools around great principals—leaders committed to the organization’s mission and who can inspire the entire school community to greatness.

Ascend’s school directors will be audacious and eloquent change-agents and culture-creators, not career principals. To prepare them to open their schools successfully, each will participate in a paid, year-long intensive fellowship provided by Boston-based Ascend partner Building Excellent Schools (BES). At BES, they will join aspiring charter school leaders from around the country in an intensive program combining visits to 30 exceptionally successful schools (including KIPP, Achievement First, North Star, and Milton Academy), one hundred days of training in key disciplines (school design, operations, governance, and external affairs) delivered by nationally known experts in the charter movement, and a demanding ten-week residency in a high-performing school.

Ascend will pay BES \$167,000 for each enrolled fellow; this cost is reflected in Ascend’s pre-opening expense budget. BES will pay Ascend fellows \$80,000 during their fellowship year.

As a fellow, the future school director will be deeply involved in identifying and recruiting the school’s board. Fellows will have the necessary time to carefully evaluate potential trustees from their communities and ensure that they are committed to Ascend’s specific design and to the school’s success.

Ascend’s fellows will also receive extensive training from SABIS in all aspects of the SABIS teaching system, and they and their deputies will be able to consult with SABIS experts at any time on a per-diem basis.

Because the school director will be hired a full year before the school opens, he or she will personally interview and select every teacher, paying close attention to the fit with each other and crafting a committed and coherent faculty. With few exceptions, school directors will not inherit staff selected by Ascend staff members.

Teacher Selection and Quality

Teacher quality is the most important determinant of student achievement, as numerous studies have shown. Teachers vary enormously in demonstrated effectiveness, and the consequences for their students are equally varied.

One of the starkest lessons of the first decade of private management of public schools is that no intervention can compensate for an indifferent principal; no amount of focus on recruiting, selecting, training, and acculturating principals is too much.

One study of Dallas teachers compared the fates of two groups of third graders, both of which began the year performing at approximately the national average in math. The first group, plagued by ineffective teachers, plunged 30 percentile rank points in just three years, to the 27th percentile. The second group, graced with effective teachers, jumped 21 rank points, joining the top quartile of students nationally—statistically, a life-altering treatment. Their losses and gains in reading were similarly dramatic.³⁴

As almost no districts or state education agencies track—let alone disclose—teachers’ effectiveness, as measured by the value-added gains of their students, it is not yet possible to select teachers based on objective and comparable evidence of their historical effectiveness. However, each Ascend’s school director will

- weigh candidates according to *validated proxies* of urban teacher performance, including content knowledge, especially in science and math at the middle and high school levels; verbal skills; demonstrated intellectual ca-

capacity; two or more years of successful urban teaching experience; and a strong commitment to the mission of urban teaching and transforming student's lives

- discount *false proxies* of teacher quality for which no correlation has been demonstrated, including certification and advanced education degrees
- observe and evaluate candidates *teaching actual lessons* using the SABIS curriculum and point and prefect system
- consult a database maintained by Ascend's central office of value-added gains of each of its teachers, enabling the school director to act promptly to *remove and replace* demonstrably ineffective teachers early in their tenure at the school.

KIPP and certain CMOs, including Achievement First and California-based High Tech High, have demonstrated the achievement impact of carefully selecting teachers for attributes similar to those sought by Ascend.

Assembling and retaining a high-quality teaching staff requires exceptional attention to *execution* at every stage of the teacher employment lifecycle: recruiting, selection, assignment, compensation, promotion, retention and termination.

Recruiting and selection. Rapidly establishing a distinctive Ascend brand in the New York market—emphasizing Ascend's social mission, unparalleled curricular tools, and high teacher pay—is the key to ensuring a large pool of applicants for each faculty position. Equally important is starting early: The seasonality of district hiring requires that Ascend begin recruiting in January, not wait until the spring or summer when the most capable teachers have already signed contracts.

To hire the best possible teachers, the Ascend school director will exhaustively consider the merits and fit of each candidate. Finalists will be asked to attend an all-day recruiting day at the school. They will interview with current teachers, present an entire lesson and respond to feedback, interact with students, meet with par-

ents, and socialize with the school community. Not only will their competency and creativity as teachers be assessed, but also their fit with the existing staff (especially at their grade level) and their commitment to the organization's mission and ways. Ascend will develop proprietary interviewing and selection practices, based on the research literature, which has largely gone untapped in public schools.

All teachers will demonstrate verbal fluency and absolute command of their subject matter. In the middle and high school grades, all teachers will have completed a college major in the subject they teach.

As important as their qualifications are the teachers' capacity to build and sustain the school's distinctive culture. Every teacher must have the convictions, interpersonal skills, and confidence to establish in his or her students high expectations of themselves: that they will always strive to do their best and to help their peers, succeed in school, go on to college, and lead productive, responsible, and fulfilling lives.

Rapidly establishing a distinctive Ascend brand in the New York market—emphasizing Ascend's social mission, unparalleled curricular tools, and high teacher pay—is the key to ensuring a large pool of applicants for each faculty position.

For expert assistance in faculty recruiting and selection, Ascend may enter into a partnership with The New Teacher Project (TNTP), led by Michelle Rhee. TNTP has conducted penetrating examinations of district staffing policies and has ably partnered with large districts to at-

tract competent teachers to hard-to-staff urban schools.³³

Compensation. Unhindered by collective bargaining agreements and union norms, Ascend will innovate in compensation, benefits, and working conditions for teachers. While teachers will oversee classes somewhat larger on average than those in district schools, they will have the opportunity to earn significantly more than their district peers. Rather than one teaching position and one salary, there will be many, with positions that require more content knowledge or for which qualified candidates are scarce, like high school science, paying more than those that require less, like elementary physical education.

Assignment and Promotion. A career ladder will provide advancement opportunities and increased compensation over time. At each grade level, Novice Teachers, with no teaching experience or new to the program, will be assigned to Senior Teachers in a program of structured mentoring. The mentor will frequently observe the novice's teaching, not for a few minutes but for an entire class, and provide immediate, detailed, and constructive feedback on behavior management, student engagement, lesson design, and use of the point and prefect system. Lead teachers will assume additional responsibilities, including participating in the school's management team, evaluating instructional data, and guiding the professional development programs of the grade's teachers. Above the Lead Teachers, a school-wide Academic Quality Controller will take responsibility for the implementation of the curriculum and assessment program, as in all SABIS schools.

Development. Ascend will implement a highly targeted, affordable, and scaleable system of pre-service and ongoing professional development, as described in the School Design section.

Retention and termination. Retention bonuses may be awarded to high-achieving teachers in recognition of their length of service and as an incentive to remain with the school. These incentives, along with Ascend's higher base pay and sustainable job demands, will extend the tenure of Ascend's faculty, and avoid the expensive and

damaging churn of staff that afflicts many high-performing urban charter schools.

Conversely, because Ascend schools will be organized as charter schools (or schools under district jurisdiction with similar privileges), school directors will be free to dismiss chronically under-performing teachers.

Creating the First School

The following table summarizes the major implementation activities toward opening the first school, the Brooklyn Ascend Charter School, on September 2, 2008.

Ascend Implementation Timetable

Action	Date	Status
<i>A. Corporate actions</i>		
Determine city of first school	June 1, 2007	✓
Sign term sheet with SABIS	June 1, 2007	✓
Sign licensing agreement with SABIS	October 1, 2007	✓
Identify Ascend's FY08 funding (sources)	January 1, 2008	
<i>B. School director</i>		
Identify first fellow	August 1, 2007	✓
One-year school director fellowship at BES begins	August 23, 2007	✓
<i>C. Charter</i>		
Apply for charter with DOE authorizer	September 4, 2007	✓
Chancellor awards charter	October 11, 2007	✓
State Board of Regents votes on award	January 15, 2008	
<i>D. Facility</i>		
Secure building	February 15, 2008	
Architectural plans for improvements completed	April 1, 2008	
Facility improvements financing secured	April 1, 2008	
Building improvements begin	April 1, 2008	
Certificate of occupancy	August 15, 2008	
<i>E. Faculty Recruiting</i>		
Faculty recruiting begins	January 1, 2008	
Staff hired	July 15, 2008	
Pre-service faculty training	August 1, 2008	
<i>F. Student recruiting</i>		
Student recruiting begins	February 1, 2008	
Enrollment lottery held	April 2, 2008	
Begin populating student information system	May 1, 2008	
<i>G. Opening</i>		
School opens to grades K-2	September 2, 2008	
School expands to grade 3	September 1, 2009	
School expands to 550 students in K-5	September 6, 2010	

§7 Financial Projections

Unit Model

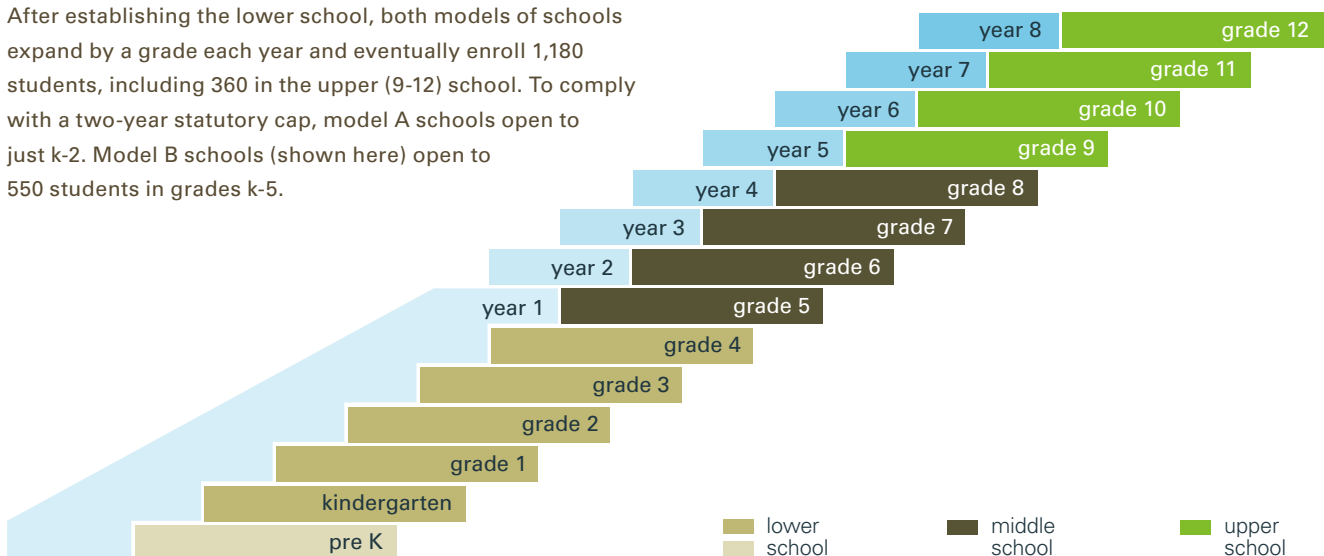
Figure 1 shows the statement of revenue and expenses of the first of two types of Ascend client schools, Model A.

In New York State (including New York City), a statutory cap on enrollment requires the school to open small and expand to Ascend’s standard model after 3 years. The model A school therefore opens to just 189 students in kindergarten through the second grade, with an average daily enrollment of 98 percent of capacity and average daily attendance of 95 percent. The school adds a third grade in its second year, expands to grade 5 in its third (when the statutory cap lapses), and grows by one grade each year thereafter, until it educates 1,180 students in kindergarten

After establishing the lower school, both models of schools expand by a grade each year and eventually enroll 1,180 students, including 360 in the upper (9-12) school. To comply with a two-year statutory cap, model A schools open to just k-2. Model B schools (shown here) open to 550 students in grades k-5.

through grade 12. Per-student base revenues (excluding local, state, and federal entitlements) are \$10,901 in FY09; to ensure that the venture can be scaled, no private gifts or competitive public grants are assumed, although the school would actively seek such additional support.

The school pays management fees to Ascend of 9 percent of state and local revenues (plus federal special education grants), or \$184,000 in year 1 of the school, as compensation for services provided by Ascend, including academic oversight, the BES fellowship, professional development of staff, human resources management, accounting and financial management, real estate, and information technology. SABIS’s total fees, including for Ascend’s licensing of the design and services obtained from SABIS, are



6 percent of revenues. The capacity of the school to provide for such fees totaling 15 percent is realistic, in light of the experience of first-generation education management organizations.³²

Model B schools, located outside of New York State, open to 550 students in kindergarten through the fifth grade. They expand by one grade every year for seven years, until the upper school is completed with the twelfth grade.

Growth in Schools

As the SABIS school design is already fully developed, Ascend opens the first school in the organization’s second year, or September 2008. Expansion does not occur until two years later, when the organization opens two additional schools. (If the first, prototype school is not yet worthy of replication either because of equivocal academic results or incomplete implementation of the school design, Ascend will delay the launch of additional schools.) Subsequently, the company opens four more schools over three years, for a total of seven schools in six years.

Corporate Overhead

The modeling of Ascend’s corporate overhead builds on three key assumptions: the cost of developing the central infrastructure and of implementing the SABIS design in the year prior to the opening of the first school (in figure 2, corporate overhead in year 0), the level of corporate overhead to support the first school (in year 1), and lastly, the incremental overhead for each school added.

Year 0

The cost of adapting the SABIS teaching system, building the central school support infrastructure, and preparing to open the first school, is projected at \$719 million.

Elements of the school design include the school organization, calendar, schedule, policies, student behavior systems, curriculum, assessment plan, instructional programs, professional development plan, instructional oversight system, and selection of technology. Most of these components are licensed from SABIS. The central infrastructure includes financial

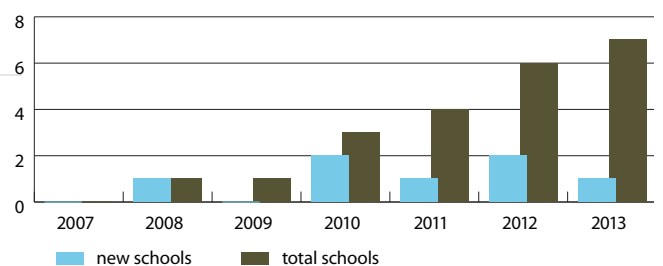
systems, including budgets and planning tools, controls, and reporting templates; human resources systems, including recruiting and benefits programs for teachers and school directors; operational systems, including performance monitoring systems and information systems. Ascend would obtain most of these components from third parties.

Year 1

A second assumption is the initial level of corporate overhead during year 1, \$1,332,000, as the first school is opened. Based on the lessons from the first decade of privately managed schools, the model assures that strong financial management and regulatory compliance capacity is in place from the beginning, as financial systems are built that minimize the risk of poor quality reporting to clients and regulators and that build the infrastructure for expansion in subsequent years. Pre-opening costs for each new school (for leadership training, student enrollment, and staff recruitment) are \$237,000, consisting of \$20,000 for recruiting the school’s director, \$167,000 to Building Excellent Schools for the school director’s one-year fellowship, and \$50,000 for student and staff recruiting.

Incremental Per-School Overhead

The final assumption is the rate of incremental corporate overhead for each school added. Based on modeling undertaken in collaboration with NewSchools Venture Fund of the corporate offices that support existing management organizations at various stages of growth, the Ascend model assumes incremental overhead of \$250,000 per school.



Ascend will wait until its third year of operation to open additional schools.

Corporate overhead, including preopening expense and minimum SABIS fees under the licensing agreement, rises from \$719,000 in FY08 to \$3.0 million in FY13.

Capital Requirements

Figure 2 assumes pre-opening expense of \$237,000 per school. Facilities are leased, with tenant improvements financed by the landlord

Model A (New York) School Summary Projected Revenues and Expenses									
(\$000)	Year 1		Year 2		Year 3		Year 4		
	Grades K-2		Grades K-3		Grades K-5		Grades K-6		
Capacity	189		249		550		640		
Students for Funding Count	185		244		539		627		
Revenues									
State and Local Funds	2,021	74%	2,849	89%	6,733	88%	8,383	90%	
Federal Categorical Grants	80	3%	106	3%	234	3%	272	3%	
Other State Funding	16	1%	21	1%	46	1%	53	1%	
Special Education Funding	160	6%	217	7%	494	6%	577	6%	
Start-Up Funding	439	16%	23	1%	122	2%	40	0%	
<i>Total Revenues</i>	<i>2,716</i>	<i>100%</i>	<i>3,216</i>	<i>100%</i>	<i>7,628</i>	<i>100%</i>	<i>9,325</i>	<i>100%</i>	
Expenses									
Staff									
Leadership	250	9%	258	8%	265	3%	361	4%	
Instructional	855	31%	1,017	32%	2,567	34%	2,959	32%	
Finance	-	0%	-	0%	-	0%	55	1%	
Technology	60	2%	62	2%	64	1%	66	1%	
Student Life	-	0%	-	0%	64	1%	66	1%	
Administrative	105	4%	108	3%	239	3%	246	3%	
Counseling	-	0%	-	0%	62	1%	63	1%	
Athletics	-	0%	-	0%	-	0%	-	0%	
Facilities and Security	80	3%	82	3%	127	2%	175	2%	
Substitutes	28	1%	37	1%	81	1%	96	1%	
Total Salaries	1,378	51%	1,564	49%	3,468	45%	4,086	44%	
Benefits	386	14%	438	14%	971	13%	1,144	12%	
<i>Total Salaries and Benefits</i>	<i>1,764</i>	<i>65%</i>	<i>2,001</i>	<i>62%</i>	<i>4,439</i>	<i>58%</i>	<i>5,230</i>	<i>56%</i>	
Site Expenses									
Occupancy	331	12%	444	14%	1,001	13%	1,189	13%	
Charter Board Expenses	-	0%	-	0%	-	0%	-	0%	
Instructional Expenses	105	4%	141	4%	319	4%	378	4%	
Facility Expenses	63	2%	81	3%	170	2%	200	2%	
Technology Expenses	22	1%	43	1%	129	2%	161	2%	
Administrative Expenses	89	3%	102	3%	159	2%	179	2%	
Depreciation	45	2%	74	2%	198	3%	243	3%	
Total Site Expenses	655	24%	886	28%	1,976	26%	2,350	25%	
SABIS Licensing Fee	123	5%	173	5%	408	5%	508	5%	
Ascend Management Fee	184	7%	259	8%	613	8%	762	8%	
Reimbursement of BES	-	0%	-	0%	167	2%	-	0%	
<i>Total Expenses</i>	<i>2,725</i>	<i>100%</i>	<i>3,320</i>	<i>103%</i>	<i>7,603</i>	<i>100%</i>	<i>8,850</i>	<i>95%</i>	
<i>Surplus/(Deficit)</i>	<i>(10)</i>	<i>-0%</i>	<i>(104)</i>	<i>-3%</i>	<i>25</i>	<i>0%</i>	<i>475</i>	<i>5%</i>	

as a turn-key property and amortized in the lease payments. Furnishings and technology are leased and their costs reflected at the school level. Figure 3 shows the total philanthropic support required to reach self-sufficiency to be \$5 million, which is assumed to be

Figure 1. Summary Projected Revenues and Expenses for Model A (New York State) Schools with Initial Enrollment Cap

Year 5		Year 6		Year 7		Year 8	
Grades K-7		Grades K-8		Grades K-9		Grades K-10	
730		820		910		1,000	
715		804		892		980	
10,231	91%	12,297	91%	14,601	92%	17,169	92%
310	3%	349	3%	387	2%	425	2%
61	1%	69	1%	76	0%	84	0%
660	6%	743	6%	826	5%	916	5%
40	0%	40	0%	43	0%	43	0%
11,301	100%	13,496	100%	15,933	100%	18,636	100%
371	3%	383	3%	490	3%	504	3%
3,332	29%	3,724	28%	4,358	27%	4,799	26%
56	0%	58	0%	60	0%	61	0%
68	1%	70	1%	72	0%	74	0%
107	1%	110	1%	113	1%	117	1%
253	2%	261	2%	304	2%	357	2%
65	1%	67	0%	208	1%	214	1%
-	0%	-	0%	191	1%	197	1%
180	2%	185	1%	239	1%	246	1%
113	1%	130	1%	148	1%	167	1%
4,545	40%	4,987	37%	6,183	39%	6,736	36%
1,273	11%	1,396	10%	1,731	11%	1,886	10%
5,817	51%	6,384	47%	7,914	50%	8,622	46%
-		-		-		-	
1,383	12%	1,584	12%	1,793	11%	2,010	11%
-	0%	-	0%	-	0%	-	0%
440	4%	504	4%	571	4%	640	3%
231	2%	264	2%	2,091	13%	2,342	13%
193	2%	226	2%	258	2%	290	2%
199	2%	221	2%	243	2%	266	1%
289	3%	335	2%	381	2%	428	2%
2,735	24%	3,133	23%	5,337	33%	5,976	32%
620	5%	744	6%	883	6%	1,038	6%
930	8%	1,117	8%	1,325	8%	1,557	8%
-	0%	-	0%	-	0%	-	0%
10,102	89%	11,378	84%	15,459	97%	17,194	92%
1,199	11%	2,119	16%	474	3%	1,442	8%

raised as an initial raise of \$750,000 in FY08 plus three annual financings of \$1.5 million after the first school is launched.

Figure 2. Corporate Overhead

Ascend Corporate Overhead in Year 0-2						
(\$000)	Year 0		Year 1		Year 2	
Staffing						
Number of Employees	3		5		6	
Leadership Team	150	33%	400	33%	400	30%
Director of Staff Recruiting	-	0%	-	0%	125	9%
Controller	63	14%	125	10%	125	9%
IT Director	60	13%	120	10%	120	9%
Support	-	0%	60	5%	60	4%
Total Salaries	273	61%	705	59%	830	62%
Benefits	27	6%	127	11%	149	11%
<i>Total Salaries and Benefits</i>	300	67%	832	69%	979	73%
Expenses						
Recruiting	25	6%	-	0%	-	0%
Legal	50	11%	50	4%	100	7%
Contracted Systems Development	-	0%	50	4%	25	2%
Contracted Program Development	-	0%	50	4%	25	2%
SABIS Training and Consulting	-	0%	95	8%	95	7%
Office Lease	15	3%	36	3%	36	3%
Travel	20	4%	30	2%	30	2%
Furniture and Equipment	8	2%	25	2%	10	1%
Contracted Writing	5	1%	10	1%	10	1%
Contracted Graphics	5	1%	5	0%	5	0%
Reprographics	5	1%	5	0%	5	0%
Web Site	5	1%	5	0%	5	0%
Telecom	2	0%	2	0%	2	0%
Contingency	10	2%	10	1%	10	1%
<i>Total Expenses</i>	150	33%	373	31%	358	27%
Total	449	100%	1,205	100%	1,337	100%

Figure 3. Ascend Projected Revenue and Expenses

Ascend Seven Summary Year Projected Revenues and Expenses							
(\$000)	FY08	FY09	FY10	FY11	FY12	FY13	FY14
	R&D	Open first school	Refine school	Begin Growth			
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rollout							
Type A New Schools Opened	0	1	0	1	0	1	0
Type B New Schools Opened	0	0	0	1	1	1	1
<i>Total Schools</i>	0	1	1	3	4	6	7
Student Revenues							
Type A Gross Student Funding	-	2,716	3,216	10,344	12,541	21,645	26,037
Type B Gross Student Funding	-	-	-	7,340	15,615	25,894	37,984
<i>Total Gross Student Funding</i>	-	2,716	3,216	17,683	28,155	47,539	64,021
Direct Site Expenses							
Type A Total Site Contribution	-	184	259	797	1,021	1,726	2,138
Type B Total Site Contribution	-	-	-	573	1,245	2,083	3,071
<i>Total Site Contribution</i>	-	184	259	1,369	2,267	3,809	5,209
Initial Corporate Overhead	449	1,205	1,337	-	-	-	-
Type A Incremental Overhead	-	-	-	250	-	250	-
Type B Incremental Overhead	-	-	-	250	250	250	250
<i>Total Corporate Overhead</i>	449	1,205	1,337	1,837	2,087	2,587	2,837
Type A SABIS Minimum Fees	-	127	77	127	77	127	77
Type B SABIS Minimum Fees	-	-	-	-	-	-	-
<i>Total SABIS Minimum Fees</i>	-	127	77	127	77	127	77
Type A Preopening Expense	237	-	237	-	237	-	-
Type B Preopening Expense	-	-	237	237	237	237	-
<i>Total Preopening Expense</i>	237	-	474	237	474	237	-
Type A School Capital Expenditures	33	-	33	-	33	-	-
Type B School Capital Expenditures	-	-	96	96	96	96	-
<i>Total School Capital Expenditures</i>	33	-	129	96	129	96	-
<i>Total Corporate Expense</i>	719	1,332	2,018	2,298	2,768	3,048	2,915
<i>Surplus/(Deficit)</i>	(719)	(1,148)	(1,759)	(929)	(501)	761	2,294
<i>Cumulative Surplus/(Deficit)</i>	(719)	(1,868)	(3,626)	(4,555)	(5,056)	(4,295)	(2,001)
<i>Fundraising</i>	750	1,500	1,500	1,250			
<i>Balance</i>	31	382	124	445	(56)	705	2,999

§8

Investment

A one-time grant of \$750,000 will establish Ascend’s flagship school in Brooklyn serving, at maturity, 1,180 students. Additional annual support will expand the Ascend network of schools and permit proof of concept, as shown in the table below. A cumulative investment of just \$5,000,000 will make Ascend cash-flow positive and self-sustaining from public revenue sources.

Year	Support	Outcome
2008	\$750,000	Flagship school launched in Brooklyn
2009-10	\$3,000,000	Two more schools launched in 2010
2010	Cumulative \$5,000,000	7 schools in operation by 2013, Ascend is cash-flow positive and growing

Capital requirements are modest because facilities and furnishings will be leased, and much of the intellectual property used in Ascend’s schools will be licensed from SABIS.

Licensing Agreement

On September 28, 2007, Ascend and SABIS entered into a licensing agreement. The agreement entitles Ascend to make use of SABIS’s school design, including its curriculum, assessments, teaching methods, computer systems, and other proprietary practices (the “Licensed Property”) for a period of six years, with subsequent renewal periods. Ascend may use the Licensed Property in three metropolitan areas of its designation in the northeastern United States (including Connecticut, Maine, Massachusetts, New Jersey, New Hampshire, New York, Pennsylvania, Rhode Island, Vermont, Maryland,

Delaware, and the District of Columbia). In these designated markets, Ascend has exclusive rights during the term of the contract.

Ascend shall pay SABIS 6 percent of state and local revenues plus federal special education revenues associated with each student it educates using the Licensed Property (with a minimum annual per school fee of \$250,000). In addition, the school shall purchase SABIS textbooks and instructional materials specified for SABIS courses. Ascend may purchase implementation support services (beyond those bundled in the license fee) off a “menu” on a per-diem basis, such as additional staff training and consultation to Ascend administrators, to ensure that the SABIS design is successfully deployed.

SABIS may terminate the agreement with Ascend only if Ascend a) fails to maintain specified quality standards (no more than 20 percent of Ascend’s schools may fail to meet Adequate Yearly Progress under the No Child Left Behind Act for two or more consecutive years), b) fails to adhere to certain SABIS “design principles” stipulated in the contract, c) fails to open and operate a minimum number of schools, or d) enrolls less than 50 percent of the students projected in the agreement.

Under the anticipated agreement, Ascend will identify in public materials that Ascend’s schools are “powered by SABIS” or have “SABIS inside” or some similar designation selected by the parties.

Use of Proceeds

Of the \$750,000 initial financing, \$237,000 will be spent on pre-opening costs for the first school, including recruiting and training the school's leaders and staff and recruiting students.

\$33,000 will be used for capital expenditures at the school. An estimated \$449 is required for overhead costs of the project.

Appendix A: Founder's Résumé

Steven F. WILSON

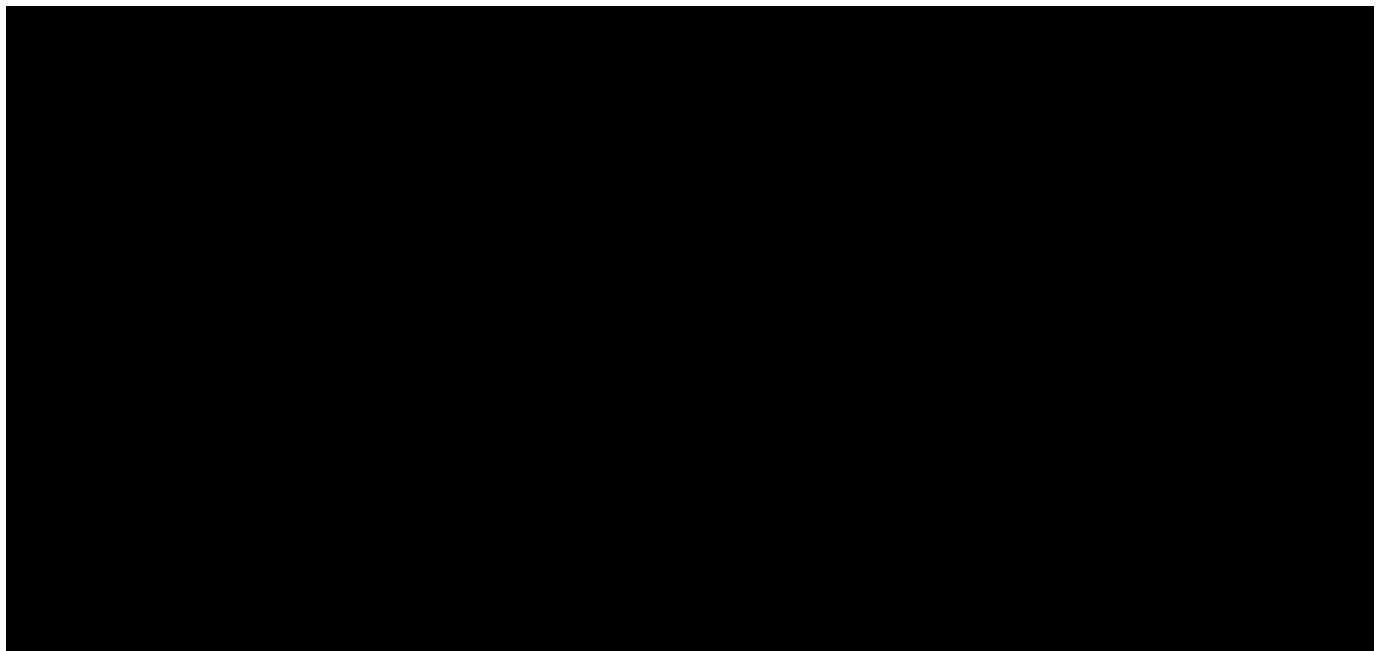
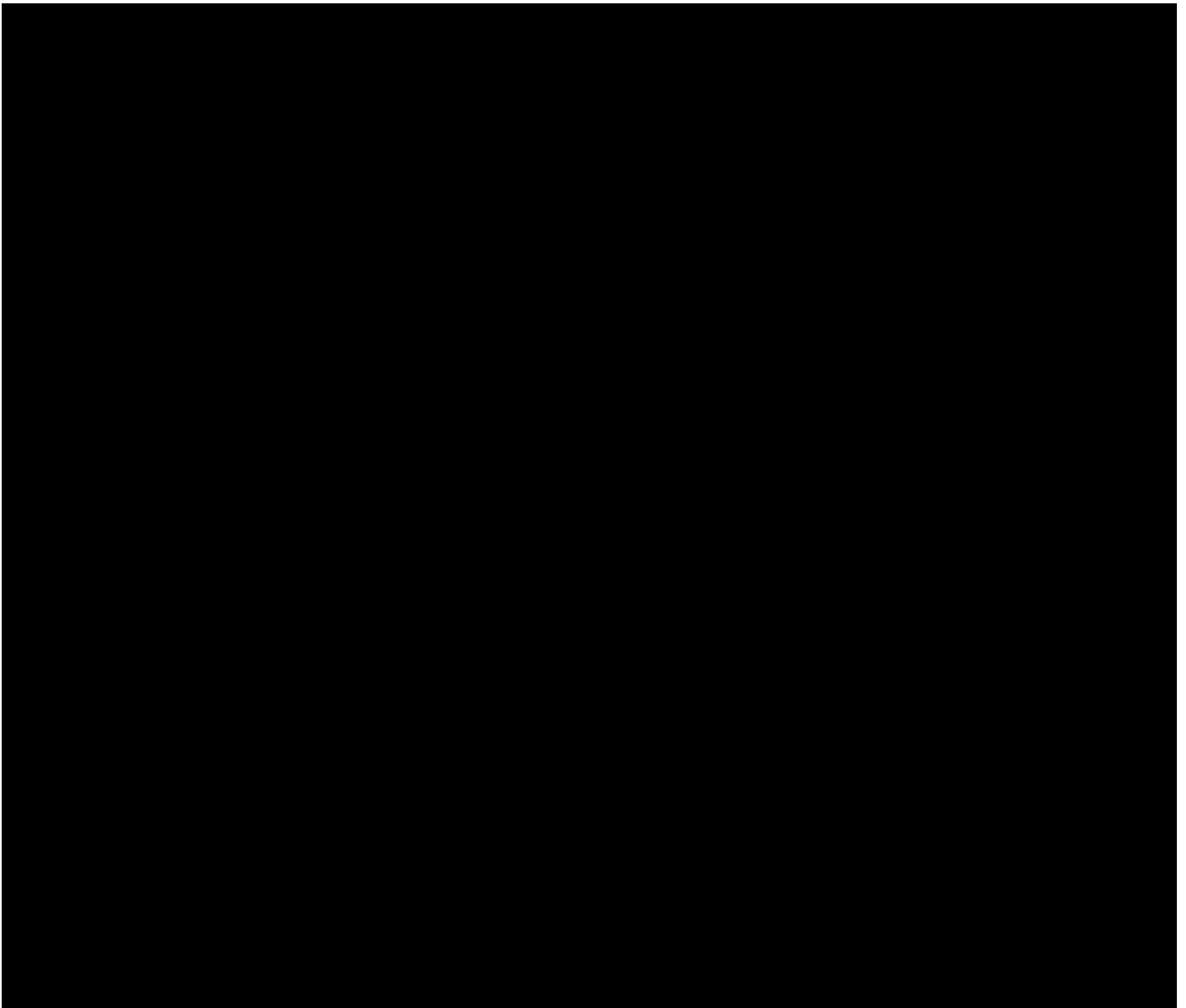
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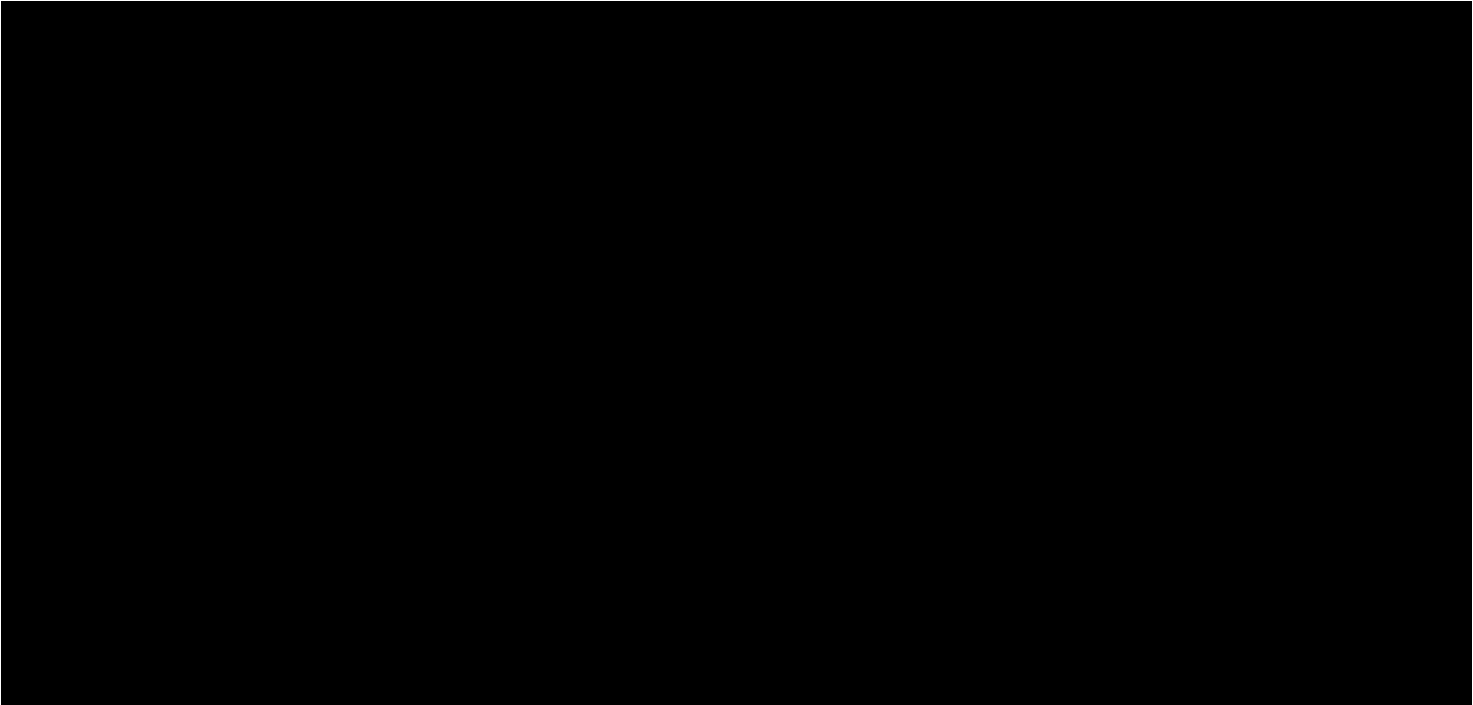
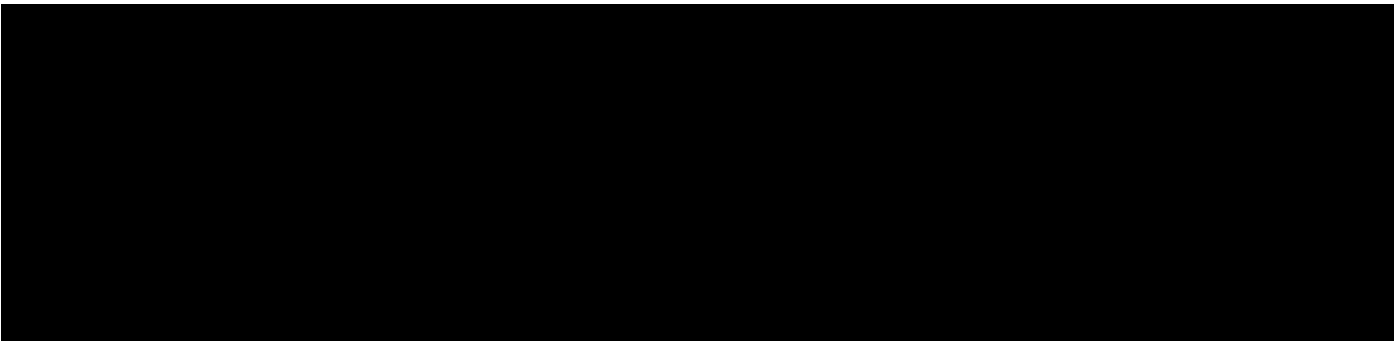
Brooklyn, New York 11210

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Education

A. B., Harvard College, 1981/90, Sociology

Publications

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Endnotes

- ¹ Percentage of children obtaining bachelor's degree obtained by age 24. 2003 data. Bottom quartile of family income, <\$35,901; top quartile, >\$95,040. www.postsecondary.org/archives/Reports/Spreadsheets/DegreeBy24.htm.
- ² Bob Herbert, "Education, Education, Education," *New York Times*, March 5, 2007.
- ³ SABIS Springfield International Charter School, *2006 Annual Report*, 6.
- ⁴ Cincinnati College Preparatory Academy, 2005-2006 School Report Card.
- ⁵ Email from Carl Bistany to Chairs of the Boards of Trustees of SABIS charter schools, March 21, 2007.
- ⁶ www.kipp.org/01/resultsofkippsch.cfm, accessed April 6, 2007.
- ⁷ "Lines are Drawn in Fight to Add Charter Schools," *NYT*, January 9, 2006.
- ⁸ New York Center for Charter School Excellence, accessed November 1, 2007.
- ⁹ www.fightforchildren.org/docs/State_of_DC_Charters_Oct0106_Final.pdf, accessed April 8, 2007.
- ¹⁰ www.fightforchildren.org/docs/State_of_DC_Charters_Oct0106_Final.pdf, accessed February 22, 2007.
- ¹¹ Summaries of the state charter laws can be found at www.edreform.com/index.cfm?fuseAction=cLaw, accessed January 27, 2006.
- ¹² Sara Mead, *Capital Campaign: Early Returns on District of Columbia Charters*, Progressive Policy Institute, 2005, 23. www.ppionline.org/documents/DC_Charter_1004.pdf. *Capital Campaign*, *ibid*, 23.
- ¹³ Office of Innovation and Improvement, "Innovations in Education: Successful Charter Schools," U.S. Department of Education, June 2004, www.ed.gov/admins/comm/choice/charter/index.html, accessed January 27, 2006.
- ¹⁴ *Capital Campaign*, *ibid.*, 18.
- ¹⁵ National Alliance for Public Charter Schools, www.publiccharters.org/section/states/pa/, accessed January 28, 2007.
- ¹⁶ www.publiccharters.org/content/field_story/detail/965, accessed January 28, 2007.
- ¹⁷ www.boston.com/news/local/politics/candidates/articles/2006/10/19/debate_transcript/?page=7, accessed January 29, 2007.
- ¹⁸ Number of schools: www.doe.k12.de.us/programs/charterschools/list.shtml, accessed January 29, 2007. Enrollment: DOE report of November 2005, www.doe.k12.de.us/files/pdf/charter_DECharterSchool_report2005.pdf, accessed January 29, 2007.
- ¹⁹ National Alliance for Charter Schools. www.publiccharters.org/section/states/ct/m, accessed January 29, 2007.
- ²⁰ select.nytimes.com/search/restricted/article?res=F00F1FF6345B0C758DDDA10894D8404482, accessed January 30, 2007.
- ²¹ www.kipp.org/09/schools/list.cfm, accessed November 2, 2007.
- ²² www.kipp.org/01/resultsofkippsch.cfm, accessed April 6, 2007.
- ²³ Richard Rothstein, "Must Schools Fail?," *New York Review of Books*, December 2, 2004.
- ²⁴ www.achievementfirst.org/schools.html, accessed November 2, 2007.
- ²⁵ www.achievementfirst.org/about.lessons.html, accessed February 4, 2007.
- ²⁶ www.uncommonschools.org/nsa/ourResults/, accessed February 23, 2007
- ²⁷ Trends in International Math and Science Study, "Highlights from TIMMS," www.nces.ed.gov, accessed January 14, 2007.
- ²⁸ www.sabis.net/, accessed January 14, 2007.
- ²⁹ Diane Ravitch, "Downsize High Schools? Not to Far," *Washington Post*, www.washingtonpost.com/wp-dyn/content/article/2005/11/04/AR2005110401671.html, accessed February 24, 2007.
- ³⁰ www.comfit.com/intro/default.asp?SID=799, accessed February 24, 2007.
- ³¹ Some states' statutes may not permit this policy.

³²Heather Jordan, Robert Mendro, and Dash Weerasinhe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.

³³See www.tntp.org/whoweare/overview.html.

³⁴Edison School's site profitability, as a percentage of gross student revenues, was 22.5 percent in FY03, Mosaica's 12.5 percent, and Chancellor Beacon's approximately 11 percent. Despite poor discipline in project selection, Advantage's median site margin was approximately 14 percent; had it avoided a number of low-margin projects, it would have been substantially higher.

7. Proposal History

(a) Community Outreach

Explain and provide evidence of the following:

- **the methods used to inform stakeholders in the intended community about the proposed charter school;**
- **the strategies used to solicit community input regarding the educational and programmatic needs of students and your proposal to meet those needs;**
- **the form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and**
- **the extent to which community input regarding the educational and programmatic needs of students was incorporated into the application.**

To inform stakeholders in Canarsie about the proposed school, Jana Reed led an outreach effort to speak to parents and political and community leaders of Canarsie. Reed met with several leaders in the community, including Senator John C. Sampson and Assemblyman Nick Perry. In addition, she reached out to the large number of residents of CSD 18 who have expressed interest in Ascend's schools. This outreach was done through an 800-person mailing, which invited recipients to attend a public community meeting, post their comments on our Facebook page, or contact us through our dedicated email accounts and phone extensions.

As of February 25, 2011, Ascend Learning had received 125 letters from parents in the Canarsie neighborhood, who acknowledged their awareness of and showed their support for the proposal to establish Canarsie Ascend Charter School. See Exhibit A.

On January 27, 2011, Ascend Learning ran a public meeting announcement in the weekly local Canarsie newspaper, *The Canarsie Courier*. As per the announcement, a public meeting was held on February 3, 2011 at the proposed school location, 9719 Flatlands Avenue, during which Ascend Learning welcomed comments on the proposed charter school. A brief presentation on the school design, followed by discussion about the school and its design took place. A few parents in attendance submitted comments after the meeting. Their comments are included in Exhibit B. Overall the feedback at the meeting was positive, especially toward the school model. However, parents expressed concern about the quality of service of the Office of Pupil Transportation, which will provide the school's student transportation. Ascend informed parents that they will reach out to the Office of Pupil Transportation when bus arrangements are made during the pre-opening period. In addition to submitting comments via email or at the announced public meeting, Ascend Learning arranged for its Facebook page to host a discussion thread for members of the Canarsie community to share their thoughts on the school proposal. As a way to learn more about the school and leave feedback, Ascend Learning referred attendees to the Facebook page as well as to a dedicated phone extension and email address. As part of Ascend's continued outreach, Reed will reach out to community-based organizations, churches, and Brooklyn Community Board 18. After the school proposal is filed, Ascend expects to continue to

receive signed letters of support from parents with children currently attending district schools in the community.

(b) Withdrawn or Rejected SUNY Proposals

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If so, provide:

- **the name of the proposed charter school when previously submitted;**
- **the application cycle date of the previous submission;**
- **a summary of what has changed in the proposal since its previous submission and the reasons therefore.**

Not applicable. The proposal has not been previously submitted.

(c) Previous Submissions and/or Submissions to Other Authorizers

Indicate whether you have previously or currently have applied for a charter from a charter entity other than the SUNY Trustees. If so, provide:

- **the name of the charter entity;**
- **the name(s) of the proposed school(s) and the date(s) when the application(s) were submitted; and**
- **the status of those applications. If the application was denied by a charter entity other than the SUNY Trustees, provide a copy of the letter from the charter entity stating the reasons for denial. If the application was withdrawn from consideration, please provide the reasons for the withdrawal. If the application was granted, but the charter school is no longer in existence, please provide an explanation.**

A proposal was submitted to establish Brooklyn Ascend Charter School to NYCDOE on September 4, 2007 and the charter was awarded.

A proposal was submitted to establish Brownsville Ascend Charter School to NYCDOE on December 28, 2008 and the charter awarded.

A final revised proposal was submitted to establish Bushwick Ascend Charter School to NYCDOE on February 1, 2010 and the charter was awarded

Exhibit A



January 13, 2011

Frank Shea
Office of Assemblyman Nick Perry
903 Utica Avenue
Brooklyn, NY 11203

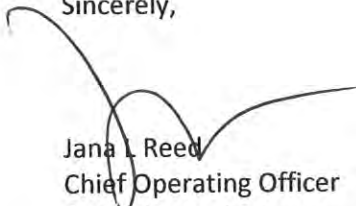
Dear Frank:

Thank you very much for speaking with me about a meeting with Assemblyman Perry. As I mentioned to you, I am eager to speak with him about our plans to propose a charter school in Canarsie.

I have added the appointment to my schedule for Friday, January 28th, 2011 at 2:00 pm. In the meantime, I have attached a little information about Ascend Learning. I will bring additional materials with me to the meeting.

In the meantime, if I can answer any questions, please feel free to call me at [REDACTED]

Sincerely,



Jana L. Reed
Chief Operating Officer
Ascend Learning



January 13, 2011

Reverend Edward Kane
Association of Informed Voices, Civic Association
9719 Flatlands Avenue
Brooklyn, NY 11236

Dear Father Kane,

Thank you very much for taking the time to speak with me today.

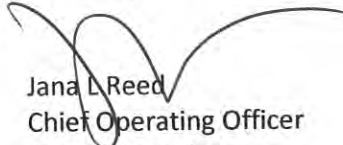
I am working on a proposal for a charter school to open in the fall of 2012 in Canarsie. I am excited by the prospect of introducing our project to the members and attendees of the Association of Informed Voices, Civic Association. It is quite impressive that the organization has been working the community for over ten years!

I have added to my calendar the April meeting of the group. I would be honored to address the group and provide information regarding our proposed school. I hope that the members will follow-up with me and discuss with me our project and what they believe the community needs.

Finally, I have invited Father Amann to come and tour our first school Brooklyn Ascend Charter School on January 19th, 2011. We are going to start at 7:45am. We would love it if you wanted to come too.

I have enclosed some information about Ascend Learning and a brief overview of our schools. I look forward to discussing with you our goal to offer a college-preparatory education in Canarsie.

Sincerely,



Jana L. Reed
Chief Operating Officer
Ascend Learning



January 19, 2011

Talia Oren
Office of Senator John L. Sampson
1222 E. 96th Street
Brooklyn, NY 11236

Dear Talia:

Thank you very much for speaking with me about a meeting with Senator Sampson. As I mentioned to you, I am eager to speak with him about our plans to propose a charter school in Canarsie.

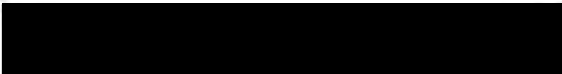
I have added the appointment to my schedule for Friday, January 28th, 2011 at 12:30 pm. In the meantime, I have attached a little information about Ascend Learning. I will bring additional materials with me to the meeting.

In the meantime, if I can answer any questions, please feel free to call me at [REDACTED]

Sincerely,

A handwritten signature in black ink, appearing to read "Jana L Reed", with a long, sweeping horizontal stroke extending to the right.

Jana L Reed
Chief Operating Officer
Ascend Learning



mtg request

1 message

Jana Reed

Thu, Jan 13, 2011 at 11:54 AM

To:

Talia,

Thanks for taking my call today. As I mentioned, I would like to meet with the Senator to discuss with him our plans for a project in Canarsie. I am hosting an information session on Feb 3 in Canarsie and, if possible, would like to speak with him before then.


The Senator may remember me from our event of last summer, the groundbreaking of the renovation of the Pitkin Theater. The theater will soon house our second (of three) schools, Brownsville Ascend Charter School.

I've attached a brief overview of our organization. I am available to meet at his convenience. Any location works for me. If he'd like to see our school, I'd be happy to host him and anyone he'd like to bring at the site of our first school, Brooklyn Ascend Charter School on Rockaway Parkway (between Winthrop and Kings Highway).

I look forward to hearing from you. I can be reached by email or phone

Jana L Reed
Chief Operating Officer
Ascend Learning


Believe. Achieve. Succeed. Ascend

 Ascend_Introduction.February_3_2010.pdf
1209K



mtg request

1 message

Jana Reed 

Thu, Jan 13, 2011 at 11:54 AM




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I look forward to hearing from you. I can be reached by email or phone 

--

Jana L Reed
Chief Operating Officer
Ascend Learning


Believe. Achieve. Succeed. Ascend

 Ascend_Introduction.February_3_2010.pdf
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Ascend Learning Introduction

Now more than ever, college is the ticket out of poverty and a chance at the American dream. Once plentiful, jobs that pay a middle-class wage yet don't require a college education are vanishing. The average wage of a high school graduate is today \$15,000, and that of a college graduate, \$60,000.

Yet fewer than one in ten children from the bottom quarter of household income will obtain a four-year college degree, compared to seven in ten from the top. The "achievement gap" begins in kindergarten and grows every year. By the twelfth grade, black and Latino student are reading on average at the level of white eighth-graders. Our large urban school systems do not deliver students from inter-generational poverty; they consign them to it.

Mission

Ascend Learning's mission is to develop a scaleable solution to the underachievement of economically disadvantaged children—a network of urban, college preparatory, K-12 charter schools that, operating with widely available human and financial resources, posts achievement levels equal or superior to suburban schools educating students from middle-class families. We believe this goal to be achievable.

"No Excuses" Schooling

Wholesale social transformation is not a precondition for closing the achievement gap. At KIPP Academy in the Bronx, North Star Academy in Newark, and some 100 other charter schools nationwide, black and Latino students from low-income families are not only beating state averages but outperforming their peers in

surrounding affluent districts. Following an approach dubbed "no excuses," the schools combine rigorous teacher-led instruction, explicit efforts to shape values and attitudes, frequent assessment, long school days and years, and a relentless drive to high achievement.

But the "no excuses" model relies on both teachers from elite colleges who work extraordinary hours and additional funding. Teachers are expected to be heroes, and faculty turnover is high. Such "extreme schooling" works, but it may prove difficult to sustain or scale.

Scaling Success

At "no excuses schools," young Teach For America-style teachers not only deliver but also develop curricula, assessments, and other tools. The approach taps their intellectual capacities but also contributes to the job's unmanageable demands.

Instead, capable career educators, working a sustainable work week, could achieve the same results if equipped with powerful intellectual property. SABIS, an education company based in Beirut, Lebanon, has developed and refined over thirty years just such a systematic approach to college-preparatory instruction. A cumulative, mastery-based curriculum from K to 12, an ingenious pedagogy, interwoven weekly electronic assessments, and powerful academic management software are all years ahead of anything available from either American publishers or school design providers. When implemented exactly in large U.S. schools serving children from poverty, the SABIS instructional model has proved capable of lifting nearly every student above the proficiency bar on state tests and ensuring that virtually every high school graduate is admitted to college.

At SABIS's large (1,500 students in K-12) flagship school in Springfield, Massachusetts, proficiency levels on the state's tenth-grade MCAS exam are 50 percentage points higher in math and English than the surrounding Springfield district schools. Every graduating student has for seven years been accepted into a college or university. *Newsweek* named the school one of the three finest high schools in Massachusetts.

Ascend has married the SABIS learning system, to which it holds an exclusive license in the northeastern United States, with the powerful “No Excuses” school culture. These innovations are fueling new Ascend charter schools in New York (and soon other cities) that are equipped to outperform dramatically their district competitors and prepare their students for success in college and beyond. Because each will serve, at maturity, 1,200 students from kindergarten through twelfth grade, and because none will rely on scarce resources (whether funding levels or human capital), Ascend will offer a new schooling model that can be sustained—and brought to scale.

Implementation

Brooklyn Ascend Charter School’s opening in September 2008, which was covered by the *New York Times*, launched the Ascend network of schools. Two hundred and ten children from Brownsville and Remsen Village, two of the lowest income communities in Brooklyn, had been selected at random from more than 1,100 applicants for the school’s first seats in kindergarten through the second grade. Over the course of the school’s first year, daily attendance averaged 96 percent. By June, the school’s waiting list topped 1,400 students, and all but 7 students had chosen to re-enroll for the school’s second year. All teachers invited back by the school’s dean of instruction returned. Now expanded to the third grade, the school will grow by one grade every year until it extends to the twelfth grade and enrolls 1,200 students.

Ascend’s first school opened in a new, custom-designed private facility in Brooklyn financed entirely by the landlord.



In September 2009, Ascend’s second school, Brownsville Ascend Charter School, opened to 174 students. Its waiting list already exceeds 800. In 2011, the school will move into a stunning new permanent facility in the heart of Brownsville that will eventually serve 900 students.

On February 8, 2010, the New York State Board of Regents granted a charter to Ascend’s third school, Bushwick Ascend Charter School. Construction will begin in March and the school will open in September 2010.

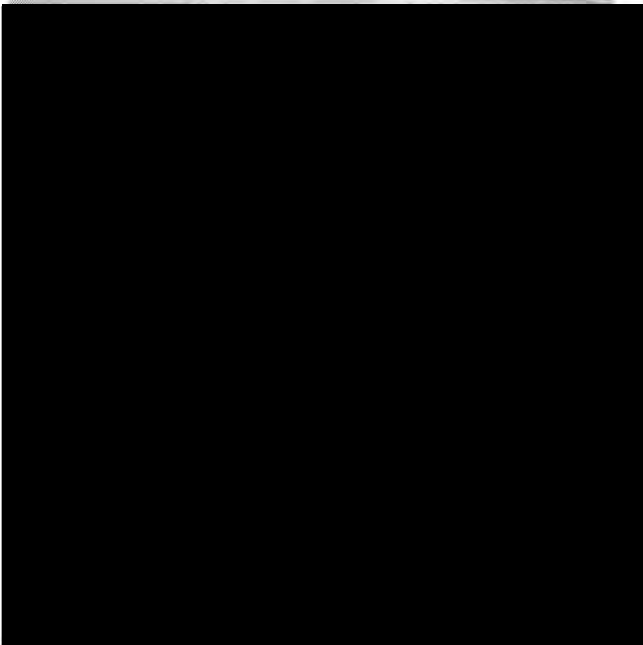
Early Results

Although students at the Brooklyn Ascend Charter School have yet to take the state’s tests (which begin in the third grade), they have already posted dramatic gains on the TerraNova, a national standardized test of reading and math.

In the school’s first year, second-graders rose from the 24th percentile in reading in the fall (76 percent of their peers nationally were better readers) to the 63rd percentile in the spring (better than all but 37 percent of test-takers nationally), a 39-point climb in nine months. Expressed as grade-level equivalents, second-graders began the year reading at 1.3 (equivalent to the average first-grader in December) and ended at 3.8 (typical of a third-grader in May). They made 2.5 years of progress in one year. In math, they jumped from the 24th percentile to the 56th percentile, a 32-point gain. No grade made fewer than 30 percentile-point gains in either reading or math. (By contrast, Edison Schools reports on average a 5 to 7 percentile-point average annual gain.)

Students who remain at the same percentile from one test administration to the next are learning at a pace comparable to that of their peers nationally, while students who gain in percentile rank are learning at an accelerated rate. Eighty-two percent of the school’s students are from low-income families.

In February 2010, third-graders took a practice test toward the New York State exams in May. The test predicted that 90 percent of students will be found proficient in English Language Arts (Level 3 or Level 4) and 91 percent in Math.



Brooklyn Ascend Charter School students arrive for their first day of school in September 2008.

These results would rank the school among the top six charter schools in the city serving disadvantaged students.

In a survey conducted by the New York City Department of Education, 100 percent of the 138 Brooklyn Ascend parents who participated in the study said they were “satisfied” or “very satisfied” with the education their children received. All parents expressed confidence that their children are learning what they need to know to succeed in later grades, and all agreed or strongly agreed that the school has high expectations for their children. Ninety-nine percent of parents expressed satisfaction with their children’s teachers.

Financial Performance

Ascend’s model, unlike that of other charter management organizations, does not rely on private funds to supplement public appropriations at the school level. Brooklyn Ascend operated at a \$382,000 surplus in its first year. Moreover, the cost of Ascend’s ongoing operations is today already covered by management fees it collects from the first two schools (each school pays 9 percent of its base revenues to Ascend). Ascend will post a surplus this fiscal year.

FY10 school revenues, site costs, management fees, and Ascend’s central costs are all posting favorable variances to Ascend’s original 2007 business plan.

Management

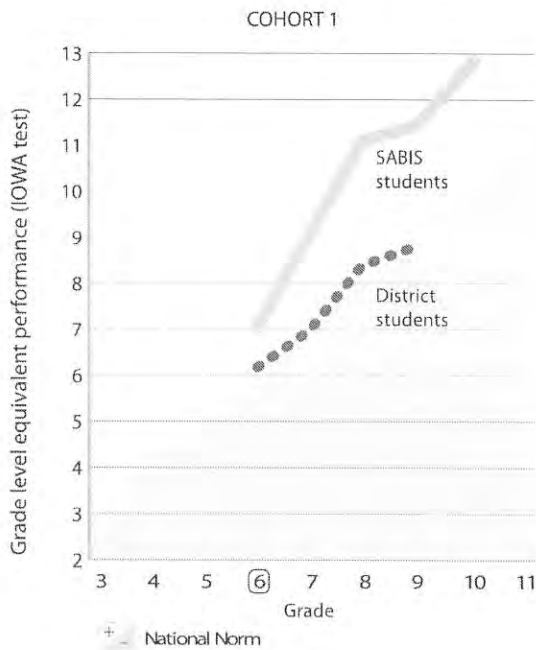
Steven F. Wilson, founder and president of Ascend, is a senior fellow at Education Sector, a Washington think tank, and formerly, the John F. Kennedy School of Government at Harvard. He is the former CEO of Advantage Schools, an urban school management company that educated 9,000 students. He was special assistant for strategic planning for Massachusetts Governor William Weld and co-executive director of the Pioneer Institute, where he wrote the Massachusetts charter school law. Wilson is a trustee of Building Excellent Schools, and a graduate of Harvard University.

Jana Reed, COO, was the director of talent and business development for CommonGood Careers, a Boston-based search firm that supports social entrepreneurs, and the director of business development at Building Excellent Schools, a national training program for aspiring charter school founders and leaders.

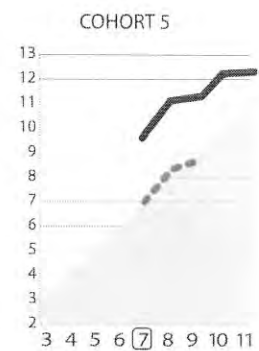
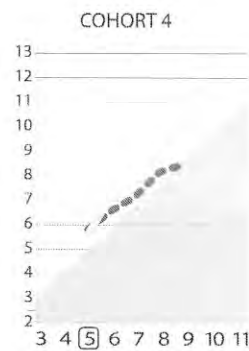
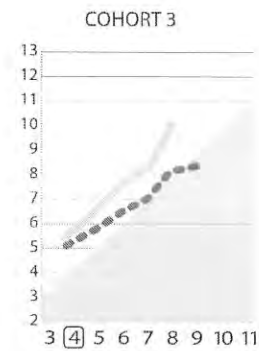
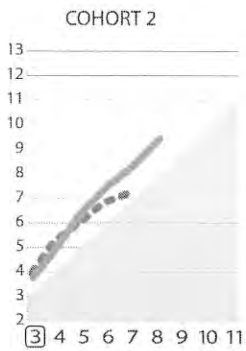
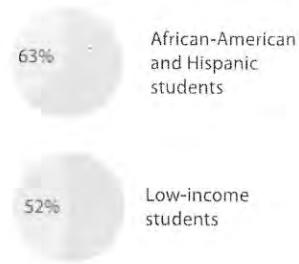


Brooklyn Ascend Charter School’s board of trustees and School Director Keisha Sykes (second from right).

Ascend Learning, Inc.
205 Rockaway Parkway
Brooklyn, NY 11212
347.454.7600
www.ascendlearning.org



Students educated with SABIS's teaching system (solid line cohorts) in Springfield, Massachusetts surge ahead in the critical middle and high school grades, performing above the national norm despite their economic disadvantage. Meanwhile, their peers in district schools (dotted line cohorts) fall increasingly behind.



On the Massachusetts MCAS test, too, SABIS students come from behind to dramatically overtake their district peers, as seen in the 2006 results below. By the 10th grade, the last tested by the state, the percentage of low-income SABIS students proficient or above in math was 44 percentage points greater than that of comparable district students. In ELA, the spread was 57 points. Still more striking is that the low-income SABIS students had closed the proficiency gap with their peers statewide (*all income levels*)—actually exceeding their performance on both the math and ELA exams.

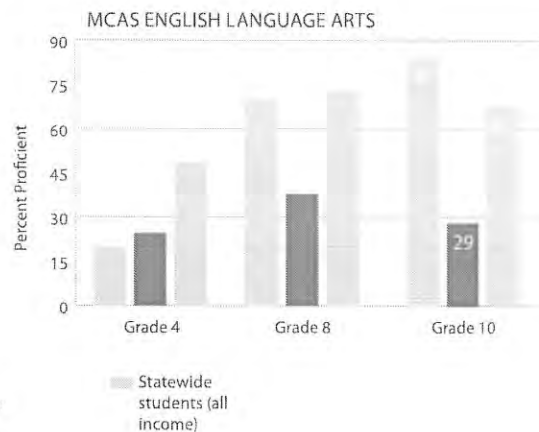
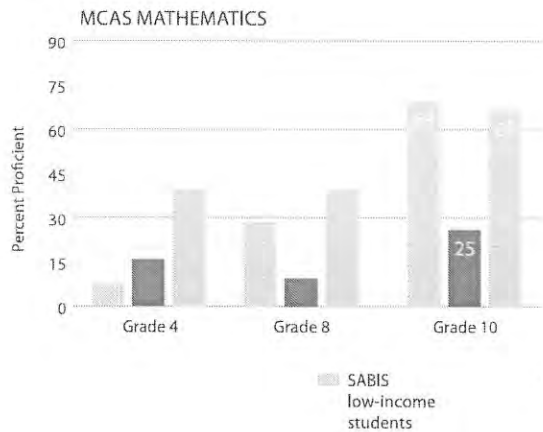


Exhibit B



Public Meeting Announcement

Please join us to learn about our plans to propose the Canarsie Ascend Charter School.

A free, college preparatory, public charter school to be located in a private building in CSD 18.

We welcome public comments on our proposed school. For more information email us at commentscanarsie@ascendlearning.org. Meeting will be held on February 3, 2011, 5:30pm at Holy Family School, Gymnasium, 9719 Flatlands Avenue.

but it was before commercial airlines existed and he went mostly by rail and on cruise ships. Except during World War II, when I was with the Army newspaper, The Stars and Stripes, I never worked anywhere but in America. However, I've been to dozens of countries on vacation that my father never visited because I can go by air. It isn't a cheap way to travel but it's quick and easy.

I'm happy to have been to several countries because I can now strike them from my list of places I want to go. I've been to Egypt but never to Pakistan. I don't think I'm going to make it to Pakistan any time soon. I've been to India, as well. Please don't expect me back there any time soon. I spent some time in Italy during World War II and I've visited Rome a couple of times in my lifetime.

I liked what I saw in those places, but I've lived in Paris and London and I'll take France or England ahead of any other place but the United States. I like Canada but it's so much like the U.S. that traveling there doesn't feel really like going away to me.

If I went really far afield for my winter getaway, say to Thailand or Greece, it would be warm, but I might have trouble being understood.

I think it's difficult to be alone in a country whose language you don't understand. Thankfully, many countries teach English as their second language.

ascend LEARNING

Public Meeting Announcement

Please join us to learn about our plans to propose the Canarsie Ascend Charter School.

A free, college preparatory, public charter school to be located in a private building in CSD 18.

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speaks English most places. It would be good if everyone spoke the same language but that will never happen.

I can make my way around Paris and not go hungry or thirsty, and I'm always pleased with myself for remembering so much of Mr. Sharp's French. He was my teacher in high

school. I'm not sure the French like what they hear coming from my mouth because my grammar is bad, but I can speak adequate French. The next time I go to Paris, I'll try to brush up so they'll understand me better.

Come to think of it, I think I'll just stay home and warm up by the fire.



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JEWISH MEDICAL CENTER

AND ADULT DAY CARE CENTER

*live at home
the day with us. Make new
and receive all your health
needs at the same time."*



Exhibit C



Ascend Learning

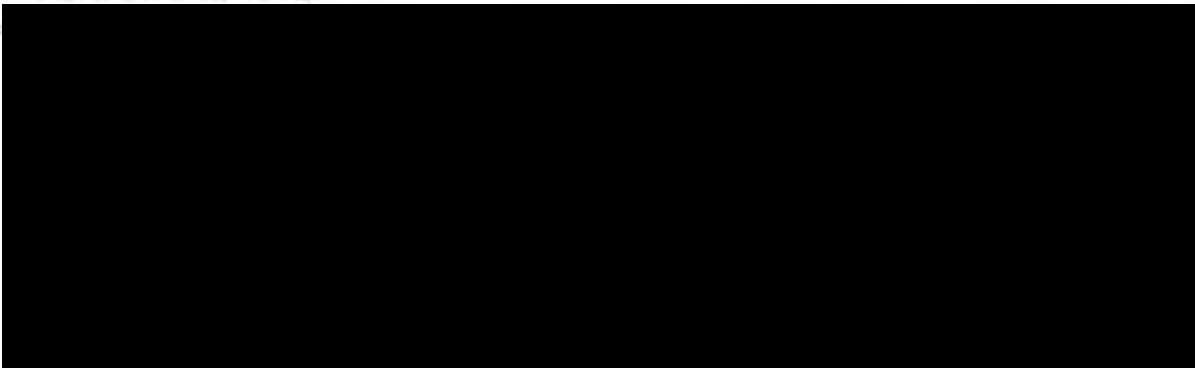
- Wall
- Info
- Discussions
- Vimeo
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Share: Status Question Photo Link Video

Write something...

- Ascend Learning + Others
- Just Ascend Learning**
- Just Others
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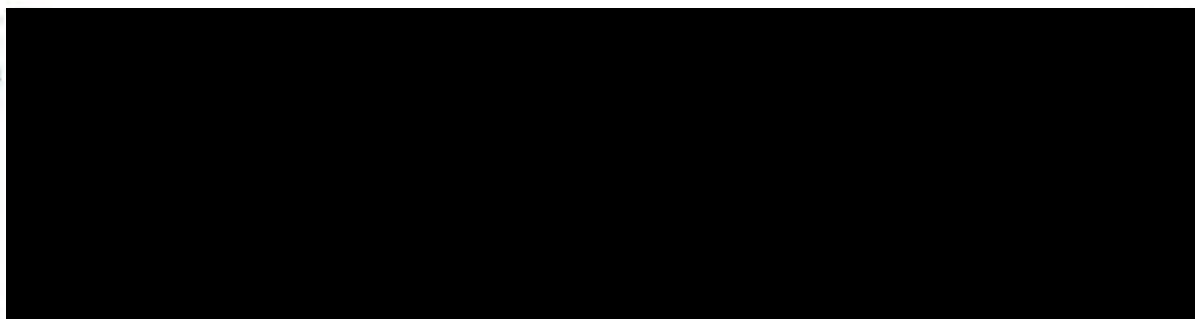
Ascend Learning



Our Schools - Academic Year 2009-2010

5 new photos

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Brooklyn, NY, 11212

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Canarsie Ascend Charter School

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[Discussion Board](#)

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Topic: Canarsie Ascend Charter School

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Displaying the only post.




Ascend Learning

We are pleased to share with you our plans to open a fourth school in the network of Ascend Learning schools. This school is proposed to open in a private, non-DOE building in Canarsie (Community School District 18) in the fall of 2012. If we are approved to open, we will enroll students entering Kindergarten and first grade in September 2012.

We welcome your comments, feedback, and questions.

Please feel free to:

- Comment on this page
- Contact us at commentscanarsie@ascendlearning.org
- Call us at  [REDACTED]
- Come to our community meeting on February 2, 2011 at 5:30pm, at Holy Family School, Gymnasium, 9719 Flatlands Avenue, Brooklyn, NY 11236

last Sunday - [Delete Post](#)

Reply

8. Academic Program

(a) Key Design Elements

Provide a concise overview of the proposed charter school’s key design elements, i.e., those aspects of the school critical to its success.

Overview

The college preparatory design of Canarsie Ascend Charter School couples the *SABIS educational system* with the *No Excuses* school culture to fuel a K-12 program that will close the achievement gap and place every student on the path to college. The model is designed primarily for students from low-income families, including those with special needs and limited English proficiency.

It reflects the founders’ belief that steady advances in student outcomes can only be achieved if students’ knowledge is, from the earliest grades, built like a house, floor by floor, with the certainty that every precursor concept has been demonstrably mastered before the next concept is taught. That in turn requires a systematic design in which each important concept or skill is identified and taught in proper succession, from kindergarten through grade 12; students are afforded sufficient practice; and students’ learning gaps are immediately identified and promptly remediated.

SABIS, an education company based in Beirut, Lebanon, offers just such a systematic approach to curriculum and assessment, and Ascend has licensed the SABIS system for its schools. It encompasses a tightly interlocking array of intellectual property that dramatically increases teacher productivity, including a detailed, college-preparatory curriculum that is tightly linked to an electronic assessment system, innovative pedagogical protocols, tools for building a transformative school culture, and state-of-the-art school management software.

In a No Excuses school culture, school leaders, teachers, and students adopt unrelentingly high expectations for student performance and insist that every child is destined for college. Standards—for timely arrival, homework completion, behavior, and participation—are uncompromising, because to compromise would be to reduce expectations for the children. By teaching values, behaviors, and procedures explicitly, the school will equip students with the tools to succeed at a high level and create a setting where rigorous and engaging instruction can flourish.

The Ascend Learning model taps the most transformative element of successful No Excuses schools—their culture—and marries it to the SABIS educational system, equipping career educators with a comprehensive set of tools that enable them to obtain achievement-gap-closing results reliably while working at a sustainable pace.

SABIS Educational System

The focus of the SABIS system is the mastery of an academically ambitious, sequential curriculum that spans phonics in kindergarten to advanced placement courses in high school. Each learning objective is taught to mastery, and frequent assessments let teachers know *immediately* if each concept they have taught has been mastered by their students—so learning

gaps do not form that impede subsequent learning. Teaching is explicit, using a distinctive “teach-practice-check” pedagogy, and permits relatively large classes. Students serve as academic prefects, assisting the learning of their peers and checking their work, and accelerating the pace of instruction. Students who fall behind receive small group instruction in a tightly-linked “intensives” program.

SABIS has developed and refined over 30 years this powerful, systematic approach to curriculum and assessment, and its teaching system regularly produces remarkable results abroad, even in schools with primarily low-income populations. In the United States, however, its potential has barely been tapped. In the few American schools where it has been soundly implemented, its power is confirmed.

Nearly all school managers to date have sought to produce achievement levels greater than their public school counterparts with few or no proprietary practices. Instead, the best have relied on a mix of exceptionally motivated school principals and staff and common-sense practices like using well-chosen commercial instructional materials or devoting more time to reading. Not surprisingly, results have been mixed. Schools that have achieved excellence are challenging to sustain and replicate, because their outcomes rely on near-heroic efforts by teachers with rare skills and education.

SABIS Educational System Components

At the heart of SABIS’s approach is a detailed, college-preparatory *curriculum* that is tightly linked to an *electronic assessment system*, innovative *pedagogical protocols*, tools for building a transformative school *culture*, and state-of-the-art *school management software*. These five elements function as a seamless whole. Rigorously implemented, the system enables students of average abilities to progress at an accelerated rate, especially in the middle- and high-school grades.

Specialized diagnostic tests, administered at the school’s launch to all students (and each year thereafter to new students), guide placement decisions and detect learning gaps that impede student progress. More than 900 short texts—spanning kindergarten through college-level AP classes—explicitly identify the “points” teachers cover in daily lessons. After the teacher presents each point, prefects—academically-able students trained to help their peers learn—ensure that their classmates have grasped the point. Weekly computer-based tests assess students’ mastery of the material; a state-of-the-art school management system reports results immediately to teachers and school administrators. Teachers address learning gaps by re-teaching material or arranging targeted peer tutoring. Crucially, the model extends through the high-school grades, where it produces its most striking achievement outcomes—including, when implemented faithfully, near universal college admission.

Within one of the above elements, the school management software, consider just one module: the *SABIS Exam Generator*. Whether the subject is division in the third grade or second-year physics in the twelfth, by simply entering the range of pages on which students are to be tested, the generator instantly compiles a complete exam, which can be administered and scored electronically, and is not limited to multiple-choice questions. Results are automatically entered into the student’s grade book and averages. The generator draws from a large database of test items tightly keyed to the sequence and idiom of the curriculum.

Another software module, the *SABIS Scoreboard*, shows school leaders at a glance the instructional health of each classroom, with “traffic lights” showing whether students are proceeding on pace and with sufficient levels of mastery. By clicking on a grade, section, or even an individual student, users can pinpoint problem areas.

Central to the SABIS system are prefects, students who help their peers to learn. The prefect system dramatically accelerates the education process. By establishing a universal system of cooperative learning, the prefect system helps to create a school culture in which students help one another to learn and take responsibility for their own learning and academic excellence is prized.

Career educators can deploy the SABIS tools to post achievement levels among students from educationally disadvantaged families that are at least equal to those of their more affluent peers.

No Excuses School Culture

Most of the charter schools nationwide that are closing the achievement gap are deploying the No Excuses model. A radically distinct school culture drives No Excuses schools, one that assertively shapes students’ habits, values, and aspirations. Teachers hold stark convictions: the goal for *every* child is college. Knowledge, the schools insist, is the ticket to a better future. Effort, not talent, is the determinant of success. Students are the masters of their own destinies. They can beat the odds. And there are no shortcuts.

No Excuses schools reject excuses for under-achievement and poor behavior. Drawing on Doug Lemov’s taxonomy of effective instructional practices, the school will train teachers in specific, concrete, and actionable techniques to raise academic and behavioral expectations, make the most efficient use of time, create a strong and vibrant culture, and build character and trust. By explicitly teaching classroom procedures and insisting on 100-percent adherence to these practices, teachers at Canarsie Ascend will build classroom environments where learning can flourish and behavioral problems are infrequent. As at other schools managed by Ascend, low-level misbehavior and incessant verbal corrections, which typically plague urban classrooms, will be replaced with a “warm/strict” embrace that conveys respect, confidence, and clear direction. As the year progresses, success will build on success and students will develop a new conception of themselves and their futures.

8 (b) Rationale and Supporting Research/Evidence

Explain how these elements specifically will allow the school to achieve its mission with the student population(s) it intends to serve and how the educational program will increase student achievement and decrease student achievement gaps, especially in English language arts and mathematics. Provide any research or examples of existing programs that support your claims.

Research Supporting the Design Elements

Significant evidence powerfully shows that each component of the proposed design has raised student achievement with diverse populations.

Research Supporting the SABIS Educational System

At a SABIS school in Springfield, Massachusetts, serving 1,500 racially and economically diverse students in K-12, every senior has gained college admission in each of the past seven years. Of the students enrolled in the school for at least two years, 100 percent passed the English portion of the MCAS (considered among the most rigorous state tests in the nation) and 99 percent passed the math portion of the test on their first try. Compared to the SABIS school, the percentage of Springfield district tenth-graders found proficient on the exam was 48 percentage points lower in English and 58 percentage points lower in math. Still more impressive is that the SABIS school's low-income and minority tenth-graders approached universal proficiency in reading and math, beating district and statewide averages and literally closing the achievement gap. The waiting list of nearly 2,700 students is the largest of any Massachusetts charter school. In 2008, *Newsweek* named the SABIS school one of three urban "top U.S. high schools" in Massachusetts.

The results of the SABIS International Charter School in Springfield do not depend on faculty with exceptional educational backgrounds working unusually long hours. Just 21 percent of teachers attended a "very competitive" undergraduate institution or better, compared to 72 percent of teachers at recently studied KIPP schools. Teachers work an eight-hour day, five days a week, and turnover is low. They are experienced educators, having taught on average for nearly nine years. The school has reported that 28 teachers have been teaching at the school for ten or more years. None is affiliated with Teach For America.

Other SABIS schools have demonstrated similarly strong achievement with urban populations. At Milestone SABIS Academy of New Orleans, 97 percent of the students are black and 98 percent qualify for the federal free and reduced-priced lunch program. The SABIS school was the highest performing of 49 K-8 schools in the Orleans parish on the state's 2009 grade-eight English exam, outperforming KIPP. With 77 percent of eighth-graders achieving proficiency, Milestone SABIS students scored 15 percentage points higher than the state average and 45 percentage points higher than the district average.

The success of the SABIS program in Chicago is also compelling as it underscores the model's effectiveness with substantially larger urban student populations. In 1997, the Chicago International Charter School operated by SABIS opened two campuses serving approximately 1,600 students, the majority of whom required remediation. In his 2009 case study of SABIS,

Daniel Isenberg of the Harvard Business School points to the early success of the Chicago International Charter School in summarizing the proven efficacy of the model: During the first academic year, the school had the highest percentage of students at or above national norms on required external standardized tests compared to other charter schools. The following year, one campus again beat all other charter schools with the highest percentage of students at or above national norms in elementary math. In addition, the students at both campuses received the highest student performance classification from Chicago Public Schools for the average amount of academic growth over the prior year in both elementary math and elementary reading.

SABIS attributes its success to its system of extensive and frequent testing and to the provision of supports that dramatically increase time on task for students requiring remediation, i.e., first and foremost the SABIS Intensive Program, as well as peer tutoring, the after-school program, and Saturday school. Also crucial is the program's focus on English language arts and mathematics as primary. As described in Attachment 9 and 10, SABIS recognizes a "hierarchy" of subjects, meaning that the value of each subject is determined by how instrumental it is for future academic success. The two most important subjects are mathematics and English, as a solid understanding of both disciplines is a major factor in determining future learning. By themselves, history and science do not provide a similarly broad base of essential skills. Therefore, the teaching of mathematics and English takes precedence over the teaching of history and science. With a firm foundation in these disciplines, students accelerate across the board.

Research Supporting the No Excuses Culture

Evidence of the achievement effects of the No Excuses culture is growing rapidly, as low-income black and Hispanic students at some schools deploying the model (including those managed by KIPP, Achievement First, and Uncommon Schools) are not only beating state averages but are also outperforming their peers in surrounding affluent districts.

KIPP now has 82 schools nationally serving more than 21,000 students. A new study by Mathematica Policy Research found "educationally substantial" impacts on state scores among 22 KIPP middle schools. Three years after entering KIPP schools, many students are experiencing achievement effects that are approximately equivalent to an additional year of instruction, enough to substantially reduce race- and income-based achievement gaps.¹

While the Mathematica study offers the most rigorous examination of the No Excuses model, other charter management organizations employing the No Excuses approach cite evidence of closing the achievement gap. Uncommon Schools has 16 affiliated schools in New York and New Jersey. In 2009, on average across the network's 11 New York schools, 89 percent of K-8 test-takers (98 percent of whom were black or Hispanic) scored Proficient or Advanced on state tests in ELA, compared with the statewide average of 86 percent among all white students.² In math, 98 percent of students achieved at this level, compared with 92 percent of white students statewide. Achievement First, which manages 17 schools in New York and Connecticut, has posted similar results at its New York schools: 96 percent of fourth-graders scored Proficient or Advanced in ELA and math, compared with 82 percent statewide.

A Harvard/MIT research study of Boston's charter schools compares the performance of students in four No Excuses middle schools and two high schools with students who applied in the enrollment lottery but were not admitted. With an experimental design eliminating selection

effects and establishing a true control group, this study found “strong evidence that the charter model has generated substantial test score gains” in the No Excuses schools in comparison to students who remained in the Boston Public Schools.

As commonly applied, however, the No Excuses model relies on two factors that make it difficult to sustain and bring to scale: (1) teachers from elite colleges who work extraordinary hours and (2) additional funding (largely to support small class sizes, team teaching, and extended school days and years).

At KIPP schools in Washington, D.C., 45 percent of the faculty members are alumni of Teach For America, a highly selective program that recruits graduates of top colleges. At these schools and others like them, teachers not only deliver but also develop curricula, assessments, and other tools. Backward planning from state standards, they devise pacing charts and plan units. The approach taps their intellectual capacities but also contributes to the job’s unmanageable demands. Teachers work very long hours and faculty turnover is high. One study found that at KIPP middle schools in the San Francisco Bay area, teachers work an average of 65 hours per week, and teacher turnover at these schools was 49 percent between the 2006-2007 and 2007-2008 school years.³

While these figures may represent an extreme, the Report on Interim Findings of The National Study of Charter School Management Organization (CMO) Effectiveness, published recently by the Center on Reinventing Public Education and the Mathematica Policy Research Institute, reveals high turnover is a common challenge for charter school operators nationwide. The report concludes that CMOs, with their reliance on scarce human capital, were tapping-out local hiring markets. More than four in ten CMO hires, the study found, come from non-traditional sources, such as other charter schools, parochial schools, and alternative certification programs. About a third of CMOs in the study reported that 20 percent or more of their 2008–2009 teacher workforce came from the ranks of Teach For America.

At No Excuses CMOs, the reliance on scarce labor is even greater. An analysis of five KIPP schools found that 72 percent of their teachers and leaders had attended top undergraduate institutions ranked “very competitive” to “most competitive” in Barron’s *Profiles of American Colleges*, compared to 19 percent of public school teachers generally. The labor pool of such elite college graduates is small, and the pool of gifted educational missionaries is smaller still. Even if one in every ten graduates of top colleges entered teaching for two years (the average tenure at KIPP-like No Excuses charter schools) before moving to other careers, they would provide only six percent of the some 450,000 teachers currently working in the nation’s largest urban public-school systems. The U.S. might have enough of these teachers to staff a few hundred more No Excuses schools, but not a few thousand, and certainly not enough to reach every disadvantaged child in America. “Extreme schooling” works, but it is difficult to sustain or scale, which raises questions about whether it offers a solution to underachievement in American education.

In contrast, the proposed school’s model permits capable *career educators* to achieve gap-closing results while working at a sustainable pace by equipping them with the powerful tools of SABIS and the No Excuses school culture.

The second key challenge most No Excuses schools face is their unsustainable cost, at both the school and network levels.

At the school level, the educational and business model must be highly productive—that is, it must generate superior outcomes without relying on ongoing philanthropic support or “in kind” supports from local or state government (such as the provision of space in public school buildings) that may not be politically sustained. Yet most high-performing charter schools rely on small class sizes and team teaching, which are expensive and leave few resources available for securing private space or defraying the cost of the network office. CMOs moreover commonly incur deficits undertaking the costly development and provision of academic management tools and other school supports that swell their central office expenses.

According to the National Study of CMO Effectiveness survey, “the average CMO relies on philanthropy for approximately 13 percent of its total operating revenues, but the number is much higher when central office revenues are isolated. Those CMOs funded by NewSchools Venture Fund report that 64 percent of their central office revenues come from philanthropy. The variation is significant, ranging between 32 percent and 100 percent of CMO central office revenues.” Of the CMOs studied, none had yet reached even its own definition of financially “sustainable.”

A Research-Based, Sustainable Model

As described above, when implemented separately, the SABIS education system and the No Excuses school culture have proven powerful, but alone each poses challenges for sustaining and scaling success. The school design enhances the strengths of these elements and resolves their limitations to fuel a program that will close the achievement gap and place nearly all students on the path to college. The model taps the most transformative element of successful No Excuses schools—their culture—and marries it to the SABIS intellectual property to equip teachers with a comprehensive set of tools that enable them to obtain achievement-gap-closing results reliably while working at a sustainable pace at an affordable cost.

With the SABIS system, teachers are tasked neither with remedying years of prior failed schooling (and laboring to meet the widely divergent instructional needs of students with years of schooling behind them) nor with forging their own instructional tools, so their jobs are far more manageable and gap-closing results are more routinely achieved. Rather than the team-teaching and small instructional group model of many No Excuses schools, the SABIS system will permit the school to succeed with large classes (up to 30 students) and aides (only in kindergarten) by ensuring that students are comparably prepared (“learning gaps” will not have been allowed to form) and by equipping teachers with the tools to spot and fill any incipient gaps promptly.

The SABIS system provides a systematic approach to developing skills and knowledge in each subject that not only jumpstarts achievement in the early grades, but also accelerates learning gains at the critical middle- and high-school levels, where American students on average rapidly fall behind their European and Asian peers. Many students flounder at these levels because they have been promoted from grade to grade without mastering essential skills at each level. They then present teachers with accumulated knowledge gaps that impede their learning and fuel their disaffection with school. With the SABIS system, students learn point by point, establishing a

solid foundation on which to build successive levels of knowledge—from the basics in kindergarten to Advanced Placement classes in high school.

Teachers in the Ascend network work a somewhat longer day than that of traditional urban public schools (for additional pay), but their school calendar is the same. Planning periods allow time for lesson planning, which frees their evenings. The model's tools allow teachers to be more productive, accomplishing more with their students in less time.

Among the most useful instructional tools are the weekly electronic tests that teachers and school leaders automatically compile, using the exam generation module of SABIS's School Management System. Drawing from a vast proprietary database of psychometrically proven test items, the tests not only align with the curricula but also match exactly what was taught in any given week. This approach stands in sharp contrast to "formative assessment" software available commercially in the United States. Because such software assesses only students' capacity to answer items like those that will appear on the state's year-end tests, it is of less value to the classroom teacher than SABIS's tests of curriculum mastery. Commercial formative assessment is exacerbating the American classroom's slide toward full-time "test prep," where the curriculum is displaced by drill and practice in narrow skills (like finding the "main idea" in a reading passage) that will be measured on year-end tests, rather than essential skills.

With the SABIS system, curriculum-aligned test results are compiled and disseminated *weekly* to teachers, the school's leadership team, and Ascend, revealing the extent to which the school is on track to closing the achievement gap and alerting them to any learning gaps—before these gaps jeopardize year-end goals. Teachers are able to identify not only the strengths and weaknesses of their students but also of their own teaching techniques. At a glance, they are able to see which components of the material they covered the previous week their pupils have mastered and which are poorly understood and require re-teaching.

SABIS's innovative instructional Dashboard software offers an especially useful management tool, enabling school leaders and managers to view on a single screen the current performance of every classroom, with traffic-light indicators signaling green if grades and sections are meeting weekly mastery goals for new skills and content. By clicking on any red or yellow areas, instructional managers can easily access further detail, to the level of individual classrooms or even students. Because every classroom in every Ascend school makes use of the same instructional system, the data will drive management decisions rooted in decades of experience and deep expertise.

Supporting teachers in this way and making reasonable demands on their time and energy reduce staff burnout, increase retention, and lower recruiting and training costs. Career educators see the Ascend schools, like the SABIS schools in Springfield, New Orleans, and elsewhere, as supportive workplaces for the long term, not as stopping points on the way to a more rewarding career in another field.

Just as the SABIS system enhances the sustainability and scalability of the No Excuses culture, so the No Excuses culture enriches the SABIS system. Among the powerful tools that will allow the school's teachers to build a No Excuses culture of uniformly high expectations and academic excellence are the techniques defined by Doug Lemov, managing director of Uncommon

Schools, and author of *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. Specific, concrete, and actionable, these techniques have enabled teachers elsewhere in the Ascend network to raise academic and behavioral expectations, structure their lessons to optimize available time, create a strong and vibrant culture, and build character and trust. Together, the instructional and cultural tools of the design will permit career educators at Canarsie Ascend Charter School to achieve gap-closing results reliably and at a sustainable pace.

The model is also financially sustainable. School size, class size, and staff deployment are the primary drivers of a school's economics, and in each respect, the design is efficient. Robust site economics will permit Canarsie Ascend Charter School to pay management fees, which when combined with the fees of other schools in the network, will obviate the need for philanthropic support to fund chronic operating deficits that challenge other charter schools. Like the other schools in the Ascend network and the network office itself, Canarsie Ascend Charter School will operate at a surplus.

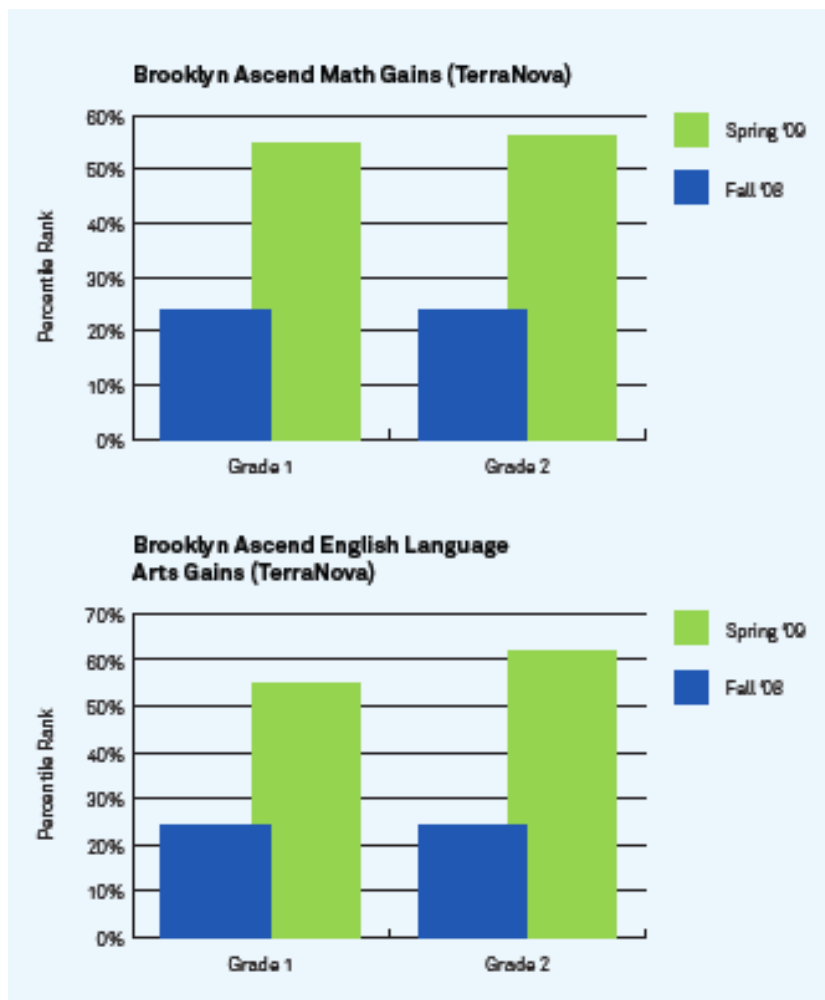
While schools and CMOs commonly incur deficits undertaking the costly development and provision of academic management tools and other school supports, Ascend Learning holds a license to the SABIS educational system—an expanding wealth of intellectual property fueled by SABIS's investment, not that of Ascend or the schools it manages. SABIS's product development agenda far exceeds in scope what individual schools and even CMOs can afford to undertake; in effect, Ascend is “renting” the intellectual property it could never afford to create itself. Canarsie Ascend Charter School would be among the beneficiaries of this arrangement, enjoying strong financial health and state-of-the-art intellectual property.

Early Results

Early results from the first three schools in the Ascend Learning network evidence the power of the school design.

Brooklyn Ascend Charter School

Brooklyn Ascend Charter School completed its second year, educating 249 predominantly black students in kindergarten through grade 3, 85 percent of whom qualified for the federal free and reduced-priced lunch program. In the school's first year, second-graders rose in reading from the 24th percentile in the fall to the 62nd percentile in the spring. In math, they climbed from the 24th percentile to the 56th percentile. Every grade made gains of at least 30 percentile points in both reading and math.



Today, students who began as Ascend kindergartners two years ago are reading at the 70th percentile. By the time they reach the fifth grade, they will have the academic preparation and intellectual stamina to thrive in the Ascend middle school. There, they will engage in a course of study as ambitious as that of the city's top private schools.

Brooklyn Ascend students took the New York State tests, administered in grades 3 through 8, for the first time last spring and established a baseline for growth in coming years. Already last spring, they outperformed on average in English their peers from one of the highest-performing charter school networks in the city.

More than 1,800 students are on the waiting list at Brooklyn Ascend.

Brownsville Ascend Charter School

Brownsville Ascend Charter School opened in September 2009 to 174 students in kindergarten and grade 1. One hundred percent of its students are black or Hispanic, and 86 percent are low-income. Brownsville Ascend students demonstrated marked growth from fall to spring of their first year on the highly respected STAR reading test and the STAR Early Literacy assessment, realizing a full year's growth in eight months.

Nearly 1,000 students are on the waiting list at Brownsville Ascend.

Bushwick Ascend Charter School

After two and a half months at Bushwick Ascend, which opened in September 2010 to 204 students in kindergarten and grade 1, students were already outpacing their peers nationally (not just those from low-income communities). By mid-November, the school's kindergartners were reading at the equivalent of the average kindergartner nationally in March, and Bushwick Ascend first-graders were reading at the equivalent of the average first-grader in February.

Parent and Teacher Survey Results

Since the opening of Ascend's flagship school, virtually all parents who participated in annual surveys conducted by the New York City Department of Education said they were "satisfied" or "very satisfied" with the education their children received. Every parent respondent from Brownsville Ascend indicated likewise. The schools also earned high marks from parents for the quality and frequency of parent communications, order and discipline, and the breadth of opportunities for parent involvement. Following are highlights from the 2010 reports on the parent surveys:

- 100 percent of respondents at both schools said they agreed or strongly agreed that the school had high expectations for their children
- 100 percent from Brownsville Ascend and 98 percent from Brooklyn Ascend expressed confidence that their children learned what they needed to know to succeed in later grades
- 98 percent from Brooklyn Ascend and 99 percent from Brownsville Ascend expressed satisfaction with their children's teachers, with 81 percent and 80 percent of respondents respectively saying they were "very satisfied"
- 99 percent at both schools were satisfied with the level of assistance their children received when they needed extra help with classwork or homework
- 100 percent from Brownsville Ascend and 97 percent from Brooklyn Ascend reported feeling welcome at the school, and 99 percent and 98 percent respectively reported being "very satisfied" or "satisfied" with the opportunities to be involved
- 100 percent from both schools felt their children were safe at the school

Future Expansion

The research supporting the school design, most notably pertaining to the college acceptance rates of faithfully implemented SABIS programs, underscores its promise for students at the middle- and high-school levels. Canarsie Ascend Charter School is designed to serve K-12 upon maturity.

Spanning kindergarten through grade 4, the lower school will establish a foundation of strong basic skills, intellectual stamina, and enthusiasm for learning. Students at other schools in the

Ascend network have arrived in kindergarten performing in the bottom quartile of their peers nationally. By the fourth grade, they have advanced to the top quartile. Because Canarsie Ascend Charter School will be located in close proximity to the other schools in the network, it is expected the entering students will present similar deficits. Based on Ascend's record, however, the founders are confident that the design will deliver an equally effective remedy.

Middle School

By the time students reach the fifth grade and enter middle school (in year five of the first charter term), they will have acquired the requisite academic skills, developed the mental discipline, and achieved the necessary level of engagement in schooling to participate in an uncommonly ambitious course of study, the equal of elite private schools. The SABIS program will remain at the core, with two full periods each day in English language arts and mathematics, respectively. Students will study science and social studies every day; continue their daily instruction in Spanish; and study art, music, physical education, and dance each week. In addition, beginning in grade 5, students will participate in Ascend's humanities and arts program for two periods a day.

Excellent critical reading, writing, arts appreciation, and public speaking skills are the primary goals of the program. Modeled on the practices of the city's finest elite private schools, the program will develop the individual voice and reading sensibility of each Ascend scholar by supplementing the SABIS reading materials with a customized "great books" reader. Many works in the reader will connect thematically to museum-quality reproductions of great works of art that will hang in hallways and specially designed "gallery" spaces throughout the middle school facility. These gallery spaces will be designed for Ascend scholars to gather outside the classroom to discuss a work of art relevant to a literary work they are studying or a writing assignment they are developing. For example, Jacob Lawrence's "Brownstones, 1958" painting of street life in Harlem would supplement a unit on the poetry of Langston Hughes. Local visiting writers, whose work will be anticipated throughout the year, will both guest-teach classes and give a public reading open to the school community in the spring.

Open-form discussion of literature and the emphasis on developing individual written voices and interpretive skills will be a new experience for Ascend scholars entering the middle school. The emphasis on developing attentive readers, listeners, and scholars with distinct written styles and unique perspectives will deepen students' abilities to value and communicate with others. The program will encourage scholars to take risks, and inspire creative leaps in interpretation and self-expression.

High School

Few school management organizations propose to operate urban high schools, and their trepidation is understandable: Many students arrive performing far below grade level and require intensive remediation. Worse, chronic academic failure has bred alienation and hostility to schooling. Any effective intervention is assumed to be extraordinarily costly—even before considering the expense of providing the traditional high school amenities of academic electives, extracurricular activities, and expansive athletic offerings.

Equipped with SABIS's proven systems, however, the founders are pursuing expansion through the twelfth grade with confidence. At maturity, Canarsie Ascend Charter School will include a lower, middle, and upper school; the latter will offer a rigorous, common studies program (as implemented at other successful SABIS schools) and a focused offering of athletic and extracurricular programming.

¹ Christina Clark Tuttle, Bing-ru The, Ira Nichols Barrer, Brian P. Gill, Philip Gleason, "Student Characteristics and Achievement in 22 KIPP Middle Schools: Final Report," Mathematica Policy Research, Inc., June 2010.

² <http://www.uncommonschools.org/usi/ourResults/>, accessed May 2, 2010.

³ K.R. Woodworth, J.L. David, R. Guha, H. Wang, and A. Lopez- Torkos, *San Francisco Bay Area KIPP Schools*, p. 33, 35, 66.

8 (c) Statutory Purpose

Explain how the school is likely to materially further one or more of the following purposes of the Charter Schools Act (Education Law § 2850(2)):

- **Improve student learning and achievement;**

The founders believe the school will demonstrate that, for the same level of public spending—*and without ongoing philanthropic support or reliance on an exotic labor pool of teachers*—the school can generate dramatically superior academic outcomes, as measured by the New York State tests and other objective measures, than the surrounding district schools. The founders' confidence stems largely from the record of achievement of schools employing one of the two central components of the proposed school design, the SABIS educational system and the No Excuses school culture.

At a SABIS school in Springfield, Massachusetts, serving 1,500 racially and economically diverse students in K-12, every senior has gained college admission in each of the past seven years. On the 2009 state exams, considered among the most rigorous in the nation, 93 percent of the school's tenth-graders scored in the Proficient or Advanced range in English language arts, and 89 percent achieved this level in math. By comparison, Springfield's district students scored on average 50 percentage points lower in both subjects. With both its low-income and minority students beating the state averages, the SABIS school has literally closed the achievement gap. Moreover, most of the top-performing charter schools in the country make use of the No Excuses school culture to drive student achievement.

The results at the first three schools managed by Ascend Learning, which have married the two components, evidence the power of the combination. At the first school in the Ascend network, which opened in September 2008, kindergartners have advanced from the bottom quartile of achievement (as measured by national standardized tests) to the 70th percentile. At the second school, students are on average reading sharply above grade level in the three grades the school presently operates, as measured by the STAR reading test, although 86 percent are from low-income families. In the third school, which opened last fall to kindergartners and first-graders, students in both grades are reading on average above grade level, although 82 percent are from low-income families. Research shows that low-income students perform on average well below their more affluent peers, but those at Ascend schools are clearly beating the odds.

- **Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;**

Nearly all the students served by the school are expected to be from low-income families, as defined by eligibility for the federal free and reduced-priced lunch program. Currently, most such families have few, if any, affordable alternatives to the district public schools. The founders believe the proposed school will offer them increased learning alternatives, for the reasons described above. The school will offer a singular focus on preparing all students to attend a four-year college.

- **Encourage the use of different and innovative teaching methods;**

The proposed educational program is profoundly different from that used in schools operated by the New York City Department of Education and other districts in the state. Its innovative features include relatively large class sizes with explicit, whole-class instruction; frequent electronic assessment that provides teachers immediate feedback on student mastery of concepts taught over the past week; the use of student “prefects” to assist their peers and the teacher; and powerful academic management software that relieves teachers of many time-consuming tasks and permits them to focus on delivering clear, vibrant, and engaging lessons. If these innovative approaches are successful in radically raising student achievement levels and closing the economic and racial achievement gap, they will lead school districts serving similar urban populations to examine the potential of these methods for their own schools.

- **Create new professional opportunities for teachers, school administrators and other school personnel;**

New and distinct professional opportunities will be provided at the school for teachers, school administrators, and other school personnel. Teachers will (1) earn a higher base pay than in district schools (and therefore be more likely to remain teaching rather than exit the profession in favor of a more lucrative career); (2) benefit from much more effective teaching tools, in the form of the SABIS educational system and No Excuses culture-building and instructional techniques, than in many conventional public schools; and (3) have much greater impact on the lives and future opportunities of the students they serve than in classrooms not equipped with these tools. Similarly, the school director, dean of instruction, dean of students, and director of operations will have the opportunity to work with unconventional educational, behavioral, and operational systems that allow them to produce greater results in student achievement in shorter periods of time.

Canarsie Ascend will afford all school professionals new professional development opportunities. Teachers will attend ongoing trainings provided by Building Excellent Schools, a leading charter school training organization. In addition, all teachers will join the school’s leadership team at a three-week Summer Institute each year and weekly professional development sessions every Friday afternoon. These trainings will not focus on a succession of fashionable pedagogical ideas but rather the mastery of specific, practical techniques proven to achieve outstanding academic gains for students when implemented exactly.

- **Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;**

Most students in the Canarsie community, 68 percent of whom qualify for free or reduced-price lunch, have no choice but to attend the local district school; their families or guardians lack the financial resources to attend tuition-based private schools. The proposed school will provide them a new choice with a distinctly different educational program and school culture. The single-minded focus on preventing learning gaps from forming that inhibit later learning, the calm and orderly school environment, and the preparation of all students for college together will offer a distinctly different schooling option for Canarsie parents and their children.

- **Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.**

The centerpiece of the SABIS educational system and the broader Ascend school design is accountability. Frequent assessment allows teachers to know immediately—not at the end of a term or after the next formative assessment—whether or not their students have mastered what they have taught. Grade books are based entirely on objective results, conveyed as numerical scores, on subject tests, including periodic tests on the curriculum administered during the term and end-of-term exams. Assessment, attendance, and behavioral data drive all discussions among the dean of instruction, each grade’s lead teacher, and the grade’s teachers, and these data also drive parent teacher conferences and teacher performance reviews. The board of trustees receives a Dashboard that on a single page summarizes key performance indicators for the school, including enrollment, attendance, waiting lists, student attrition and its causes, reading measures, curriculum tests, and other results. Every adult knows that all decisions in the school must be made by reference to one consideration: maximizing student achievement and the interests of each student. With this design, Canarsie Ascend Charter School will be driven by outcomes, not by inputs or compliance with processes.

9. Calendar and Schedules

(a) School Calendar

Provide a copy of the proposed school’s calendar for its first year of operation, including:

- **total number of days of instruction for the school year;**
- **first and last day of classes;**
- **organization of the school year (i.e. semesters, trimesters, quarters, etc.), especially important for schools that will ultimately include 9th through 12th grades;**
- **all planned holidays and other days off, as well as planned half days; and**
- **dates for summer school, if planned.**

Calendar Overview

Canarsie Ascend Charter School’s school year will be at least 180 days, divided into three terms. Each term will each be approximately 60 days, and could range from 50 to 66 days, depending on the scheduling of state exams and the school’s start date. Within each term, the school calendar will include four types of days: instructional days, review days, end-of-term exam days, and holidays and breaks. The school will be closed on several holidays during the academic year, and will dismiss students for an extended summer vacation in late June. In addition, the calendar will include a winter break and a mid-winter break in the second term and a spring break in the third term. Instructional days will comprise most of each term, with teachers helping students master the knowledge and skills aligned with the school’s high standards in each subject. The school will devote the week before the end-of-term exams to review. During review days, teachers will not introduce any new material; instead, students will engage in an intensive and comprehensive review of the material covered in classes throughout the term. Finally, the last weeks of the first and second terms will be devoted to comprehensive exams that cover the work of that term. At the end of the third term, “final” or “end-of-year exams” will cover material taught over the full academic year.

Draft Calendar

Following is a draft annual calendar. Because the Canarsie Ascend Charter School plans to rely on student transportation from NYCDOE’s Office of Pupil Transportation, the school’s schedule must largely align with the city’s schedule. Once NYCDOE releases the new calendar, the document will be adjusted. The first day of school for students is tentatively scheduled for September 4, 2012. The last day is June 26, 2013. A summer school program is likely to be offered for students who are below grade level.

Canterbury Wisconsin Charter School
Academic Year 2012-2013
Student Calendar

August 28-31	Student Orientation
September 3	Labor Day, no school
September 4	Full-day Student Orientation
September 5	Official First Day of School
September 10	Rosh Hashanah, no school
October 8	Columbus Day, no school
November 6	Election Day, no school
November 11	Veteran's Day, no school
November 22-23	Thanksgiving Break, no school
November 26	Classes resume
December 24-January 2	Winter Break, no school
January 3	Classes resume
January 21	Martin Luther King Day, no school
February 18-25	Midwinter Recess, no school
February 26	Classes resume
April 15-19	Spring Break, no school
April 22	Classes resume
May 27	Memorial Day, no school
May 28	Classes resume
June 26	Last day of classes

NOTE: Every Friday, all students will be dismissed at 2:00PM

<p>Our Core Value #5 Be There Our task is urgent. Time is precious. We are always punctual, engaged, and present for our students. We are there.</p>

*To ensure the provision of student transportation services throughout the school year, this calendar is subject to change based upon the final calendar of the NYCDOE.

(a) School Schedules

Provide and explain sample school schedules for a typical week of instruction, including:

- **sample weekly schedule for teachers; and**
- **sample weekly schedule for students.**

Your narrative should include:

- **length of the school day (including the approximate start and dismissal times of the school day);**
- **for schools that will ultimately include all or select grades within the kindergarten through 8th grade range, the minimum number of hours the school will devote to core academic subjects in each grade, i.e., English language arts, mathematics, science, and social studies, and the total number of hours/minutes of instruction per week (exclusive of lunch, recess, study hall, etc.); and**
- **for schools that will ultimately include 9th through 12th grades (or select grades within that range), the course structure(s) that will allow students to fulfill high school graduation requirements established by the Board of Regents.**

The school day is provisionally scheduled to run from 8:00 am to 4:30 pm, Monday through Thursday, and from 8:00 am to 2:00 pm Friday. As illustrated in the following schedule, each student will have eight periods of instruction a day from Monday through Thursday, plus time for independent reading, lunch, recess, and snack. The school will have six periods of instruction and an early dismissal at 2:00 pm every Friday to provide ample time for staff professional development every week.

Typical Daily Schedule: Monday to Thursday

Time	Period	Time	Period
7:30 - 7:55	Arrival and Breakfast	12:40 - 1:40	5
8:05 - 8:25	Homeroom - Morning Meeting	1:45 - 2:25	6
8:25 - 9:10	1	2:30 - 3:10	7
9:15 - 10:00	2	3:15 - 3:55	8
10:05 - 10:50	3	4:00 - 4:15	Snack
10:55 - 11:40	4	4:20 - 4:30	Dismissal
11:40 - 12:40	Lunch and Recess		

Typical Daily Schedule: Friday

Time	Period	Time	Period
7:30 - 7:55	Arrival and Breakfast	10:55 - 11:40	4
8:05 - 8:25	Homeroom - Morning Meeting	11:40 - 12:40	Lunch and Recess
8:25 - 9:10	1	12:40 - 1:40	6
9:15 - 10:00	2	1:40 - 1:50	7
10:05 - 10:50	3	1:50 - 2:00	Dismissal

The following table details the number of periods of instruction students in each grade level will receive per week in each subject. The school’s first obligation is to provide a rigorous academic education. Given the likelihood of grave academic deficits in the anticipated student population, the school must allocate the limited time in the school day responsibly. In the applicants’ judgment, this responsibility requires the greatest attention to establishing strong skills in English language arts and mathematics; the planned schedule, therefore, allocates the greatest number of instructional periods to these subjects. The remaining academic subjects follow, leaving approximately one period a week for each of the remaining disciplines of the arts and dance. Technology will be taught in the science period. As the school develops, older students will receive instruction in career development and occupational studies, health, and family and consumer sciences during a performing arts period. Depending on students’ needs, once open, the school will examine the feasibility of using some periods allocated to Student Life and advising for physical education periods. The applicants also hope to offer fitness programs and athletics in an after-school program.

Number of Instructional Periods per Week by Grade Level

Subject	K	1	2	3	4
English	12	10	10	8	8
Math	8	10	10	8	8
Spanish	4	4	4	4	4
Social Studies	3	3	3	4	3
Science (Technology)	4	4	4	4	3
Performing and Fine Arts (Art, Music, Dance)	5	5	5	5	5
Computing	1	1	1	2	2
Health/Advising					
Period Exams (Integrated in CAT Weeks)					2
Automated Monitoring System (AMS)				2	2
<i>Total</i>	<i>37</i>	<i>37</i>	<i>37</i>	<i>37</i>	<i>37</i>

Following is a sample of the proposed schedule for lower school (K-4) teachers. Every teacher will have at least one 50-minute period a day for planning and collaboration with other section teachers and the dean of instruction, who will serve as the liaison to school support staff. Grade-level teams will meet formally once a week during this planning period, led by the lead teacher and the dean of instruction.

Sample Teacher's Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	8:00 - 8:15	Morning Meeting				
1	8:17 - 9:07	Art	English	English	English	Art
2	9:07 - 9:57	English	English	English	English	Math
Morning Break	9:57 - 10:10	Break				
3	10:12 - 11:02	English	English	Math	Math	English
4	11:04 - 11:54	Lunch/Recess				
5	11:56 - 12:46	English	Math	Math	Math	English
6	12:48 - 1:38	Math	Math	English	English	English
7	1:40 - 2:30	Spanish	Spanish	Spanish	Spanish	Science
8	2:32 - 3:22	Art	Art	Science	Social Studies	Social Studies
9	3:24 - 4:14	Science	Social Studies	Computing	Art	Art
Dismissal	4:14 - 4:30	Dismissal				

At schools in the Ascend Learning network, teachers and leaders seek every opportunity to engage students in learning and personal development—even when such opportunities fall outside the instructional schedule. At Brooklyn Ascend Charter School, for example, the dean of students takes advantage of the few minutes between students' breakfast in the multi-purpose room and their progression to the classroom to lead Morning Motivation for grades 1-3. Because nearly all students are present during that interval, it is the perfect time, the dean recognized, to unite the school community and boost students' energy for the day. Chants and academic challenges have become a hallmark of Morning Meeting, as the dean motivates students about their learning for the day and students celebrate the school's mission and values. The dean has also used Community Circle to focus on a topic or challenge the school has faced as a community, or for short school-wide announcements. By 8:00 am daily, music cues Brooklyn Ascend scholars to go to class, and their day begins on a positive note. Canarsie Ascend Charter School will also take advantage of such moments to build a joyful, "No Excuses" culture. As noted, each day, teachers will have one to two 50-minute periods without teaching duties. The school will allot one of these periods to collaborative planning among teachers' grade-level teams. The following table illustrates how these 50-minute periods might be used over the course of the week in the lower school.

Monday 12:40 pm - 12:50 pm
Lesson plan Q&A

1:50 pm - 2:30 pm
Review of academic results on periodic tests and STAR Early Reading and STAR Reading assessments

Attendees: dean of instruction, grade-level team members

Tuesday 12:40 pm - 1:40 pm
Independent work, including but not limited to:

- Observation of exemplary instruction at Brooklyn Ascend, Brownsville Ascend, or Bushwick Ascend Charter School
- Independent review and planning in response to student data received on Monday
- One-on-one meetings with the dean of instruction, dean of students, or school director

Wednesday 12:40 pm - 1:40 pm
Lesson plan distribution and review

English

Attendees: grade-level team, dean of instruction (as needed)

Thursday 12:40 pm - 1:40 pm
Lesson plan distribution and review

Math

Attendees: grade-level team, dean of instruction (as needed)

Friday 8:25 am - 9:10 am
Lesson plan distribution and review

Science and Social Studies

Attendees: grade-level team, dean of instruction (as needed)

Teachers will submit their lesson plans one week before they will teach them. All references to lesson plan development in the preceding table, therefore, refer to lessons to be given in a week's time. Teachers in a grade-level team will share lesson plans, with one teacher planning one week of lessons in one subject. Teachers will first submit plans to the dean of instruction for review

and comment. After any necessary revision, the dean will send plans to the teachers in the grade level. They will use the final collaborative planning period for discussion of best practices in delivering the lesson, sharing materials, and questions and answers.

10. Curriculum

*** Note: In addition to the guidance below, Appendix A of this RFP includes a detailed discussion of SUNY's curriculum requirements and related guidance, as well as a curriculum framework template.***

(a) Curriculum Process

Discuss the process that will be used to further develop and implement the school's curriculum. More specifically:

- **Explain how the curriculum has been aligned to the New York State Core Curriculum, bearing in mind that the state has adopted the Common Core State Standards ("CCSS") as its core curriculum for English language arts and mathematics.**
- **Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning (e.g., curriculum frameworks, maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources.**
- **Describe the instructional materials that will be used in the classroom. If commercial or other pre-existing programs or materials will be used, explain the process for their selection. If any have already been selected, provide any evidence regarding their alignment to the school's curriculum framework (New York State Core Curriculum reflecting the adoption of the CCSS) and effectiveness with the intended student population. If instructional materials will be created, explain the process for their development and who will be responsible for it.**
- **Explain how the curriculum will be appropriate for the students the school intends to serve, as well as students with disabilities, English language learners and students below or above grade level. Explain how teachers will use the curriculum materials that are developed to meet the needs of these students.**
- **Describe the process the school will use to evaluate, review and revise the curriculum on at least an annual basis to ensure its effectiveness, alignment to state standards and alignment from grade to grade. Describe who will be responsible for this process and how teachers will be involved.**
- **Describe the process the school will use to create or select new curriculum resources and instructional materials for new grades or courses, including who will be involved.**
- **Describe the school's procedures for evaluating whether the curriculum is successfully implemented and effective for all students.**

The SABIS curriculum has been carefully aligned to New York State standards. The Academic Development Division of SABIS, composed of the organization's Minnesota-based subject specialists and its global team of subject specialists outside the U.S., was responsible for the initial alignment of the SABIS curriculum with the state standards. Division staff identified the learning objectives of the standards and the state testing regimen to determine the skills that must be mastered and the appropriate time frame. Using an electronic database, they cross-checked

these requirements against the contents (“concepts”) of the SABIS curriculum, while also considering the endpoint objectives for success on college admissions exams. Ninety-five percent of the SABIS instructional materials were found to fulfill the standards set by New York State. Where content required by New York State was found lacking in the SABIS curriculum or not covered at the appropriate time (e.g., in time for a state test administered in March), SABIS modified existing material, developed supplemental materials, or purchased commercial materials. Since the state has adopted the Common Core State Standards for English and math, SABIS has worked to update the curriculum to align it to the additional standards, as evidenced in Attachment 10 (b): Curriculum Framework. In the framework, SABIS has identified several instances in which the new standards are not adequately covered in the current edition of the SABIS textbooks. In the upcoming months, before the school opens, SABIS will work to ensure that these new standards are incorporated into the new textbook editions.

In the SABIS program, promotion to the next level depends on student proficiency—or the mastery of “essential concepts.” SABIS has created a sequence of concepts from kindergarten to grade 12 tightly aligned to New York State standards and corresponding to textbook units or themes. Through detailed pacing charts, the SABIS curriculum clearly defines the skills and concepts students must master at each stage in their schooling, week by week. A series of some 900 short SABIS textbooks, spanning all subjects and grades, clearly presents the material, with each objective explicitly identified.

The school will provide SABIS pacing charts, which are electronically generated from the SABIS school management software, to every teacher to ensure that students master skills and content expected by the state. Computer algorithms that continually process school instructional data and the dean of instruction will revise these pacing charts as needed throughout the year to ensure that remaining time in the year is optimally deployed. Teachers will identify the key concepts of each lesson, and then teach each concept interactively, alternating oral work, individual written work, cooperative learning, and group checking. Led by vibrant and committed teachers, students will analyze information and claims, form and express opinions, and engage in reasoned discussion. In the process, they will deepen their knowledge of the material and build their intellectual confidence. With the SABIS Point System, teachers will maintain a brisk pace that keeps students stimulated, engaged, and enthusiastic.

The SABIS curriculum is being continuously improved. Every year, the SABIS curriculum team publishes new editions of the 900 books included in the SABIS Book Educational Series. At the end of each year, in consultation with the teachers, the Ascend schools’ deans of instruction and the department heads of SABIS conduct reviews of the SABIS textbooks and other instructional materials used throughout the school year. Based on the findings, funneled through the deans of instruction, SABIS revises their materials to better meet the needs of the teachers to adequately address all New York State standards from grade to grade.

To evaluate whether or not the curriculum is successfully implemented and effective for students, the dean of instruction will review results on periodic assessments, specifically AMS and CAT, to see if the scholars achieve the objective measures. Ascend Learning has raised the bar for student performance on curriculum-aligned assessments beyond the SABIS standard of 60 percent mastery, challenging all students to achieve at least 85 percent mastery on SABIS

periodic exams. Canarsie Ascend will also use outcomes on nationally normed tests, such as TerraNova, and state tests indicators of effective curriculum implementation.

Although Ascend's schools are still new, early academic results already evidence the effectiveness of the SABIS textbooks and their alignment to the New York State standards. Brooklyn Ascend Charter School, Ascend's flagship school, completed its second year, educating 249 predominantly black students in K-3. Third-graders took the New York State tests, administered in grades 3 through 8, for the first time last spring and established a baseline for growth in coming years. Already last spring, they outperformed on average in English students from Achievement First, one of the highest-performing charter school networks in the city. In math, results were not yet as strong, but the third-grade scholars outperformed students in the neighboring Community School Districts—49.1 percent were found proficient in comparison to 43.6 percent in District 18 and 30.7 percent in District 23.

Ascend Learning, in partnership with SABIS, is completing the development of a new lesson plan management tool that connects the lesson plans of all Ascend Learning charter schools via an extensive resource exchange and sharing platform. The SABIS pacing charts, instructional materials, and workbooks provide clear and detailed guidance on what to teach. In each core subject area, a year's worth of content and skills is mapped out in clear detail. These pacing charts ensure that every state standard is addressed. The Lesson Management System (LMS) is a database of lesson plans and materials, designed as a tool for Ascend teachers to share best practices in lesson planning and lesson delivery, while ensuring that all lessons are aligned with the SABIS pacing guides and state standards. The LMS will enable teachers to search for lessons based on core concepts and state standards.

With LMS, teachers and school leaders in the Ascend network rank lessons they deploy from the bank according to the criteria of engagement, mastery, and use of time. Teachers are able to search the LMS for top-rated lessons and identify which SABIS materials should be deployed to ensure mastery of the content and skills of the state standards. Teachers will be able to provide each other feedback; leave comments about the lesson, including tips for strong delivery of the lesson; and upload additional resources, such as teacher-developed worksheets, structured note-taking templates, interactive videos, and digital files used in lesson delivery on interactive whiteboards. In addition, teachers will be able to retrieve copies of the SABIS textbook pages and assessments that coordinate with the lesson plans. Teachers will also be able to retrieve videos of other teachers in the Ascend Learning network giving the lessons. As of last year, Ascend Learning's director of data and analytics has been working to transfer the organization's existing bank of lesson plans into the online system, meaning that Canarsie Ascend Charter School teachers will rarely have to create new lesson plans. All materials will be online, ready for teachers to refine and adjust to meet individual classroom needs.

Curriculum Description

The school shall use the SABIS curriculum for mathematics, English, world language (Spanish), science, and social studies. Ascend shall develop the curriculum for music, fine arts, and physical education.

SABIS recognizes a “hierarchy” of subjects, meaning that the value of each subject is determined by how crucial it is for future academic success. The two most important subjects are mathematics and English, as a solid understanding of both disciplines is essential for subsequent learning. By themselves, history and science do not provide a similarly broad base of essential skills. Therefore, the teaching of mathematics and English takes precedence over the teaching of history and science.

An overview of the subjects follows.

English Language Arts

English proficiency (reading, comprehension, verbal and written communication) is the foundation for progress in all academic subjects. Therefore, English courses will be required of all students every year. The study of English allows students to achieve basic proficiency, develop an appreciation of the various aspects of the language, and recognize its importance for effective oral and written communication. For all students, the SABIS English Language Arts program is designed to:

- provide them the ability to read, comprehend, interpret, evaluate, and respond to written material;
- expose them to various genres of significant world literature;
- enable them to write in a grammatically acceptable, coherent, and well organized manner;
- allow them to achieve effective speaking in formal and informal situations, to communicate ideas and information, and to ask and answer questions;
- enable them to listen and express themselves critically and analytically; and
- develop critical thinking skills through the study and use of the language and significant literature.

In the lower grades (K-4), which build the foundation for a mastery and love of the English language, the SABIS program focuses learning on the following components:

- Decoding the language from printed form
- Mastering oral fluency in reading
- Comprehending what is read
- Developing an ever-expanding vocabulary
- Understanding the correct grammatical structure of the language
- Knowing and producing correct speech
- Producing legible penmanship
- Expressing ideas and facts in proper written composition
- Reading widely from the best available literature in all genres

Beginning in the first grade, English instruction engages children in the study of authentic and engaging texts; the literature serves as a powerful motivation for learning and connecting with

phonics, vocabulary, grammar, spelling, writing, and for reading for understating. Classic and contemporary literature from worldwide cultures invites students to explore topics from a variety of perspectives. The core components are as follows:

1. Literature Works, offers an integrated approach to reading, language arts, and spelling, published by Silver Burdett Ginn. This program builds a strong foundation in literacy through a wealth of high-quality fiction and non-fiction selections. The readings explore the intellectual, social, emotional, and physical opportunities and challenges that face students in today's complex world.
2. Grammar and Writing, published by SABIS, focuses on correct grammar, usage, mechanics, and composition skills.
3. Class Readers, include a range of literature from traditional fairy tales, such as *The Emperor's New Clothes*, to historical readings. The primary purpose of these books is the development of vocabulary, oral reading fluency, and note-taking skills.
4. Handwriting, published by Zaner-Bloser, provides instruction in manuscript printing in grades 1 and 2 and cursive handwriting in grades 2 through 4.

The school will supplement the SABIS curriculum with a guided reading program.

Mathematics

The SABIS approach in the teaching of mathematics goes far beyond application; students learn the theory and logic of each mathematical concept. The SABIS mathematics program tackles three important issues: (1) why each concept is true; (2) how each concept works; and (3) how each concept can be used. A key goal in the mathematics program is to place students in a course for which they have the requisite knowledge to succeed and in which they will be challenged to use their minds fully.

The SABIS mathematics philosophy is that all students can understand and use mathematics as long as the learning process prevents “gaps” from forming. Using the SABIS Academic Monitoring System, the school can detect and fill the gaps as soon as they develop and before they can interfere with subsequent learning. As a result, students make steady progress in solving a variety of mathematical operations and applying mathematics in their everyday lives.

Mathematics will focus on essential concepts of arithmetic involving the four operations of addition, subtraction, multiplication, and division. Also, the program teaches topics such as place value, fractions, decimals, metric and standard measurement, money, time, and geography in a careful sequential manner from one grade to the next. The result is a solid mathematical foundation. Mastery of computational skills and problem-solving techniques enables students to understand abstract concepts of math encountered in the middle and upper grades. The mathematics textbooks have been written and published by SABIS. The specific instructional objectives, or “points,” are clearly identified throughout the texts.

Science

Teaching students “how to do science” is the ultimate goal of the SABIS science curriculum. SABIS science courses at different levels provide a variety of ways for students to learn the material taught, as well as the problem-solving skills and analytical thinking necessary to become scientifically literate. Students start to apply science in everyday life through real-life

problems, in classroom exercises, on examinations, and through laboratory work where they relate course material to actual data.

The SABIS science program has the following student objectives:

- Understand the major concepts, principles, and theories of the sciences
- Apply the process of inquiry to everyday problem-solving (e.g., recognizing and identifying problems, stating hypotheses, understanding assumptions, observing critically, collecting data, interpreting and evaluating data, and drawing proper conclusions)
- Gain knowledge and a solid understanding of the mathematics needed for the study of advanced sciences (i.e. chemistry and physics)
- Understand and use the language of science
- Master common applications of technology, especially computers
- Demonstrate positive attitudes, values, and appreciation toward science and technology

The school will use the Science Curriculum Improvement Study (SCIS) program. Originally funded by the National Science Foundation, the SCIS program offers an effective activity-based core science curriculum with two strands at each grade level: Life Science (Environmental Science and Physical Science) and Earth Science. The program enables students to develop their skills of observation to gather evidence, interpret data, and draw sound scientific conclusions. SABIS has created workbooks to accompany each unit for student journaling, written and visual reinforcement of fundamental science concepts, and assessment.

Social Studies

The SABIS social studies program helps students develop a true understanding of the various societies of the world through an appreciation of differences as well as similarities. It includes diverse learning activities that teach students how to work effectively in groups and to think critically and creatively.

The study of human relationships—past, present, and future—social studies includes the investigation and formulation of alternative solutions to local, regional, national, and global problems of an economic, political, and/or social nature. The major social science disciplines of geography, history, and political science provide the primary subject matter for social studies.

The chief objectives of the SABIS social studies program are to prepare students to:

- become knowledgeable about the heritages of people around the world;
- comprehend, interpret, analyze, apply, synthesize and evaluate information;
- draw from social studies, humanities, and natural sciences in the study of human relationships;
- become active citizens of local, national, and global communities;
- develop map skills and the ability to interpret data (graphs, charts, etc.);
- familiarize themselves with basic concepts in economics;
- become knowledgeable about geography; and

- understand global interdependence.

In the lower grades, the social studies curriculum introduces students to real people, past and present. At the earliest levels, children learn about what is most familiar to them—themselves and their families. As students’ environments expand, the program broadens to include the community and then the geography, history, and cultural diversity of countries around the world.

The principal resource for social studies in grades K-6 is the Houghton Mifflin Social Studies program, a vividly written and beautifully illustrated series of student textbooks that offers a multicultural, balanced approach to history and fosters respect for all peoples. The series covers: (1) neighborhoods, examining families and communities near and far, today and long ago; (2) communities, exploring early American communities, movements of peoples, governments, and economic systems; (3) states and regions, examining geographic regions of the U.S. from early times to the present; and (4) United States history, chronicling U.S. history in depth to the 20th century.

World Language

Through the SABIS world language program, students will study Spanish to gain proficiency in the language and to develop an understanding of the history and culture of peoples whose native language is Spanish. The program has the following overall objectives for students:

- Comprehend native Spanish speakers
- Engage in and sustain conversation in Spanish
- Read short passages on familiar subjects intensively and learn to scan extended passages in search of noteworthy information
- Progress from using familiar material in guided composition to producing original compositions and ultimately responding to literature in Spanish
- Demonstrate knowledge of how cultures, as systems of values, evolve with time
- Demonstrate development of language learning techniques

In keeping with the philosophy and objectives of the SABIS program, a Spanish teacher with native-speaking fluency will teach Spanish classes at the school in the target language. The teacher will use English only to highlight a point or to draw a meaningful comparison between the first and second language. Language acquisition will begin with vocabulary taught orally and students will learn structures inductively, reinforced with developmentally appropriate grammatical concepts.

Career Development and Occupational Studies

The school will use the SABIS Career Development and Occupational Studies program to provide a curriculum completely aligned with the New York State standard. The program will provide teachers with sample units, projects, lessons and classroom activities that will help students develop the knowledge and skills necessary to define and pursue their career aspirations.

Family and Consumer Sciences

Through SABIS’s family and consumer sciences program, the school will help students learn to manage their resources and develop into competent, confident, and responsible individuals. The SABIS family and consumer sciences program is designed to enable all students to:

- manage resources effectively, budgeting their time, energy, and talents to meet multiple demands;
- understand that human development is a sequential process and that there are stages of physical, intellectual, social, and emotional development from birth to death in this process;
- know what to expect during each phase of family and human development to understand human development in general and to plan for the future;
- know the general principles of childhood development;
- understand the demands of child care;
- understand good nutrition and proper food preparation; evaluate nutritional and wellness practices; make knowledgeable choices to select a healthy diet;
- understand the relevance of clothing to the culture, history, and economics of various societies;
- make appropriate clothing selections for various occasions;
- understand the relationship between housing and environment to poverty levels; and
- analyze community resources and the roles of family and community members.

Fine Arts - Dance

The school will use the Ascend dance program to offer all students a fundamental creative experience that addresses the bodily kinesthetic intelligence. Dance uses the body as the instrument and movement as the medium for expression, involving cognitive, affective, and physical skill development. The Ascend dance program is designed to enable students to:

- communicate feelings, thoughts, and ideas through dance expressions;
- develop an appreciation of dance as an art form;
- develop their physical and neurological functions through gross and fine motor activities involving dance processes and applications;
- develop their critical-thinking skills by using creative problem-solving techniques involving dance processes and applications;
- gain unique skills and knowledge to serve as members of an interdependent, global society;
- increase their self-esteem through social interaction and cultural awareness;
- learn and share dances from their own cultures and from around the globe; and
- understand their own cultures and develop respect for dance as part of other heritages.

Fine Arts - Music

Using Ascend's sequential K-6 music curriculum, the school will teach the elements of music – melody, harmony, rhythm, tone, color, and form – through singing, listening, visual media, theory games, creative movement, and playing instruments. The school will center music education on different cultures through the instruction of songs in world languages. The school will strive to involve all students periodically in musical and play performances to help them develop a strong sense of self-expression, confidence, and teamwork. Music education develops

in each student the ability to perform, understand, and value music. The Ascend music program seeks to enable students to:

- acquire awareness of the value of music as a mode of human expression;
- become knowledgeable about, analyze, and describe the significant music of various cultures, eras, and types;
- use and read musical terms, symbols, and notation;
- listen to music analytically and critically;
- perform music expressively and accurately; and
- express original musical ideas in one variety of media.

Fine Arts - Theatre

The aim of the school's theatre program, also drawn from the Ascend model, is to offer students from diverse backgrounds and abilities theatre activities that foster creative expression, discipline, collaboration, self-awareness, and personal transformation. Theatre is a tool for accommodating many learning styles, as it engages tactile and kinesthetic aspects of learning and also involves auditory and visual elements. Through theatre, students learn to understand universal themes and ways of looking at the world and they develop the means to express their own ideas and visions of the world. Teaching and learning in the arena of the Ascend theatre curriculum helps build learners who are more confident and competent in their education and their future.

Fine Arts - Visual Arts

Using the Ascend art program, the school will offer all students a fundamental experience of a range of media, balancing free ideas with strict observational work. Drawing is an important discipline of Ascend's visual arts program, as an expression in its own right, and a basis for exploration in other media. The program has several objectives for students:

- Experience a sequential balanced program of art instruction that includes the study of aesthetics, art criticism, art history, and art production
- Acquire significant skills in organizing and visually expressing ideas
- Acquire critical, historical, and aesthetic concepts in the visual arts to understand regional, national, and world cultures
- Develop the sensitivity, visual discrimination, and judgment needed to enhance the visual environment including personal life, home, school, and community

Health Education

Health education classes will be provided to students as part of the general Ascend health education program. This program focuses on human growth and development; nutrition; family life; alcohol, tobacco, and other drug substances; safety, first aid, and survival; community, consumer, emotional, and environmental health; diseases and disorders; and healthy life styles. Ascend's health education draws on knowledge from biological, environmental, medical, physical, psychological and social sciences to help students learn how to prevent and manage

health problems, examine alternatives, and make responsible health-related decisions. The Ascend health education program sets the following overall objectives for students:

- Acquire awareness of the human body and understand the characteristics and natural progression of development in the life cycle
- Understand the role of nutrition in the promotion and maintenance of good health
- Appreciate the role of the family in preparing each member for the responsibilities of family membership and adulthood
- Understand the factors involved in preventing drug abuse
- Recognize how safe environments promote health and reduce safety risks
- Understand the importance of becoming a contributor to the health of a community
- Understand the importance of making wise decisions in selecting and using health information
- Recognize the relationships among emotional reactions, social relationships and patterns of behaviors that promote emotional health and sound interpersonal relationships
- Recognize that environmental factors have an effect on the health of the individual and of society
- Understand that diseases and disorders limit the individual and society's potential
- Appreciate the need for responsibility and planning for developing and maintaining a healthy lifestyle

Physical Education

Physical education provides students with the knowledge, skills, and attitudes to become physically fit and maintain healthful and satisfying lifestyles throughout their lives. The physical education program, which will be used at the school, consists of activities designed to meet the present and future physical and recreational needs of students. The program is designed to meet students' diverse needs, interests, and capabilities.

The ultimate goal of physical education is to help students gain the ability to make good decisions for long-term, positive, and healthy lifestyles. Such decisions include not only what is best for the body in terms of exercise, but also in terms of nutrition, drug use and abuse, physical growth and development, and personal health. With the program, students learn how to choose healthy lifestyles (methods) and understand the reasoning that goes into their decisions (rationale). The program sets the following overall objectives for students:

- Possess acceptable levels of cardio-respiratory endurance, flexibility, and strength to be able to perform physical tasks daily and in emergency
- Perform a variety of selected team, individual/dual sport, rhythmic, and lifelong activity skills at intermediate skill levels and use appropriate rules and strategies
- Understand and perform lifesaving and survival activities
- Appreciate physical well-being and enjoy participating in physical activities

Middle-School Humanities and Arts

By the time students reach the fifth grade and enter middle school, they will have acquired the requisite academic skills, mental stamina, and engagement in schooling to participate in an uncommonly ambitious course of study. A key feature of the middle-school curriculum will be a humanities and arts program, which will engage students for one to two periods a day beginning in grade 5. Excellent critical reading, writing, arts appreciation, and public speaking skills are the primary goals of the program.

Developed by Ascend Learning and modeled on the practices of the city's finest elite private schools, the program will develop the individual voice and reading sensibility of each student by supplementing the SABIS reading materials with a customized syllabus that includes a cross-cultural selection of classic literature. Many selected works will connect thematically to museum-quality reproductions of great works of art that will hang in hallways and specially designed "gallery" spaces throughout the middle-school facility. These gallery spaces will be designed for students to gather outside the classroom to discuss a work of art relevant to a literary work they are studying or a writing assignment they are developing. For example, Jacob Lawrence's "Brownstones, 1958" painting of street life in Harlem would supplement a unit on the poetry of Langston Hughes. Local visiting writers, whose work will be anticipated throughout the year, will both guest-teach classes and give public readings open to the school community in the spring.

Open-form discussion of literature and the emphasis on developing individual written voices and interpretive skills will be a new experience for many students entering the middle school. The emphasis on developing as attentive readers, listeners, and scholars with distinct written styles and unique perspectives will deepen their abilities to value and communicate with others. The program will encourage students to take risks, and inspire creative leaps in interpretation and self-expression.

At-Risk Students

The SABIS design includes specialized diagnostic tests, which will be administered at the school's launch to all students (and each year thereafter to new students). The diagnostic tests will guide placement decisions and detect learning gaps that impede student progress. They will also identify students who require remediation in the SABIS Intensive Program, designed to help students fill pre-existing gaps in their knowledge. The school will place in this program students in grades 1 through 6 who do not have a definable disability but who are working below grade level in English and/or mathematics. On average where this model is employed, these classes have a substantially lower number of students than general education classrooms. Periodic assessments will determine when students are ready to return to general education classes. Both the diagnostic tests and Intensive curricula have been refined over three decades.

All students from Brooklyn Ascend Charter School, Ascend Learning's flagship school, recently completed the 2008-09 school year and took the SABIS end-of-term exams, which measure students' proficiency in the skills taught throughout the term. In the final term first-graders averaged scores of 82.5 percent on the English tests and 80.7 percent on math, well above SABIS's passing score of 60 percent. Second-graders averaged 86.9 percent on English and 80 percent on math; these averages exclude students enrolled in the SABIS Intensive Program. Perhaps most encouraging was the performance of these students who participated in all interim periodic assessments and the end-of-term exams alongside their peers not enrolled in the

Intensive Program. By the end of the term, Intensive students scored at levels approaching that of their non-Intensive peers, with average scores of 86 percent in English and 65.4 percent in math.

Beginning in grade 3, SABIS's weekly Automated Monitoring System (AMS) tests will promptly identify students who are struggling with concepts in the regular program—before their deficits accumulate and they fall far behind their peers. Class prefects will then provide one-on-one tutoring through the Peer Tutoring Program, which will combine targeted instruction, practice, and peer mentorship under the supervision of faculty. Eventually, a Saturday morning peer tutoring program may also be established where students with strong academic achievement will assist their peers in mastering specific concepts in language arts and math.

As noted, SABIS recognizes a “hierarchy” of subjects: the two most important subjects are mathematics and English, as a solid understanding of both disciplines is a major factor in determining future learning. Therefore, should extraordinary measures be necessary to enable an entire class of students to keep pace with performance targets in ELA and/or math, the teacher would rededicate time ordinarily spent in other disciplines to devote more periods to math and/or ELA instruction.

Students with Special Needs

The process for pre-referral to special education in the SABIS program is important, because students' learning gaps must not be confused with disabilities. Certain findings will lead to immediate referral. Absent a clear disability, however, a sequence of interventions will seek to address students' learning gaps (which may be the cause of the failure to progress) within the regular program: first, peer tutoring under the prefect program and with faculty supervision; second, staff tutoring; third, the SABIS pull-out Intensive Program; and fourth, the full Intensive Program, described above.

Many students who would otherwise be referred to special education thrive in the program and rejoin their peers within one year.

For students who enter with an Individualized Education Plan (IEP) or whose needs dictate the development of a new IEP, the school will directly provide all resource room and consultant teacher services outlined in the IEP. Such will be the responsibility of the dean of instruction, the special education teacher(s), and the director of special education (beginning in year 4). Of course, the precise nature of these services cannot be known before students enroll and the particular complement of student IEP is analyzed. Throughout its development, the school will ensure that accommodations are in all instances appropriate for students of different grades.

Students with Limited English Proficiency

The school will serve English Language Learners (ELL) through a program of Structured English Immersion, singularly geared toward preparing them to join their peers successfully as quickly as possible. Students with little or no English will rapidly acquire English language skills in an Intensive-style classroom, taught by teachers with appropriate ELL certification. The school will use existing SABIS programs specifically designed for ELL that focus on phonics, reading, fluency, comprehension, vocabulary acquisition, and other English language fundamentals.

The experience of the SABIS Holyoke Community Charter School in Massachusetts evidences the efficacy of the program for this special population. At this K-8 school, where 86 percent of students are Hispanic (compared with 15 percent statewide), Hispanic eighth-graders outperformed the state's Hispanic student population by 27 percentage points on the state's English language arts exam and were almost at par with the state's white population.

Staffing Plan

A key strength of the SABIS system is its effectiveness even in the absence of exceptional human resources. The school will thus implement the curriculum and achieve the founders' ambitious goals for student performance without having to staff small classes, hire aides above the kindergarten level, or demand unsustainable effort on its faculty.

The SABIS tools permit larger class sizes, as students arrive prepared to work at grade level, without learning gaps that dramatically increase demands facing the classroom teachers in ordinary urban classrooms. The SABIS intellectual property partly substitutes for the labor of highly skilled teachers in developing unit plans, curriculum, assessments, interventions, pacing charts, academic policies, and other tools for closing the achievement gap. It frees schools from a dependence on an exotic labor pool, and permits more broadly available career educators to achieve gap-closing results reliably while working at a sustainable pace. By imposing sustainable demands on teachers and permitting them high levels of success with their students, the SABIS system also minimizes staff attrition.

Other supports, including the No Excuses school culture and the Lemov pedagogical techniques (in which all teachers will be trained), will contribute to teachers' effectiveness in implementing the curriculum.

A dean of instruction will ensure the precise implementation of the curriculum, delivering professional development; overseeing the development of lesson plans; tracking student progress by section, grade, and school-wide through the SABIS Academic Monitoring System; and modeling effective instructional techniques.

10 (b) Curriculum Framework

Provide evidence that the proposed school’s curriculum would allow students to meet or exceed the performance standards established by the Board of Regents.

At a minimum, submit curriculum materials (see suggested template at Appendix A of this RFP) for all grade levels for which the proposed school would be authorized to provide instruction in its first year of operation aligned to New York State Standards (reflecting the adoption of the CCSS) for each of the four core content areas: English language arts, mathematics, science and social studies. These minimum requirements do not preclude an applicant from providing a complete curriculum framework for all grades proposed throughout the initial charter period to demonstrate the articulation of the instructional program over that time period. In addition, the proposal must provide at least a narrative description of the curriculum in any other content area in which the school would provide instruction in its first year of operation, e.g., art, music, foreign language.

The curriculum materials should include a key or explanation of the document’s organization, and should include a list of source documents for any references used in the curriculum itself. Given that curricular materials tend to be large documents, a table of contents is recommended.

New York State Common Core Learning Standards for Mathematics
as aligned to Sabis® Mathematics curriculum
Curriculum Framework Template
Canarsie Ascend Charter School

Subject Area: Mathematics **Grade Level:** Kindergarten

Mathematics Strands	Mathematics Standards	SABIS® Level B Mathematics	Assessments	Based on the AY1011 Pacing Chart
Counting and Cardinality K.CC	1. Count to 100 by ones and by tens.	25, 26, 46, 52, 72, 92, 101, 105, 107, 110, 117, 118	Term 1 assessment 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 8 – 9 Term 2 Week 3, 5, 10 Term 3 Week 3, 6, 7, 8, 9
	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	25, 26, 46, 52, 72, 92, 101, 105, 107, 110, 117, 118	Term 1 assessment 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 8 – 9 Term 2 Week 3, 5, 10 Term 3 Week 3, 6, 7, 8, 9
	3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	10, 11, 14, 16, 17, 19, 20, 22, 23, 38, 39, 40, 41, 43, 44, 49, 50, 64, 65, 67, 68, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 97, 98, 99, 100, 104, 106	Term 1 assessments 1&2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 4 – 8 Term 2 Week 1–4, 8, 9 Term 3 Week 1–3, 5–7
	4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	10, 11, 14, 16, 17, 19, 20, 22, 23, 38, 39, 40, 41, 43, 44, 49, 50, 64, 65, 67, 68, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 97, 98, 99, 100, 104, 106	Term 1 assessments 1&2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 4 – 8 Term 2 Week 1–4, 8, 9 Term 3 Week 1–3, 5–7
	4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	11, 14, 17, 20, 23, 25, 41, 44, 46, 50, 52, 65, 68, 70, 72, 81, 83, 85, 89, 91, 93, 98, 101, 105, 107	Term 1 assessments 1&2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 4 – 8 Term 2 Week 1–4, 8, 9 Term 3 Week 1–3, 5–7
	4c. Understand that each successive number name refers to a quantity that is one larger.	25, 26, 30, 46, 54, 67, 68, 72, 110	Term 1 assessment 2 Term 2 assessments 1 & 2 Term 3 assessment 2	Term 1 Week 8, 10 Term 2 Week 3, 5, 9, 10 Term 3 Week 8

Mathematics Strands	Mathematics Standards	SABIS® Level B Mathematics	Assessments	Based on the AY1011 Pacing Chart
	<i>4d*. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.</i>	27, 75	<i>Term 1 assessment 2 Term 3 assessment 2</i>	Term 1 Week 9 Term 2 Week 10
	5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	11, 14, 17, 20, 23, 25, 41, 44, 46, 50, 52, 65, 68, 70, 72, 81, 83, 85, 89, 91, 93, 98, 101, 105, 107	Term 1 assessments 1&2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 4 – 8 Term 2 Week 1–4, 8, 9 Term 3 Week 1–3, 5–7
	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ² (² Include groups with up to ten objects.)	28, 29, 36, 93	Term 1 assessment 2 Term 3 assessment 1	Term 1 Week 10, 12 Term 3 Week 4
	7. Compare two numbers between 1 and 10 presented as written numerals.	93	Term 3 assessment 1	Term 3 Week 4
Operations and Algebraic Thinking K.OA	1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	30, 31, 32, 33, 34, 53, 54, 55, 56, 57, 70, 73, 74, 86, 87, 94, 102, 103, 111, 112	Term 1 assessment 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 10–11 Term 2 Week 5–6, 9–10 Term 3 Week 2, 4, 6, 8
	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	30, 31, 32, 33, 34, 53, 54, 55, 56, 57, 70, 73, 74, 86, 87, 94, 102, 103, 111, 112	Term 1 assessment 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 10–11 Term 2 Week 5–6, 9–10 Term 3 Week 2, 4, 6, 8
	3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$).	70	Term 2 assessment 2	Term 2 Week 9
	4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a	70 Also a concept in the Mental Math book	Term 2 assessment 2	Term 2 Week 9

Mathematics Strands	Mathematics Standards	SABIS® Level B Mathematics	Assessments	Based on the AY1011 Pacing Chart
	drawing or equation.			
	5. Fluently add and subtract within 5.	30, 31, 32, 33, 34, 53, 54, 55, 56, 57, 70 Also a concept in the Mental Math book	Term 1 assessment 2 Term 2 assessments 1 & 2	Term 1 Week 10–11 Term 2 Week 5–6, 9
Number and Operations in Base Ten K.NBT	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	93 <i>Not enough to cover the topic thoroughly. Will be included in the book in the AY12-13 edition.</i>		Term 3 Week 4
Measurement and Data K.MD	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	58, 59, 76, 77, 78, 79 <i>Not enough to cover the topic thoroughly. Will be included in the book in the AY12-13 edition.</i>	Term 2 assessment 2	Term 2 Week 7, 11
	2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	58, 59, 76, 77, 78, 79	Term 2 assessment 2	Term 2 Week 7, 11
	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. <i>(Limit category counts to be less than or equal to 10)</i>	7, 35, 36, 37, 48, 62, 63		Term 1 Week 3, 11-12 Term 2 Week 4, 7
Geometry K.G	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front</i>	1, 3, 4, 6, 60, 61, 62, 63 <i>Missing positional terms will be included in the book</i>	Term 1 assessment 1	Term 1 Week 1-2 Term 2 Week 7

Mathematics Strands	Mathematics Standards	SABIS® Level B Mathematics	Assessments	Based on the AY1011 Pacing Chart
	<i>of, behind, and next to.</i>	<i>in the AY12-13 edition.</i>		
	2. Correctly name shapes regardless of their orientations or overall size.	6, 60, 61, 62, 63	Term 1 assessments 1& 2 Term 2 assessment 2	Term 1 Week 2 Term 2 Week 7
	3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	6, 60, 61, 62, 63		Term 1 Week 2 Term 2 Week 7
	4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	6, 60, 61, 62, 63 <i>Missing details will be included in the book in the AY12-13 edition.</i>		Term 1 Week 2 Term 2 Week 7
	5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<i>Missing topic will be included in the book in the AY12-13 edition.</i>		
	6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>	71 <i>Topic not fully covered, it will be included in the book in the AY12-13 edition.</i>		Term 3 Week 9

The standards in bold and italic are the suggested New York State additions to the Math CCSS.

Curriculum Framework Template
Charter School

Subject Area: Mathematics **Grade Level:** Grade 1

Mathematics Strands	Mathematics Standards	SABIS® Level C Mathematics	Assessments	Based on the AY1011 Pacing Chart
Operations and Algebraic Thinking 1.OA	1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	11, 12, 13, 14, 26, 27, 28, 29, 30, 31, 38, 39, 40, 41, 42, 48, 56, 71, 72, 73, 75, 78, 121, 141, 149		Term 1 Week 3–7, 9, 10 Term 2 Week 4–7 Term 3 Week 10 During AY1011 we did not teach 121 and 149
	2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	76, 77, 149		Term 2 Week 6-7 During AY1011 we did not teach 149
	3. Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i> (Students need not use formal terms for these properties)	74, 76, 92		Term 2 Week 6 Term 3 Week 1
	4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>	26, 27, 28, 39, 40, 42		Term 1 Week 4–5, 7
	5. Relate counting to addition and subtraction (e.g., by counting on 2 to	11, 26, 27, 38, 42, 58, 59, 60, 61, 137, 138		Term 1 Week 3–5, 7 Term 2 Week 1 During AY1011 we did

Mathematics Strands	Mathematics Standards	SABIS® Level C Mathematics	Assessments	Based on the AY1011 Pacing Chart
	add 2).			not teach 59, 137, 138
	6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	14, 41, 51, 121 Mental Math exercises. <i>Missing details will be included in the book in the AY12-13 edition.</i>		Term 1 Week 3, 7, 10 During AY1011 we did not teach 121
	7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	12, 37, 122 <i>Missing details will be included in the book in the AY1213 edition.</i>		Term 1 Week 3, 6 Term 3 Week 6
	8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i>	39, 40, 41, 73, 121, 141, 144		Term 1 Week 7 Term 2 Week 5 Term 3 Week 10-11 During AY1011 we did not teach 121
Number and Operations in Base Ten 1.NBT	1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	3, 4, 5, 6, 10, 16, 32, 35, 36, 43, 45, 47, 49, 52, 53, 64, 125, 139		Term 1 Week 1-2, 4-6, 8-10 Term 2 Week 2 Term 3 Week 7 During AY1011 we did not teach 139

Mathematics Strands	Mathematics Standards	SABIS® Level C Mathematics	Assessments	Based on the AY1011 Pacing Chart
	2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	7, 8, 10, 32, 33, 34, 44, 49, 50, 63, 124, 125		Term 1 Week 2, 6, 8–10 Term 2 Week 2 Term 3 Week 7 During AY1011 we did not teach 124
	2a. 10 can be thought of as a bundle of ten ones—called a “ten.”	7, 8, 9		Term 1 Week 2
	2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	8, 9, 32, 33, 34, 43, 44		Term 1 Week 2, 5, 8
	2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	49, 60, 63, 67, 124		Term 1 Week 9 Term 2 Week 1–3 Term 3 Week 7
	3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	15, 37, 46, 52, 66, 123		Term 1 Week 3, 6, 9, 10 Term 2 Week 3 Term 3 Week 7
	4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	14, 38, 51, 71, 72, 73, 78, 89, 90, 91, 110, 111, 112, 113, 121, 126, 127, 141 <i>Mental Math exercises are practiced daily.</i>		Term 1 Week 3, 7, 10 Term 2 week 4-5, 7, 10 Term 3 week 1, 3–4, 8, 10 During AY1011 concepts 90, 113, and 121 were not taught
	5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the	51, 61, 67 <i>More details will be</i>		Term 1 Week 10 Term 2 Week 1, 3

Mathematics Strands	Mathematics Standards	SABIS® Level C Mathematics	Assessments	Based on the AY1011 Pacing Chart
	reasoning used.	<i>included in the book in the AY12-13 edition.</i>		
	6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	90, 113		During AY1011 concepts 90 and 113 were not taught
Measurement and Data 1.MD	1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	17, 114		Term 1 Week 4 Term 3 Week 4
	2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	115, 117, 119		Term 3 Week 5-6
	3. Tell and write time in hours and half-hours using analog and digital clocks.	101, 102		Term 3 Week 2
	3* Recognize and identify coins, their names, and their value.	129, 130		Term 3 Week 9
	4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	84, 85, 86, 87		Term 2 Week 9–10

Mathematics Strands	Mathematics Standards	SABIS® Level C Mathematics	Assessments	Based on the AY1011 Pacing Chart
Geometry 1.G	1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.	22, 80 <i>More details will be included in the book in the AY1213 edition.</i>		Term 1 Week 4 Term 2 Week 8
	2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)	22, 23, 24, 57, 81 <i>More details will be included in the book in the AY1213 edition.</i>		Term 1 Week 4 Term 2 Week 1, 8
	3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	62 <i>More details will be included in the book in the AY1213 edition.</i>		Concept 62 was not taught during AY1011

The standards in bold and italic are the suggested New York State additions to the Math CCSS.

ASCEND LEARNING ENGLISH

New York

SABIS® EDUCATIONAL SERVICES Alignment of KG Curriculum

Strand	Standard	SABIS Text(s)	Assessments	AY Term / Week	
Foundational Reading Skills	PRINT CONCEPTS				
			SABIS® Word Cards & Posters Level B SABIS® Phonics Level B SABIS® Readers Level * follows and reinforces the phonic progression SABIS® Anthology KG • Big books • Little books • Workbook • pull-out Readables (word families)		
	1	Demonstrate understanding of the organization and basic features of print	All the texts above		
	<i>a</i>	o Follow words from left to right, top to bottom, and page by page.	Big Book presentations Discuss how to handle a book and turn the pages (Hold right side up and read pages from front to back and read words from left to right and top to bottom).		Term 1 Week 1 and on
	<i>b</i>	o Recognize that spoken words are represented in written language by specific sequences of letters.	Discuss Reading direction and that print stands for spoken words/ language and convey meaning / information [on PC]		Term 1 Week 1 and on
	<i>c</i>	o Understand that words are separated by spaces in print.			Term 1 Week 1 and on
	<i>d</i>	o Recognize and name all upper- and lowercase letters of the alphabet.	SABIS® Word Cards & Posters Level B SABIS® Phonics Course Level B bk 1 SABIS® Handwriting		Term 1 Weeks 1-10
	PHONOLOGICAL AWARENESS				
	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
	<i>a</i>	o Recognize and produce rhyming words .	Phonics: Orally produce rhyming words in response to spoken words (e.g., What rhymes with what hat?) Id rhyming words (e.g, What word rhymes with lark? SABIS® Anthology KG Teachers' Guide and Wkbk Theme A Genre study Poetry – Nursery/Mother Goose Rhyme Theme B Wkbk Fairy's Friends Matching rhyming words Theme B Wkbk Rhyme Train -all Theme E Key Term: rhyme: a word with an ending that sounds similar to the ending of another word		Phonics T1 On going as soon as scholars start to word build Terms 2 and 3 Theme A Term 1, Week 4, 11 & Term 2, Weeks 1-7

b	o Count, pronounce, blend, and segment syllables in spoken words.	SABIS® Word Cards & Posters Level B SABIS® Phonics Course Level B bk 2 SABIS® Readers Level B corresponding stories SABIS® Anthology KG wkbk Theme D How Many Syllables? p.61	Part of the twice termly assessment	SABIS® Phonics Course Level B bk 2 SABIS® Readers Level B corresponding stories Term 2, week 1-end of year	
c	o Blend and segment onsets and rimes of single-syllable spoken words.	SABIS® Anthology KG Teachers' Guide and wkbk Theme A -an word family flip book -an word family book -at word wheel -at word family book Theme B -et word wheel -et word family book -ill slide book -ill word family book Theme C -all slide book -all word family book -op word family -op word family book Theme D -e word family -e word family book -ay word family -ay word family book Theme D -ug/og word family -og word family book Theme E -ight word family -ight word family book		Theme A -an Term 1, Week 6 -at Term 1, Week 7 Theme B -et Term 1, Week 11 -ill Term 2, Week 4 Theme C -all Term 2, Week 11 -op Term 2, Week 12 Theme D -e Term 3, Week 4 -ay Term 3, Week 7 Theme D -ug/og Term 3, Week 9 Theme E -ight Term 3, Week 14	
d	o Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)	SABIS® Phonics wkbk 2 Level B SABIS® Anthology KG wkbk Fold-up,Take-home Books– an word family book “A Fan” – at word family book “The Fat Cat”– et word family book “A Vet Named Bret”– ill word family book “The Mill on the Hill”– all word family book “The Tall Wall”– op word family book “My Pop the Cop”– e word family book “Bees”– ay word family book “A Day in May”– og word Family book “The Frog in the Bog”– ight word Family book “A Light in the Night”		Word building starts in Term 1 , week 3 the week after each vowel is introduced Term 2, Week 1 medial a Term 2, Week 2 medial e Term 2, Week 3 medial i Term 2, Week 4 medial o Term 2, Week 5 medial u	
e	o Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	SABIS® Anthology KG Teachers' Guide and wkbk Theme A -an word family flip book -at word wheel Theme B -et word wheel -ill slide book Theme C -all slide book -op word family Theme D -e family -ay word family Theme D -ug, og word family Theme E -ight word family		Theme A -an Term 1, Week 6 -at Term 1, Week 7 Theme B -et Term 1, Week 11 -ill Term 2, Week 4 Theme C -all Term 2, Week 11 -op Term 2, Week 12 Theme D -e Term 3, Week 4 -ay Term 3, Week 7 Theme D -ug/og Term 3, Week 9 Theme E -ight Term 3, Week 14	
PHONICS AND WORD RECOGNITION					
3	Know and apply grade-level phonics and word analysis skills in decoding words.				

	a	o Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant .	SABIS® Word Cards & Posters Level B SABIS® Phonics Course Level B bk 1 lesson 15 Word Endings (ck) lesson 17 Word Endings (ll, all) lesson 19 Word Beginnings & Endings (sh) lesson 20 Word Beginnings & Endings (th) lesson 21 Word Beginnings & Endings (ch) lesson 22 Word Beginnings & Endings (wh)	Phonics - sounds, blending, and reading should be independently assessed at least twice per term	Term 1 initial and final sounds lesson 15 Term 2, Week 7 lesson 17 Term 2, Week 9 lesson 19 Term 2, Week 11 lesson 20 Term 2, Week 12 lesson 21 Term 2, Week 13 lesson 22 Term 2, Week 14
	b	o Associate the long and short sounds with the common spellings (graphemes) for the five major vowels .	SABIS® Word Cards & Posters Level B SABIS® Phonics Course Level B bk 2 Lesson 10 - 14 Medial vowels a, i, e, o, u pp.1-37 Lesson 23-24 R-Controlled Vowels -ar, -ir pp.104-115 Lesson 25 Long e -ee pp.116-122 Lesson 26 Long oo pp.123-128 Lesson 27 Long e -ea pp.129-134 Lesson 28 /ow/ pp.135- 147 Lesson 29 Long o -oa pp.15-17 SABIS® Readers Level B corresponding stories		Lesson 10 - 14 Term 2, Week 1 - 5 Lesson 23-24 Term 3, Week 5- 6 Lesson 25 Term 3, Week 7 Lesson 26 Term 3, Week 8 Lesson 27 Term 3, Week 9 Lesson 28 Term 3, Week 10 Lesson 29 Term 3, Week 11 SABIS® Readers Level B corresponding stories
	c	o Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	SABIS® Word Cards Level B [Dolch/Fry ref on card] SABIS® Readers Level B introduces HF words systematically SABIS® Anthology KG Sight words introduced in each theme		Starts in Term 1 see Teacher's Manual Ongoing through the year
	d	o Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Medial vowels a, i, e, o, u pp.1-37 exercises		Starts in Term 1 see Teacher's Manual Ongoing through the year as part of word building and dictation activities
	FLUENCY				
4	Read emergent-reader texts with purpose and understanding.	SABIS® Readers Level B Graded Readers [as used in Ascend]	Ongoing through the year		

Strand	Standard	SABIS Text(s)	Assessments	AY Term / Week
		SABIS® Anthology KG • Big books • Little books • Workbook • pull-out Readables (word families) • posters		

Literature	KEY IDEAS AND DETAILS			
	1	1. With prompting and support, ask and answer questions about key details in a text.		

2	2. With prompting and support, retell familiar stories , including key details.	<p>Teachers Guide (among others) Theme A Children Around the World (Puppet pages) retelling key details Theme B The Lion and the Mouse Theme D: Dreams & Talking retelling events Theme E: Hippy Hi Hoppy Fuzzy Caterpillar Ant and Grasshopper</p>	<p>Children Around the World (Puppet pages) retelling key details The Lion and the Mouse Term 1, week 11 Dreams & Talking Term 3, week 5 Hippy Hi Hoppy Term 3, week 12 Fuzzy Caterpillar Term 3, week 14 Ant and Grasshopper Term 3, week 15</p>	
3	3. With prompting and support, identify characters, settings, and major events in a story.	<p>Teachers Guide Quick questions Exercises and Wkbk Theme A Children Around the World • RC - id characters My Little Garden • RC - Place events in sequence Theme B The Lion and the Mouse and further throughout the year</p>	<p>Children Around the World Term 1. week 2 My Little Garden Term 1. week 8 The Lion and the Mouse Term 1. week 11</p>	
CRAFT AND STRUCTURE				
4	Ask and answer questions about unknown words in a text.	<p>Vocabulary units linked to each story / poem (for example) I Am a Bunny • Vocabulary – multiple meanings Lion and Mouse • Vocabulary – use new words</p>	<p>Throughout the year Term 1. week 8 Term 1. week 11</p>	
5	Recognize common types of texts (e.g., storybooks, poems).	<p>Genre Study see KG Anthology Teacher Guides • Theme A Genre study Poetry • Theme B Genre study Nursery Rhymes • Theme C Genre study Legends and Tall tales • Theme D Genre study Traditional folktales • Theme E Genre study Fable The 20th Century Children's Book Treasury paced over the year</p>	<p>• Theme A Genre study Poetry Term 1 • Theme B Genre study Nursery Rhymes Term 1 - 2 • Theme C Genre study Legends and Tall tales Term 2 • Theme D Genre study Traditional folktales Term 3 • Theme E Genre study Fable Term 3 TCCBT Range of texts over the year</p>	
6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<p>The 20th Century Children's Book Treasury & SABIS Biography (Posters) Theme A "I am a Bunny" Author Ole Rimson Illustrator Richard Scarry "First Tomato" Author & Illustrator Rosemary Wells Theme B "Titch" Author & Illustrator Pat Hutchins Theme C "I hear, I see, I touch" Author & Illustrator Helen Oxenbury Theme D "Freight Train" Author & Illustrator Donald Crews Theme E "Good Night, Gorilla" Author & Illustrator Peggy Rathmann</p>	<p>• Theme A Ole Rimson & Richard Scarry Term 1, week 8 Rosemary Wells Term 1, week 8 • Theme B Pat Hutchins Term 2, week 7 • Theme C Helen Oxenbury Term 3, week 1 • Theme D Donald Crews Term 3, week 8 • Theme E Peggy Rathmann Term 3, week 12</p>	

		INTEGRATION OF KNOWLEDGE AND IDEAS			
	7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Anthology • Theme B Fairy Friends RC The Little Friends • Theme C Baby Templeton Wants His Cheese •compare pictures with first story before reading • Theme D The Elf and the Dormouse •predictions based on cover, illustration Raindrops • picture & illustration to aid comprehension A Little Boy's Walk • predictions based on illustrations • Theme E Good Night Gorilla • Skill – compare/contrast		Fairy Friends Term 2, Week 4 The Little Friends Term 2, Week 5 Baby Templeton .. Term 2, Week 11 The Elf and Dormouse Term 3, Week 4 Raindrops Term 3, Week 5 A Little Boy's Walk Term 3, Week 7 Good Night Gorilla Term 3, Week 12
	8	NOT APPLICABLE to Literature			
	9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Theme A I Am a Bunny • RC – compare / contrast Theme E Good Night Gorilla • Skill – compare/contrast		I Am a Bunny Term 2, Week 8 Good Night Gorilla Term 3, Week 12
		RANGE OF READING & LEVEL OF TEXT COMPLEXITY			
	10	Actively engage in group reading activities with purpose and understanding.	SABIS® Anthology KG		Throughout the year
Stories		Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	• Theme A Children Around the World • Theme B Lion and Mouse • Theme C The Templetons • Theme D Raindrops • Theme E Baby Caterpillar		
Dramas		Includes staged dialogue and brief familiar scenes			
Poetry		Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	The Twentieth Century Children's Book Treasury Graded Readers [as used in Ascend]		

Strand	Standard	SABIS Text(s)	Assessments	AY Term / Week
		SABIS® Anthology KG • Big books • Little books • Workbook • pull-out Readables (word families) • posters		

		KEY IDEAS AND DETAILS			
Informational Text Reading Skills	1	With prompting and support, ask and answer questions about key details in a text.	Teachers Guide Quick questions on each of these big books. Theme A Big book Seasons Change Theme B Big book What Can You Do With Friends? Theme C Big book Our Five Senses Theme D Big books Inventions of the World Theme E Big books Animal Families		Theme A Seasons Change Term 1, Week 5 Theme B What Can You Do With Friends? Term 2, wk 2 Theme C Our Five Senses Term 2, Week 8 Theme D Inventions of the World Term 3, Week 4 Theme E Animal Families Term 3, Week 9

2	With prompting and support, identify the main topic and retell key details of a text.	SABIS® Anthology KG Workbook Theme D Inventions of the world – main ideas Theme D Travel– main ideas Theme E Active Animals – main ideas			
3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Theme A Seasons Change Compare what you do in different seasons. Compare and contrast the seasons... "I am a Bunny" Ole Rimson Author vs. Illustrator Richard Scarry <i>Display a variety of alphabet books, nursery rhymes, and/or counting books for students to compare and contrast.</i>		Term 1, Week 5 Term 1, week 8	
CRAFT AND STRUCTURE					
4	With prompting and support, ask and answer questions about unknown words in a text.	SABIS® Anthology KG Vocabulary units linked to each text (for example)		Starts in Term 1 continues throughout the year	
5	Identify the front cover, back cover, and title page of a book.	SABIS® Anthology KG • numerous instances in TG Theme A Children Around the World RC Make predictions based on title, cover, illustrations, and text. Theme B Seasons Change Key Terms quick questions		Starts in Term 1 continues throughout the year	
6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Theme A "I am a Bunny" Ole Rimson Author vs. Illustrator Richard Scarry		Ole Rimson and Richard Scarry Term 1. week 8	Develop further material and activities to ensure precise alignment. Most currently author/illustrators
INTEGRATION OF KNOWLEDGE AND IDEAS					
7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	SABIS® Anthology KG • numerous instances in TG Theme A Season's Change Theme C Our Five Senses • Lit – illustrations My Senses • RC Senses • Skill - comparisons		Starts in Term 1 continues throughout the year	
8	With prompting and support, identify the reasons an author gives to support points in a text.				Develop new material and activities to ensure precise alignment.
9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Theme A Season's Change • Review activity – comparison Seasons • Skill – comparisons Compare fold-up book with the song. How are they alike? How are they different? Display a variety of alphabet books, nursery rhymes, and/or counting books for students to compare and contrast.		Starts in Term 1 continues throughout the year	
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY					
10	Actively engage in group reading activities with purpose and understanding.	SABIS® Anthology KG		Throughout the year	

Literary Nonfiction and Historical, Scientific, and Technical Texts	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics			
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Strand	Standard	SABIS Text(s)	Assessments	AY Term / Week	
	TEXT TYPES AND PURPOSES				
Writing	1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). KG Anthology: Journal topics My favorite.....is.....#3 food....#8 story/book...# 9 thing to do at school...#10 thing to do at home... #11 animal...		Term 1 My favorite pieces	
	2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. Journal topics # 17 If I had \$100.00, I would... #19 My pet... # 22. How to...(students' choice, 3-step directions) # 32. My Advice to Future Kindergartners		Terms 2 & 3	
	3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. Journal topics: Discuss elements of a story: plot (beginning, middle, end), setting, and characters. # 14 My birthday...# 18 When I was little... # 20 Let me tell you about... #28The Funny Day # 29 Once upon a time.. #36 My favorite kindergarten memory is...		Terms 2 & 3	
		PRODUCTION AND DISTRIBUTION OF WRITING			
	4	(Begins in grade 3)			
	5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Journaling Adults and subject prefects in the room offer feedback for improvement.		All year
	6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.			digital tools .. Develop new material and activities to meet this standard.
		RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
	7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	# 32 My Advice to Future Kindergartners (Make a list of how to "do" kindergarten.)		Develop further activities that ensure precise alignment.
	8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Journal topics: Discuss elements of a story: plot (beginning, middle, end), setting, and characters. #12. I am thankful for... #31. Let me tell you about... My Advice to Future Kindergartners (Make a list of how to "do" kindergarten.)		Terms 2, 3
9	NA (Begins in Grade 4)				
	RANGE OF WRITING				
10	NA (Begins in Grade 3)				

Strand	Standard	SABIS Text(s)	Assessments	AY Term / Week	
Speaking & Listening	COMPREHENSION AND COLLABORATION				
	1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	Theme B: Additional Activities Learn and perform actions and tunes for traditional nursery rhymes. Majority of texts have the opportunity to meet this standard. See Anthology Teacher's Guide	Ongoing - standard established at the beginning of the year	
	a	o Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Discuss and follow agreed-upon rules for discussions (waiting one's turn, speaking one at a time, etc.) Established as a basic principle in term 1.	Ongoing- standard established at the beginning of the year	
	b	o Continue a conversation through multiple exchanges.	Theme A: Seasons S&L Compare and contrast typical weather in different seasons. "I am a Bunny" Scholars contribute to a discussion on what the bunny likes to do in different seasons. Opportunities in each theme	Starts in Theme A Term 1 ongoing opportunities in every theme	
	2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Teachers Guide Quick questions on each of these big books. Theme A Children Around the World. Seasons Change. Theme B The Lion and the Mouse. What Can You Do With Friends? Theme C The Templetons. Our Five Senses. Theme D Raindrops. Inventions of the World. Theme E Baby Caterpillar. Animal Families. TCCBT Range of texts over the year	<ul style="list-style-type: none"> • Theme A Term 1 • Theme B Terms 1 - 2 • Theme C Term 2 • Theme D Term 3 • Theme E Term 3 TCCBT Terms 1, 2, 3	
	3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Majority of texts have the opportunity to meet this standard. See Anthology Teacher's Guide		Develop further activities that ensure precise alignment.
	PRESENTATION OF KNOWLEDGE AND IDEAS				
	4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Journaling wkbk <ul style="list-style-type: none"> • Pre writing Students begin the writing process by orally telling stories and giving information by drawing pictures to convey meaning and dictating words to the teacher. • Discuss elements of a story: plot (beginning, middle, end), setting, and characters. 	Term 1 Term 2, 3	Develop further activities that ensure precise alignment.
	5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Puppets Theme A Group poem Seasons opportunities in many texts	Starts in Theme A Term 1 ongoing throughout the year opportunities in every text	
	6	Speak audibly and express thoughts, feelings, and ideas clearly.	Established as a basic principle in term 1.		
Strand	Standard	SABIS Text(s)	Assessments	AY Term / Week	

CONVENTIONS OF STANDARD ENGLISH

1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
<i>a</i>	Print all upper- and lowercase letters.	SABIS® Handwriting Level B		Term 1	
<i>b</i>	o Use frequently occurring nouns (and verbs).	Dolch Fry word lists		Starts in Term 1 ongoing throughout the year	
<i>c</i>	o Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).				Develop new material and activities to ensure precise alignment.
<i>d</i>	o Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	Teachers Guide Quick questions on each of the texts Theme C wkbk p43 <i>who where what</i> Theme E "What can I do with my...." Theme E " Who Am I " fold up book "why" used in quick questions when Add to Seasons I am bunny.....			
<i>e</i>	o Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	Theme D Here we go up, up, up up down backwards forwards covered in poem		Term 3 week 8	Develop new material and activities to ensure precise alignment.
<i>f</i>	o Produce and expand complete sentences in shared language activities.	Journal			Implicit. Develop new material and activities to ensure precise alignment.
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Journal period Handwriting Sentences		Term 3 Term 3	
<i>a</i>	o Capitalize the first word in a sentence and the pronoun 'I'.	Term 2 Students will practice starting sentences with capital letters, ending sentences with periods, capitalizing special nouns. Handwriting Pages that covers sentences "I" Modeled in Theme E "Who Am I" fold up book Theme E Senses "I can" TCCBT I SEE I HEAR I TOUCH		Term 2 Terms 2, 3 Term 3, week 9	
<i>b</i>	o Recognize and name end punctuation.	Journal <i>Students will practice starting sentences with capital letters, ending sentences with periods, capitalizing special nouns.</i> Handwriting Pages that covers sentences Handwriting Level B Pages that cover sentences pp. 69-129 Note: period and question mark covered.		Term 2 Term 2 on	
<i>c</i>	o Write a letter or letters for most consonant and short-vowel sounds (phonemes).	SABIS® Phonics Level B SABIS® Handwriting Level B * supports the phonics program		Terms 1, 2, 3	
<i>d</i>	o Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	SABIS® Phonics Level B Bk 2			
KNOWLEDGE OF LANGUAGE					
3	NA (Begins in Grade 2)				
VOCABULARY ACQUISITION AND USE					

4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Vocabulary units linked to each story / poem See Teachers Guide Theme A Season's Change Multi Meaning words		Terms 1, 2, 3 Theme A Term 1, week 6	
a	o Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>)	Vocabulary units linked to each story / poem See Teachers Guide Lion and Mouse • Vocabulary – use new words I Am a Bunny • Vocabulary – multiple meanings watch		Terms 1, 2, 3	
b	o Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word				Develop new material and activities to ensure precise alignment.
5	With guidance and support from adults, explore word relationships and nuances in word meanings.				Develop new material and activities to ensure precise alignment.
a	o Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Theme A Seasons sorting words elated to seasons into categories Theme E Good Night Gorilla • Skill – compare/contrast Zoo animals (big bigger biggest)		Term1, week 7 Term 3 week 12	
b	o Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Theme B Lion and Mouse • Writing – opposite words Theme D Poem Here we go up, up, up (down, backwards, forwards)		Term1, week 11 Term 3 week 8	Develop further material and activities to address this standard relate to could use ..SABIS® opposites word card
c	o Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Seasons: What scholars to do in favorite season. Many opportunities for real-life connections in the Anthology Teacher's Guide			
d	o Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.				Develop new material and activities to ensure precise alignment.
6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	TG many examples in Speaking and listening sections Apply in Journaling Theme B Lion and Mouse • Vocabulary – use new words		Term1, week 11	

ASCEND LEARNING

ENGLISH

SABIS® EDUCATIONAL SERVICES

New York

Alignment of Grade 1 Curriculum

Strand	Standard	SABIS® Text(s)	Assessments	AY Term / Week	
		SABIS® Word Cards & Posters Level C SABIS® Phonics workbooks Level C SABIS® Readers Level C SABIS® Spelling Level C* SABIS® Anthology Workbooks Level C & Guides English Manual Level C <i>* follows and reinforces the phonic progression</i>	Phonics -sounds, blending, and reading is independently assessed at least twice per term		
Foundational Reading Skills		PRINT CONCEPTS			
	1	Demonstrate understanding of the organization and basic features of print	All the texts above	concept is tackled	
	a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)	All the texts above SABIS® Anthology Level C Theme A: My Body Sentences -caps & period pp.15-18 SABIS® Writing Level C UNIT A: Sentence Parts SABIS® Anthology Level C Theme A: The Gingerbread Man pp. 78-80	Throughout the year in both grammar & vocabulary exams requiring students to write sentences	Term 1 week 2, week 6
		PHONOLOGICAL AWARENESS			
	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	SABIS® Phonics Course Level C see details*		
	a	Distinguish long from short vowel sounds in spoken single-syllable words.	SABIS® Phonics wkbk Level C Lessons 4-5 CVCwords Medial vowels a, i, e, o, u pp.37-52 End Consonants pp.53-54 Lesson 6 CVCe Words p.55-64 Lessons 11-12 R-Controlled Vowels p.91- 102 Lesson 13 Long e pp.1-6 Lesson 14 Long and short oo pp.7-9 Lesson 15 Long a pp.10-14 Lesson 16 Long o pp.15-17 Lessons 17-18 Diphthongs ou/ow pp.18-22 oi/oy pp.23-25 SABIS® Readers Level C corresponding stories SABIS® Spelling Level C corresponding spelling		Terms 1 - 3
b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	SABIS® Word Cards & SABIS® Posters Level C SABIS® Phonics Bk 1 Level C Lessons 1-3 pp.1-36 Lessons 19-23 pp.26-76 initial Lessons 24-27 end pp.77-89 SABIS® Readers Level C corresponding stories	Twice per term	SABIS® Phonics wkbk Level C Lesson 6 CVCe Words p.55-64	

		SABIS® Spelling Level C corresponding spelling			
c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	SABIS® Phonics Level C Lessons 4-5 CVC words Medial vowels a, i, e, o, u pp.37-52 End Consonants pp.53-54 SABIS® Reader Bk 1 corresponding stories pp.1-8	Twice per term	Theme A Grammar sentences	
d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	SABIS® Phonics Course Level C			
	PHONICS AND WORD RECOGNITION				
3	Know and apply grade-level phonics and word analysis skills in decoding words.	SABIS® Phonics and Readers Level C		Terms 1 - 3	
a	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	SABIS® Phonics Lesson 7 ck,p.65-69 Lesson 9 ch, sh p.81-85 Lesson 10 th, wh p.86-88 Review Digraphs p.89-90 SABIS® Readers Level C corresponding stories SABIS® Spelling Level C corresponding spelling		Terms 2 - 3	
b	Decode regularly spelled one-syllable words.	SABIS® Phonics and Readers Level C SABIS® Spelling Level C * follows and reinforces the phonic progression	Phonics -sounds, blending, and reading is independently assessed at least twice per term	Terms 1 - 3	
c	Know final -e and common vowel team conventions for representing long vowel sounds.	SABIS® Phonics Level C		Term 1	
		CVCe Words p.55-64		Term 2	
		Long e pp.1-6 Long and short oo pp.7-9		Term 2	
		Long a p.10-14 Long o p.15-17		Term 2	
		R-Controlled Vowels p.91- 102		Terms 2 - 3	
		Diphthongs ou/ow pp.18-22 oi/oy pp.23-25			
		SABIS® Readers Level C corresponding vowel stories			
		SABIS® Spelling Level C corresponding spelling	1 in class spelling exam per week/combined lists are examined twice per term		
d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	SABIS® Spelling Level C worksheets for Lists 5, 6, 16	1 in class spelling exam per week/combined lists are examined twice per term	Terms 2 - 3	
e	Decode two-syllable words following basic patterns by breaking the words into syllables.	SABIS® Phonics wkbk 2 and Readers Level C two-syllable words in reader stories SABIS® Spelling Level C		Terms 2 - 3	
f	Read words with inflectional endings.	SABIS® Phonics Lesson 8 Word endings (ing) SABIS® Readers Level C corresponding stories Anthology Theme D: Emperor's New Clothes base words and inflected ending	Phonics -sounds, blending, and reading is independently assessed at least twice per term	Phonics Lesson 8 - Term 1 Base words and inflected endings - Term 3	

	<i>g</i>	Recognize and read grade-appropriate irregularly spelled words.	SABIS® Word Cards Level C [Dolch/Fry ref on card] SABIS® Phonics Level C SABIS® Readers Level C <i>introduces HF words systematically</i> SABIS® Spelling <i>reinforces these words</i>			
		FLUENCY				
	4	Read with sufficient accuracy and fluency to support comprehension.	SABIS® Readers Level C SABIS® Anthology Level C	Regular reading in class		
	<i>a</i>	Read grade-level text with purpose and understanding.	SABIS® Readers Level C SABIS® Anthology Level C	Formal oral reading exams test students' reading fluency. Students read words, sentences, and familiar reading passages to a teacher.		
	<i>b</i>	Read grade-level text orally with accuracy, appropriate rate, and expression.	SABIS® Readers Level C SABIS® Anthology Level C Graded Readers [as used in Ascend]			
<i>c</i>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	SABIS® Readers Level C				

Strand	Standard	SABIS® Text(s)	Assessments	AY Term / Week
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- SABIS® Anthology Level C
- Theme A Workbook • Theme B Workbook
 - Theme C Workbook • Theme D Workbook
 - Theme E Workbook

Literature Reading Skills		KEY IDEAS AND DETAILS			
	1	Ask questions about key details in a text.	<ul style="list-style-type: none"> • Theme A Workbook The Gingerbread Man, The Purple Cow • Theme B Workbook Chelsea's Family , The Wise Crow • Theme C Workbook Punky Dunk & the Gold Fish, Punky Dunk & the Spotted Pup, Days of the Month, Trip to the Supermarket, Trip to the Park • Theme D Workbook The Star, Old King Cole, Emperors' Clothes, The Emperor's New Clothes • Theme E Workbook Farm Animals, Why the Rabbit's Fur Changes Color in Winter <p><i>I had this as a general standard because it is throughout the Anthology and in Teachers Guide Quick Questions</i></p>	Three times per term (SABIS® Anthology & unseen comprehension passages) included on exams	Theme A - Term 1 Themes B - C - Term 2 Themes C - E - Terms 2 - 3
		Answer questions about key details in a text.			
	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> • Theme D Workbook The Emperor's New Clothes 	Twice per term	Term 3
	3	Describe characters in a story, using key details.	<ul style="list-style-type: none"> • Theme A Workbook The Gingerbread Man, The Purple Cow • Theme C Workbook Punky Dunk and the Spotted Pup • Theme D Workbook Hickory Dickory Dock, The Star, Emperors' Clothes 	Three times per term (SABIS Anthology & unseen comprehension passages) included on exams	Theme A - Term 1 Themes C - E - Terms 2 - 3
		Describe settings in a story, using key details.	<ul style="list-style-type: none"> • Theme B Workbook Chelsea's Family, When Little Bear Bragged • Theme C Workbook Punky Dunk and the Gold Fish 		Term 2
Describe major events in a story, using key details.		<ul style="list-style-type: none"> • Theme B Workbook Humpty Dumpty, The Wise Crow, When Little Bear Bragged • Theme C Workbook Punky Dunk & the Gold Fish, 	Term 2		

		Punky Dunk and the Spotted Pup, A Trip to the Park			
		CRAFT AND STRUCTURE			
4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> • Theme A Workbook Feelings • Theme B Workbook My Body • Theme D Workbook Old King Cole, The Star • Theme E Workbook The Four Seasons 	Twice per term	Theme A - Term 1 Themes B - C - Term 2 Themes C - E - Terms 2 - 3	
5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Scholars are introduced to a wide variety of texts in Anthology wkbks In Theme Connections scholars are asked to differentiate between text types		Ongoing throughout the terms	
6	Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> • Theme A Workbook The Purple Cow • Theme D Workbook The Star 	Twice per term	Theme A - Term 1 Theme D - Term 3	
		INTEGRATION OF KNOWLEDGE AND IDEAS			
7	Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> • Theme A Workbook The Gingerbread Man, The Purple Cow • Theme B Workbook Chelsea’s Family, The Wise Crow • Theme D Workbook Emperors’ Clothes, The Emperor’s New Clothes 	Three times per term (SABIS Anthology & unseen comprehension passages) included on exams	Theme A - Term 1 Theme B - Term 2 Theme D - Term 3	
8	NOT APPLICABLE to Literature				
9	Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> • Theme D Workbook Humpty Dumpty , The Star , The Emperor’s New Clothes 	Twice per term	Theme D - Term 3	
		RANGE OF READING & LEVEL OF TEXT COMPLEXITY			
10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.				
Stories	Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	SABIS® Anthology Level C 20th Century Children’s Book Treasury		Ongoing throughout the terms	
Dramas	Includes staged dialogue and brief familiar scenes	Graded Readers [as used in Ascend]			
Poetry	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem				

Strand	Standard	SABIS® Text(s)	Assessments	AY Term / Week
		SABIS® Anthology Level C <ul style="list-style-type: none"> • Theme A Workbook • Theme B Workbook • Theme C Workbook • Theme D Workbook • Theme E Workbook 		
Text R	KEY IDEAS AND DETAILS			

1	Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Theme A Workbook My Body, Clothes, Feelings • Theme B Workbook Homes Around the World • Theme C Workbook Transportation Around the World • Theme D Workbook Emperors' Clothes • Theme E Workbook Fantastic Farm Animals, To the Zoo, Animals that Hide 	Three times per term (SABIS Anthology & unseen comprehension passages) included on exams	Theme A - Term 1 Themes B - C - Term 2 Theme C - E - Terms 2 - 3	
2	Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> • Theme C Workbook Transportation Around the World • Theme C Teacher's Guide 	Twice per term	Theme C - Terms 2 - 3	
3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> • Theme A Workbook My Body, Clothes • Theme B Workbook THEME CONNECTIONS • Theme D Workbook Emperors' Clothes • Theme B Teacher's Guide 	Three times per term (SABIS Anthology & unseen comprehension passages) included on exams	Theme A - Term 1 Theme B - Term 2 Theme D - Term 3	
CRAFT AND STRUCTURE					
4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Vocabulary sections of the Anthology Workbook	Three times per term (SABIS Anthology & unseen comprehension passages) included on exams		
5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus , icons) to locate key facts or information in a text.	Anthology "How To" sections of the workbook where students have to identify headings, table of contents, and glossaries of their text			Develop new material and activities to ensure precise alignment. electronic menus
6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> • Theme A Workbook My Body, Clothes, Feelings • Theme B Workbook Elves and the Shoemaker , How to make a pizza 	Three times per term (SABIS Anthology & unseen comprehension passages) included on exams	Theme A - Term 1 Theme B - Term 2	
INTEGRATION OF KNOWLEDGE AND IDEAS					
7	Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> • Theme A Workbook My Body, Clothes, Feelings, The Gingerbread Man • Theme B Workbook Homes Around the World, Community Helpers • Theme C Workbook Punky Dunk and the Gold Fish, Punky Dunk and the Spotted Pup, Days of the Month, Trip to Supermarket, A Trip to the Park, Transportation Around the World • Theme D Workbook Old King Cole, Emperors' Clothes • Theme E Workbook Farm Animals, To the Zoo, Animals that Hide 	Three times per term (SABIS Anthology & unseen comprehension passages) included on exams	Theme A - Term 1 Themes B - C - Term 2 Themes C - E - Terms 2 - 3	
8	Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> • Theme E Workbook To the Zoo 	Twice per term	To the Zoo was not paced for AY10/11	Develop new activities to ensure precise alignment.
9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> • Theme B Workbook Homes Around the World • Theme C Workbook Transportation Around the World, Punky Dunk and the Goldfish, Punky Dunk and the Spotted Pup • Theme D Workbook Emperors' Clothes, The Emperor's New Clothes 	Twice per term	Themes B - C - Term 2 Themes C - E - Terms 2 - 3	

		THEME CONNECTIONS				
		<ul style="list-style-type: none"> • Theme E Workbook The Four Seasons, Farm Animals THEME CONNECTIONS and Research Report -Theme E 				
		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY				
		10	With prompting and support, read informational texts appropriately complex for grade 1.			
Literary Nonfiction and Historical, Scientific, and Technical Texts	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics					
Strand	Standard	SABIS® Text(s)	Assessments	AY Term / Week		
		SABIS® Anthology Level C SABIS® Writing Level C				
Writing		TEXT TYPES AND PURPOSES				
	1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	SABIS® Writing Level C Units D, G, H SABIS® Anthology Level C	Units D & G - 1 practice exam per unit (writing assessments for grade 1 students start in term 3) Unit H - once / twice per term	Units D & G - Term 2 Unit H - Term 3	
	2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<ul style="list-style-type: none"> • Theme E Animal Research Report 			Develop new material and activities to ensure precise alignment. explanatory?? ?
	3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	SABIS® Writing Level C Units D, E, G, H	Units D, E, & G - 1 practice exam per unit Unit H - once / twice per term	Units D, E, & G - Term 2 Unit H - Term 3	
		PRODUCTION AND DISTRIBUTION OF WRITING				
	4	NA (Begins in Grade 3)				
5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and	SABIS® Writing Level C Units C, D, E	Units C, D, & E - 1 practice exam per unit	Unit C - Term 1 Units D & E - Term 2		

6-10		add details to strengthen writing as needed.				
	6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			If so, this would be met. Possibly have writing units in term 3 and OR and Theme connections to be published in order to meet this standard	Develop activities to ensure precise alignment.
		RESEARCH TO BUILD AND PRESENT KNOWLEDGE				
	7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	<ul style="list-style-type: none"> • Theme A Workbook The Purple Cow, The Elves and the Shoemaker - How to make a pizza • Theme D Workbook Little Miss Muffet • Theme E Workbook The Four Seasons, Animal Research Project SABIS® Writing Level C Units D, G SABIS® Anthology Open Response and Theme Connections		Theme A - Term 1 Themes D - E - Terms 2 - 3 SABIS® Writing Level C Units D & G - Term 2	
	8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	<ul style="list-style-type: none"> • Theme E Animal Research Report SABIS® Anthology Open Response and Theme Connections		Ongoing throughout the terms	
	9	NA (Begins in Grade 4)				
		RANGE OF WRITING				
10	NA (Begins in Grade 3)					

Strand	Standard	SABIS® Text(s)	Assessments	AY Term / Week
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Speaking & Listening		COMPREHENSION AND COLLABORATION	SABIS® Anthology Level C		
	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Scholars are given "interview" activities throughout Open Response sections in the anthologies, SABIS® Anthology Level C Teacher's Guide A, B, C, D, E - "Quick Questions"		Ongoing throughout the terms
	a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Discuss and follow agreed-upon rules for discussions (waiting one's turn, speaking one at a time, etc.) <ul style="list-style-type: none"> • Theme A Workbook Clothes (OR3), Feelings (OR2,3), The Gingerbread Man (OR3, 5), Theme Connections 1ATC1 • Theme B Workbook Homes Around the World (OR3,4), Humpty Dumpty (OR4) Theme Connections 1B-TC2,3 • Theme C Workbook Punky Dunk and the Gold Fish (OR3, Punky Dunk and the Spotted Pup (OR2, 4) Days of the Month (OR2ivw), Trip to Supermarket (OR2), Trip to Park (OR1ivw), Transportation Around the World (OR4ivw),		Theme A - Term 1 Themes B - C - Term 2 Themes C - E - Terms 2 - 3

		<ul style="list-style-type: none"> Theme Connections 1CTC5,6,7 • Theme D Workbook The Star (OR1,3) Old King Cole (2), Emperors' Clothes (OR2,3ivw), Emperor's New Clothes (OR3ivw), Theme Connections (C4,5,6,7) • Theme E Workbook The Four Seasons (OR3ivw, 5), Farm Animals (OR2), Fantastic Farm Animals (OR2, 3), To the Zoo (OR3ivw, 5), Why Rabbits Change. (OR3), Animals that Hide (OR2ivw), Theme Connections 1ETC4 			
<i>b</i>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Teachers facilitate this as per the TG....		Ongoing throughout the terms	
<i>c</i>	Ask questions to clear up any confusion about the topics and texts under discussion.	<ul style="list-style-type: none"> • Theme C Workbook Days of the Month (OR2ivw-scripted questions) 		Term 2	
2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Theme A Workbook My Body (OR2), Clothes (OR1) 1A3 Feelings (OR2,3), Purple Cow(OR2) • Theme B Workbook Homes Around the World THEME CONNECTIONS 1B-TC2,3(w/prompted questions) • Theme C Workbook Punky Dunk and the Spotted Pup (OR2,3,4,5) • Theme E Workbook Animal Report Internet/Website research is addressed in the Teacher Guide 		Theme A - Term 1 Themes B - C - Term 2 Themes C - E - Terms 2 - 3	
3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<ul style="list-style-type: none"> • Theme A Workbook My Body (OR2)*, Clothes (OR1), The Gingerbread Man (OR3,5) 		Term 1	
	PRESENTATION OF KNOWLEDGE AND IDEAS				
4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> • Theme A Workbook My Body (OR3) Clothes (OR1), Feelings (OR2,3), The Gingerbread Man (OR3,5), 1A8 The Purple Cow (OR2) • Theme B Workbook Chelsea's Family (OR3,4), Homes Around World (OR2,4,5), Humpty Dumpty (OR3) When Little Bear Bragged (OR3), Theme Connections -TC2,3 • Theme C Workbook Punky Dunk and the Gold Fish (OR3), Trip to Supermarket (OR2), 1C8 Trip to Park (OR1) Theme Connections TC2,5,6,7 • Theme D Workbook The Star (OR3), Emperors' Clothes (OR2,3ivw), The Emperor's New Clothes (OR3ivw) • Theme E Workbook The Four Seasons (OR5), Farm Animals 		Theme A - Term 1 Themes B - C - Term 2 Themes C - E - Terms 2 - 3	

		(OR2), Fantastic Farm Animals (OR1,2,3,4), To the Zoo (OR3ivw, 5), Why the Rabbit's Fur. (OR3)			
5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> Theme A Workbook Clothes (OR2), Feelings (OR1), The Gingerbread Man (OR1), The Purple Cow (OR4), Theme Connections 1ATC4 Theme B Workbook Homes Around the World (OR1), Community Helpers (OR2) Humpty Dumpty (OR2), The Wise Crow (OR3), When Little Bear Bragged (OR4) Theme Connections -TC2,3 Theme C Workbook Punky Dunk- Gold Fish (OR2), Punky Dunk-Spotted Pup (OR5) Days of the Month (OR1,3), Trip to the Supermarket (OR3) Trip to the Park (OR2) Theme Connections TC2,5,6,7 Theme D Workbook Hickory Dickory Dock (OR1), Star (OR2), Old King Cole (OR1), Emperors' Clothes (OR1), The Emperor's New Clothes Theme Connections TC3 Theme E Workbook The Four Seasons, Farm Animals (OR4), Fantastic Farm Animals (OR3), To the Zoo (OR1), Why the Rabbit's Fur (OR2), Animals that Hide (OR1,3,4) 			
6	Produce complete sentences when appropriate to task and situation.	<ul style="list-style-type: none"> Theme C Workbook 1C3(OR1) Theme A TG with My Body THEME CONNECTIONS 1C-TC2,5 THEME CONNECTIONS 1E-TC6,7 Act out scenes or information that builds upon ideas in text numerous pieces	Term 3 through vocabulary, reading comprehension, and writing exams	Theme A - Term 1 Themes B - C - Term 2 Themes C - E - Terms 2 - 3	

Strand	Standard	SABIS® Text(s)	Assessments	AY Term / Week
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CONVENTIONS OF STANDARD ENGLISH						
Language	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SABIS Handwriting Level C SABIS® Writing Level C SABIS® Anthology Level C			
	<i>a</i>	Print all upper- and lowercase letters.	SABIS Handwriting Level C pp1-26 • Theme A Workbook My Body Word Study	Three times per term	Handwriting text - Terms 1 - 3 Theme A Wkbk - Term 1	
	<i>b</i>	Use common nouns.	<ul style="list-style-type: none"> Theme A Workbook Clothes - grammar Sentences Theme B Workbook Chelsea's Family - grammar naming words, The Wise Crow - grammar naming 	Grammar exams - three times per term Writing Units A - E & G - 1 practice exam per unit	Theme A - Term 1 Theme B - Term 2 Writing Units A, B, C - Term 1 Writing Units D, E, G - Term 2	

		words and action words, When Little Bear Bragged - grammar naming words SABIS® Writing Level C Units A, B, C, D, E, F, G, H	Writing Units F & H - 1 exam per unit once or twice per term	Writing Units F & H - Term 3	
	Use proper nouns.	• Theme C Workbook Punky Dunk and the Gold Fish & Punky Dunk and the Spotted Pup - grammar - special naming words Days of the Month - grammar - names of months A Trip to the Supermarket - grammar - days of the week A Trip to the Park- grammar months,/ dates SABIS® Writing Level C Units A, B, C, D, E, F, G, H	Grammar - 3 times per term Writing Units A - E & G - 1 practice exam per unit Writing Units F & H - 1 exam per unit once or twice per term	Theme C Grammar - Terms 2 & 3 Writing Units A, B, C - Term 1 Writing Units D, E, G - Term 2 Writing Units F & H - Term 3	
	Use possessive nouns.				Develop new material and activities to ensure precise alignment.
c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	• Theme A Workbook Feelings- grammar sentences The Purple Cow action word sentences • Theme B Workbook Homes Around the World - grammar plural nouns, Community Helpers - grammar action words • Theme D Workbook The Star - grammar pronoun/verb SABIS® Writing Level C Units A, B, C, D, H	Grammar - 3 times per term Writing Units A , B, C, D - 1 practice exam per unit Writing Unit H - 1 exam per unit once or twice per term	Theme A - Term 1 Theme B - Term 2 Theme D - Term 3 Writing Units A, B, C - Term 1 Writing Unit D - Term 2 Writing Unit H - Term 3	
d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	• Theme D Workbook THEME Time personal pronouns introduced SABIS® Writing Level C Units B, C		Writing Units B, C - Term 1	Develop new material and activities to ensure precise alignment.
e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	SABIS® Writing Level C Units A, B, D, F, H		Writing Units A & B - Term 1 Writing Unit D - Term 2 Writing Unit F & H - Term 3	Develop new material and activities to ensure precise alignment.
f	Use frequently occurring adjectives.	• Theme D Workbook Old King Cole - grammar describing words SABIS® Writing Level C Units A,B,C (size, color, number), E(describing words), F, H	Grammar - twice per term Writing Units A , B, C, D, E - 1 practice exam per unit Writing Units F & H - 1 exam per unit once or twice per term	Theme D - Term 3 Writing Units A, B, C - Term 1 Writing Unit D - Term 2 Writing Unit F & H - Term 3	
g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	• Theme E Workbook The Four Seasons - grammar connecting words	twice per term	Term 3	
h	Use determiners (e.g., articles, demonstratives).	SABIS® Writing Level C Units A, C, F, H	Grammar - twice per term (depend on worksheet created) Writing Units A & C - 1 practice exam per unit Writing Units F & H - 1 exam per unit once or twice per term	Writing Units A & C - Term 1 Writing Units F & H - Term 3	Develop new material and activities to ensure precise alignment. Determiners

<i>i</i>	Use frequently occurring prepositions (e.g., during, beyond, toward).	<ul style="list-style-type: none"> • Theme E workbook The Four Seasons (words related to quantity) , Farm Animals (words that show order) SABIS® Writing Level C Units C , D , F , G , H	Theme E - twice per term Writing Units C , D , G - 1 practice exam per unit Writing Units F & H - 1 exam per unit once or twice per term	Theme E - Term 3 Writing Unit C - Term 1 Writing Units D & G - Term 2 Writing Units F & H - Term 3
<i>j</i>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**	<ul style="list-style-type: none"> • Theme A workbook My Body (start w/cap, end w/.), The Gingerbread Man (? and ! int) 	Theme A - 3 times per term and concept is examined throughout the year through grammar and vocabulary exams (3 times per term)	Theme A - Term 2 concept reinforced throughout the terms
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • Theme A workbook My Body (start w/cap, end w/.) The Gingerbread Man (? and ! int) • Theme C workbook Transportation Around the World - grammar EDITING • Theme E workbook Fantastic Farm Animals - grammar EDITING SABIS® Writing Level C Units A, B, C*, D, E, F	Theme A - 3 times per term Theme C & D - twice per term Writing Units A-E - 1 practice exam per unit Writing Unit F - 1 exam once or twice term 3	Theme A - Term 1 Themes C & D - Terms 2 & 3 Writing Units A - C - Term 1 Writing Units D - E - Term 2 Writing Unit F - Term 3
<i>a</i>	Capitalize dates and names of people.	<ul style="list-style-type: none"> • Theme C Workbook Punky Dunk and the Gold Fish & Punky Dunk and the naming words Spotted Pup - grammar - special of months Days of the Month - grammar - names days of the week A Trip to the Supermarket - grammar - dates A Trip to the Park- grammar months,/ SABIS® Writing Level C Units A, B, C, D, E, F, G, H	Grammar - 3 times per term Writing Units A - E & G - 1 practice exam per unit Writing Units F & H - 1 exam per unit once or twice per term	Theme C Grammar - Terms 2 & 3 Writing Units A, B, C - Term 1 Writing Units D, E, G - Term 2 Writing Units F & H - Term 3
<i>b</i>	Use end punctuation for sentences.	<ul style="list-style-type: none"> • Theme A workbook My Body (start w/cap, end w/.), The Gingerbread Man (? and ! int) SABIS® Writing Level C Units A (.), B(.), D, E ,		<ul style="list-style-type: none"> • Theme A My Body Term 1 , week 2 The Gingerbread Man Term 1 , week 6 SABIS® Writing Units A (.), B(.), D, E , Terms 1, & 2
<i>c</i>	Use commas in dates and to separate single words in a series.	SABIS® Writing Level C Unit F comma used after salutation <ul style="list-style-type: none"> • Theme C workbook A Trip to the Park - grammar months, / dates 		Writing Unit F Term 3 <ul style="list-style-type: none"> • Theme C Term , week 2
<i>d</i>	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	SABIS® Writing Level C SABIS Spelling Level C		Ongoing through the year
<i>e</i>	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	SABIS® Writing Level C SABIS Spelling Level C SABIS Phonics Level C		Ongoing through the year
3	KNOWLEDGE OF LANGUAGE NA (Begins in Grade 2)			
	VOCABULARY ACQUISITION AND USE			
4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	There is a Glossary that corresponds to the Anthology workbooks that addresses this requirement. Dictionaries are introduced in the Theme D section of the Teacher Guide; Vocabulary exercises in all workbooks requires scholars to use a range of strategies		Ongoing through the year

a	Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> • Theme A workbook Clothes, Feelings • Themes B, C, D, E All Vocabulary exercises 		Ongoing through the year	
b	Use frequently occurring affixes as a clue to the meaning of a word.	<ul style="list-style-type: none"> • Theme B workbook When Little Bear Bragged Compound words • Theme D workbook The Emperor’s New Clothes Base word 		Term 2, week 6 Term 3, week7	Develop new material and activities to ensure precise alignment.
c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<ul style="list-style-type: none"> • Theme D workbook The Emperor’s New Clothes Base word 		Term 3, week7	
5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	TG has questions that ask about figurative language		Ongoing through the year	
a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<ul style="list-style-type: none"> • Theme A workbook Clothes, Feelings • Theme B workbook Chelsea’s Family • Theme E workbook The Four Seasons SABIS® Writing Level C Units B, C, G, H		<ul style="list-style-type: none"> • Theme A Term 1, weeks 3, 5 • Theme B Term 1, week 10 • Theme E Term 3, week 8 Writing Units B, C, Term 1 Writing Unit G, Term 2 Writing Unit H Term 3	
b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<ul style="list-style-type: none"> • Theme A workbook Clothes, Feelings • Theme B workbook Chelsea’s Family • Theme C workbook Trip to the Supermarket SABIS® Writing Level C Units C,G,H (categories are given)		<ul style="list-style-type: none"> • Theme A Term 1, weeks 3, 5 • Theme B Term 1, week 10 • Theme C Term 3, week 1 Writing Unit C Term 1 Writing Unit G Term 2 Writing Unit H Term 3	
c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).				Develop new activities to ensure precise alignment.
d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	SABIS® Writing Level C Units E(not explicitly introduced), H(descriptive action verbs)		Writing Unit C Term 1 Writing Unit E Term 2 Writing Unit H Term 3	Develop new material and activities to ensure precise alignment.
6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Scholars response to questions in teacher guides and Open Response activities		Ongoing through the year	

10(d) Sample Unit Plans

Provide at least one sample unit plan for mathematics and one sample unit plan for English language arts for one of the grades that you intend to offer in the first year of operation. These unit plans should minimally include relevant Common Core and other applicable standards, suggested pacing, instructional strategies, methods of assessment, instructional materials identified in other parts of the proposal, and should be consistent with any unique aspects of the proposed educational model or design.

Below is an overview of the unit plans provided for grade 1¹ math and English.

1. *Pacing Chart*

SABIS pacing charts describe a clear course toward year-end academic goals by ensuring that every state standard is addressed, including Common Core standards. They also clearly identify which SABIS materials teachers can deploy to ensure mastery of the content and skills and attainment of the state standards. The weeks of the units included in this section are highlighted in yellow.

2. *Instructional Materials*

Excerpts from the SABIS instructional books demonstrate how concepts are clearly presented, with each objective explicitly identified. Also included are SABIS workbooks, which accompany each unit. The excerpts are from the first week of the unit.

3. *Sample Lesson Plans*

The sample lesson plans come from the Lesson Management System archive and correspond to the instructional materials.

4. *SABIS Continuous Assessment Tests*

The SABIS Continuous Assessment Tests evaluate whether or not students have mastered the points learned from the instructional materials. The test provided includes questions that correspond to the sample instruction materials.

¹ In the unit plans, grade 1 is referred to as “Level C.”

Grade 1 Math: Place Value & Addition

ASCEND LEARNING

MATHEMATICS LEVEL C

MATHEMATICS 8 lessons/week		SABIS® LEVEL C Pacing Chart 1011 Term 1		Texts needed: Part 1 Mental Math & Revision	
Date	Level C Book	Lessons	Suggested Mental Math Exercises	New York State Standards	Exams
Week 1 Sep. 6 – 10	Part 1: Concepts 1 to 3 Pages 2 – 6	1 to 3		1.CN.2, 1.CN.4, 1.N.1, 1.N.3, 1.N.13	
Week 2 September 13 – 17	Concepts 4 – 10 Pages 7 – 21	4 to 11		1.RP.6, 1.CM.3, 1.CN.2, 1.CN.4, 1.R.1, 1.R.3, 1.N.1, 1.N.3, 1.N.13, 1.N.17	
Week 3 September 20 – 24	Concepts 11 to 15 Revision Pages 24 – 36	12 to 19	Lessons 1 – 7: Sheet 1	1.PS.8, 1.PS.9, 1.RP.5, 1.CM.3, 1.CM.6, 1.CN.4, 1.CN.5, 1.CN.9, 1.R.1, 1.R.7, 1.N.16, 1.N.18, 1.N.22, 1.N.24, 1.N.26, 1.N.27, 1.N.28	
Week 4 Sept. 27 – Oct. 1	Concepts 16 to 17, 22, 25 – 27 Revision Pages 37 – 40, 50, 51, 58 – 65	20, 21, 23, 26 – 29	Lessons 1 – 4: Sheet 1 Lessons 5 – 7: Sheet 2	1.PS.3, 1.PS.8, 1.PS.9, 1.RP.6, 1.CM.3, 1.CM.6, 1.CN.4, 1.CN.9, 1.R.1, 1.R.5, 1.N.14, 1.N.24, 1.N.26, 1.N.27, 1.N.28, 1.G.1, 1.G.2	CAT 1 Chapters 1 - 3 <i>Place Value & Addition</i>
Week 5 October 4 – 8	Concepts 27 to 34 Pages 66 – 78	30 to 37	Lessons 1 – 4: Sheet 2 Lessons 5 – 7: Sheet 3	1.PS.3, 1.PS.6, 1.PS.8, 1.PS.9, 1.CM.3, 1.CM.6, 1.CN.2, 1.CN.4, 1.CN.9, 1.R.1, 1.N.1, 1.N.13, 1.N.18, 1.N.24, 1.N.26, 1.N.27, 1.N.28	



Date Term 1	Level C Book	Lessons	Suggested Mental Math Exercises	New York State Standards	Exams
Week 6 October 11 – 15	Concepts 32 to 37 Pages 79 – 91	38 to 44	Lessons 1 – 3: Sheet 3 Lessons 4 – 7: Sheet 4	1.PS.5, 1.PS.6, 1.CM.3, 1.CM.6, 1.CN.2, 1.N.13, 1.N.16, 1.N.20, 1.N.21	
Week 7 October 18 – 22	Concepts 38 to 42 Pages 92 – 100	45 to 52	Lessons 1 – 3: Sheet 4 Lessons 4 – 7: Sheet 5	1.PS.9, 1.CM.3, 1.CM.6, 1.N.24, 1.N.27, 1.N.29	
Week 8 October 25 – 29	Revision Concepts 43, 44 and start concept 45 Pages 101 – 111	53 to 58	Lessons 1 – 3: Sheet 5 Lessons 4 – 7: Sheet 6	1.CN.2, 1.N.1, 1.N.9, 1.N.10, 1.N.13, 1.N.15, 1.N.20, 1.N.21, 1.N.27	CAT 2 Chapters 4 - 6 omit Concepts 18-21, 23, 24 <i>Comparing Numbers, Shapes, Subtraction, and Numbers 0-15</i>
Week 9 November 1 – 5	Continue concept 45 Concepts 46 – 49, and start concept 50 Revision Pages 112 – 124	59 to 65	Lessons 1 – 3: Sheet 6 Lessons 4 – 7: Sheet 7	1.PS.2, 1.PS.3, 1.PS.4, 1.PS.6, 1.PS.9, 1.CN.8, 1.R.7, 1.N.9, 1.N.13, 1.N.16, 1.N.20, 1.N.21, 1.N.22, 1.N.24	
Week 10 November 8 – 12	Continue concept 50 Concepts 51 – 56 Pages 125 – 140	66 to 72	Lessons 1 – 3: Sheet 7 Lessons 4 – 6: Sheet 8	1.PS.2, 1.PS.3, 1.PS.4, 1.PS.9, 1.CM.6, 1.CN.8, 1.R.7, 1.N.1, 1.N.13, 1.N.23, 1.N.24	
Week 11 Nov 15 – 19	Revision				
Week 12 Nov 22 – 26	Revision				
Week 13 Nov. 29 – Dec. 3	End of Term 1 Examination: Concepts 1 to 50 (except 18 – 21, 23, 24)				













MATHEMATICS 7 lessons/week		SABIS® LEVEL C Pacing Chart 1011 Term 2			Texts needed: Parts 1 & 2 Mental Math & Revision	
Date	Level C Book	Lessons	Suggested Mental Math Exercises	New York State Standards	Exams	
Week 1 December 6 – 10	Discuss EOT exam Concepts 57, 58, 60, 61 Revision Pages 141 – 147, 149 – 154	73, 74, 76 to 80	Lessons 1 – 3: Sheet 8 Lessons 4 – 7: Sheet 9	1.CN.1, 1.CN.7, 1.R.5, 1.N.2, 1.N.5, 1.N.6, 1.N.7, 1.G.2, 1.G.5		
Week 2 December 13 – 17	Concepts 63 and 64 Revision Pages 155 – 156 Part 2: Pages 2 – 15	81, 86 to 91	Lessons 1 – 3: Sheet 9 Lessons 4 – 7: Sheet 10	1.PS.5, 1.CM.3, 1.CN.2, 1.R.1, 1.R.3, 1.N.1, 1.N.4, 1.N.5, 1.N.8, 1.N.13, 1.N.15, 1.N.17, 1.N.20, 1.N.21		
Week 3 December 20 – 24	Concepts 66, 67, 69, and 70 Revision Pages 17 – 29	92 to 96	Lessons 1 – 5: Sheet 10	1.PS.5, 1.RP.3, 1.RP.4, 1.N.2, 1.N.11, 1.N.16, 1.N.22, 1.N.30		
Dec. 25-Jan. 2	W I N T E R B R E A K					
Week 4 January 3 – 7	Concept 71 Revision Pages 30 – 35	97 to 102	Lessons 1 & 2: Sheet 10 Lessons 3 – 6: Sheet 11	1.CM.3, 1.N.27	CAT 1 Chapters 8 -10 & 12 omit Concepts 59 and 65 <i>Numbers 0-100 and Skip Counting</i>	
Week 5 January 10 – 14	Concepts 72 and 73 Pages 36 – 43	103 to 109	Lessons 1 – 3: Sheet 9 Lessons 4 – 7: Sheet 11	1.RP.8, 1.N.29		
Week 6 January 17 – 21	Concepts 74 – 76 Pages 44 – 49	110 to 115	Lessons 1 & 2: Sheet 11 Lessons 3 – 6: Sheet 12	1.RP.5, 1.CN.8, 1.N.19		

Date Term 2	Level C Book	Lessons	Suggested Mental Math Exercises	New York State Standards	Exams
Week 7 January 24 – 28	Concept 77 and 78 Revision Pages 50 – 57	116 to 122	Lessons 1 – 3: Sheet 12 Lessons 4 – 7: Sheet 13	1.PS.2, 1.PS.3, 1.PS.4, 1.PS.10, 1.CM.3, 1.CN.8, 1.R.4, 1.R.7, 1.N.25, 1.N.27	
Week 8 Jan. 31 – Feb. 4	Concepts 79 – 81, 83 Revision Pages 58 – 66, 69 – 73	123 to 129	Lessons 1 – 3: Sheet 12 Lessons 4 – 7: Sheet 13	1.RP.2, 1.RP.8, 1.CM.6, 1.CN.9, 1.R.5, 1.G.2, 1.G.3, 1.G.4	CAT 2 Chapters 13 -14 omit Concept 68 <i>Estimation, Addition, Subtraction</i>
Week 9 February 7 – 11	Concepts 84 – 86 Pages 76 – 85	130 to 136	Lessons 1 – 3: Sheet 12 Lessons 4 – 7: Sheet 13	1.CM.1, 1.CM.5, 1.CN.4, 1.CN.6, 1.CN.8, 1.R.7, 1.S.1, 1.S.2, 1.S.3, 1.S.4, 1.S.5, 1.S.6, 1.S.7, 1.S.9	
Week 10 February 14 – 18	Concepts 87 – 89 Pages 86 – 93	137 to 141	Lessons 1 & 2: Sheet 8 Lessons 3 & 4: Sheet 9 Lesson 5: Sheet 12	1.PS.7, 1.CM.1, 1.CN.4, 1.CN.6, 1.CN.8, 1.R.7, 1.S.2, 1.S.3, 1.S.4, 1.S.6, 1.S.7, 1.S.8, 1.S.9	
February 21 – 25	M I D - W I N T E R B R E A K				
Week 11 Feb. 28 – March 4	Revision				
Week 12 March 7–11	End of Term 2 Examination: Concepts 1 to 89 (except 18 – 21, 23, 24, 59, 62, 65, 68, 82)				

MATHEMATICS 7 lessons/week		SABIS® LEVEL C Pacing Chart 1011 Term 3			Texts needed: Parts 2 & 3, Mental Math & Revision	
Date	Level C Book	Lessons	Suggested Mental Math Exercises	New York State Standards	Exams	
Week 1 March 14 – 18	Discuss EOT exam Concepts 91 and 92 Revision Pages 95 – 100	142 to 147	Lessons 1 – 3: Sheet 13 Lessons 4 – 6: Sheet 11			
Week 2 March 21 – 25	Concepts 101 and 102 Revision Pages 101, 116 – 124	148, 150 to 155	Lessons 1 – 3: Sheet 13 Lessons 4 – 7: Sheet 14	1.M.8		
Week 3 March 28 – April 1	Concepts 103 – 108, and start concept 110 Pages 125 – 137 Part 3: Pages 2 and 3	156 to 160	Lessons 1 – 3: Sheet 13 Lessons 4 & 5: Sheet 14	1.PS.3, 1.PS.4, 1.CN.7, 1.R.6, 1.M.7, 1.M.9, 1.M.10		
Week 4 April 4 – 8	Continue concept 110, 111, 112, 114 and start concept 115 Revision Pages 3 – 7, 11 – 16	161 to 164, 168 to 170	Lessons 1 – 3: Sheet 13 Lessons 4 – 7: Sheet 14	1.PS.2, 1.PS.10, 1.CN.8, 1.CN.9, 1.R.4, 1.R.5, 1.R.7, 1.N.12, 1.N.25, 1.M.1	CAT 1 Chapter 15-18 omit Concepts 82, 90,93-100, 109 <i>Geometry, Data, Probability, Addition, & Measurement</i>	
Week 5 April 11 – 15	Continue concept 115 and concept 116 Pages 17 – 25	171 to 177	Lessons 1 – 3: Sheet 3 Lessons 4 – 7: Sheet 15	1.RP.3, 1.CN.9, 1.R.5, 1.M.1		
April 18 – 22	S P R I N G B R E A K					
Week 6 April 25 – 29	Concepts 117 to 119 & 122 Revision Pages 26 – 31, 34, 35, 42, and 43	178 to 181, 186, 187	Lessons 1 – 3: Sheet 4 Lessons 4 – 7: Sheet 16	1.PS.7, 1.RP.1, 1.RP.3, 1.RP.4, 1.CM.6, 1.CN.5, 1.CN.9, 1.R.3, 1.R.5, 1.M.2, 1.M.3, 1.M.11		

Date Term 3	Level C Book	Lessons	Suggested Mental Math Exercises	New York State Standards	Exams
Week 7 May 2 – 6	Concepts 123 and 125 and start concept 126 Revision Pages 44 – 56	188 to 194	Lessons 1 – 3: Sheet 15 Lessons 4 – 7: Sheet 16	1.RP.1, 1.N.16	
Week 8 May 9 – 13	Continue concept 126, concept 127 and start concept 128 Pages 57 – 63	195 to 200	Lessons 1 – 3: Sheet 4 Lessons 4 – 6: Sheet 16	1.PS.2, 1.CN.8, 1.R.4, 1.R.7, 1.N.25	
Week 9 May 16 – 20	Continue concept 128, 129 – 133 Pages 64 – 81	201 to 207	Lessons 1 & 2: Sheet 5 Lessons 3 & 4: Sheet 6 Lessons 5 – 7: Sheet 7	1.PS.1, 1.PS.2, 1.PS.3, 1.PS.4, 1.RP.8, 1.CN.3, 1.CN.8, 1.CN.9, 1.R.4, 1.R.6, 1.R.7, 1.N.25, 1.M.3* , 1.M.4, 1.M.5, 1.M.6	CAT 2 Chapters 19-22 omit concepts 113, 120-121, 128 <i>Subtraction, Measurement, Place Value, & Trading</i>
Week 10 May 23 – 27	Concepts 140 – 142 and start concept 143 Revision Pages 94 – 101	208 to 214	Lessons 1 & 2: Sheet 8 Lessons 3 & 4: Sheet 9 Lessons 5 – 7: Sheet 10	1.CM.6, 1.CN.8, 1.R.4, 1.R.7, 1.N.25,	
Week 11 May 30 – June 3	Continue concept 143, 144, 145 Pages 102 – 109	215 to 220	Lessons 1 & 2: Sheet 11 Lessons 3 & 4: Sheet 12 Lessons 5 & 6: Ex. 13 & 14	1.PS.2, 1.CN.8, 1.R.4, 1.R.7, 1.N.25	
Week 12 June 6 – 10	Concepts 146, 147 Revision Pages 110 – 120	221 to 225	Lessons 1 – 3: Sheet 3 & 15 Lessons 4 – 5: Sheet 4 & 16	1.A.1	
Week 13 June 13 – 17	Revision book: Revision of Entire Year				

Count the objects. Circle the numeral.

		
1 2 3	1 2 3	1 2 3
		
3 4 5	3 4 5	1 2 3
		
		
3 4 5	1 2 3	2 3 4

2 Concept No. 1 - Know the meaning of the symbols 1 to 5.

Match the numeral to the set.

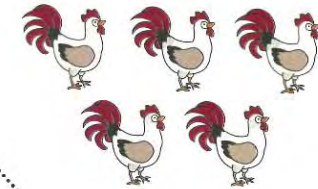
1

2

3

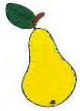
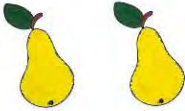

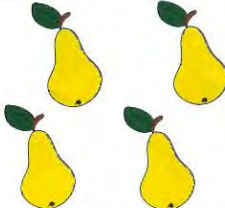
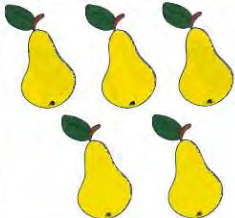
4

5








3

Count the objects and write the numeral.

	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4	4	4
	5	5	5	5

How many? Circle the numeral.

	0	1	2	3
	0	1	2	3
	0	1	2	3
	2	3	1	5
	1	2	3	4

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

Grade	1st	Term and Week	T1W1
Subject	Math	Lesson Number	1
Rough/Final		Written By	Ascend Teacher

SIX-STEP LESSON PLAN

VISION-SETTING	POINT(S). What is your objective? Is it manageable and measurable? Have you broken it down into bite-size pieces?	
	Students will be able to (SWBAT): <ul style="list-style-type: none"> Count objects in a set by pointing to each object starting with 1 and saying the next number for each object Recognize the numerals 1-5 by circling the numeral that matches a given set Recognize the numerals 1-5 by drawing a line from the numeral to the corresponding set 	
	STATE STANDARD(S) ADDRESSED:	
	1.CN.2- Understand the connections between numbers and the quantities they represent. 1.CN.4- Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas. 1.N.1- Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100). 1.N.3- Quickly see and label with a number, collections of 1 to 10.	
	ASSESSMENT. Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. Attach (or name the book and page from SABIS) your daily assessment, and describe the response that illustrates the expected level of rigor. Students will complete pages 2 and 3 in work book with accuracy	
LESSON CYCLE	5. OPENING/HOOK (_5_ min.) How will you engage students and capture their interest? How will you communicate <i>what</i> is about to happen? How will you communicate <i>connections</i> to previous lessons?	MATERIALS
	Last year you learned lots of numbers, and this year we are going to do lots of things with those numbers. Today we are going to practice counting so that we can become expert first grade mathematicians this year! What would happen if we didn't know what numbers were? If our Dad asked us to go to the store to pick up 5 bananas for breakfast and we didn't know what the number 5 meant... what might happen?? Discuss how we need to know our numbers, and that is what we are beginning to do today	

<p>4. INTRODUCTION OF NEW MATERIAL/I DO/TEACH (_7 min.) How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? Which potential misunderstandings do you anticipate? How will you proactively mitigate them?</p>		<p>MATERIALS</p>
<p>Key Vocabulary and/or Steps:</p> <p>Numeral: certain symbols that represents a number</p> <p>Set: a group of objects</p>	<p>Method: (How will you get your points across effectively to your students?)</p> <p>Counting sets</p> <ol style="list-style-type: none"> 1. touch the first object and say 1 2. touch the next object and say the number after the one you just said 3. repeat until there are no more objects 4. the last number you said is the number of objects in the set <p>Matching sets with numerals</p> <ol style="list-style-type: none"> 1. show students 1 flashcard with the numeral on it and another with the corresponding set for numbers 1-5 2. students should “air count” objects on card”, then teacher says “What is that number?” And students point to the numeral and say the name of the numeral when teacher snaps 3. Teacher shows example of circling the numeral represented by a given set, and also matching numerals to sets on whiteboard 	
<p>2. GUIDED PRACTICE/WE DO/PRACTICE (_7_ min.) What examples are you going to work through together?</p>		<p>MATERIALS</p>
<p>Teacher: (What will the teacher be doing at this point in the lesson? What examples will you be reviewing with students?)</p> <p>Teacher will be counting the apples in different sets in right column on the board as students do the same</p> <p>Teacher will count sets on poster with students and call on students to point out which numeral matches a set, and draw a line on the poster to that numeral</p>	<ol style="list-style-type: none"> 1. Students will be counting apples in right column with their fingers 2. Students will be circling the numeral that matches the last number they said when counting in right column 3. students will be counting sets on the board drawing a line to the numeral that matches the # in the set 	<p>Poster with set matching numerals</p>
<p>3. CHECKING FOR UNDERSTANDING: (What questions need to be answered from students as evidence for understanding of the material?)</p>		

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

<p>(What questions will you ask?)</p> <p>Which numeral matches to the set?</p>	<p>(What are the ideal response(s)?)</p> <p>Students pointing to the correct numeral</p>	<p>(Who will you target?)</p>
<p>1. INDEPENDENT PRACTICE/YOU DO/CHECK (_7_ min.)</p>		<p>MATERIALS</p>
<p>(What assignment questions/problems will serve as evidence of student mastery?)</p> <p>Students will point to the apples and count the apples in the set using their fingers and counting out loud (middle column and right column)</p> <p>Students will circle the numeral that corresponds to apples counted (pg 2)</p> <p>Students will match the set to the correct numeral (pg 3)</p>	<p>Who will you target to CFU?</p>	<p>workbook</p>
<p>6. CLOSING (_5_ min.)</p>		
<p>Why will students be engaged? How will students summarize and state the significance of what they learned?</p>		
<p>Teacher holds up flash cards of just sets, students sky count in a whisper and when they know the number that the set represents, they tap their heads. When teacher has 85% or more participation (tapping heads) she snaps and the students say the number.</p>		

**Any teacher created handouts for this lesson must appear below.

Ascend School
SIX-STEP LESSON PLAN TEMPLATE

Grade	1st	Term and Week	T1W1
Subject	Math	Lesson Number	2
Rough/Final	45 min lesson	Written By	Ascend Teacher

SIX-STEP LESSON PLAN

VISION-SETTING	POINT(S). What is your objective? Is it manageable and measurable? Have you broken it down into bite-size pieces?	
	Students will be able to (SWBAT):	
	<ul style="list-style-type: none"> Write the numeral 0-5 with correct pencil strokes that corresponds to a given set 	
	STATE STANDARD(S) ADDRESSED:	
	<p>1.CN.2- Understand the connections between numbers and the quantities they represent. 1.CN.4- Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas. 1.N.1- Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100). 1.N.3- Quickly see and label with a number, collections of 1 to 10. 1.N.13- Write numbers to 100.</p>	
LESSON CYCLE	ASSESSMENT. Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. Attach (or name the book and page from SABIS) your daily assessment, and describe the response that illustrates the expected level of rigor.	
	Students will count the apples with their fingers and write the numeral representing the number of objects below the set	
	5. OPENING/HOOK (_5_ min.) How will you engage students and capture their interest? How will you communicate <i>what</i> is about to happen? How will you communicate <i>connections</i> to previous lessons?	
	<p>This morning we practiced counting numbers 1-5 this afternoon we are going to add one more number and then practice writing all of our new number.</p> <p>Engagement: Today, we have someone that needs our help, Susie is writing a letter to her friend about the garden she grew this summer and she wants to tell her friend how many of each type of plant grew in her garden, but Susie is not a first grader, and she does not know how to write her numbers or even how to count... so today we are going to practice counting and writing numbers and at the end of the lesson, we will help Susie fill in her letter!</p>	MATERIALS Poster with Susie's letter and blank spaces for numbers

<p>4. INTRODUCTION OF NEW MATERIAL/I DO/TEACH (_10_ min.) How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? Which potential misunderstandings do you anticipate? How will you proactively mitigate them?</p>		<p>MATERIALS</p>
<p>Key Vocabulary and/or Steps: Trace: use your pencil to follow on lines already created</p>	<p>Method: (How will you get your points across effectively to your students?)</p> <ol style="list-style-type: none"> 1. count the number of objects you have, then we write the number, but first we have to learn the right way to write the number 2. teacher shows example of how to write numbers 0-5, teacher shows twice, students practice on desk with teacher. 3. teacher puts steps 1 and 2 together for examples of how to identify and write the numeral to sets 	
<p>2. GUIDED PRACTICE/WE DO/PRACTICE (_10_ min.) What examples are you going to work through together?</p>		<p>MATERIALS</p>
<p>Students follow along with teacher as they trace numbers in their book with correct pencil strokes on page 4. Teacher walks around while leading the class to guide students and help with proper motion</p> <p>Teacher: (What will the teacher be doing at this point in the lesson? What examples will you be reviewing with students?)</p> <p>Teacher will hold up flashcards with objects representing a number 0-5</p> <p>Students tap head if they know what # the set represents</p> <p>Teacher Snaps and class answers in student voice</p> <p>Teacher says “fingers ready” and students put their sky writing fingers up and trace the # they just said in the air</p> <p>Teacher checks skywriting for accuracy</p>	<p>Students: (What will the students be doing at this point in the lesson?)</p> <p>See section to left</p>	<p>flashcards</p>
<p>3. CHECKING FOR UNDERSTANDING: (What questions need to be answered from students as evidence for understanding of the material?)</p>		

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

<p>(What questions will you ask?)</p> <p>What number is this (flashcards)?</p> <p>What is the direction of the first stroke in the numbers 1-5?</p> <p>Skywrite the numbers as teacher watches.</p>	<p>(What are the ideal response(s)?)</p>	<p>(Who will you target?)</p>
<p>1. INDEPENDENT PRACTICE/YOU DO/CHECK (_5_ min.)</p>		<p>MATERIALS</p>
<p>(What assignment questions/problems will serve as evidence of student mastery?)</p> <p>students will complete page 6 with at least 85% accuracy by counting apples and writing corresponding numerals with correct pencil strokes</p>	<p>Who will you target to CFU?</p>	
<p>6. CLOSING (_5_ min.)</p> <p>Why will students be engaged? How will students summarize and state the significance of what they learned?</p>		
<p>Students count different flowers in Susie’s garden and fill in Susie’s letter</p>		

**Any teacher created handouts for this lesson must appear below.

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

Grade	1st	Term and Week	
Subject	Math	Lesson Number	
Rough/Final	20 min lesson	Written By	Ascend Teacher

SIX-STEP LESSON PLAN

VISION-SETTING	POINT(S). What is your objective? Is it manageable and measurable? Have you broken it down into bite-size pieces?	
	Students will be able to (SWBAT): <ul style="list-style-type: none"> Define the terms increasing and decreasing Write the numerals 0-5 in increasing order Write the numerals 0-5 in decreasing order 	
	STATE STANDARD(S) ADDRESSED:	
	1.CN.2- Understand the connections between numbers and the quantities they represent. 1.N.1- Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100). 1.N.3- Quickly see and label with a number, collections of 1 to 10. 1.N.13- Write numbers to 100.	
	ASSESSMENT. Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. Attach (or name the book and page from SABIS) your daily assessment, and describe the response that illustrates the expected level of rigor.	
	Students will complete page 7 in math book with 85 percent accuracy	
LESSON CYCLE	5. OPENING/HOOK (_2_ min.) How will you engage students and capture their interest? How will you communicate <i>what</i> is about to happen? How will you communicate <i>connections</i> to previous lessons?	MATERIALS
	Access prior knowledge about counting sets. Have sets up on board and ask students to tell you how many are in each set, Today we are going to put these sets in order. Before we do that, we need to learn what type of order we are talking about.	Sets drawn on flashcards and taped to board
	4. INTRODUCTION OF NEW MATERIAL/I DO/TEACH (_5_ min.) How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? Which potential misunderstandings do you anticipate? How will you proactively mitigate them?	MATERIALS

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

<p>Key Vocabulary and/or Steps:</p> <p>Increasing: getting bigger Decreasing: getting smaller</p>	<p>Method: (How will you get your points across effectively to your students?)</p> <ol style="list-style-type: none"> 1. look at directions, are you supposed to write number in decreasing or increasing order 2. state definitions of increasing and decreasing order and show motion to correspond with word (increasing = rise up, decreasing = shrink down) 3. remember what decreasing means and what increasing means 4. fill in numbers in that order with correct strokes 5. teacher gives example of writing numbers 0-5 in increasing and decreasing order 	
<p>2. GUIDED PRACTICE/WE DO/PRACTICE (_7_ min.) What examples are you going to work through together?</p>		<p>MATERIALS</p>
<p>Students practice, led by teacher, motion of rising up from their seats for increasing saying “increasingggggg” making their voice go higher throughout the word to remind them that increasing means going up, and then lower to their seats as they say “decreasing” lowering their voice as they say the word</p> <p>Students come up to the board and write numbers in increasing order 0-5</p> <p>Students sing “There were ___ in the bed and the little one said, roll over, roll over, so they all rolled over and 1 fell out, there were ___ in the bed.. etc” to practice decreasing numbers. Students use hands to count down while singing the song.</p> <p>Students come up to the board and write numbers in decreasing order 5-0</p>	<p>Students: (What will the students be doing at this point in the lesson?)</p> <p>Refer to left</p>	
<p>3. CHECKING FOR UNDERSTANDING: (What questions need to be answered from students as evidence for understanding of the material?)</p>		
<p>(What questions will you ask?)</p> <p>What number comes after ___ in decreasing/increasing order?</p>	<p>(What are the ideal response(s)?)</p>	<p>(Who will you target?)</p>

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

1. INDEPENDENT PRACTICE/YOU DO/CHECK (_2_ min.)		MATERIALS
Students will write numbers 0-5 in increasing and decreasing order using CORRECTLY FORMED NUMERALS On page 7	Who will you target to CFU?	
6. CLOSING (_2_ min.)		
Why will students be engaged? How will students summarize and state the significance of what they learned?		
Put sets from opening in increasing, then decreasing order		

**Any teacher created handouts for this lesson must appear below.

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

Grade	1st	Term and Week	
Subject	Math	Lesson Number	
Rough/Final	20 min period	Written By	Ascend Teacher

SIX-STEP LESSON PLAN

VISION-SETTING	POINT(S). What is your objective? Is it manageable and measurable? Have you broken it down into bite-size pieces?	
	Students will be able to (SWBAT): Write the numeral 0-9 with correct pencil strokes that corresponds to a given set	
	STATE STANDARD(S) ADDRESSED:	
	<p>1.CN.2- Understand the connections between numbers and the quantities they represent.</p> <p>1.CN.4- Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas.</p> <p>1.N.1- Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100).</p> <p>1.N.3- Quickly see and label with a number, collections of 1 to 10.</p> <p>1.N.13- Write numbers to 100.</p>	
	ASSESSMENT. Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. Attach (or name the book and page from SABIS) your daily assessment, and describe the response that illustrates the expected level of rigor.	
	Students will count the items with their fingers and write the numeral representing the number of objects in the box next to the set on page 14	
LESSON CYCLE	5. OPENING/HOOK (_3_ min.) How will you engage students and capture their interest? How will you communicate <i>what</i> is about to happen? How will you communicate <i>connections</i> to previous lessons?	MATERIALS
	We have another friend that needs our help. This time, it is a dog, his name is Rufus. Rufus has made a bunch of collection and he wants us to help him write a letter to his friend Fido to tell him how many different groups of items he has found. When we have mastered our point of counting and writing the numbers 6-9 today, we will help him with his letter	RUFUS letter poster

4. INTRODUCTION OF NEW MATERIAL/I DO/TEACH (_5_ min.) How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? Which potential misunderstandings do you anticipate? How will you proactively mitigate them?		MATERIALS
Key Vocabulary and/or Steps:	Method: (How will you get your points across effectively to your students?)	
	<ol style="list-style-type: none"> 1. teacher shows group of 6, group of 7, group of 8, group of 9 and their corresponding numerals 2. Teacher shows process to count and record: count the number of objects you have, then we write the number, but first we have to learn the right way to write the number 3. teacher shows example of how to write numbers 6-9, teacher shows twice, students practice on desk with teacher. 4. teacher puts steps 1 and 2 together for examples of how to identify and write the numeral to sets 	
2. GUIDED PRACTICE/WE DO/PRACTICE (_5_ min.) What examples are you going to work through together?		MATERIALS
Teacher: (What will the teacher be doing at this point in the lesson? What examples will you be reviewing with students?) Students follow along with teacher as they trace numbers in their book with correct pencil strokes on page 8. ONLY DO TOP ROW OF EACH! (more saved for later). Teacher walks around while leading the class to guide students and help with proper motion Teacher will hold up flashcards with objects representing a number 0-9 Students tap head if they know what # the set represents Teacher Snaps and class answers in student voice Teacher says “fingers ready” and students put their sky writing fingers up and trace the # they just said in the air Teacher checks skywriting for accuracy	Students: (What will the students be doing at this point in the lesson?) See left	

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

3. CHECKING FOR UNDERSTANDING: (What questions need to be answered from students as evidence for understanding of the material?)		
(What questions will you ask?) What number is this (flashcards)? What is the direction of the first stroke in the numbers 6-9? Skywrite the numbers as teacher watches.	(What are the ideal response(s)?)	(Who will you target?)
1. INDEPENDENT PRACTICE/YOU DO/CHECK (_5_ min.)		MATERIALS
(What assignment questions/problems will serve as evidence of student mastery?) students will complete page 14 with at least 85% accuracy by counting apples and writing corresponding numerals with correct pencil strokes	Who will you target to CFU?	
6. CLOSING (_2_ min.) Why will students be engaged? How will students summarize and state the significance of what they learned?		
Fill in Rufus letter		

**Any teacher created handouts for this lesson must appear below.

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

Grade	1st	Term and Week	T1W1
Subject	Math	Lesson Number	5
Rough/Final	20 min period	Written By	Ascend Teacher

SIX-STEP LESSON PLAN

VISION-SETTING	POINT(S). What is your objective? Is it manageable and measurable? Have you broken it down into bite-size pieces?	
	Students will be able to (SWBAT): <ul style="list-style-type: none"> Write the numerals 0-9 in increasing order Write the numerals 0-9 in decreasing order 	
	STATE STANDARD(S) ADDRESSED:	
	1.CN.2- Understand the connections between numbers and the quantities they represent. 1.N.1- Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100). 1.N.3- Quickly see and label with a number, collections of 1 to 10. 1.N.13- Write numbers to 100.	
	ASSESSMENT. Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. Attach (or name the book and page from SABIS) your daily assessment, and describe the response that illustrates the expected level of rigor. Students will complete pages 12 and 13 with correct brush strokes and at least 85% accuracy	
LESSON CYCLE	5. OPENING/HOOK (_3_ min.) How will you engage students and capture their interest? How will you communicate <i>what</i> is about to happen? How will you communicate <i>connections</i> to previous lessons?	MATERIALS
	Yesterday we put numbers 0-5 in order... can someone help me do that? Call up students to put in increasing, then decreasing order Explain points	Mixed up numbers on index cards taped to board
	4. INTRODUCTION OF NEW MATERIAL/I DO/TEACH (_5_ min.) How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? Which potential misunderstandings do you anticipate? How will you proactively mitigate them?	MATERIALS

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

<p>Key Vocabulary and/or Steps:</p> <p>Increasing: getting bigger Decreasing: getting smaller</p>	<p>Method: (How will you get your points across effectively to your students?)</p> <ol style="list-style-type: none"> 6. look at directions, are you supposed to write number in decreasing or increasing order 7. state definitions of increasing and decreasing order and show motion to correspond with word (increasing = rise up, decreasing = shrink down) 8. remember what decreasing means and what increasing means 9. fill in numbers in that order with correct strokes 10. teacher gives example of writing numbers 0-9 in increasing and decreasing order 	
<p>2. GUIDED PRACTICE/WE DO/PRACTICE (_5_ min.) What examples are you going to work through together?</p>		<p>MATERIALS</p>
<p>Teacher: (What will the teacher be doing at this point in the lesson? What examples will you be reviewing with students?)</p> <p>Students practice, led by teacher, motion of rising up from their seats for increasing saying “increasinggggg” making their voice go higher throughout the word to remind them that increasing means going up, and then lower to their seats as they say “decreasing” lowering their voice as they say the word</p> <p>Students come up to the board and write numbers in increasing order 0-9</p> <p>Students sing “There were ___ in the bed and the little one said, roll over, roll over, so they all rolled over and 1 fell out, there were ___ in the bed.. etc” to practice decreasing numbers. Students use hands to count down while singing the song.</p> <p>Students come up to the board and write numbers in decreasing order 9-0</p>	<p>Students: (What will the students be doing at this point in the lesson?)</p> <p>See left</p>	
<p>3. CHECKING FOR UNDERSTANDING: (What questions need to be answered from students as evidence for understanding of the material?)</p>		

Ascend School
SIX-STEP LESSON PLAN TEMPLATE

<p>(What questions will you ask?)</p> <p>What number comes after ___ in decreasing/increasing order?</p>	<p>(What are the ideal response(s)?)</p>	<p>(Who will you target?)</p>
<p>1. INDEPENDENT PRACTICE/YOU DO/CHECK (_5_ min.)</p>		<p>MATERIALS</p>
<p>(What assignment questions/problems will serve as evidence of student mastery?)</p> <p>Students will write missing numbers 0-9 in increasing and decreasing order using CORRECTLY FORMED NUMERALS on pages 12 and 13</p>	<p>Who will you target to CFU?</p>	
<p>6. CLOSING (_2_ min.)</p>		
<p>Why will students be engaged? How will students summarize and state the significance of what they learned?</p>		
<p>Put flashcards in increasing, then decreasing order on board</p>		

**Any teacher created handouts for this lesson must appear below.

SABIS® Educational Systems
Periodic Examination
MATHEMATICS

Level C

Term 1 Periodic 1 Level C Math

Calculators are not allowed.

Show all of your work.

Grade/Section: _____

Date: _____

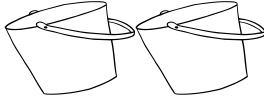
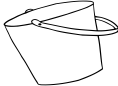
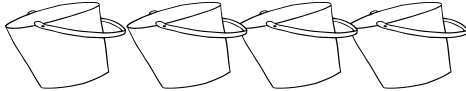
Total Points: 23.5 Points

Total Time: 40 Minutes

Student Name: _____

Total Score (%): (_____ / 23.5 Points) * 100

1. How many? Circle the numeral.

	0	1	2	3
	1	2	3	4
	1	2	3	4
	0	1	2	3

[1 Point]

2. How many tens? How many units?

_____ tens _____ units

[1 Point]



_____ ten _____ units


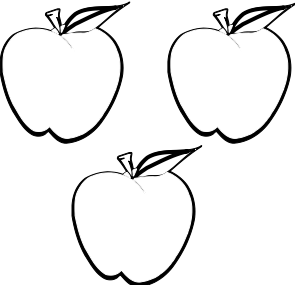
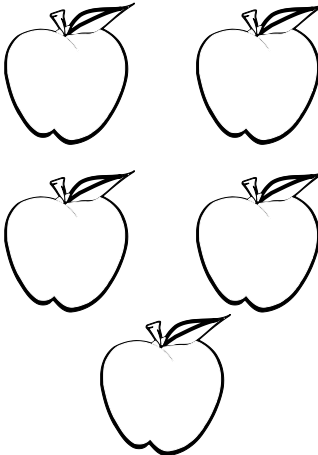

[1 Point]

3. Write the numerals in decreasing order.

_____ 9 _____ 6 _____
_____ _____ _____ _____ 0

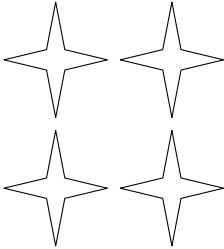
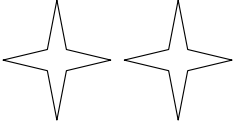
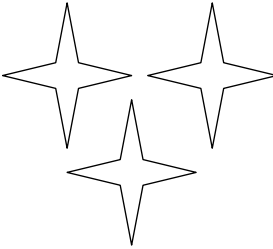
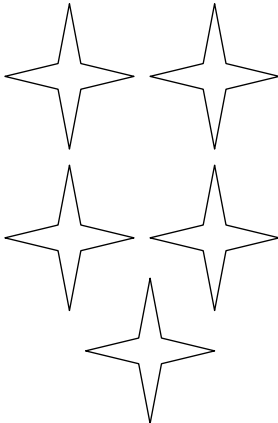
[2 Points]

4. Count the objects. Circle the numeral.

			
1 2 3	3 4 5	3 4 5	1 2 3

[1 Point]

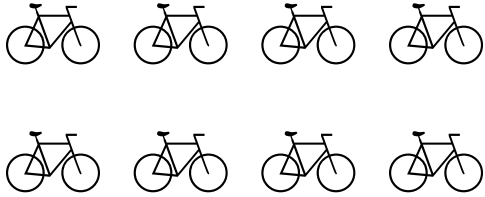
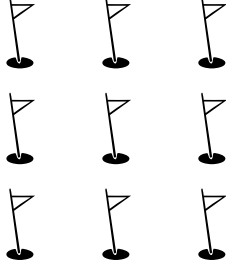
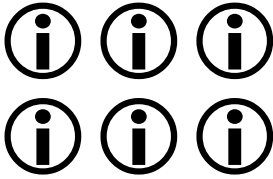
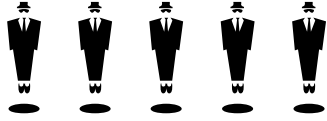
5. Count the objects. Write the numeral.

			
_____	_____	_____	_____

[1 Point]

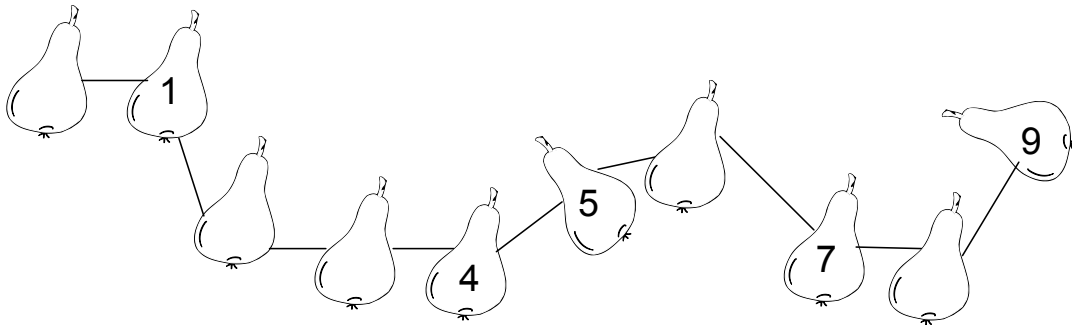
6. Match the numeral to the set.

5
8
6
9

[1 Point]

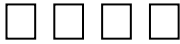
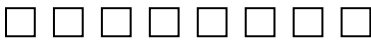
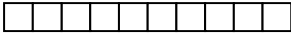

7 Fill in with the missing numerals.




[1 Point]

8 Count and write the numeral.

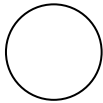
[2 Points]

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<p style="text-align: center;"></p> <p>tens units</p> <p>_____ _____ = <input type="text"/></p>	<p style="text-align: center;"></p> <p>tens units</p> <p>_____ _____ = <input type="text"/></p>

9.

Draw 2 more . How many are there now?

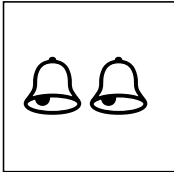
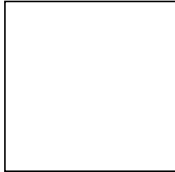
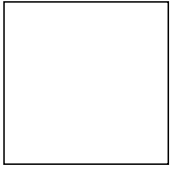
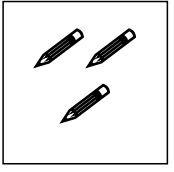
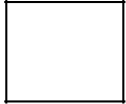



Draw 4 more . How many are there now?



[1 Point]

10 Add.

			
$2 + 0 =$		$0 + 3 =$	

[1 Point]

11. Find each sum.

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

—

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

—

$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$

—

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

—

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

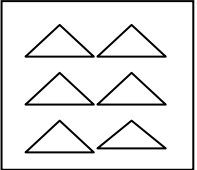
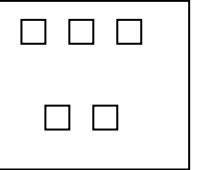
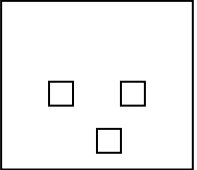
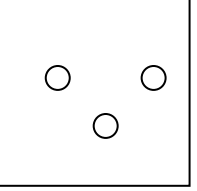
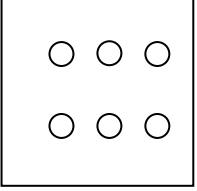
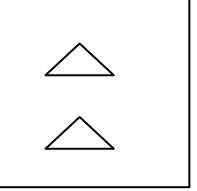
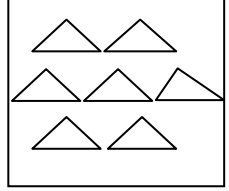
—

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

—

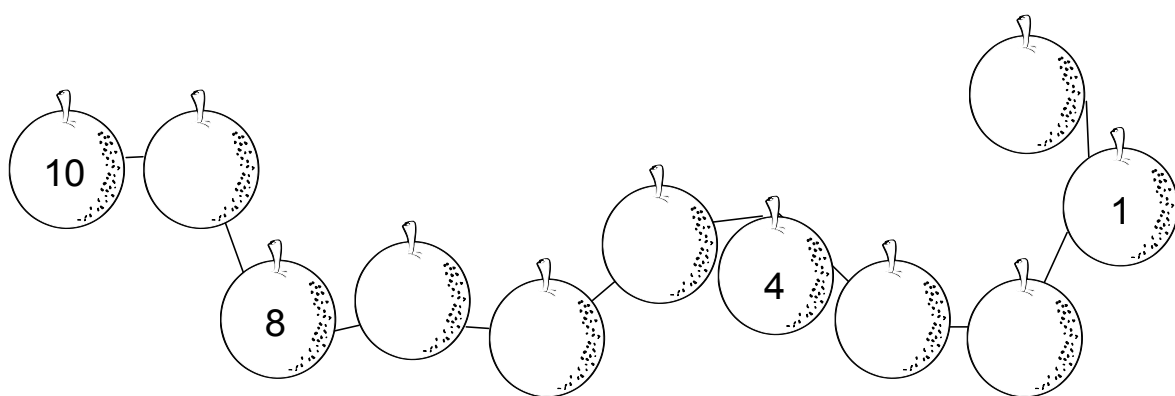
[3 Points]

12. Add the sets. Write the numeral.

<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 100px; height: 100px;"></div> <div style="border: 1px solid black; padding: 5px;">  </div> </div> <div style="margin-top: 20px;"> <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div> + <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div> = <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">  </div> <div style="border: 1px solid black; padding: 5px;">  </div> </div> <div style="margin-top: 20px;"> <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div> + <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div> = <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div> </div>
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">  </div> <div style="border: 1px solid black; padding: 5px;">  </div> </div> <div style="margin-top: 20px;"> <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div> + <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div> = <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">  </div> <div style="border: 1px solid black; padding: 5px;">  </div> </div> <div style="margin-top: 20px;"> <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div> + <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div> = <div style="border: 1px solid black; width: 60px; height: 30px; display: inline-block;"></div> </div>

[2 Points]

13. Fill in with the missing numerals.



[1 Point]

14. Add to find the total.

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

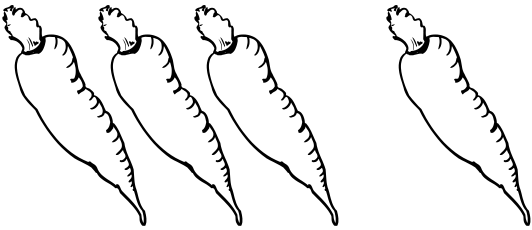
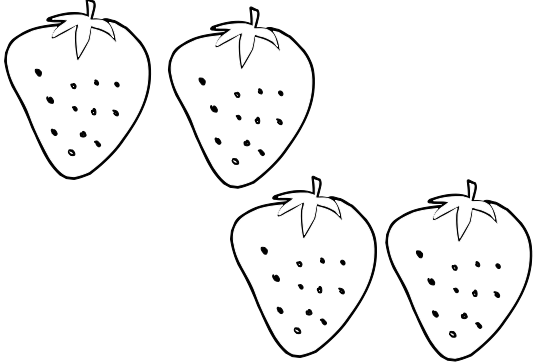
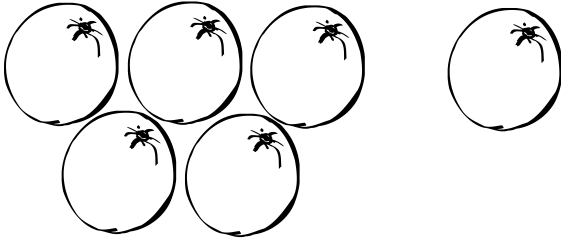
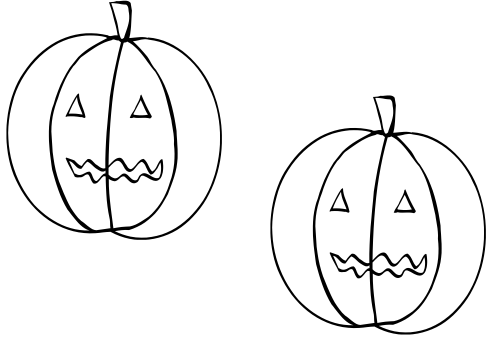
$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$$

[2.5 Points]

15. Add. Count how many in all.

 $\square + \square = \square$	 $\square + \square = \square$
 $\square + \square = \square$	 $\square + \square = \square$

[2 Points]


[The End]

Please make sure you review all your work before you submit exam paper

Grade 1 English: Sharing

ASCEND LEARNING

ENGLISH LEVEL C

	SABIS® Educational Systems <i>Ascend Learning, NY</i> TERM 1			2010-2011 Pacing Chart: ENGLISH Level C/ Grade 1 10 Hours Per Week			Term 1 Notes: * = 1 day of the week off *** = 3 days of the week off		
Week Date	SABIS® Anthology Level C Text & Workbook themes (A-E), & Glossary 2.5 periods	Grammar 1 period <small>(included in Anthology workbook)</small>	SABIS® Writing Book C; Writing Teacher's Guide; Trait Posters 2 periods	Journaling 1 period	Spelling SABIS® Lists 1 period	Phonics SABIS® text 1 period	Class Reader SABIS® reading Book C Parts 1 & 2 1 period	Handwriting SABIS® text 1/2 period	Exams
General Standards	RC-De5 RC-PA1 RC-F4-5 RC-VD4-6 RC-CS1-3 RC-CS5-6 RC-CS9-10 R-S4.1 L-S3.1 S-S2.8 RC-MR1-3 W-S1.1 L-S2.6 LS3.2 R-S1.2-3 R-S1.5 S-S1.5-7 R-S2.1-2 R-S3.1 L-S2.1 S-S2.1-2 R-S3.6 L-S4.1-2		WC-Cs1-4 WC-MW1-2 W-S4.1-2 W-S3.7 W-S1.3 R-S4.2	W-S4.4 W-S3.6 W-S2.8	WC-Sp1-5 W-S1.1	RC-Ph1-3 RC-De1-3 RC-De5 WC-Sp1 WC-Sp5 W-S1.7 RC-F1-3		WC-HW1 W-S1.1	
Open Response and Theme Connections Standards S-S1.1 LC1-4 S-S1.5 WC-Cs1 S-S2.1-2 S-S2.5 WC-MW2 W-S3.0 W-S3.2 W-S3.5 S-S4.1-4									
Teacher's Guide Standards / Teacher's Notes	R-S2.4 LS2.4 R-S3.5 W-S3.5 RC-De4 RC-VD3 W-S1.4 R-S3.2 S-S3.1		Note: students need to maintain a portfolio of writings and drawings with assistance W-S1.3						
1 Sep 6 – 10	Alphabet book-SABIS® ABC characters <i>Workbook How To pages</i>	See Phonic Lesson Plans			Sounds Diagnostic	Single Letter Sounds p.1-12 a, b, c, d, e, f, g, h			
2 Sep 13 – 17	Theme A: Changing "My Body" Nonfiction p.2-13 L-S1.1 Voc p. 6-9 R-S1.4 L-S2.2 RC p. 12-14 L-S2.2 Word Study p. 10-11 Open Response p. 19 #1 W-S1.5	Sentences-caps and period p. 15-17 WC-Cs3 Theme Time p. 18	UNIT A: Sentence Parts WLP.C-A.1 & 2 & 3		High Frequency Words	Single Letter Sounds p.13-24 i, j, k, l, m, n, o, p, q	"Dad"p.1 High Frequency Words	Pages 1 Letter - a,A	STAR Testing
3 Sep 20 – 24	"Clothes" Nonfiction p.15-24 L-S1.1 Voc p. 20-23 L-S2.2 RC p.25-27 Word Study p. 24 L-S2.2	Naming Parts (nouns) p. 28 Theme Time p.29	UNIT B: Clear Words WLP.C-B.1 & 2	Topic: Write clear words to describe clothes and other objects	SEND List 1 CVC - Medial Vowels a, e, i	Single Letter Sounds p.25-36 r, s, t, u, v, w, x, y, z start medial vowels (a, e, i) p.37-44	"Dad, Jim, Pam"; "Tom, Mom, Pip, Rex" CVC words	Pages 2-3 Letters b,B; c,C	
4 Sep 27 – Oct 1	TCCBT LC1 <i>Chicka Chicka Boom Boom p. 15</i>		UNIT B: Clear Words WLP.C-B.3		TEST List 1				CAT I Exam
5 Oct 4 – 8	"Feelings" Nonfiction L-S1.1 p.25-39 Voc p. 31-37 L-S2.2 RC p. 40-41 L-S2.2 Word Study p. 38-39 RC-VD2 Open Response p. 44 #1 S-S1.8 #3 (Meets General Standard)	Action Parts (verbs) p. 42 Theme Time p.43	UNIT B: Clear Words WLP.C-B.4	Topic: Choose feeling (s) from literature story. Write about when you felt this way	SEND List 2 CVC - Medial Vowels o, u (review a, e, i)	CVC - Medial Vowels o, u p. 45-52 (review a, e, i) End Consonants p. 53-54	"Fun in the Sun"; "Meg the Vet" More CVC words "Rex in the Box, Mom Has a Run, On the Bus, and Sums" More CVC words		

Week Date	SABIS® Anthology Level C Text & Workbook themes (A-E), & Glossary 2.5 periods	Grammar 1 period (included in Anthology workbook)	SABIS® Writing Book C; Writing Teacher's Guide; Trait Posters 2 periods	Journaling 1 period	Spelling SABIS® Lists 1 period	Phonics SABIS® text 1 period	Class Reader SABIS® reading Book C Parts 1 & 2 1 period	Handwriting SABIS® text 1/2 period	Exams
6 Oct 11 – 15	"The Gingerbread Man" Folktale p.41-57 READ TO Voc p. 52-57 L-S2.2 RC p. 60-62 L-S2.2 Lit skill p. 63-65 R-S2.5 LS2.3 LS2.5 R-S3.7 W-S2.5 Storytelling p. 67-73 RC-CS7 R-S2.6 R-S2.8 WS2.6 S-S1.4 S-S2.7 Open Response p. 81 #3 RC-CS10 #4 W-S1.2 #5 R-S3.4	Sentences-caps and end marks (. !, ?) p. 76-80 WC-Cs3 Theme Time p.80	UNIT C: Story About You WLP.C-C.1 W-S2.1 W-S2.9 W-S3.4	Topic: Write about how the characters from "The Gingerbread Man" felt during different parts of the story. Use feeling words learned last week.	TEST List 2; SEND List 3 CVC + e Words a+ magic e i + magic e + magic e	CVC + e Words a+ magic e i + magic e p.55-58	"Kites" CVC + e (a, i)	Pages 4-5 Letters d, D; e, E	
7 Oct 18 – 22			UNIT C: Story About You WLP.C-C.2 & 3 & 4		TEST List 3; SEND List 4 CVC + e Words o+ magic e, u + magic e	CVC + e Words o + magic e u + magic e p.59-64	"Where is Rex" CVC + e (o, u)	Pages 6-7 Letters f, F; g, G	
8 Oct 25 – 29	TCCBT Whose Mouse Are You? p. 257				TEST List 4; SEND List 5 Digraphs at the end of a word ck, ng, nk p.65-69	Digraphs at the end of a word ck, ng, nk p.65-69	"The Pet Duck" (ck, ng)		CAT II Exam STAR Testing
9 Nov 1 – 5	"The Purple Cow" Poem p.64 Voc p. 97-98 RC p. 100-101 RC-MR3 Lit skill p. 102-103 Word Study p. 99 Open Response p. 109 #1 R-S4.1 W-S2.9 #3 R-S1.1 Theme A Connections Poems and Folktales S-S2.3 SC2 L-S2.6 Think Happy Thoughts W-S3.5	Id a sentence Id noun, verb p. 104-107 Theme Time p. 108	UNIT C: Story About You WLP.C-C.5 & 6	Topic: Choose your favorite thing that you have read in theme A and write about why it is your favorite.	TEST List 5; SEND List 6 Digraphs at the end of a word ll, ss	Digraphs at the end of a word ll, ss p.73-80	"Rags the Doll" (ll, ng) "Late" (ll, ss)	Pages 8-9 Letters h, H; i, I	
10 Nov 8 – 12 Veterans' day	Theme B: Sharing "Chelsea's Family" Realistic Fiction p. 78-83 L-S1.1 Voc p. 6-9 L-S2.2 RC p. 10-11 Lit skill p.12-14 Open Response p. 21 #1 S-S1.8 W-S1.5 #4 S-S2.6 S-S2.9	Naming words (nouns) p. 15-19 Theme Time p. 20 W-S1.2	Practice Test (UNIT C)	Topic: After reading and learning about "Chelsea's Family", students are to write about their family.	TEST List 6; SEND List 7 Digraphs at the beginning and end of a word ch, sh	Digraphs at the beginning and end of a word ch, sh p.81-85	"Pam at Home" (ch, sh)	Pages 10-11 Letters j, J; k, K	
11 Nov 15 – 19	Revision				TEST List 7				
12 Nov 22 – 26	Revision Thanksgiving Holiday Nov 24-26								
13 Nov 29 – Dec 3	EOT 1 exams Nov 29-Dec 3								



SABIS® Educational Systems
Ascend Learning, NY
TERM 2

2010-2011 Pacing Chart:
ENGLISH
Level C/ Grade 1
10 Hours Per Week

Term 2 Notes:
 * = 1 day of the week off
 *** = 2 days of the week off

Week Date	SABIS® Anthology Level C Text & Workbook themes (A-E), & Glossary 2.5 periods	Grammar 1 period (included in Anthology workbook)	SABIS® Writing Book C; Writing Teacher's Guide; Trait Posters 2 periods	Journaling 1 period	Spelling SABIS® Lists 1 period	Phonics SABIS® text 1 period	Class Reader SABIS® reading Book C Parts 1 & 2 1 period	Handwriting SABIS® text 1/2 period	Exams
1 Dec 6 – 10	"Humpty Dumpty" Mother Goose Poem p. 124 RC p. 48-49 Word Study p.27 Open Response p.53 #1 S-S2.2	Action Words (verbs) singular and plural p. 50 - 51 RC-De4 Theme Time p. 52	UNIT D: Class Story WLP.C-D.1 & 2 & 3 W-S2.1 W-S3.1		SEND List 8 Digraphs at the beginning and end of a word th, wh	Digraphs at the beginning and end of a word th, wh p.86-88 Review Digraphs p.89-90	"Bath time for Jim" (th, wh)	Pages 12-13 Letters l, L; m, M O	STAR Testing
2 Dec 13 – 17	"Homes Around the World" Nonfiction p. 84-103 L-S1.1 Voc p. 23-25 RC-VD1 RC p. 28-30 L-S2.2 Word Study p. 26-27 Open Response p. 34 #1 S-S1.8 W-S1.5 #4 SC1-7 #5 S-S1.8	Naming words (nouns) singular plural p.31-32 Theme Time p. 33	UNIT D: Class Story WLP.C-D.4 & 5	Practice Test (UNIT D)	TEST List 8; SEND List 9 R-Controlled Vowels ar, or	R-Controlled Vowels ar, or p.91-94	"At School" (R-Controlled Vowels)	Pages 14-15 Letters n, N; o,	
3 Dec 20 – 24	"Community Helpers" Nonfiction p. 104-123 L-S1.1 Voc p.35-37 L-S2.2 RC p. 39-40 S-S1.3 Lit skill p. 41-42	Action words (verbs) p. 43-44 Theme Time p. 45			TEST List 9			Pages 16-17 Letters p, P; q, Q	
Dec 25 – Jan 2	Winter Break – No School								
4 Jan 3 – 7	TCCBT Bears and the Spooky Old Tree p.191 Ten, Nine, Eight p. 203				SEND List 10 R-Controlled Vowels er, ir, ur	R-Controlled Vowels er, ir, ur p.95-102	"The Robin" (R-Controlled Vowels)	Pages 18-19 Letters r, R; s, S	CAT I Exam
5 Jan 10 – 14	"The Wise Crow" Drama p. 148-153 S-S2.4 Voc p. 88-91 RC p. 92-93 Lit skill p. 94-95 Open Response p. 98 #2 S-S2.2	Naming and Action words p. 96 Theme Time p. 97	UNIT E: Made-up Story WLP.C-E.1 & 2 & 3 W-S2.1 W-S3.4		TEST List 10; SEND List 11 Long e spellings ee, ea, ey, y p.1-6	Long e spellings ee, ea, ey, y p.1-6	"The Farm" (ay, ee, oo)	Pages 20-21 Letters t, T; u, U	
6 Jan 17 – 21 MLK	"When Little Bear Bragged" Tale p.176-189 Voc p. 117-120 RC p. 122-123 R-S2.4-5 LS2.3 LS2.5 W-2.5 Lit Skill p. 124-125 R-S2.5 WS2.7 Word Study p. 121 RC-De4 Open Response p. 128 #4 S-S3.2 W-S1.5	Review Naming Words and Action Words p. 126 Theme Time p. 127	UNIT E: Made-up Story WLP.C-E.4 & 5		TEST List 11; SEND List 12 Long and short oo food vs book oo food vs book	Long and short oo food vs book p.7-9	"The Zoo" oo, ow	Pages 22-23 Letters v, V; w, W	
7 Jan 24 – 28	Theme B Connections Different Strokes SC1-7 Oops I Did it Again LC2-3		UNIT E: Made-up Story WLP.C-E.6 & 7	Practice test (UNIT E)	TEST List 12; SEND List 13 Long a spellings ai, ay, a + e ai, ay, a + e	Long a spellings ai, ay, a + e p.10-14	"A Rainy Day" (ai, ay, a+e)	Pages 24-25 Letters x, X; y, Y	STAR Testing

Week Date	SABIS® Anthology Level C Text & Workbook themes (A-E) & Glossary 2.5 periods	Grammar 1 period (included in workbook)	SABIS® Writing Book C; Writing Teacher's Guide; Trait Posters 2 periods	Journaling 1 period	Spelling SABIS® Lists 1 period	Phonics SABIS® text 1 period	Class Reader SABIS® reading Book C Parts 1 & 2 1 period	Handwriting SABIS® text 1/2 period	Exams
8 Jan 31 – Feb 4	TCCBT Good Night, Moon p. 34 The Snowy Day p. 42				TEST List 13; SEND List 14 Long o spellings oa, ow	Long o spellings oa, ow p.15-17	"Goat, Mole, and the Snowman" (oa, ow, o+e)		CAT II Exam
9 Feb 7 – 11	Theme C: Understanding "Punky Dunk and the Goldfish" Poem p.216-226 Voc p. 26-27 RC p.30-31 W-S2.5 Lit skill p. 32-33 WS2.7 R-S2.5 LS2.3 LS2.5 R-S3.8 Word Study p. 28-29 RC-CS9 L-S1.3 Open Response p. 36 #2 R-S1.1 #3 S-S3.7	Special Naming Words (proper nouns) p. 34-35 Theme Time p. 35	UNIT G: More Describing Words WLP.C-G.1 & 2 & 3	TEST List 14; SEND List 15 Diphthongs ou, ow	Diphthongs ou, ow p.18-22	"Sound in Our House" (ou, ow)	Page 26 Letter z, Z		
10 Feb 14 – 18	"Punky Dunk and the Spotted Pup" Poem p.227-237 Voc p. 38-39 RC p.40-41 Lit skill p.42-43 R-S3.8 W-S3.3 L-S1.4 S-S3.3 Open Response p. 47 #4 R-S2.7 #5 S-S3.2	Special Naming Words (proper nouns) p.44-45 Theme Time p. 46	"Days of the Month" Poem p. 241 RC p.61-62 Lit skills p. 64-66 Word Study p.60 Open Response p. 74 #4 W-S2.2	TEST List 15	Capitals (Days of the Month) and Abbreviations p. 67-69 Theme Time p. 70-73 L-S2.2		Page 27 Writing Sentences		
Feb 21 - 25	Midwinter Break								
11 Feb 28 – Mar 4	Revision Week								
12 Mar 7 - 11	EOT 2 Exams								



SABIS® Educational Systems
Ascend Learning, NY
TERM 3

2010-2011 Pacing Chart:
ENGLISH
Level C/ Grade 1
10 Hours Per Week

Term 3 Notes:
 * = 1 day of the week off

Week Date	SABIS® Anthology Level C Text & Workbook themes (A-E) & Glossary 2.5 periods	Grammar 1 period (included in Anthology workbook)	SABIS® Writing Book C; Writing Teacher's Guide; Trait Posters 2 periods	Journaling 1 period	Spelling SABIS® Lists 1 period	Phonics SABIS® text 1 period	Class Reader - SABIS® reading Book C Parts 1 & 2 1 period	Handwriting SABIS® text 1/2 period	Exams
1 March 14 – 18	"A Trip to the Supermarket" Realistic Fiction p. 242-246 Voc p. 76-77 RC p. 80-82 Lit Skills p. 83-84 Word Study p. 78-79 RC-VD2 Open Response p. 88 #2 SC1-	Days of the Week p. 85-86 Theme Time p. 87	Unit F: Friendly Letters WLP.C-F.1 & 2 R-S4.3 W-S4.3 L-S4.1-2	Topic: write about a time you went to the supermarket. Use action words and naming words to tell about your experience	SEND List 16	Diphthongs oi, oy p.23-25	"Our Day" (oi, oy)	Page 28 Writing Sentences	STAR Testing
2 Mar 21 – 25	"A Trip to the Park" Realistic Fiction p. 247-251 Voc p.89-93 RC p.94-95 WS2.7 Lit skill p.96-97 WS1.6	Dates p.98-99 Theme Time p. 100	UNIT F: Friendly Letters WLP.C-F.3 & 4	Topic: write about a time when you went to the park. Use action words and naming words to tell about your experience	TEST List 16; SEND List 17 Consonant Blends bl, br, cl, cr, dr	Consonant Blends bl, br, cl, cr, dr p.26-35	"Pam's Classroom" (bl, br, cl, cr) "Windy Day"	Page 29 Writing Sentences	
3 Mar 28 – Apr 1	"Transportation Around the World" Nonfiction p. 252-259 Voc p.102-103 RC p.104-105 L-S2.2 Lit skill p.106-107 Open Response p. 109 #2 W-S3.3 L-S1.4 S-S3.3 Theme C Connections Mix it Up S-S2.2 Oh The Places You Could Go S-S4.1	Editing p.108	UNIT F: Friendly Letters WLP.C-F.5 & 6		TEST List 17; SEND List 18 Consonant Blends fl, fr, gl, gr, pl, pr	Consonant Blends fl, fr, gl, gr, pl, pr p.36-46	"Summer" (fl, fr) "Get Well Soon" (gl, pl)	Page 30 Writing Sentences	
4 Apr 4 – 8	TCCBT Bedtime For Frances p. 165 D.W. the Picky Eater p. 214				TEST List 18			Page 31 Writing Sentences	CAT I Exam

Week Date	SABIS® Anthology Level C Text & Workbook themes (A-E) & Glossary 2.5 periods	Grammar 1 period (included in workbook)	SABIS® Writing Book C; Writing Teacher's Guide; Trait Posters 2 periods	Journaling 1 period	Spelling SABIS® Lists 1 period	Phonics SABIS® text 1 period	Class Reader SABIS® reading Book C Parts 1 & 2 1 period	Handwriting SABIS® text 1/2 period	Exams
5 Apr 11 – 15	Theme D: Dreaming "Hickory Dickory Dock" Mother Goose Poem p. 271 Word Study p. 14-15 RC p.16-17 R-S2.5 LS2.3 LS2.5 R-S3.7 W-S3.3 L-S1.4 S-S3.3 Lit skills p.18-19 Book Selection p. 20 S-S3.4 "The Star" Poem p. 284-285 Voc p. 55-58 RC p.60-61 RC-MR3 Word Study p.59 Open Response p. 68 #3 S-S3.7	"I" and "Me" p. 21 Theme Time p.22-23 Pronouns p. 62-65 Theme Time p. 66-67	"Old King Cole" Mother Goose Poem p. 290 Voc p. 84-87 RC-VD1 RC p.91-92 Word Study p.88-90 RC-VD7	Describing Words (adjectives) p. 94-95 Theme Time p. 96	SEND List 19	Consonant Blends sc, scr, sk p.47-53	"Tom's New Scooter" (sc, scr)	Page 32 Writing Sentences	
Apr 18 - 22	Spring Break								
6 Apr 25 – 29	"Emperors' Clothes" Nonfiction p.291-295 S-S2.4 Voc p. 98-100 RC p. 101-103 Lit skills p. 104-106 RC-CS8 Open Response p.109 #2 W-S3.3 L-S1.4 S-S3.3	Contractions p. 107 RC-De4 Theme Time p. 108	UNIT H: Make-Believe Story WLP.C-H.1 & 2 & 3 W-S2.1-3		TEST List 19 SEND List 20 Consonant Blends sl, sm, sn, sp, spl, spr, squ	Consonant Blends sl, sm, sn, sp, spl, spr, st, str, squ p.54-69	"At the Beach" & "Snow" (sl, sm, sn) "Fun in the Garden" (sp, spl) "In the Wood" (st, str, squ)		
7 May 2 – 6	"The Emperor's New Clothes" Folktale p. 296-313 Voc p. 110-112 RC p. 114-119 RC-CS4 Lit skill p.120-122 Word Study p. 113 RC-De4 RC-VD3 Open Response p. 124 #1 R-S3.5 S-S3.5 Theme D Connections Mother Goose RC-CS4 Real of Not Real That is the Question R-S2.7 Emperors and Garbage Collectors S-S1.3	Abbreviations (Months) p. 123	UNIT H: Make-Believe Story WLP.C-H.4 & 5		Test List 20; SEND List 21 Consonant Blends sw, tr, thr, tw	Consonant Blends sw, tr, thr, tw p.70-76	"The Twins Visit" (sw, tr, thr, tw)	Page 33 Writing Sentences	
8 May 9 – 13	Theme E: Observing "The Four Seasons" Nonfiction p. 316-321 L-S1.1 Voc p.6-7 RC p. 8-11 L-S1.4 S-S3.3 Lit skill p.12-15 Open Response p.28 #4 RC-CS4 #5 SC1-7	Connecting Words conjunctions p. 21-23 Theme Time p. 24-27	UNIT H: Make-Believe Story WLP.C-H.6 & 7		TEST List 21 SEND List 22 End Clusters -st, -ld, -nd	End Clusters -st, -ld, -nd p.77-81	"Lost" (ld, nd)	Page 34 Writing Sentences	
9 May 16 – 20	TCCBT The Story of Ferdinand p. 277 Mike Mulligan and His Steam Shovel p.139				TEST List 22				CAT II Exam

Week Date	SABIS® Anthology Level C Text & Workbook themes (A-E) & Glossary 2.5 periods	Grammar 1 period (included in workbook)	SABIS® Writing Book C; Writing Teacher's Guide; Trait Posters 2 periods	Journaling 1 period	Spelling SABIS® Lists 1 period	Phonics SABIS® text 1 period	Class Reader SABIS® reading Book C Parts 1 & 2 1 period	Handwriting SABIS® text 1/2 period	Exams
10 May 23 – 27	<p>"Farm Animals" Poem p.329 Voc p. 52-53 RC p. 54-55 Lit skill p. 56-58 L-S1.2 Open Response p. 64 #4 S-S1.8</p> <p>"Fantastic Farm Animals" Nonfiction p. 340-351 L-S1.1 Voc p. 87-89 RC p.90-93 Open Response p.95 #5 S-S1.3</p>	<p>Order words p. 59-61</p> <p>Theme Time p. 62-63</p> <p>Editing p. 94</p>	<p>Informational Report p. 136-147 Level C Anthology Workbook R-S1.1 S-S1.2 SC1-7</p>		<p>SEND List 23 End Clusters -lk, -lp, -mp, -sp</p>	<p>End Clusters -lk, -lp, -sp, -mp p.82-85</p>	<p>"Sports Day" (ending blends)</p>	<p>Page 35 Numbers Standard (1, 2, 3, ...) and Written Form (one, two, three,...)</p>	
11 May 30 – Jun 3	Review for TERRANOVA EXAMS		<p>Why Rabbit's Fur Changes Color in the Winter" Native American Myth p. 360-369 S-S2.4 Voc p. 105-107 RC-VD1 RC p. 108-109 Lit skill & Unseen p. 110-114 R-S2.3 R-S3.3 Open Response p. 115 #3 S-S3.6</p>		<p>TEST List 23; SEND List 24 End Clusters -ct, -pt, -xt, -ft, -lt, -nt p.86-89</p>	<p>End Clusters -ct, -pt, -xt, -ft, -lt, -nt p.86-89</p>	<p>"At the Pool"; "At the Circus" cumulative skills</p>		
12 Jun 6 - 10	TERRANOVA EXAMS		<p>"Animals that Hide" L-S1.1 Nonfiction p. 370-379 Voc p.116-118 RC p.120-126 Lit skill p.127-129 R-S2.3 R-S3.3 Word Study p.119 RC-VD1 Open Response p.132 #5 W-S2.9 L-S1.4</p> <p>Theme E Connections Animal House W-S3.3 RC-CS4 (Choose one from the below) Seasonal Signs R-S2.7 Reality Television R-S2.7</p>		<p>TEST List 24</p>	<p>Indent Paragraph p.100-101</p> <p>Theme Time p. 102-103</p>	<p>Presentation of Informational Reports R-S1.1 S-S1.2 SC1-7</p>		
13 Jun 13 - 17	Revision/STAR								
14 Jun 20 - 24	EOY Exams								



Homes Around the World

84



Homes come in many different
shapes and sizes.

85

86



Some homes are modern.



Other homes are traditional.

87





**homes on the sea in
Copenhagen**



**a home with a
windmill in Greece**



102

**traditional home with
wind towers in Dubai**



**a golden pavilion in
Japan**



**a home on a fjord in
Norway**



**a wooden home in
Russia**



103

Homes are all over the world.

Word Study

KEY TERMS

An **opposite** is something that is completely different from another thing. Another word for opposite is **antonym**.

A **synonym** is a word that means the same as another word.

Read the following pairs of words. Circle **SYNONYM** if the words have the *same* meaning. Circle **ANTONYM** if the words have *opposite* meanings.

- | | | |
|------------------|---------|---------|
| 1. play/ work | SYNONYM | ANTONYM |
| 2. house/home | SYNONYM | ANTONYM |
| 3. winter/summer | SYNONYM | ANTONYM |
| 4. peek/look | SYNONYM | ANTONYM |
| 5. smile/cry | SYNONYM | ANTONYM |
| 6. smell/sniff | SYNONYM | ANTONYM |

Draw a picture of a *wide* house.

Draw a picture of a *skinny* house.

Reading Comprehension

Answer these questions about *Homes Around the World*.

Circle YES or NO.

Are all homes the same?

YES NO

Are there homes all over the world?

YES NO

Look at these pictures. Write a word to describe the homes you see.



S H A R I N G



Look at the next pictures. Circle your answer to the questions below.



How many families do you think live in this home?

one many

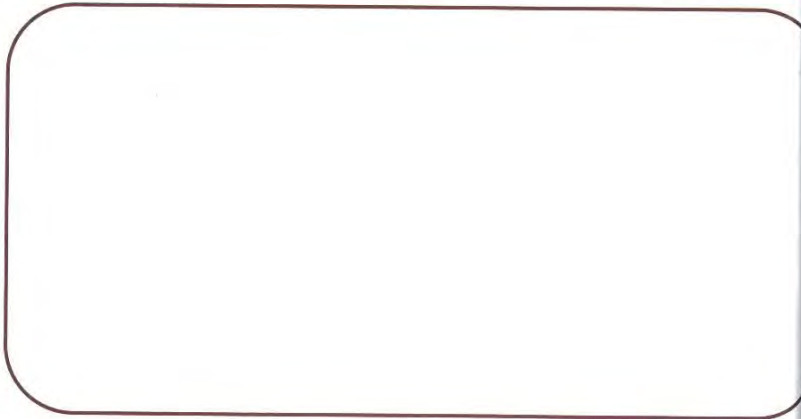
S H A R I N G



Where do you think this home is found?

in the city in the country

Use your imagination to draw a home in a new kind of place.







Grammar

KEY TERM

Some naming words name more than one.

Add s to a naming word to name more than one.

Examples:

one	more than one
car 	cars 
truck 	trucks 

Circle the naming words that match the pictures.

Example:



tree

trees

1.



hammers

hammer

2.



apples

apple

3.



books

book

4.



pencils

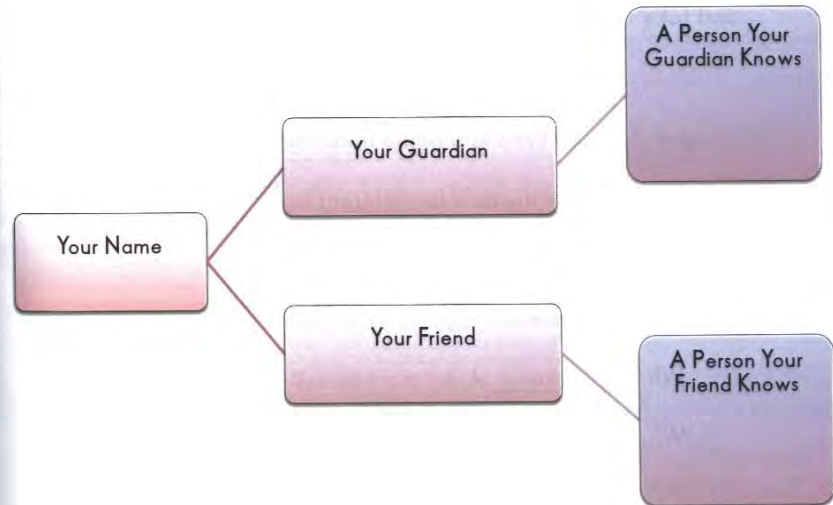
pencil

THEME TIME

Think about the THEME *Living with Others*.

The word *others* is a naming word that names more than one.

Others are connected in many ways. Complete the chart to show how *others* you know are connected.



Name _____

Spelling List 8

1. them
2. with
3. that
4. thing
5. then
6. thank
7. while
8. which
9. white
10. when
11. there
12. what

Monday: Write spelling words 3x each.

Tuesday: Write a sentence for each spelling word (#1-6).

Wednesday: Write a sentence for each spelling word (#7-12).

Thursday: Write spelling words 3x each. **STUDY FOR THE SPELLING TEST** to be taken on Friday.

Friday: **SPELLING TEST** at school!

Name _____

*Cut or tear off this side to keep at home!

Spelling List 8

1. them
2. with
3. that
4. thing
5. then
6. thank
7. while
8. which
9. white
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Friday: **SPELLING TEST** at school!

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

Grade	1 st	Term and Week	T2W2
Subject	Anthology-Vocabulary	Lesson Number	1
Rough/Final	Rough	Written By	Ascend Teacher

STORY: HOMES AROUND THE WORLD

SIX-STEP LESSON PLAN

(*Copy and paste this table as many times as necessary. Generally, there should be one cycle per point.)

VISION-SETTING	POINT.	
	Students will be able to (SWBAT):	
	<ul style="list-style-type: none"> Determine if vocabulary words are synonyms or antonyms. 	
	STATE STANDARD(S) ADDRESSED:	
	L-S1.1 Acquire information from nonfiction text RC-VD1 Study antonyms, synonyms, and homonyms to learn new grade level vocabulary	
ASSESSMENT.		
Complete page 23 with 85% accuracy or better.		
5. OPENING/HOOK (__ min.)		MATERIALS
We have just read Homes Around the World, and in the story we saw many different types of homes. We learned that homes come in many different shapes and sizes. Some are big, some are small. Some are skinny, some are wide. Today we are going to talk about antonyms and synonyms.		
4. I DO/TEACH (__ min.)		MATERIALS
We have just introduced the vocabulary, so this will focus on antonyms and synonyms.		Chart with word bank, and antonym and synonym t-chart Big Small Little Large Happy Sad Unhappy Glad
Synonyms: a word that means the same as another word		
Antonym: a word that means the opposite of another word		
Opposite: something that is completely different than another thing		
Looking at the chart, show students words that are the same and the words that are different. I have to look at these words and see which ones are synonyms and which ones are antonyms. Read words. Big. I have to ask myself are there any words that mean the same thing as big. Yes, large. Are there any words that mean the opposite of big? Yes, little and small.		
2. WE DO/PRACTICE (__ min.)		MATERIALS
Teacher:	Students:	Chart
Complete the chart with scholars. Writing words that are synonyms and antonyms.	Helping complete chart.	
3. CHECKING FOR UNDERSTANDING:		
(What questions will you ask?)	(What are the ideal response(s)?)	
What is an antonym?	A word that means the opposite	
What is a synonym?	A word that means the same	
Give me examples of antonyms.	Answers vary	
Give me examples of synonyms.		
1. YOU DO/CHECK (__ min.)		MATERIALS

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

(What assignment questions/problems will serve as evidence of student mastery?)		
Complete page 23 with 85% accuracy or better.		
6. CLOSING (__ min.)		
Have students give examples of antonyms and synonyms.		
VISION-SETTING	POINT.	
	Students will be able to (SWBAT):	
	<ul style="list-style-type: none"> Describe a picture using the correct vocabulary word. 	
	STATE STANDARD(S) ADDRESSED:	
	L-S1.1 Acquire information from nonfiction text RC-VD1 Study antonyms, synonyms, and homonyms to learn new grade level vocabulary	
ASSESSMENT.		
Students will complete page 24 and 25 with 85% accuracy or better.		
5. OPENING/HOOK (__ min.)		MATERIALS
<p>Now, we need to think about our vocabulary words. Review the words.</p> <p>Colorful – full of color; different shades of lightness and brightness</p> <p>Wide – a large area from side to side</p> <p>Skinny – very thin</p> <p>Traditional - a common thing passed down for years in a given area</p> <p>Modern – describes something in the present and recent times</p>		
4. I DO/TEACH (__ min.)		MATERIALS
<p>Show scholars pictures of the houses that are skinny, colorful, modern, wide, and traditional in the anthology book.</p> <ol style="list-style-type: none"> Modern: page 86 Skinny: page 96 Wide: not in book Traditional: page 4 Colorful: page 98 		
2. WE DO/PRACTICE (__ min.)		MATERIALS
Teacher:	Students:	
Number 1 and 2 will be done for guided practice	Looking at the pictures and deciding what word matches the picture.	
3. CHECKING FOR UNDERSTANDING:		
(What questions will you ask?)	(What are the ideal response(s)?)	
Look at the picture on page 100. What kind of home is this?		
1. YOU DO/CHECK (__ min.)		MATERIALS
(What assignment questions/problems will serve as evidence of student mastery?)		
Students will complete page 24 and 25 with 85% accuracy or better.		
6. CLOSING (__ min.)		
Review the definitions for the new words.		

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

Grade	1 st	Term and Week	T2W2
Subject	Anthology-Word Study	Lesson Number	2
Rough/Final	Rough	Written By	Ascend Teacher

SIX-STEP LESSON PLAN

(*Copy and paste this table as many times as necessary. Generally, there should be one cycle per point.)

VISION-SETTING	POINT.		
	Students will be able to (SWBAT):		
	<ul style="list-style-type: none"> • Define opposite • Define antonym • Define synonym • Determine whether two words are synonyms or antonyms 		
	STATE STANDARD(S) ADDRESSED:		
	L-S1.1 Acquire information from nonfiction text RC-VD1 Study antonyms, synonyms, and homonyms to learn new grade level vocabulary		
	ASSESSMENT.		
Complete page 26 with 85% accuracy or better.			
5. OPENING/HOOK (__ min.)			MATERIALS
We have been reading Homes Around the World, and in the story we saw many different types of homes. We learned that homes come in many different shapes and sizes. Some are big, some are small. Some are skinny, some are wide. Yesterday we talked about synonyms and antonyms. Who remembers what a synonym is? What is an antonym?			
4. I DO/TEACH (__ min.)			MATERIALS
Review chart that we made yesterday of antonyms and synonyms.			Chart from yesterday
Synonyms: a word that means the same as another word Antonym: a word that means the opposite of another word Opposite: something that is completely different than another thing			
Add the words cold and hot on the chart. An opposite is something that is completely different than something else. Feeling cold is completely different from feeling hot. Ask scholars. What would you wear if you were cold? What would you wear if you were hot? You would wear something completely different.			
2. WE DO/PRACTICE (__ min.)			MATERIALS
Teacher:	Students:		Chart
Continue the chart from yesterday.	Helping put more antonyms and synonyms on the chart.		Cold/hot
3. CHECKING FOR UNDERSTANDING:			
(What questions will you ask?)		(What are the ideal response(s)?)	
What is an antonym? What is a synonym?		A word that means the opposite A word that means the same	

Ascend School

SIX-STEP LESSON PLAN TEMPLATE

Give me examples of antonyms. Give me examples of synonyms.	Answers vary
1. YOU DO/CHECK (__ min.)	
(What assignment questions/problems will serve as evidence of student mastery?) Complete page 26 with 85% accuracy or better.	MATERIALS
6. CLOSING (__ min.)	
Have students give examples of antonyms and synonyms.	

VISION-SETTING	POINT.
	Students will be able to (SWBAT): <ul style="list-style-type: none"> Draw pictures to illustrate two words that are opposites.
	STATE STANDARD(S) ADDRESSED:
	L-S1.1 Acquire information from nonfiction text RC-VD1 Study antonyms, synonyms, and homonyms to learn new grade level vocabulary
	ASSESSMENT.
	Students will complete page 27 with 85% accuracy or better.

5. OPENING/HOOK (__ min.)	MATERIALS
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We have talked about opposites. Now I'm going to draw a picture of two houses that are opposite.

4. I DO/TEACH (__ min.)	MATERIALS
---------------------------------	------------------

Draw a picture of a skinny house and a wide house.

2. WE DO/PRACTICE (__ min.)	MATERIALS
-------------------------------------	------------------

Teacher:
They will give me details about how to draw my house.

Students:
Giving details to help me draw my pictures.

3. CHECKING FOR UNDERSTANDING:	
---------------------------------------	--

(What questions will you ask?)

(What are the ideal response(s)?)

What is an antonym?
What is a synonym?

A word that means the opposite
A word that means the same

Give me examples of antonyms.
Give me examples of synonyms.

Answers vary

1. YOU DO/CHECK (__ min.)	MATERIALS
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(What assignment questions/problems will serve as evidence of student mastery?)

Students will complete page 27 with 85% accuracy or better.

6. CLOSING (__ min.)

Review the definitions for the new words.

Grade	1 st	Term and Week	T2W2
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Ascend School

SIX-STEP LESSON PLAN TEMPLATE

Subject	Anthology-Reading Comp.	Lesson Number	3
Rough/Final	Rough	Written By	Ascend Teacher

SIX-STEP LESSON PLAN

(*Copy and paste this table as many times as necessary. Generally, there should be one cycle per point.)

VISION-SETTING	POINT.	
	Students will be able to (SWBAT):	
	<ul style="list-style-type: none"> • Answer literal questions • Use descriptive words • Answer questions using picture clues 	
	STATE STANDARD(S) ADDRESSED:	
	L-S1.1 Acquire information from nonfiction text RC-VD1 Study antonyms, synonyms, and homonyms to learn new grade level vocabulary L-S2.2 Match spoken words to pictures	
ASSESSMENT.		
Complete page 28-30 with 85% accuracy or better.		
5. OPENING/HOOK (__ min.)		MATERIALS
<p>We have been reading Homes Around the World, and in the story we saw many different types of homes. We learned that homes come in many different shapes and sizes. Some are big, some are small. Some are skinny, some are wide. Yesterday we talked about synonyms and antonyms. Who remembers what a synonym is? What is an antonym?</p> <p>Review chart that we made yesterday of antonyms and synonyms.</p> <p>Synonyms: a word that means the same as another word Antonym: a word that means the opposite of another word Opposite: something that is completely different than another thing</p>		Chart from yesterday
4. I DO/TEACH (__ min.)		MATERIALS
<p>Ask questions about the homes.</p> <p>Are all homes the same? Are there homes all over the world?</p>		
2. WE DO/PRACTICE (__ min.)		MATERIALS
Teacher:	Students:	Chart
Show kids pictures in the anthology book of different houses. What kind of home is this?	Describing the type of home.	
3. CHECKING FOR UNDERSTANDING:		
(What questions will you ask?) What kind of home is this?	(What are the ideal response(s)?) Answers vary	
1. YOU DO/CHECK (__ min.)		MATERIALS
(What assignment questions/problems will serve as evidence of student mastery?) Complete page 28-30 with 85% accuracy or better.		
6. CLOSING (__ min.)		
Tell about different types of homes.		

Grade	1 st	Term and Week	T2W2
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Ascend School

SIX-STEP LESSON PLAN TEMPLATE

Subject	Anthology-Grammar	Lesson Number	4
Rough/Final	Rough	Written By	Ascend Teacher

SIX-STEP LESSON PLAN

(*Copy and paste this table as many times as necessary. Generally, there should be one cycle per point.)

VISION-SETTING	POINT.		
	Students will be able to (SWBAT):		
	<ul style="list-style-type: none"> Review naming words Identify how to make naming words mean more than one Match pictures to naming words 		
	STATE STANDARD(S) ADDRESSED:		
	L-S1.1 Acquire information from nonfiction text RC-VD1 Study antonyms, synonyms, and homonyms to learn new grade level vocabulary		
	ASSESSMENT.		
	Complete page 32 with 85% accuracy or better.		
5. OPENING/HOOK (__ min.)			MATERIALS
<p>We have been reading Homes Around the World, and in the story we saw many different types of homes. We learned that homes come in many different shapes and sizes. We have also talked a lot about naming words. Who remembers what a naming word is?</p> <p>Remember a naming word is a word that names a person, place, or thing. Today we are going to talk about plural naming words.</p>			
4. I DO/TEACH (__ min.)			MATERIALS
<p>Review chart that we made yesterday of antonyms and synonyms.</p> <p>Plural – more than one</p> <p>Look at this sentence: The <u>dog</u> ran to play. What is the naming word? How many dogs are in the sentence? Sometimes we want to make a naming word mean more than one. What do we do to some of those naming words? We add an “s” at the end. So if we want there to be more than one dog in the sentence, we simply add an “s” to the end. Dog changes to dogs.</p>			
2. WE DO/PRACTICE (__ min.)			MATERIALS
Teacher:	Students:	Chart with words to change to plural.	
Change words from singular to plural.	Helping put more antonyms and synonyms on the chart.	Bike	Cake
		Cat	Dog
		Pet	Duck
3. CHECKING FOR UNDERSTANDING:			
(What questions will you ask?)		(What are the ideal response(s)?)	
What do we do to a naming word to make it more than one?		Add an “s”.	
1. YOU DO/CHECK (__ min.)			MATERIALS
(What assignment questions/problems will serve as evidence of student mastery?)			
Complete page 32 with 85% accuracy or better.			
6. CLOSING (__ min.)			
Say words and have scholars say the plural.			

Grade	1 st	Term and Week	T2W2
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Ascend School

SIX-STEP LESSON PLAN TEMPLATE

Subject	Anthology-Open Response	Lesson Number	5
Rough/Final	Rough	Written By	Ascend Teacher

SIX-STEP LESSON PLAN

(*Copy and paste this table as many times as necessary. Generally, there should be one cycle per point.)

VISION-SETTING	POINT.		
	Students will be able to (SWBAT):		
	<ul style="list-style-type: none"> Review naming words Identify how to make naming words mean more than one Match pictures to naming words 		
	STATE STANDARD(S) ADDRESSED:		
	L-S1.1 Acquire information from nonfiction text RC-VD1 Study antonyms, synonyms, and homonyms to learn new grade level vocabulary		
	ASSESSMENT.		
	Make a flow chart showing the others they are connected to.		
5. OPENING/HOOK (__ min.)			MATERIALS
You are connected to other people in so many ways. This means that you know a lot of people. The people that you know know people too. Today we are going to make a chart so show the others that we are connected to. Yesterday, we worked with naming words, and making them plural. Who remembers what plural means?			
4. I DO/TEACH (__ min.)			MATERIALS
Review chart that we made yesterday of antonyms and synonyms.			
Plural – more than one			
Others is a naming word that names more than one. Show students a blank chart like the one on page 33.			
2. WE DO/PRACTICE (__ min.)			MATERIALS
Teacher:	Students:		
I will complete the chart showing them how to do each part.	Watching me complete the chart. Explain why certain people are put in different places.		
3. CHECKING FOR UNDERSTANDING:			
(What questions will you ask?)	(What are the ideal response(s)?)		
What do we do to a naming word to make it more than one?	Add an "s".		
1. YOU DO/CHECK (__ min.)			MATERIALS
(What assignment questions/problems will serve as evidence of student mastery?)			
Make a flow chart showing the others they are connected to.			
6. CLOSING (__ min.)			
Some scholars can share their chart.			

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

Grade	1 st	Term and Week	Term 2 Week 2
Subject	Phonics	Lesson Number	1
Rough/Final	Rough	Written By	Ascend Teacher

SIX-STEP LESSON PLAN

VISION-SETTING	POINT(S).	
	What is your objective? Is it manageable and measurable? Have you broken it down into bite-size pieces?	
	Students will be able to (SWBAT):	
	<ul style="list-style-type: none"> • Apply the digraph th to the beginning and end of words. • Know when to use the th digraph. • Sound out and read each word. 	
	STATE STANDARD(S) ADDRESSED:	
	RC-De1 Identify and produce letter sound correspondences including consonants and short and long vowel sounds.	
	ASSESSMENT.	
	Students will complete page 86 in the Phonics workbook where they will complete the words with the th digraph, and read the word, with 85% accuracy or better.	
LESSON CYCLE	5. OPENING/HOOK (_3_ min.)	MATERIALS
	Today we are working with the th digraph. Th makes the “th” sound. It can be at the beginning of a word, or at the end of the word.	
	4. INTRODUCTION OF NEW MATERIAL/I DO/TEACH (_5 min.)	MATERIALS

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

<p>Key Vocabulary and/or Steps:</p> <p>Steps</p> <ol style="list-style-type: none"> 1. Read the directions 2. Look at the pictures 3. Say what the picture is quietly to yourself 4. Ask yourself what letters to I need to write this word. 	<p>Method: (How will you get your points across effectively to your students?)</p> <p>I'm going to complete these words by adding the th digraph. To make these words, all you have to do is add the th digraph to the beginning or end of the word.</p>	<p>Chart paper with parts of words.</p> <p>Ma th Th in Mo th Pa th Th ick Th ud Th e Th is</p>
<p>2. GUIDED PRACTICE/WE DO/PRACTICE (_12_ min.)</p>		<p>MATERIALS</p>
<p>Teacher: (What will the teacher be doing at this point in the lesson? What examples will you be reviewing with students?)</p> <p>Teacher will help students understand the concept of the th sound, and how it sounds in words.</p>	<p>Students: (What will the students be doing at this point in the lesson?)</p> <p>They will help to make other words that have the th digraph.</p>	<p>Th en Th em Th ere Th ose Th ere Th ere Th at Th an</p>
<p>3. CHECKING FOR UNDERSTANDING:</p>		
<p>(What questions will you ask?)</p> <ul style="list-style-type: none"> • What sound does th make in a word? • Give me a word that has the th sound. 	<p>(What are the ideal response(s)?)</p> <ul style="list-style-type: none"> • "th" • Various answers. 	
<p>1. INDEPENDENT PRACTICE/YOU DO/CHECK (_15_ min.)</p>		<p>MATERIALS</p>
<p>(What assignment questions/problems will serve as evidence of student mastery?)</p> <p>Students will complete page 86 in the Phonics workbook where they will complete the words with the th digraph, and read the word, with 85% accuracy or better.</p>	<p>Who will you target to CFU?</p> <ul style="list-style-type: none"> • Students who may be having trouble grasping this concept. 	<p>Workbooks</p>

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

6. CLOSING (_3_ min.)

Students will review the th sound by giving examples of words that have the sound, and reviewing the words on the phonics poster.

**Any teacher created handouts for this lesson must appear below.

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

Grade	1 st	Term and Week	Term 2 Week 2
Subject	Phonics	Lesson Number	2
Rough/Final	Rough	Written By	Ascend Teacher

SIX-STEP LESSON PLAN

VISION-SETTING	POINT(S). What is your objective? Is it manageable and measurable? Have you broken it down into bite-size pieces?		
	Students will be able to (SWBAT): <ul style="list-style-type: none"> Apply the digraph wh to the beginning and end of words. Know when to use the wh digraph. Sound out and read each word. 		
	STATE STANDARD(S) ADDRESSED:		
	RC-De1 Identify and produce letter sound correspondences including consonants and short and long vowel sounds.		
	ASSESSMENT. Students will complete page 87 in the Phonics workbook where they will complete the words with the wh digraph, and read the word, with 85% accuracy or better.		
LESSON CYCLE	5. OPENING/HOOK (_3_ min.)		MATERIALS
	Today we are working with the wh digraph. Wh makes the “Wh” sound. It can be at the beginning of a word, or at the end of the word.		
	4. INTRODUCTION OF NEW MATERIAL/I DO/TEACH (_5 min.)		MATERIALS
	Key Vocabulary and/or Steps: Steps 5. Read the directions 6. Look at the pictures 7. Say what the picture is quietly to yourself 8. Ask yourself what letters to I need to write this word.	Method: (How will you get your points across effectively to your students?) I’m going to complete these words by adding the wh digraph. To make these words, all you have to do is add the wh digraph to the beginning or end of the word.	Chart paper with parts of words. Wh ip Wh ale Wh am Wh ack
2. GUIDED PRACTICE/WE DO/PRACTICE (_12_ min.)		MATERIALS	

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

<p>Teacher: (What will the teacher be doing at this point in the lesson? What examples will you be reviewing with students?)</p> <p>Teacher will help students understand the concept of the wh sound, and how it sounds in words.</p>	<p>Students: (What will the students be doing at this point in the lesson?)</p> <p>They will help to make other words that have the wh digraph.</p>	<p>Wh en Wh ich Wh at Wh ite Wh ere Wh ile</p>
<p>3. CHECKING FOR UNDERSTANDING:</p>		
<p>(What questions will you ask?)</p> <ul style="list-style-type: none"> • What sound does wh make in a word? • Give me a word that has the wh sound. 	<p>(What are the ideal response(s)?)</p> <ul style="list-style-type: none"> • “wh” • Various answers. 	
<p>1. INDEPENDENT PRACTICE/YOU DO/CHECK (_15_ min.)</p>		<p>MATERIALS</p>
<p>(What assignment questions/problems will serve as evidence of student mastery?)</p> <p>Students will complete page 86 in the Phonics workbook where they will complete the words with the wh digraph, and read the word, with 85% accuracy or better.</p>	<p>Who will you target to CFU?</p> <ul style="list-style-type: none"> • Students who may be having trouble grasping this concept. 	<p>Workbooks</p>
<p>6. CLOSING (_3_ min.)</p>		
<p>Students will review the wh sound by giving examples of words that have the sound, and reviewing the words on the phonics poster.</p>		

**Any teacher created handouts for this lesson must appear below.

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

Grade	1 st	Term and Week	Term 2 Week 2
Subject	Phonics	Lesson Number	3
Rough/Final	Rough	Written By	Ascend Learning

SIX-STEP LESSON PLAN

VISION-SETTING	POINT(S).	
	What is your objective? Is it manageable and measurable? Have you broken it down into bite-size pieces?	
	Students will be able to (SWBAT):	
	<ul style="list-style-type: none"> • Apply the digraph th and wh to the beginning and end of words. • Know when to use the th and wh digraph. • Sound out and read each word. 	
	STATE STANDARD(S) ADDRESSED:	
	RC-De1 Identify and produce letter sound correspondences including consonants and short and long vowel sounds.	
	ASSESSMENT.	
	Students will complete page 88 in the Phonics workbook where they will complete the words with the wh digraph, and read the word, with 85% accuracy or better.	
LESSON CYCLE	5. OPENING/HOOK (_3_ min.)	MATERIALS
	We have been working with the th and wh sounds in words. Let's review the phonics posters for these sounds.	
	4. INTRODUCTION OF NEW MATERIAL/I DO/TEACH (_5 min.)	MATERIALS

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

<p>Key Vocabulary and/or Steps:</p> <p>Steps</p> <ol style="list-style-type: none"> 9. Read the directions 10. Look at the pictures 11. Say what the picture is quietly to yourself 12. Ask yourself what letters to I need to write this word. 	<p>Method: (How will you get your points across effectively to your students?)</p> <p>There is no new material. This is a review of the wh and th sounds.</p>	
<p>2. GUIDED PRACTICE/WE DO/PRACTICE (_12_ min.)</p>		<p>MATERIALS</p>
<p>Teacher: (What will the teacher be doing at this point in the lesson? What examples will you be reviewing with students?)</p>	<p>Students: (What will the students be doing at this point in the lesson?)</p> <p>Students will give words that have the th wh sounds.</p>	
<p>3. CHECKING FOR UNDERSTANDING:</p>		
<p>(What questions will you ask?)</p> <ul style="list-style-type: none"> • What sound does wh make in a word? • Give me a word that has the wh sound. • What sound does th make in a word? • Give me a word that has the th sound. 	<p>(What are the ideal response(s)?)</p> <ul style="list-style-type: none"> • “wh” • Various answers. • “th” • Various answers 	
<p>1. INDEPENDENT PRACTICE/YOU DO/CHECK (_15_ min.)</p>		<p>MATERIALS</p>

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

	<p>(What assignment questions/problems will serve as evidence of student mastery?)</p> <p>Students will complete page 88 in the Phonics workbook where they will complete the words with the wh and th digraph, and read the word, with 85% accuracy or better.</p>	<p>Who will you target to CFU?</p> <ul style="list-style-type: none">• Students who may be having trouble grasping this concept.	<p>Workbooks</p>
6. CLOSING (_3_ min.)			
<p>Students will review the wh and th sound by giving examples of words that have the sound, and reviewing the words on the phonics poster.</p>			

**Any teacher created handouts for this lesson must appear below.

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

Grade	1 st	Term and Week	Term 2 Week 2
Subject	Phonics	Lesson Number	4
Rough/Final	Rough	Written By	Ascend Learning

SIX-STEP LESSON PLAN

VISION-SETTING	POINT(S).	
	What is your objective? Is it manageable and measurable? Have you broken it down into bite-size pieces?	
	Students will be able to (SWBAT):	
	<ul style="list-style-type: none"> • Apply the digraph ch, sh, th and wh to the beginning and end of words. • Know when to use the ch, sh, th and wh digraph. • Sound out and read each word. 	
	STATE STANDARD(S) ADDRESSED:	
	RC-De1 Identify and produce letter sound correspondences including consonants and short and long vowel sounds.	
	ASSESSMENT.	
	Students will complete page 89 and 90 in the Phonics workbook where they will complete the words with the ch, sh, th, and wh digraph, and read the word, with 85% accuracy or better.	
LESSON CYCLE	5. OPENING/HOOK (_3_ min.)	MATERIALS
	We have been working with the sh, ch, th and wh sounds in words. Let's review the phonics posters for these sounds.	
	4. INTRODUCTION OF NEW MATERIAL/I DO/TEACH (_5 min.)	MATERIALS

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

<p>Key Vocabulary and/or Steps:</p> <p>Steps</p> <ol style="list-style-type: none"> 13. Read the directions 14. Look at the pictures 15. Say what the picture is quietly to yourself 16. Ask yourself what letters to I need to write this word. 	<p>Method: (How will you get your points across effectively to your students?)</p> <p>There is no new material. This is a review of the sh, ch, wh and th sounds.</p>	
2. GUIDED PRACTICE/WE DO/PRACTICE (_12_ min.)		MATERIALS
<p>Teacher: (What will the teacher be doing at this point in the lesson? What examples will you be reviewing with students?)</p>	<p>Students: (What will the students be doing at this point in the lesson?)</p> <p>Students will give words that have the ch, sh, th, and wh sounds.</p>	
3. CHECKING FOR UNDERSTANDING:		
<p>(What questions will you ask?)</p> <ul style="list-style-type: none"> • What sound does wh make in a word? • Give me a word that has the wh sound. • What sound does th make in a word? • Give me a word that has the th sound. • What sound does sh make in a word? • Give me a word that has the sh sound. • What sound does ch make in a word? • Give me a word that has the ch sound. 	<p>(What are the ideal response(s)?)</p> <ul style="list-style-type: none"> • “wh” • Various answers. • “th” • Various answers • “sh” • Various answers • “ch” • Various answers 	
1. INDEPENDENT PRACTICE/YOU DO/CHECK (_15_ min.)		MATERIALS

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

<p>(What assignment questions/problems will serve as evidence of student mastery?)</p> <p>Students will complete page 89 and 90 in the Phonics workbook where they will complete the words with the sh, ch, wh and th digraph, and read the word, with 85% accuracy or better.</p>	<p>Who will you target to CFU?</p> <ul style="list-style-type: none"> Students who may be having trouble grasping this concept. 	<p>Workbooks</p>
<p>6. CLOSING (_3_ min.)</p>		
<p>Students will review the wh and th sound by giving examples of words that have the sound, and reviewing the words on the phonics poster.</p>		

**Any teacher created handouts for this lesson must appear below.

Grade	1 st	Term and Week	Term 2 Week2
Subject	Phonics	Lesson Number	5
Rough/Final	Rough	Written By	Ascend Teacher

SIX-STEP LESSON PLAN

VISION-SETTING	<p>POINT(S).</p>
	<p>What is your objective? Is it manageable and measurable? Have you broken it down into bite-size pieces?</p> <p>Students will be able to (SWBAT):</p> <ul style="list-style-type: none"> Recognize the practiced letter sounds A-Z , and digraphs ch, sh, th, and wh in the story Bath time for Jim. Recognize the sight words toy, water, down, says. Recognize the phonetic words bath, whale, which. Review the words ship, full, shells, washing, hates, tub, mop, wet, lot, playing.
	<p>STATE STANDARD(S) ADDRESSED:</p>
	<p>RC-De1 Identify and produce letter sound correspondences including consonants and short and long vowel sounds.</p> <p>RC De2 Blend sounds using knowledge of letter sound correspondences in order to decode unfamiliar but decodable, one syllable grade level words.</p>
	<p>ASSESSMENT.</p>
	<p>Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. Attach (or name the book and page from SABIS) your daily assessment, and describe the response that illustrates the expected level of rigor.</p>

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

	<p>Students will read the stories along with the teacher while using one to one correspondence by following along with the teacher. Teacher will listen to several students reading the sight words to ensure mastery.</p>	
LESSON CYCLE	<p>5. OPENING/HOOK (_5_ min.) How will you engage students and capture their interest? How will you communicate <i>what</i> is about to happen? How will you communicate <i>connections</i> to previous lessons?</p>	MATERIALS
	<p>We have read a lot of stories in our Phonics Reader. We are getting better and better at recognizing words. Remember, we've been talking about words that have the sounds th, and wh. What sounds does th make? What sound does wh make? Let's look at some of our phonetic words for this story. Our phonetic words are words that we can sound out using our knowledge of letters and their sounds.</p>	
	<p>4. INTRODUCTION OF NEW MATERIAL/I DO/TEACH (_10_ min.) How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? Which potential misunderstandings do you anticipate? How will you proactively mitigate them?</p>	MATERIALS

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

<p>Key Vocabulary and/or Steps:</p> <p>Phonetic words: Bath Whale Which</p> <p>Phonetic Review: Ship Full Shells Washing Hates Tub Mop Wet Lot Playing</p> <p>Sight Words: Toy Water Down Says</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Introduce the phonetic words and how to sound them out. 2. Introduce sight words. 3. Explain to students that the sight words don't necessarily follow the rules that we have been learning, so we have to just remember them from looking at them. 	<p>Method: (How will you get your points across effectively to your students?)</p> <p>Phonics lesson will take place on the carpet.</p> <p>Introduce the phonetic words, reminding students of the th and wh.</p>	<p>Segmenting Cards</p>
<p>2. GUIDED PRACTICE/WE DO/PRACTICE (_12_ min.) What examples are you going to work through together?</p>		<p>MATERIALS</p>

Brooklyn Ascend Charter School

SIX-STEP LESSON PLAN TEMPLATE

<p>Teacher: (What will the teacher be doing at this point in the lesson? What examples will you be reviewing with students?)</p> <ul style="list-style-type: none"> Teacher will read the story Bath Time for Jim Teacher will read the story sentence by sentence. Teacher will listen to groups of students read the story. 	<p>Students: (What will the students be doing at this point in the lesson?)</p> <ul style="list-style-type: none"> Students will follow along with their finger using one to one correspondence. Students will repeat. If it seems as if students know these words, see if they can read it as a class without the help of the teacher. 	<p>Reading Book C</p>
<p>3. CHECKING FOR UNDERSTANDING: (What questions need to be answered from students as evidence for understanding of the material?)</p>		
<p>(What questions will you ask?)</p> <ul style="list-style-type: none"> What is this word? (Show them the word cards for the specific story that we are reading. 	<p>(What are the ideal response(s)?)</p> <ul style="list-style-type: none"> Students should read the word correctly. 	<p>(Who will you target?) Students who know these sight words.</p>
<p>1. INDEPENDENT PRACTICE/YOU DO/CHECK (_15_ min.)</p>		<p>MATERIALS</p>
<p>(What assignment questions/problems will serve as evidence of student mastery?)</p> <p>Students will read along with the teacher at first, then they will read the stories as a group without the help of the teacher.</p>	<p>Who will you target to CFU?</p> <p>Students who may be having trouble identifying these sight words.</p>	<p>Reading Book C</p>
<p>6. CLOSING (_3_ min.) Why will students be engaged? How will students summarize and state the significance of what they learned?</p>		
<p>Students will read these sight words, and then we will put them on the word wall. This will state the significance of these words and that they are words that they need to know and will always be on display.</p>		

**Any teacher created handouts for this lesson must appear below.

**SABIS® Educational Systems
CAT 1**

**25 minutes
3 pages**

**Term 2
English Grade 1 / Level C
Grammar**

Name _____

Date _____ Section _____

SPECIAL INSTRUCTIONS:

The teacher may read the directions and words to the students. No pictures may be named by the teacher.

Total Marks for Grammar: 20

Score on Exam: _____ / 20 = _____ %

Circle the correct action word that completes each sentence.
(1 point each)




Pamela	sings. sing.
Frogs	jumps. jump.
She	drives. drive.
My dog	bark. barks.
The snake	crawl. crawls.
A hand	wave. waves.
The bird	chirps. chirp

NAMING WORDS - ONE AND MORE THAN ONE

Draw a picture for each of the following words. (1 point each)

balls	flower	pencils
-------	--------	---------

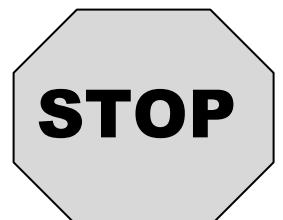
Circle the naming words that match each picture. (1 point each)

	tree	trees
	car	cars
	hammer	hammers
	apple	apples
	turtle	turtles

ACTION WORDS

Underline the **action** word in each sentence that tells what people, animals, and things do. (1 point each)

	The teacher talks.
	The girls laugh.
	The dog jumps.
	The cat sleeps.
	The phone rings.



SABIS[®] Educational Systems
TERM 2 CAT 1

20 Minutes

1 Page

English Grade 1 / Level C

SABIS[®] Handwriting

Name _____

Date _____ Section _____

Total Marks for Handwriting: 56

Score on Exam _____/56= _____%

Scoring: Scholars can earn 4 points per word. A point is earned for each of the four elements of handwriting: placement, formation, spacing and neatness. A point is deducted if there is at least one error of this nature in a word.

Placement: Are letters and numbers placed properly on the handwriting lines? (Headline, midline, baseline)	_____ / 14
Formation: Are letters and numbers formed correctly? (Straight lines, circles, slants)	_____ / 14
Spacing: Is the appropriate spacing present within and between words and letters? (Matches size/space of model on the page)	_____ / 14
Neatness: Is there evidence of neatness in the tracing and writing of letters and numbers? Are erasure marks clean?	_____ / 14
Handwriting Score	_____ / 56

LETTERS

Trace each letter and write it one time on the line below it.

L l

M m

N n

O o

P p

Q q

SENTENCES

Trace each letter. Write each sentence one time on the line below it.

Peel a lemon.

I am in a pool.



**SABIS® Educational Systems
CAT 1 Exam**

**45 minutes
5 pages**

**Term 2
English Grade 1 / Level C
Literature/Reading Comprehension**

Name _____

Date _____ **Section** _____

SPECIAL INSTRUCTIONS

The teacher may read the directions and words to the students. No pictures may be named by the teacher.

Total Marks: 30

Score on Exam: _____ / 30 = _____ %



UNSEEN COMPREHENSION

Read the story in the box very carefully. **Circle** the correct answer to each question below the story. (3 points total)

Everyone Daydreams

Pat is daydreaming.

The pots and pans are drums.

He is playing drums in a band.

The band plays music on a stage.

Everyone claps.

1. Pat is daydreaming about being _____.

in the kitchen

on a stage

in his bedroom

2. In Pat's daydream, the pots and pans are _____.

drums

a stage

a bedroom

3. There are a few things in the story that make noise. Name one.

Homes Around the World

Look at these pictures. Then read the words next to them carefully.
Circle the best words that match each picture. (2 points each)



This is an old house.
This is an apartment building.
This is a traditional house.



These houses are skinny.
These houses are small.
These houses are wide.



This is a small hut.
This is a big house.
This is a modern house.



This is an apartment building.
This is an old house.
This is a traditional house.

Humpty Dumpty

Write the word from the box that **rhymes** with each word below.
(1 point each)

wall

men

1. fall **rhymes** with

2. again **rhymes** with

Circle the words that **rhyme** in each group of words below.
HINT: there are **two** words in each group. An example is done for you. (1 point each; 5 points total)

Example: led bed apple bug

1. fox dog box hat

2. duck back lock sock

3. gate bone ate take

4. burger purse nurse home

5. bell chicken bench fell



Community Helpers

Listen and follow along as your teacher reads the following **nonfiction** story about police officers. Then complete the exercise that follows.

Polite Police Officers



Police officers are community helpers. They work at the police station.

Police officers can do many things. They can answer your questions. They can help you if you need help. They keep you safe on the road and in your home.

Police officers are also very polite. Even when they remind you to *buckle up, it is the law.*

Use the words in the box to complete the sentences.
(2 points each; 12 points total)

questions
buckle up

police
road

home
polite

1. Police officers work at the _____ station.

2. They can answer your _____ .

3. They keep you safe on the

_____ and in your _____ .

4. A word that describes police officers is _____ .

5. Police officers remind you to

**SABIS® Educational Systems
CAT 1 Exam**

**25 minutes
4 pages**

**Term 2
English Grade 1 / Level C
Vocabulary**

Name _____
e

Date _____ **Section** _____
-

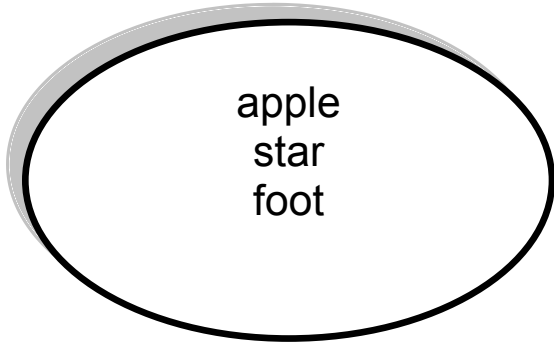
SPECIAL INSTRUCTIONS

The teacher may read the directions and words to the students. No pictures may be named by the teacher.

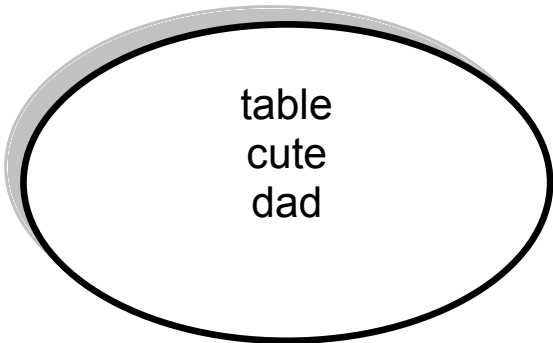
**Total Marks for Vocabulary: 26
Score on Exam: _____ / 26 = _____%**

Humpty Dumpty

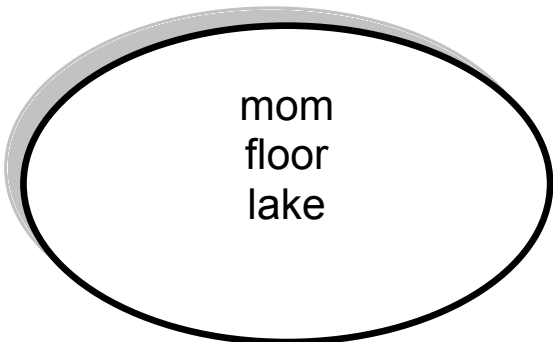
Read each set of words. Then write the words in **ABC** order on the lines. (2 points each set: 6 points total)



1. _____
2. _____
3. _____



1. _____
2. _____
3. _____



1. _____
2. _____
3. _____



Community Helpers

Read each meaning listed below. Write the word from the word bank on the blank line. (2 points each)

uniform
community

barber
postal worker

construction
hair stylist

1. an area where a large group of people live

2. the process of putting together a building

3. specific clothing needed _____

4. a person who helps you get the mail _____

5. a person who cuts and styles hair _____

6. a person who shaves beards _____

Homes Around the World

Read each sentence and choose a word from the word box to complete each sentence. (1 point each)

modern
skinny

traditional
colorful

wide

1. My parents bought a new house. It was built very recently. It is very _____.
2. Some families are very _____. They like to do things the old-fashioned way and they pass things down from generation to generation.
3. The little boy is so thin. He is very _____.
4. The little girl picked very _____ flowers. They were full of different shades of red, yellow, and green.
5. We measured our classroom from side to side. It is very large and _____.

Match each word in **column A** with its **antonym** in **column B**. An example is done for you. (1 point each)

Column A

Column B

small ●

● wide

skinny ●

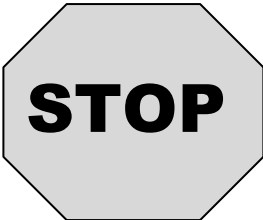
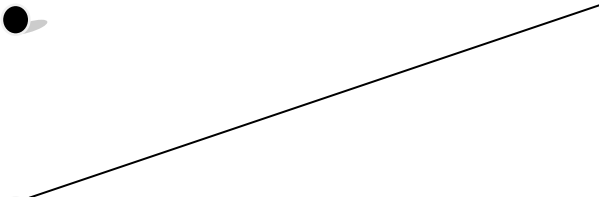
● modern

country ●

● city

traditional ●

● big



10(c) Curriculum Implementation Work Plan

Provide a detailed work plan to demonstrate how the applicant team would use the curriculum framework included as Attachment 10(b) to develop the tools that teachers would use to implement the curriculum. At a minimum, your response to this request should include a specific timeline for implementation, identify all key tasks, the personnel that would either lead or participate in the process, and explain the outcome (for example, curriculum maps, scopes and sequence, instructional handbooks, etc.) of the implementation work plan from potential charter approval to start-up.

Please note the following in responding to Request No. 10(c):

- *The Institute will utilize the implementation work plan included as Attachment 10(c) to monitor the development of the academic program prior to the opening of approved schools.*
- *Particularly in the absence of a full curriculum framework for all grades a proposed school intends to serve throughout the entire initial charter period, the work plan should illustrate the “who, what, and when” regarding the implementation of a comprehensive and coherent curriculum aligned to Common Core State Standards in English language arts and mathematics and the state’s current core curriculum in science and social studies.*

The great majority of the curriculum products that the request identifies have already been developed by SABIS, from which the school licenses the core of its educational program. Nearly all of the materials to be deployed by the school in the core subjects of math, English language arts, science, and social studies—textbooks, anthologies, workbooks, assessment item banks, and assessments—already exist and are being deployed successfully in both kindergarten and first grade at three other schools currently managed by Ascend Learning.

The curriculum, including all books and materials, is already aligned to the present New York State Standards in math, English language arts, science, and social studies. The changes stemming from New York State’s adoption of the Common Core State Standards as its core curriculum for English language arts and mathematics will require some changes to the *pacing charts* in kindergarten and grade 1 in these instances. In very limited instances, the new standards include content that is not included in the current SABIS textbooks in these grades. The kindergarten and first grade *book series* , which is routinely reviewed and updated by the SABIS curriculum department, will therefore be revised in 2011 to include new material to cover this content. As necessary, new *test items* will be written for the test item bank to test mastery of this content. Lastly, grade-level teachers will write new *lesson plans* covering the content.

Implementation of Common Core State Standards

Task	Start Date	End Date	Person Responsible	Outcome
1 Revision of SABIS Math	March 1, 2011	August 1, 2012	SABIS Math Department	Math books revised to include all missing

	book series for K and grade 1				content required by adoption of Common Core
2	Revision of SABIS English book series for K and grade 1	March 1, 2011	August 1, 2012	SABIS English Department	English books revised to include all missing content required by adoption of Common Core
3	Pacing charts for K and grade 1 revised	June 1, 2012	August 1, 2012	SABIS's U.S. curriculum department, Minnesota	Revised pacing charts for K and 1 completed
4	Writing of test items for new content	March 1, 2011	August 1, 2012	SABIS English and Math Departments	Test items added to test item bank covering the new content and available for AMS, CAT, EOT, and EOY curriculum tests
5	Lesson plans	August 1, 2012	June 1, 2013	Teachers in the four schools managed by Ascend, overseen by the schools' Deans of Instruction and Ascend's chief Academic officer	Detailed lesson plans for all new content developed

11. Pedagogy

Describe the pedagogical approach the school will use to implement its curriculum. Specifically:

- **Describe the instructional methods or techniques to be employed in the proposed school, including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, etc.**
- **Explain how these instructional methods will achieve the school’s mission and goals and allow students to meet or exceed state performance standards.**
- **Identify any research or existing models that the support the use of this pedagogy with the student population you intend to serve.**
- **Explain how the school’s instructional methods are appropriate for and meet the needs of all students in your school, including students with disabilities and English language learners.**
- **If the proposed school has a unique curriculum focus or design, explain how the instructional methods will support its implementation.**

Pedagogy Overview

The school’s pedagogy will be predominantly whole class, direct instruction. Teachers identify learning objectives (the “points”) explicitly and follow a pedagogy known as “teach-practice-check.” The teacher presents the skill explicitly and then generalizes it to other examples; students then work independently to practice the newly acquired skill. Academic prefects, selected from the class, check the work of their peers after the completion of the “check” to ensure that all students have mastered the point. This approach provides for rapid acquisition of new skills and concepts. Frequent electronic assessment (weekly in grades 3 and higher) provides teachers with *immediate* feedback on their students’ mastery of what they have just taught—before learning gaps form that inhibit subsequent learning. Tightly integrated “Intensives” classes in English and math provide smaller group, focused instruction for students who are at risk of falling behind in either or both subjects.

Teaching at Canarsie Ascend Charter School

Together, the instructional and cultural tools of the school design, which marries the SABIS educational system and the “No Excuses” school culture, will permit teachers to reliably achieve gap-closing results while working at a sustainable pace.

When teachers plan instruction for a school year, they must decide:

1. What content and skills to teach
2. How to teach it
3. How to assess whether it has been learned

The SABIS program provides everything teachers need for the first and third components of their instructional plan. When it comes to the second—*how* to teach the material—SABIS equips teachers with a powerful pedagogical model for their lessons, but leaves the rest to them. With the SABIS educational system, all teachers’ energy and creativity is preserved for devising and delivering engaging and effective lessons.

What Canarsie Ascend Teachers Will Teach

SABIS pacing charts, instructional materials, and workbooks will provide teachers clear and detailed guidance on what to teach. In each core subject area, a year’s worth of content and skills is mapped out in clear detail. These pacing charts ensure that every state standard is addressed. They also clearly identify which SABIS materials teachers can deploy to ensure mastery of the content and skills and attainment of the state standards. Equipped with the SABIS system, the school will not charge teachers with the time-consuming project of developing a year-long plan that ensures students will be taught everything they need to learn in a given grade. Nor will teachers be required to develop independent practice pages for each lesson. Nearly all of this work is done for them. Occasionally, they may opt to develop additional practice work on certain skills or points, but the majority of independent work accomplished by students will be done with materials provided by SABIS.

How Canarsie Ascend Teachers Will Assess if Content Has Been Learned

SABIS provides formal written tests of all the core content teachers will teach, so they will not have to decide how best to assess students’ learning. In grades one and higher, SABIS assessments are administered every four weeks in phonics, literature, vocabulary, grammar, spelling, writing, handwriting, math, science, and social studies. Unlike in other schools, Canarsie Ascend teachers will not spend time writing these assessments, but they will personally grade the tests and evaluate the outcomes, which will guide their future planning.

The school will use these assessments for various purposes. They will provide objective and reliable data for report cards, target students for tutoring, identify students for intensive remedial classes, and allow school leaders and managers to compare instructional practices and monitor their effectiveness for students. With the SABIS program, teachers do not just “cover” content by moving through a program; frequent assessments keyed directly to the curriculum tell them immediately whether or not their students have mastered the material. In addition, there are three to five weeks each year when no new content is introduced. In these “revision” weeks teachers will re-teach concepts and expand their application.

How Canarsie Ascend Teachers Will Teach

Deciding how to teach the material and concepts will let talented, dedicated teachers at the new school unleash their creativity. SABIS is not a scripted program. Teachers will be expected to write detailed lesson plans, following a standard Ascend template, that explicitly identify the learning objectives (“points”) and provide for a gradual release of responsibility from teacher to student: Every lesson objective will be taught in a cycle known as “Teach-Practice-Check” (or “I do-We do-You do”). Teachers will also be expected to use *student prefects* to assist in checking other students’ mastery of the objectives. At the end of a Teach-Practice-Check cycle, teachers will check the work of the prefects first before dispatching them to check the work of their

fellow students. As the prefects engage their peers in cooperative learning, teachers will be free to work one-on-one with individual students who are struggling to grasp the new material.

Lesson Resource Bank

Through Ascend Learning's state of the art Lesson Resource Bank, teachers will be able to access instantly lessons created by their peers through the network. Teachers' evaluations and any comments offered for its improvement will accompany the lesson plans. In the next release of the system, the lessons will also carry an objective measure of their efficacy, based on the mastery results of students exposed to the lesson in previous administrations. In this way, Canarsie Ascend teachers will join a vital community of educators committed to excellence and the continuous improvement of their craft.

Building a No Excuses Classroom

In the three-week Summer Institute and weekly professional development sessions, teachers will also learn how to deploy powerful techniques to build the No Excuses culture in their classrooms. Doug Lemov has codified many of these practices in his book, *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. Specific, concrete, and actionable, they will enable the school's teachers to raise academic and behavioral expectations, structure lessons to make the most efficient use of time, create a strong and vibrant culture, and build character and trust.

Implemented independently of one another, the pedagogies of the SABIS educational system and the No Excuses school culture have each proven effective in appropriately meeting the needs of diverse learners. By marrying the two approaches, the design offers a still more robust pedagogy.

Research on the Model

SABIS Educational System

Developed and refined over 30 years, the SABIS teaching system regularly produces remarkable results abroad and in the United States when implemented faithfully, with diverse student bodies, even in schools with primarily low-income populations. For example:

- At a SABIS school in Springfield, Massachusetts, serving 1,500 racially and economically diverse students in K-12, every senior has gained college admission in each of the past seven years. Of the students enrolled in the school for at least two years, 100 percent passed the English portion of the MCAS (considered among the most rigorous state tests in the nation) and 99 percent passed the math portion of the test on their first try. Compared to the SABIS school, the percentage of Springfield district tenth-graders found proficient on the exam was 48 percentage points lower in English and 58 percentage points lower in math. Still more impressive is that the SABIS school's low-income and minority tenth-graders approached universal proficiency in reading and math, beating district and statewide averages and literally closing the achievement gap. The waiting list of nearly 2,700 students is the largest of any Massachusetts charter school. In 2008, *Newsweek* named the SABIS school one of three urban "top U.S. high schools" in Massachusetts.

- At Milestone SABIS Academy of New Orleans, 97 percent of the students are black and 98 percent qualify for the federal free and reduced-priced lunch program. The SABIS school was the highest performing of 49 K-8 schools in the Orleans parish on the state's 2009 grade eight English exam, outperforming KIPP. With 77 percent of eighth-graders achieving proficiency, Milestone SABIS students scored 15 percentage points higher than the state average and 45 percentage points higher than the district average.

At SABIS Holyoke Community Charter School in Massachusetts, a K-8 school where 86 percent of students are Hispanic (compared with 15 percent statewide), Hispanic eighth-graders outperformed the state's Hispanic student population by 27 percentage points on the state's English language arts exam and were almost at par with the state's white population "*No Excuses*" *School Culture*

Evidence of the achievement effects of the No Excuses culture is growing rapidly, as low-income black and Hispanic students at schools deploying the model (including those managed by KIPP, Achievement First, and Uncommon Schools) are not only beating state averages but outperforming their peers in surrounding affluent districts. For example:

- KIPP now has 82 schools nationally serving more than 21,000 students. A new study by Mathematica Policy Research found "educationally substantial" impacts on state scores in 22 KIPP middle schools. Three years after entering KIPP schools, many students are experiencing achievement effects that are approximately equivalent to an additional year of instruction, enough to substantially reduce race- and income-based achievement gaps.
- Uncommon Schools has 16 affiliated schools in New York and New Jersey. In 2009, on average across the network's 11 New York schools, 89 percent of K-8 test-takers (98 percent of whom were black or Hispanic) scored Proficient or Advanced on state tests in ELA, compared with the statewide average of all white students of 86 percent. In math, 98 percent of students achieved at this level, compared with 92 percent of white students statewide. Achievement First, which manages 17 schools in New York and Connecticut, has posted similar results at its New York schools: 96 percent of fourth-graders scored Proficient or Advanced in ELA and math, compared with 82 percent statewide.
- A Harvard/MIT research study of Boston's charter schools compares the performance of students in four No Excuses middle schools and two high schools with students who applied in the enrollment lottery but were not admitted. With an experimental design eliminating selection effects and establishing a true control group, this study found "strong evidence that the charter model has generated substantial test score gains" in the No Excuses schools in comparison to students who remained in the Boston Public Schools.

Students with Disabilities

The same methods have been used successfully for both students with disabilities and English language learners at the first three schools managed by Ascend Learning. For students with disabilities, the proposed school, like the other schools in the Ascend network, will work closely with the Committee on Special Education responsible for CSD 18, understanding that the IEPs are the jurisdiction of the Committee and not the school. The school will implement the programs and interventions prescribed in each student's IEP. Ascend Learning's full-time

director of special services will manage the process, and the special education teacher(s) in the school will execute the IEP directly. The core instructional approach of the school is particularly appropriate for students with learning disabilities and emotionally disturbed students, who together comprise the majority of special education students, because the program offers a calm, focused, supportive environment and clear, sequential, explicit instruction; students experience frequent academic success, which in turn fuels further academic and behavioral progress. The school will be vigilant in the implementation of a pre-referral program to ensure that students who may have a disability are promptly evaluated. Similarly, English language learners thrive in the context of a pedagogy that teaches oral and written language explicitly and sequentially and scrupulously prevents learning gaps from forming.

English Language Learners

Canarsie Ascend Charter School will use SABIS's propriety ELL materials. This program has proved successful within the United States as well as abroad. For instance, as noted, the program has been very successfully applied at the Holyoke Community Charter School in Holyoke, Massachusetts, where 85 percent of students are Hispanic. If diagnostic results place a student in this program, the student typically will exit within one year, based on scores on the NYSESLAT.

12. Assessment

(a) Assessment System

Describe the diagnostic, formative and summative assessments the school will use to evaluate student knowledge and skills. Your response should:

- **Explain how these assessments will be selected or developed.**
- **Describe each assessment’s purpose, design and format.**
- **Explain how the school will ensure assessment results are valid and reliable.**
- **Describe how assessment results will be collected and analyzed.**
- **Describe who will be responsible for administering the assessments and collecting and analyzing the results.**

The following chart identifies the assessments planned for Canarsie Ascend Charter School.

Student Assessment Schedule*		
Assessment	Frequency, Impact	Type
New York State ELA Exam	Annually, grades 3-6	State
New York State Mathematics Exam	Annually, grades 3-6	State
New York State Science Exam	Annually, grades 4	State
New York State Social Studies Exam	Annually, grade 5	State
New York State Alternate Assessment	Annually, to special education students whose IEP recommends Alternative Assessment	State
New York State ESL Achievement Test (NYSESLAT)	Annually, grade K-6	State
TerraNova	Annually, grades K-2	Commercial
SABIS Academic Monitoring System	Weekly, grades 3 through 6	SABIS-developed, multiple choice, laptop-administered
SABIS Continuous Assessment Tests and Periodic Tests	Monthly, grades 1-6	SABIS-developed, multiple choice, short answer, essay
SABIS End-of-term Tests	Three times a year**, grades K-6	SABIS-developed, multiple choice, fill-in-the-blank, short answer, essay
SABIS End-of-year Tests	Annually	SABIS-developed, multiple choice, fill-in-the-blank, short answer, essay

Student Assessment Schedule*		
Assessment	Frequency, Impact	Type
Language Assessment Battery (LAB-R)	Within first ten days of entrance to school to students whose home language is not English	To identify students for ESL
ECLAS-2 and E-PAL-2	Grades K-3, multiple times a year	Measure of student literacy
Periodic Assessments and ELL Periodic Assessments***	Four times a year, grades 3-6	Formative assessment toward state and math tests
NAEP	If students are selected for testing	National Report Card

* The school will administer additional tests required by CSI, NYCDOE, or NYSED. Some of the material in the table was derived from the New York City Center for Charter School Excellence, Charter Schools Operations Guidebook, 2006-2007, Version 4, 84-87.

** The SABIS school year is composed of three terms.

*** If required by DOE

Canarsie Ascend's assessment program will consist of *diagnostic*, *summative*, and *formative* assessments to track students' academic progress. All assessments will be administered by the dean of instruction, whose sole responsibility is the accurate implementation of the instructional system, including all assessments. As the school grows larger, an academic operations associate will assist the dean with the SABIS electronic assessment system, loading exams, and generating results reports. A great variety of different reports are preconfigured in the SABIS school management software, all useful for different analytical purposes. As detailed below, the dean of instruction will meet with each grade-level team frequently to discuss assessment results and the actions that will stem from them *Diagnostic Tests*.

The SABIS Diagnostic Testing Program is an in-depth evaluation process consisting of multiple assessments whose purpose is to determine the specific learning needs of individual students so that their optimal placement is achieved. Students entering the school will take diagnostic tests in mathematics and English Language Arts.

SABIS diagnostic tests detect specific learning gaps that may impede student progress in content areas. Diagnostic tests assess mastery of essential concepts from previous grades to determine whether the student has the essential knowledge required for the grade in which the student wishes to enroll. Every effort will be made to keep children with their age mates in the lower school. In the upper grades, students are grouped according to their background knowledge and competency level.

When diagnostic testing reveals serious academic deficiencies, the SABIS program prescribes solutions, including the following:

- Special/intensive lessons for English or mathematics
- Peer tutoring

- Summer school
- A full special course
- Repeating a year

In summary, the school will conduct diagnostic testing of students using SABIS math and English language arts to determine proper placement and create a successful community of learners.

Similarly, once students are enrolled, they will not be “socially promoted,” i.e. advanced to next grade by sole virtue of their age. In the SABIS program, promotion to the next level depends on student proficiency – on the mastery of “essential concepts.” Throughout the program, SABIS has defined proficiency levels with care to ensure the proper placement of students and to maximize efficiency in teaching and acceleration in learning.

The basis for promotion from grade to grade or class to class (in subjects taught by level instead of grade) will be mastery of the “essential” curriculum concepts for that grade as demonstrated through testing. In each subject, a weighted average of student results on periodic tests, end-of-term, and end-of-year tests (described below) will be automatically calculated to yield a score for the year in the subject; a passing score will be 85 percent or higher. An overall average score will also be automatically calculated for the student’s performance across all subjects, a weighted average of the student’s scores in each of the academic subjects (with math and English weighted more heavily, in keeping with the hierarchy of subjects.)

The school will only promote students to the next grade who: (1) pass English, (2) pass math, and (3) post an overall average of 85 percent or above. The school will provide students with every reasonable support, including remedial attention, to meet these criteria. Conversely, with some subjects taught by “level” and not grade, students who have achieved mastery early may be promoted to higher levels (if not grades) in advance.

Summative Tests

Teachers will assess students in the curriculum they have just taught on a monthly basis in each subject and sub-subject using the SABIS continuous assessment tests (CAT). The dean of instruction and teachers will use the CAT results to guide pacing decisions for the remainder of the term. They will also test students at the end of each of the three terms using SABIS end-of-term tests (EOT), and at the end of the year using SABIS end-of-year tests (EOY). Exams at the end of the first and second terms will assess mastery of the material taught during the term. Final exams, administered at the end of the third term will measure student achievement over the course of the entire academic year. Final exams will account for 40 percent of students’ grades in English and mathematics and 50 percent of students’ grades in all other subjects.

Beginning in grade 3, teachers will assess students' mastery of each week's material through short weekly electronic tests that are scored with SABIS's proprietary Academic Monitoring System (AMS tests). Students will take the brief weekly English language arts and math tests on their laptops and the system will instantly compile the results and disseminate them to their teachers and to the school's leadership team. Teachers will thereby not only identify the strengths and weaknesses of their students as they form but also assess the efficacy of their own teaching techniques. As illustrated by the following sample report, teachers will be able to evaluate at a glance which components of the material presented their students have mastered from the previous week and which components require re-teaching before students' learning gaps impede future learning. A novel system of peer tutoring, integral to the program will ensure that students who continue to struggle receive immediate help from specially trained, capable classmates.

Sample SABIS Academic Monitoring System Teacher's Report

Subject:	English											
Grade:	3											
Section:	Ms. Cohen											
Test date:	March 25, 2007											
	Concept recall and remember details						Concept make verbs agree with their subject					
<i>Question</i>	1	2	3	4	5	6	7	8	9	10	11	12
<i>Correct Answer</i>	B	B	C	D	A	B	B	B	C	E	E	D
STUDENT	SCORE	STUDENT ANSWERS										
Argo, Sheron	92%	D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dixon, Christopher	83%	✓	✓	✓	A	✓	✓	✓	✓	✓	B	✓
Dukes, Blair	75%	D	✓	✓	✓	✓	C	✓	✓	✓	B	✓
McCann, Amira	92%	✓	✓	✓	✓	✓	C	✓	✓	✓	✓	✓
Terry, Taymica	100%	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

The Exam Generation Module of SABIS's School Management System will create the electronic tests instantly, after the dean of instruction enters the range of material taught the previous week or month. Drawing from a large proprietary database of psychometrically proven test items, AMS tests not only align with the curricula but also match exactly what was taught in any given week. This approach stands in sharp contrast to "formative assessment" software available commercially in the United States. Such software assesses only the students' capacity to answer items like those that will appear on the state's year-end tests and is of far less value to the classroom teacher than tests of curriculum mastery.

Assisted by the dean of instruction, each grade-level teaching team will meet weekly at a scheduled time to review the results of the SABIS Academic Monitoring System (AMS) testing, as well as that of monthly continuous assessment tests and end-of-term tests. Computerized

reports prepared automatically from AMS will tell teachers precisely which of the individual “points” they taught the previous week have been mastered by their students and which require re-teaching. Immediate feedback to teachers will prevent learning gaps from forming; students requiring tutoring will receive it promptly, before they fall behind.

At the grade-team meetings, teachers will be empowered to:

- Identify and remedy variances from pacing charts
- Ensure that students who need tutoring receive it
- Mine instructional data to understand why students failed to master material and how this material could be presented more clearly or effectively
- Engage in constructive feedback by searching for ways to improve and adjust their own and the school’s practices

An important strength of the SABIS education system is that it replaces subjective accounts of student performance (which are often unreliable, incomplete, or inaccurate) with objective data that tell teachers, parents, and students exactly how each student is doing. Ambitious and committed teachers welcome this meaningful assessment strategy; they see it as an invaluable tool to their craft. Families are grateful for objective and reliable information about their students’ progress, preferring the solidity of data-driven discussions to “feel-good” conversations with no basis in fact.

Summarizing the unique value of the AMS assessments, one teacher explained, “It’s more than just being able to check the class average to determine if the class can move on to new material. The AMS results tell you exactly which questions the students got wrong along with the answers that they chose. I can spot trends to see if they may have missed a particular point in the question. The results are broken down even further: Each question has a percentage next to it indicating how much of the class mastered that concept. Obviously, if 80 percent of the kids got a question wrong and they all picked the same answer, there’s a problem there. I can revisit this question with them and find out what went wrong. And because each question addresses an essential concept, I can determine immediately if I need to re-teach that material.”

An important benefit of having the same lesson plans used by all the teachers in any given grade and of an objective assessment system administered every week (AMS) and every month (CAT), is that leaders can objectively assess the effectiveness of each teacher. If the mastery results on a CAT test, for example, were significantly lower in one section than in the rest of the grade, the dean of instruction would ensure that the teacher receive targeted professional development to improve his or her instruction. As noted, the dean would also use these data to adjust pacing for the remainder of the term. Each year, SABIS’s Academic Development Division and a school-level team led by the dean of instruction will perform separate analyses of students’ performance on the state exams. The objective will be to determine the cause of any poor results on specific strands, e.g. the content was not covered (alignment failure), the teacher did not get to it (pacing failure), or it was not properly taught (teaching failure). The two teams will then compare their findings and agree on actions, e.g., to address a particular weakness by developing new material or supplementing with outside material.

Ascend Learning added the TerraNova to the battery of assessments at its schools because it provides school staff and external parties with a measure of how students in the school are performing relative to their peers in other New York City schools and nationwide.

Formative Testing

Students in grade 3 and higher will take three to four practice tests to gauge their progress toward meeting the state's expectations for the grade. These assessments are past years' tests released by the state, but the school will use the state's current scoring criteria. The dean of instruction and Ascend's director of data and analytics will study these results to identify skill strands and sub-strands where students are not at mastery. Pacing charts and small group tutoring may result from these analyses.

Teachers will receive extensive professional development to facilitate the assessment process as part of Ascend Learning's three-week Summer Institute pre-service program.

The central document provided every trustee before each monthly meeting of the school's board will be a "dashboard" that summarizes on one page the school's performance. In addition to enrollment, attendance, attrition, and financial data, the report will highlight academic results in each grade and core academic subjects. Results on the most recent CAT and EOT term tests will be detailed, as well as results on the most recent administration of the Renaissance Learning STAR reading tests. Comparisons of grade placement to grade-level results, for instance, will allow the trustees to discern if students are on average performing at or above grade level in all grades, and to see what percentage of students in each grade are below grade level and by how many months. The dashboard (and the detailed academic reports included with it) will anchor the board's discussion and ultimately inform the board's oversight of Ascend Learning and the school director. The board will use results on state tests (and mock exams that anticipate them) as a critically important measure of the school's performance.

Student report cards at the schools will be automatically generated from EOT results. Parents at other SABIS schools and schools in the Ascend network have valued objective information on their children's performance in lieu of subjective and potentially biased or "feel good" accounts from their children's teachers. These objective assessment data will form the heart of the parent-teacher conferences that will take place twice a year. Parents will also be notified of their children's performance on the STAR assessments (more than six times a year), and they will receive SABIS progress reports six times a year. Teachers will contact parents by phone to help cultivate a strong relationship in support of students' progress, and will schedule additional meetings as necessary to address concerns as they arise.

13. At-Risk Students

(a) Students with Disabilities

Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. In answering please describe:

- **The proposed charter school's process for identifying students with disabilities (child find);**
- **The school's Response to Intervention (RTI) process for identifying and providing services for students with disabilities and other students including the identification of students with specific learning disabilities, and early intervening strategies, if any, if applicable.**
- **The kinds and types of services and related services the school is likely to provide directly (both within general education classrooms and in other settings);**
- **The kinds and types of services and related services that will be provided by the school district of the student's residency or through a third party contract;**
- **The resources the school will devote to serving students with disabilities, e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.;**
- **Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;**
- **The personnel that the school will specifically devote to serving students with disabilities (and the associated administrative responsibilities) including a special education coordinator;**
- **The process for coordination between general education teachers and special education teachers or service providers;**
- **The process that will be used to monitor the achievement and progress of students with disabilities; and**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

Pre-referral

The school's process for pre-referral to special education is important, because students' learning gaps must not be confused with disabilities. Certain findings will lead to immediate referral. Absent a clear disability, however, a sequence of interventions will

seek to address students' learning gaps (which may be the cause of the failure to progress) within the general education program: first, peer tutoring through the Student Life peer tutoring program; second, staff tutoring; third, the SABIS pull-out Intensive Program; and fourth, the full Intensive Program, described in Attachment 10.

Provision of Services

For students entering with an existing Individualized Education Plan (IEP), the school will directly provide all resource room and consultant teacher services outlined in the IEP approved by the Committee on Special Education (CSE) of the student's district of residence. The school will work with each student's district of residence to arrange for the provision of related services, and will use Related Service Authorization forms to arrange for the provision of such services by contractors previously approved by the Committee on Special Education. Ascend's director of special services will be responsible for coordinating all services provided directly by the school as well as those provided by the local district.

Of course, the precise nature of these services cannot be known before students enroll and the particular complement of student IEPs is analyzed. Throughout its development, the school will ensure that accommodations are in all instances appropriate for students of different grades.

As with all charter schools in New York City, the Committee on Special Education, with jurisdiction over the school, will have ultimate authority for the IEP of each student in the school. The school will be responsible for implementing each student's IEP. The school will faithfully implement the IEP approved by the CSE of a student's district of residence, in keeping with the requirements of Section 2853(4)(a) of the Charter Schools Act. The school will deliver all services in accordance with the IEP. The school will not establish its own committee, will not adjust or modify a student's IEP in any manner or otherwise usurp the role of the Committee on Special Education, and will deliver all IEP services faithfully per the IEP. The school's dean of instruction (in years 1-3) and director of special education (in year 4 and thereafter) will be responsible for coordinating all interactions with the CSE, including:

- notifying the chairperson of the CSE at least annually that he/she is the designated contact person and liaison to the CSE and that he/she has full contact information for all local CSE chairs;
- informing all CSE chairs of the school's opening date and general calendar;
- furnishing a copy of the student roster for the upcoming school year and the names and other relevant information for all students who enroll later in the year;
- requesting in writing that the chair of the CSE review all student rosters and forward the IEP and other relevant documentation for each student with a disability;
- communicating with the CSE prior to the beginning of each year to seek records and files for all students with disabilities;

- providing the chair of the CSE with all referral documentation and other relevant information;
- working with the school director to ensure that the general education teacher and special education teacher of each student with a disability is present at the CSE meetings, including making arrangements for substitute teachers or other appropriate alternative coverage for classes;
- building a relationship with the chair of the CSE and keeping him or her informed of the school's particular curricular offerings, instructional approaches, and resources in order to ensure that the CSE has a complete understanding of the school's distinctive competencies and strategies that may be particularly effective in meeting the needs of individual students;
- coordinating the provision of related services via third-party providers approved by the CSE;
- ensuring that all IEPs are faithfully implemented as written through frequent reviews of student services and documentation of such services.

The director of special education and the dean of instruction will be responsible for working with the school director to ensure that general education and special education teachers of each student with a disability participate in all CSE meetings. All teachers will be accountable for participating in the CSE meetings for students they serve. To the extent that such meetings occur during the regular school day, the school director will be accountable for assigning other staff members or hiring a substitute teacher to cover the participating teacher's classes. In the event that a teacher is absent due to illness, the director of special education will contact the chair of the CSE to arrange for that teacher to participate via a conference call or, alternatively, to request that the meeting be rescheduled.

The director of special education and the dean of instruction will be responsible for delivering the general professional development and training on special education provided to all general education and special education teachers, including the referral process to the CSE; development of a student's IEP; implementation of a student's IEP; evaluation of a student's progress toward meeting IEP goals and objectives; reporting requirements to parents and CSEs; confidentiality and student records; and discipline of students with disabilities. The director of special education and the dean of instruction will also be responsible for ensuring that the teachers of each student with an IEP fully understand the requirements of the IEP. The dean or the director will assess this understanding through careful monitoring of the teachers' participation in CSE meetings, and through a face-to-face review of each approved IEP with individual teachers. The general education and special education teachers of every student with a disability will be required to review the student's IEP. All such reviews of the IEP will be recorded in the school's access log, and teachers will not be permitted to keep separate copies of the IEP in their files. As described in the section related to federal requirements, all IEPs will be kept in a secure, locked repository.

The dean of instruction and the school's special education staff will be responsible for delivering all special education services mandated by the students' IEPs. A certified special education teacher(s) employed by the school will provide Special Education Teacher Support Services (SETSS) and will provide pull-out and push-in services as specified in the IEP. Counseling services will be provided by a social worker on the school's staff. Certain other services, such as speech pathologies, occupational therapists, physical therapists, and paraprofessionals will be provided through third-parties contracted by the district and requested by the school. In rare instances where the school cannot provide the placement specified by the IEP, such as a 12:1:1 model, the Committee will secure the student a place in a district school that provides the required services.

In most cases, the instructional materials used, pacing, and class size will be the same as those used in the SABIS general education program, but the pedagogy will be modified to meet the needs of the special education students. For instance, the teacher in the SETTS setting may use a more multi-sensory pedagogy for select students.

The school's approach to serving students with disabilities will consist of two components that are currently widely regarded as best-practice: a robust pre-referral program (responsive intervention) and a Special Education Teacher Support Services (SETSS) model.

With this approach, every effort is made to adjust the general education setting for students. Students who are struggling academically or behaviorally in the general education classroom will be considered by the school's Student Support Team, a standing committee consisting of the special education teacher (or later, the director of special education), the dean of students, the dean of instruction, and such teachers as may be assigned by the school director. After a careful review of the data on the child (including but not limited to such academic data from the SABIS School Management System as periodic tests, end-of-term tests, and beginning in the third grade, weekly Academic Monitoring System reports; behavior records; and teacher observations) the team will develop academic and/or behavioral interventions tailored to the specific needs of the struggling child in order to foster his or her success in the general classroom. Behavioral modifications might include referral to a social worker or guidance counselor, the development of a behavior modification plan, meetings with parents and/or teachers, or referral to an outside mental health agency. Academic interventions could include enrollment in the SABIS Intensive Program for either ELA or mathematics or both (where small group instruction is provided by a dedicated Intensive teacher to students who are below grade level in the subject), tutoring by a peer tutor, or a change in instructional methods for the child. The Student Support Team shall meet regularly to carefully consider the child's progress and effectiveness of the interventions. In many cases, the intervention will be successful, because the academic delays or behavioral problems will have proven to have stemmed from behavioral management issues, a history of poor instruction, or ELL-related concerns, not from an underlying disability as enumerated in federal and state special education law.

If the interventions are unsuccessful, the Student Support Team may refer the child to the Committee on Special Education for an evaluation to determine if the child qualifies as a child with a disability. Upon identification of a student suspected of requiring special education services, the special education teacher (or, later, the director of special education) will complete the NYCDOE form, *Initial Referral to the Committee on Special Education*, and submit it by mail with a cover letter to the regional CSE chairperson or other designated CSE contact person. This referral form provides a space for the teacher/director to list the interventions that have already been attempted by the school to maintain the student in his or her current educational setting. The form also allows the teacher/director to communicate the reasons for the referral and the specific nature of the problem that the student is exhibiting.

The second “best-practice component” of the school’s planned approach is the SETSS model, in which students remain with their general education peers for as much as the school day as is practicable, pulling out to the special education classroom for between three and ten 50-minute periods a week, depending on the child’s IEP. In this model, the special education teacher also pushes into certain classrooms to assist special education students, again, as prescribed in the IEP.

Students with disabilities, like all students at the school, will take frequent assessments to track their progress and academic achievement, including the Renaissance Learning Early Literacy Test (in kindergarten), STAR reading test (grade 1 and higher), and the curriculum mastery tests from SABIS (the AMS, the CAT, EOT, and EOY, as described in Attachment 12). Each term, or three times a year, as mandated by the Committee on Special Education with jurisdiction over the school, each special education child’s teacher and each of his or her related service providers will each prepare progress reports on the child. These reports will be submitted to the Committee; they will report on the child’s academic, social, and emotional progress, which will inform the child’s annual review of his or her IEP.

Evaluation

The principal measure of the efficacy of the program will be the academic progress of special education students, which will be monitored by Ascend’s director of special services, who oversees special education in schools managed by Ascend, including the proposed school. The director’s report and findings will be regularly reviewed by Ascend’s chief operating officer and by the school’s board of trustees. Another measure of program efficacy will be the frequency of services. For certain but not all students, an important measure will be the decertification from special education and return to general education.

Outreach

In its marketing efforts, the school will reach out to all student populations, distributing promotional materials to childcare centers (including Head Start facilities), doctors’ offices, the Brooklyn Early Childhood Direction Center, and other community agencies that serve children with disabilities. As part of the admissions process, all families will be

asked how they heard about the school, and the school will track such referrals as a proxy for recruitment data on potential students with disabilities.

In addition to its ongoing marketing efforts, Canarsie Ascend Charter School will also carefully track student performance and persistence, and report regularly to the board of trustees. The board will carefully monitor such data and hold the school's leadership team accountable for meeting the needs of students with identified special needs. The board will conduct outreach and follow-up to any families who withdraw their children from the school to determine why they elected to withdraw. While some student turn-over will result inevitably from family mobility, the trustees will focus especially on families who indicate that they are withdrawing their children from the school because of dissatisfaction. The school will document all such reports, board discussions, and follow-up activities, and keep these records on file for at least the full charter period.

(b) English Language Learners

Discuss the proposed school's methods and strategies for identifying and serving students who are English language learners in compliance with all federal laws and regulations. In answering please describe:

- **The process for identifying and placing students whose first language is not English and the methods for determining the kinds of assistance that these students may need;**
- **The approach the school will take to meet the needs of English language learners (both within general education classrooms and in other settings);**
- **The resources the school will devote to serving English language learners (e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.);**
- **Any research or evidence that supports the appropriateness of this approach;**
- **The personnel that the school will devote to serving English language learners (and the associated administrative responsibilities) including an optional English language learner coordinator, and who will be responsible for evaluation the effectiveness of English language learner instruction provided;**
- **The qualifications of the personnel that will be providing instruction to English language learners including, if such persons will not be State certified, specific qualifications in terms of language proficiency, academic credit, teaching experience, professional development specific to English language learner instruction;**

- **The process for coordination between general education teachers and staff serving English language learners;**
- **The process that will be used to monitor the achievement and progress of English language learners, including exit criteria;**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and**
- **How the school will make all necessary materials available to parents of English language learners in a language that they can understand.**

Charter schools may offer one of three models of instruction for English language learners: *full immersion*, *bilingual education*, and *dual language instruction*. The school will offer a full-immersion model, Structured English Immersion (SEI).

ELL Identification

The school will use the state education department's process for identifying students who are English language learners (ELL), employing an approved Home Language Questionnaire to screen all new students for potential limited English proficiency. If the student's home language is not English, or his or her native language is not English, appropriate staff will conduct an informal interview in the student's home language and in English. If the student speaks a language other than English and little or no English, the school will administer the Language Assessment Battery- Revised (LAB-R). A score below the designated cut score for the child shall determine eligibility for services. The school will administer the LAB-R only once to each incoming student. In accordance with the testing guidelines of NCLB, testing and program placement will occur within 30 days of school opening for those students who are enrolled on the first day of school and within 15 days for students who are enrolled after the first day of school.

As determined by their LAB-R assessment, students with little or no English will be taught by teachers with appropriate ELL certification in an Intensive-style classroom using existing SABIS programs and third-party materials specifically designed for ELLs that focus on phonics, reading, fluency, comprehension, vocabulary acquisition, and other English language fundamentals. This daily, 50-minute program is geared toward ensuring that all ELLs are prepared to successfully join their peers as quickly as possible. The amount of time in the ELL intensive program varies; for students in kindergarten and grade 1, it is typically less than a year. Exit will be determined in accordance with NYSED requirements; students who score high enough to exit the program will be deemed no longer in need of ELL services but kept on the monitoring list for two years, in keeping with the provisions of NCLB.

The school's faculty will be responsible for detecting potential limited English proficiency among students. The school will train all teachers on techniques for detecting English language deficiencies and on communicating with students designated as ELL.

The school will test any student thought to have limited English proficiency to determine what if any levels of services are necessary.

Based on the demographics of District 18, the applicants anticipate that approximately ten percent of students will require ELL services.

Structured English Immersion

The SEI teacher responsible for ELL instruction will be state certified.

As determined by their Language Assessment Battery (LAB-R), students with little or no English will rapidly acquire English language skills in an Intensive-style classroom, taught by teachers with appropriate ELL certification. The school will use existing SABIS programs specifically designed for ELLs that focus on phonics, reading, fluency, comprehension, vocabulary acquisition, and other English language fundamentals. Depending on their diagnostic results, students may be placed in intensive English language instruction using the SABIS ELL Intensive Program, where they would be educated alongside other ELLs. Other students with different diagnostic results may require placement in a SABIS Intensive class, which could include both ELLs and non-ELLs. The amount of time in SABIS's ELL Intensive Program varies; for students in kindergarten and grade 1, it is typically less than a year. The school will determine each student's exit based on individual students' needs and in accordance with SED requirements.

A key focus of the program will be improving students' ability not only to speak and understand spoken English, but also to read and write in the language. This level of fluency will permit students to advance quickly to a level of proficiency at which they can function successfully in their grade-level coursework. The cognitive level or grade appropriateness of the content will not be altered. The school's ELL teacher will work collaboratively with general education and special education teachers. All teachers will receive professional development to help them communicate with students designated as ELL. The school's schedule includes ample time for intensive English language instruction. Additionally, the school will meet the English language development requirement by having the ELL teacher work with all ELL students on a pull-out basis for the amount of daily minutes required by New York State guidelines.

In accordance with federal law, the school will not exclude ELL students from curricular and extracurricular activities because of their inability to speak and understand the language of instruction. In addition, the school will not assign national origin minority students to classes for the disabled because of their lack of English skills. Notices and other information will be distributed in languages that families whose English is limited can understand.

SEI has repeatedly been shown to be the most effective method for ensuring that students master English and participate in all content areas alongside their peers. In a study of SEI in California, after it was mandated by Proposition 227, the strongest gains were made in districts that deployed the most intensive immersion programs. In a 2009 U.S. Supreme Court decision, *Horne v. Flores*, the majority opinion stated, "Research on ELL

instruction indicates there is documented, academic support for the view that SEI is significantly more effective than bilingual education.”¹ The actual experience of the SABIS Holyoke Community Charter School in Massachusetts evidences the efficacy of the SABIS program for this special population. At this K-8 school, where 86 percent of students are Hispanic (compared with 15 percent statewide), Hispanic eighth-graders outperformed the state’s Hispanic student population by 27 percentage points on the state’s English language arts exam and were almost at par with the state’s white population.

Staffing

The school will hire at least one individual with appropriate certifications to ensure that it is well positioned to meet the needs of any English Language Learners who enroll. This individual will be responsible for working with the school director to create the school’s professional development offerings related to the provision of ELL services, and will also assist the school director in recruiting the initial ELL committee. The school’s ELL program will be integrated into the school’s world language program, an essential component of the school’s curriculum. The acquisition of textbooks and resources for ELL instruction will occur as part of the school’s overall procurement process. The school director will be accountable for ensuring that there is proper facility space provided to meet the instructional requirements of the ELL program.

Exit

The school will measure the English proficiency of each identified ELL student at least annually to determine whether continued special services are warranted, evaluating each such student’s progress in core academic subjects. The school will use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students. In keeping with recent regulatory changes, New York will no longer use the NYSESLAT for Title I accountability purposes, except for students newly arrived in the United States. The school will administer the New York State Testing Program ELA assessment to ELL students who, as of January 3, 2007, have been enrolled in any school in the United States (excluding Puerto Rico) for one year or more. The scores on the NYSESLAT will indicate the proficiency level – Beginning, Intermediate, or Advanced – the student has achieved each year, and whether the student’s English proficiency is sufficient to exit the program. The school will deem students who score high enough to exit the program no longer in need of ELL services, but will keep such students on the monitoring list for two years, in keeping with NCLB. Students who do not meet the proficiency level necessary to exit the program will continue to receive services. Should testing indicate a student’s failure to progress, the school would modify the instructional program to accelerate his or her achievement.

Program Evaluation

To ensure that the ELL program achieves the desired annual results, with students making clear progress in acquiring English language skills and in the general curriculum, the school will conduct an annual program evaluation. To determine if any programmatic modifications are necessary, the school will evaluate the progress of all ELLs on state-

mandated assessments and on the school's internal assessments against that of its non-ELL population. The school will also track students longitudinally to determine if there is significant variation in the academic achievement of students who were once classified as ELL and non-ELL as measured by the school's assessment program. The school will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

An ELL committee, which will include the school's ELL teacher, the school director or another administrator, and the ELL student's classroom teachers, will regularly monitor the progress of individual ELL students. The committee will perform all duties required to identify, place, serve, and monitor ELL students. At the end of each academic year, the ELL committee will conduct the annual program evaluation. The committee's duties will include:

- initially identifying and placing ELLs;
- communicating all placement, new designations, and exit decisions to parents/guardians;
- reviewing ELL placements on an annual basis;
- analyzing the school's assessment data to monitor student progress;
- analyzing the progress of former ELLs for two years after their exit from the program;
- monitoring the maintenance of all ELL documentation and records.

In addition to its ongoing marketing efforts, Canarsie Ascend Charter School will also carefully track student persistence and report regularly to the board of trustees on enrollment trends, including data disaggregated by ELL status. The board will carefully monitor such data and hold the school's leadership team accountable for conducting outreach and follow-up to any families who withdraw their children from the school to determine why they elected to withdraw. Some student turn-over will result inevitably from family mobility. The trustees will focus especially on families who indicate that they are withdrawing their children from the school because of dissatisfaction. The school will document all such reports, board discussions, and follow-up activities, and keep these records on file for at least the full charter period.

Outreach

The school will have all marketing materials translated into Spanish at the outset of the charter period (and into other dominant languages should they emerge) to include non-English-speaking families in the school's efforts to integrate itself fully in the life of the community.

The school will employ an outreach strategy to cultivate relationships with businesses and other organizations serving minority language communities in the district. For

example, the school will target stores that are owned by members of minority- language communities or are frequented by non-English speakers, e.g., ethnic grocery stores and restaurants, as well as churches and daycare centers that serve minority- language populations. The school will make arrangements to drop off or distribute dual-language flyers at these locations. The school will document this outreach effort via letters of thanks or certificates of appreciation to these businesses and organizations. Either the school director or an officer of the board of trustees will sign all such correspondence, and the school will keep copies on file for a period of no less than two years.

Scenario

To enhance understanding of how SABIS's Accelerated English Program (AEP) will be used for English language learners, the applicants have crafted the following scenario. It describes a typical day in the life of an English language learner at Canarsie Ascend Charter School in the middle of the school's first charter term. "Jose" is fictional, but his story is representative of similar students' experiences in SABIS schools across the country.

Meet Jose, a third-grader whose first language is Spanish. His family recently came from Puerto Rico, settling in Canarsie, where Jose's extended family also lives. Jose has some verbal English skills, which he uses with his non-ELL peers.

Jose arrives at school on a bus at 7:30 am and is greeted by the school director and faculty members. His homeroom teacher leads him and his classmates to their room for breakfast. Morning Meeting begins at 8:00.

When second period begins, Jose goes to his Accelerated English Program (AEP) class, which is taught five times a week. His classmates remain in the classroom for their Spanish lesson. The school's Intensive teacher leads the AEP class, which is equally suited to English language learners like Jose and to non-ELL students who are substantially below grade level in English. Jose's performance on the SABIS diagnostic tests determined the level at which he was placed in the AEP; subsequent assessments will determine his progress and exit from the program.

Jose joins his classmates for art during the next period before enjoying a short morning break. The next period of the day is mathematics. As with English language arts, social studies, and science, Jose stays in his general education classroom with his peers. After math, Jose goes to physical education class with his classmates, followed by lunch.

The next period marks one of the five times the Student Life Organization meets each week. Through this organization, Jose is matched with a "study buddy" who also knows how to speak Spanish. Jose and his study buddy partner-read and play educational games.

Science is the next period of the day, and Jose stays in his homeroom with his class. Next, he and his classmates have computer science, followed by English language arts, the last class of the day.

Like all ELLs in the SABIS Accelerated English Program (AEP), Jose has classes in English language arts in the general education classroom to develop the four language learning skills of reading, writing, listening, and speaking. The program's areas of emphasis include spelling, vocabulary, grammar, punctuation, and comprehension, and textbooks and materials are: *SABIS Reader*, *SABIS Reader Word Cards*, *Language Books Level C*, *Word Cards for Language Books*, *Accelerated Phonics*, *Accelerated Phonics Workbook*, phonics posters for level C and D, *Word Cards for Phonics C and D*, and *Handwriting D/ E*.

English language arts in the third grade includes reading, grammar, composition, spelling, handwriting, and vocabulary. The school tests students in each area and reports achievement in each area separately. On the report card, an average English score is also reported. It is important to note that this figure is not a straight average, as the school weights sub-subjects differently depending on various factors, including grade level. Third-graders participate in the Accelerated Reading (AR) Program (a reading component of the English program) that encourages students to read for pleasure.

As always, Jose spends the final few minutes of his day preparing for dismissal. Jose's teacher reminds the students about papers to take home, books for homework, and events for the next day.

(c) Struggling Students

Discuss the proposed school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure. In answering, please describe:

- **How the school will determine and identify which students are struggling, including within the context of the school's RTI process. The applicant should define the term "struggling student" as s/he deems appropriate;**
- **How an appropriate RTI program will be implemented in the school and used to identify and address the needs of struggling learners;**
- **The strategies and/or programs the school will use to meet the needs of struggling students (both within general education classrooms and in other settings);**
- **The resources the school will devote to serving struggling students, e.g., planning time, small group instruction, tutoring, targeted**

assistance, technology, staff and consultants, etc.

- **Any research or evidence that supports the appropriateness of this approach;**
- **The personnel that the school will devote to serving struggling students;**
- **The process that will be used to monitor the achievement and progress of struggling students; and**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

Identification of Struggling Students

The SABIS design includes specialized diagnostic tests, which will be administered at the school's launch to all students (and each year thereafter to new students). The diagnostic tests will guide placement decisions and detect learning gaps that impede student progress. They will also identify those who are *struggling students* requiring remediation in the SABIS Intensive Program, designed to help students fill pre-existing gaps in their knowledge. Persistently below-passing-level scores on CAT and EOT (described in Attachment 12) exams will also identify a student as struggling.

Beginning in grade 3, SABIS's weekly Automated Monitoring System (AMS) tests (described in Attachment 12) will promptly identify students who are struggling with concepts in the general education program – before their deficits accumulate and they fall far behind their peers.

Students who are struggling academically or behaviorally in the general education classroom will be considered by the school's Student Support Team, a standing committee consisting of the special education teacher (or later, the director of special education), the dean of students, the dean of instruction, and such teachers as may be assigned by the school director. After a careful review of the data on the child (including but not limited to such academic data from the SABIS School Management System as periodic tests, end-of-term tests, and beginning in the third grade, weekly Academic Monitoring System reports; behavior records; and teacher observations) the team will develop academic and/or behavioral interventions tailored to the specific needs of the struggling child in order to foster his or her success in the general education classroom. Behavioral modifications might include referral to a social worker or guidance counselor, the development of a behavior modification plan, meetings with parents and/or teachers, or referral to an outside mental health agency. Academic interventions could include enrollment in the SABIS Intensive program for either ELA or mathematics or both (where small group instruction is provided by a dedicated Intensive teacher to students who are below grade level in the subject), tutoring by a peer tutor, or a change in instructional methods for the child. The Student Support Team shall meet regularly to carefully consider the child's progress and effectiveness of the interventions. In many cases, the intervention will be successful, because the academic delays or behavioral

problems will have proven to have stemmed from behavioral management issues, a history of poor instruction, or ELL-related concerns, not from an underlying disability as enumerated in federal regulations.

Intensive Program

The school will place in the SABIS Intensive Program students in grades 2-6 who do not have a definable disability but who are working below grade level in English and/or mathematics. On average where this model is employed, these classes have a substantially lower number of students than general classrooms. Periodic assessments will determine when students are ready to return to general education classes. Both the diagnostic tests and Intensive curricula have been refined over decades.

Peer Tutoring

Class prefects will provide one-on-one tutoring through the Peer Tutoring Program, which will combine targeted instruction, practice, and peer mentorship under the supervision of faculty. Eventually, a Saturday morning peer tutoring program in which students with strong academic achievement will assist their peers in mastering specific concepts in language arts and math may also be established.

If interventions are unsuccessful, the Student Support Team may refer the child to the regional Committee on Special Education for an evaluation, pursuant to Section 300.300 - Section 300.301, to determine if the child qualifies as a child with a disability under Section 300.8, as detailed above.

Efficacy of Intervention for Struggling Students

All students from Brooklyn Ascend Charter School, Ascend Learning's flagship school, took the SABIS end-of-term exams at the end of their first year in the school. The test measures students' proficiency in the skills taught throughout the term. In the final term first graders averaged scores of 82.5 percent on the English tests and 80.7 percent on the math test, well above SABIS's passing score of 60 percent. Second graders averaged 86.9 percent on the English tests and 80 percent on the math test; these averages exclude students enrolled in the SABIS Intensive Program. Perhaps most encouraging was the performance of these students, who participated in all interim "periodic" assessments and the end-of-term exams alongside their peers not enrolled in the Intensive Program. *By the end of the term, Intensive students scored at levels approaching that of their non-Intensive peers, with average scores of 86 percent in English and 65.4 percent in math.*

The efficacy of the SABIS Intensive remediation program has been demonstrated in other schools managed by Ascend, namely Brownsville Ascend Charter School and Bushwick Ascend Charter School, both of which use the same approach to remediation for struggling students proposed for the new school. At Brownsville Ascend Charter School, where 86.2 percent of students are enrolled in the free and reduced-priced lunch program and 100 percent of students are black or Hispanic, students on average at all three grade levels are reading at or above grade level for students nationally, as measured by the Renaissance Learning STAR reading test and Early Literacy Test. Specifically, in January students in kindergarten were reading at the level of students nationally in May;

first-graders were reading at the level of the average student nationally in March, and students in grade 2 (who have received only part of their education at the school) were reading at grade level. Although approximately one-third of students in grade 1 receive some instruction in the Intensive program, only 2.6 percent of students who were between six and nine months behind grade level, and no students were farther behind.

Staffing

The primary personnel responsible for serving struggling students are the Intensive teachers. These teachers instruct students enrolled in the Intensive Program, which provides small-group instruction on essential concepts. The Intensive Program is designed to rapidly close learning gaps in English language arts, math, or both subjects, which are preventing students from thriving in the general education classroom. Once the learning gaps are addressed, the student returns to the general education classroom.

Program Evaluation and Corrective Action

Students in Intensives take all the same curriculum assessments as students in the general education classroom, and are monitored by the grade-level team leader and the dean of instruction in the same manner as non-struggling students. These assessments provide weekly, monthly, and term measures of academic progress in each subject and sub-subject.

The dean of instruction will review the weekly (AMS tests) and monthly (CAT) results of the Intensive classroom at each grade level and in each subject and sub-subject. These results will be compared weekly with those of the general education classroom and minimum acceptable thresholds of performance established by Ascend. If the numerical result exceeds the minimum threshold, the program will be deemed effective. If not, the dean of instruction will conclude that the program has not been implemented correctly, and he or she will intervene. As the program's design is known to be effective from the results it posts at other schools managed by Ascend, the intervention would likely be to improve the teacher's performance in delivering the program by providing professional development tailored to observed weaknesses in instruction. The board of trustees will also review the program's effectiveness at least every other month through academic data reports and the school Dashboard.

(d) Advanced Students

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and at risk of not being adequately challenged. In answering please describe:

- **How the school will determine and identify which students are advanced. The applicant should define the term "advanced student" as s/he deems appropriate;**
- **The strategies and/or programs the school will use to accelerate learning for advanced students (both within general education classrooms and in other settings);**

- **The resources the school will devote to serving advanced students (e.g., enrichment activities, instructional materials, technology, staff and consultants, etc.);**
- **Any research or evidence that supports the appropriateness of this approach;**
- **The personnel that the school will devote to serving advanced students;**
- **The process that will be used to monitor the achievement and progress of advanced students; and**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

Grade Placement

In the SABIS program, students are placed in grades by academic performance, which is based on the results of diagnostic tests and SABIS curriculum assessments. If a student is performing well above grade level (by six months or more), he or she may be placed in a higher grade that will be more academically challenging. The SABIS tests and SABIS curriculum assessments will reliably and objectively identify these students.

Essential and Advanced Concepts

Short of this level of advanced performance, students who are academically advanced will be challenged by the unique structure of the SABIS curriculum; all students will learn the so-called “essential concepts” that are prerequisites to mastering subsequent concepts in the SABIS curriculum sequence; the most able students will also learn the remaining concepts in the curriculum, which while not an essential foundation for subsequent materials, will challenge the students and deepen their understanding.

Deeping Understanding through Teaching

Lastly, advanced students will be further academically challenged by serving as “academic prefects” who assist their peers in learning new concepts and providing one-on-one tutoring during the “student life” period of the school day. It is well known that teaching a concept to others greatly deepens one’s own understanding of the concept.

The SABIS program maintains a brisk pace that keeps advanced learners stimulated, actively engaged, and enthusiastic. Teachers identify the key concepts of each lesson explicitly and teach them interactively, alternating oral work, individual written work, cooperative learning, and group checking. Led by vibrant and committed teachers, students analyze information and claims, form and express opinions, and engage in reasoned discussion. In the process, they deepen their knowledge of the material and build their intellectual confidence. With some subjects taught by “level” and not grade, students who have achieved mastery early may be promoted to higher levels (if not grades) in advance.

Middle School Acceleration

Building on the firm academic foundation provided in the lower grades, students will engage at the middle-school level in an uncommonly ambitious course of study. The SABIS program will remain at the core, with two full periods each day of studies in English language arts and mathematics. Students will study science and social studies every day; continue their daily instruction in Spanish; and study art, music, physical education, and dance each week.

In addition, beginning in grade 5, students will participate in Ascend’s humanities and arts program for two periods a day, which will allow advanced learners ample opportunity to develop multidisciplinary interests and understanding. Excellent critical reading, writing, arts appreciation, and public speaking skills are the primary goals of the program. Modeled on the practices of the city’s finest elite private schools, the program will develop the individual voice and reading sensibility of each Ascend student by supplementing the SABIS reading materials with a customized syllabus that includes a cross-cultural selection of classic literature. Many selected works will connect thematically to museum-quality reproductions of great works of art that will hang in hallways and specially designed “gallery” spaces throughout the middle-school facility. These gallery spaces will be designed for Ascend students to gather outside the classroom to discuss a work of art relevant to a literary work they are studying or a writing assignment they are developing. For example, Jacob Lawrence’s “Brownstones, 1958” painting of street life in Harlem would supplement a unit on the poetry of Langston Hughes. Local visiting writers, whose work will be anticipated throughout the year, will both guest-teach classes and give public readings open to the school community in the spring.

Open-form discussion of literature and the emphasis on developing individual written voices and interpretive skills will be a new experience for Ascend students entering the middle school. The emphasis on developing as attentive readers, listeners, and scholars with distinct written styles and unique perspectives will deepen their abilities to value and communicate with others. The program will encourage students to take risks, and inspire creative leaps in interpretation and self-expression.

¹¹Supreme Court of the United States, June 25, 2009, *Horne, Superintendent, Arizona Public Instruction vs. Flores et al.*

14. Instructional Leadership

Describe instructional leadership in your school over the first five years of operation. Your response should:

- **Identify the instructional leadership positions in your school.**
- **Describe the specific roles and responsibilities of instructional leaders, particularly as they relate to curriculum, instruction, assessment, and teacher support, evaluation and professional development.**
- **Explain how expectations for teacher performance and student achievement will be established and then communicated to and instilled in staff.**
- **Describe the school’s approach to teacher supervision and support. Responses might address needs assessment, professional development goals, curriculum development and instructional planning, classroom observation and clinical feedback, coaching and/or modeling.**
- **Describe the school’s process and criteria for evaluating teacher performance.**
- **Explain how teachers will be held accountable for student achievement.**
- **Explain how instructional leaders will monitor the effectiveness of the academic program, including curriculum, instruction, assessment and professional development.**

The Instructional Leadership Team

The school’s instructional leadership team consists of the school director, dean of instruction, and dean of students, all of whom will be full-time employees of the school.

The school director will be, above all, the school’s instructional leader. The dean of instruction will oversee academic operations at the school, including coaching and developing the teaching staff and ensuring the accurate implementation of the school design. The dean of students will guide teachers in implementing effective instructional techniques and otherwise oversee the development of a rich “No Excuses” culture.

Expectations

The founders will communicate their expectations for teacher performance and student achievement from the outset through the school’s marketing materials and job postings. All teachers and instructional assistants will attend a three-week Summer Institute before the start of each year as well as weekly professional development on Friday afternoons, and all such sessions will underscore the school’s expectations and equip teachers with the specific tools needed to succeed. See Attachment 15 for a detailed description of the school’s planned approach to professional development.

Following are draft position descriptions for the three instructional leaders at the school. All such materials will be available via the websites of Ascend Learning and the school. Brochures describing the school design and the founders' goals and broad expectations will be distributed in print as well.

All new hires will be fully immersed in the culture of high expectations during the three-week Summer Institute prior to the school's opening. At this time, they will learn about the philosophical and pedagogical underpinning of the school design and receive training on how to achieve the school's ambitious goals reliably while working at a sustainable pace. These lessons will be reinforced throughout the school year as part of the culture-building process day-to-day and through frequent professional development sessions.

Roles and Responsibilities

School Director

The school director shall lead Canarsie Ascend Charter School and implement the school design. The school director will be responsible for:

- *Academics.* Ensuring the achievement of target academic results, including curriculum alignment, pacing charts, exams, Intensives; special education and ELL compliance; and the precise implementation of the SABIS educational system.
- *Culture.* Defining and building a transformative No Excuses school culture; managing student discipline; and promoting a distinctive peer tutoring, collaborative learning, and student leadership development program called the Student Life Organization.
- *Staff.* Supported by Ascend Learning, managing, developing, and evaluating the school's leadership team and faculty, building a culture of relentless self-improvement among the entire school; planning staffing needs and recruiting effectively with Ascend Learning; ensuring adherence to all human resources procedures; managing the staff performance review and compensation review process in accordance with established guidelines; maximizing staff retention; and addressing staff concerns.
- *Founding Board.* Aiding in recruiting community board members and a parent trustee.
- *Parents.* Ensuring positive school-parent relations and maintaining high levels of parent satisfaction.
- *Operations, Finances, and Compliance.* Overseeing the director of operations, while maintaining ultimate accountability to Ascend Learning and to the school's board for the school's performance and the achievement of the goals stipulated in its charter.
- *Community.* Developing partnerships with community organizations and stakeholders.
- *Enrollment.* Maintaining full enrollment and developing a waiting list for enrollment in the school.

Dean of Instruction

The dean of instruction shall be responsible for academic operations at the school, coaching and developing the teaching staff, and ensuring the accurate implementation of the school design. Responsible for the academic success of students, the dean shall inspire teachers to excel in their jobs and motivate students to achieve their highest potential. The dean will provide instructional

and administrative leadership to the teaching staff, oversee the implementation of the curriculum, coordinate assessments, and monitor student academic performance.

The dean of instruction will be responsible for:

- *Academic Oversight.* Ensuring the academic success of students; recommending necessary actions and strategies; overseeing effective implementation of curriculum and instruction; reviewing and implementing pacing charts; coordinating the administration of all assessments, including weekly computerized tests; coordinating the timely and accurate recording of scores; thoroughly analyzing test results and academic performance, identifying problems, recommending and implementing solutions in a timely manner; reviewing report cards for accuracy in academic entries.
- *Teacher Coaching.* Coaching and mentoring the faculty; ensuring that teaching is at all times intentional, engaging, and rigorous.
- *Academic Operations.* Ensuring textbooks and materials are provided for each classroom and matched to the pacing charts; securing additional materials needed to meet state-mandated curriculum and state testing requirements; coordinating referral of students with perceived special needs to appropriate personnel; planning and leading assigned school events and programs.
- *Admissions and Placement.* Ensuring appropriate placement of applicants; actively participating in explaining the SABIS educational system to staff, parents, students, and the community at large.
- *Staff Management.* Ensuring the right spirit, determining and recommending staffing needs and teachers' workloads; effectively assessing and recommending teacher candidates; monitoring and assessing teacher performance, and ensuring required training and development; training and supporting teachers in Ascend and SABIS methods.
- *Internal Relationships.* Ensuring smooth and efficient working relations that positively impact academics; working closely and efficiently with the director, the school leadership team, and Ascend Learning staff to ensure student success and smooth operations; requesting support as needed.
- *Internal Reporting and Compliance.* Ensuring the proper implementation of SABIS academic systems and standards; maintaining a professional image; completing needed periodic reports in a timely and accurate manner.
- *Student/Parent Relations.* Reinforcing positive student behavior and establishing rapport with students; counseling students with serious academic problems; reviewing and approving official school communications regarding academic progress or updates; coordinating individual academic student concerns with parents as appropriate.

Dean of Students

The dean of students is responsible for shaping and sustaining the school's distinctive culture and ensuring that the students internalize the school's values and aspirations for academic excellence. The dean will oversee the creation of a culture of highly ambitious academic expectations, structure and order, intellectual rigor, and joyfulness, devising distinctive assemblies, celebrations, and rituals; coaching teachers on classroom management; meeting with students and parents; developing and implementing a system of merits and demerits; and implementing the classroom prefect program (and broader Student Life program).

The dean of students will be responsible for:

- *School Culture.* Defining and building a transformative school culture consistent with the school design and inspired and informed by the top-performing urban schools in the country; with the school director, designing and implementing programs that recognize and reward students; devising school-wide rituals, including morning meetings, songs, chants, and celebrations, that promote the culture and sustain the school's values; shaping and managing the physical environment to underscore the school's culture and aspirations.
- *Student Management.* Selecting and implementing behavior management tools, including overseeing staff training in behavior management policies, techniques, and strategies, and ensuring the consistent deployment of such tools school-wide; meeting with students referred by teachers for behavioral problems, communicating and meeting with the students' parents/guardians, and ensuring that consequences for infractions are fairly and consistently implemented throughout the school; looking for patterns of misbehavior and coordinating appropriate measures as needed with the school director and the dean of instruction; responding to acute behavioral issues; coordinating in-school and out-of-school suspensions, ensuring regulatory compliance; and overseeing school safety.
- *Teacher Resource.* Serving as an expert resource to teachers on issues of school culture, classroom management, discipline, and relationships with students; coaching teachers and staff in holding all students to high and consistent behavioral expectations.
- *Student Motivation.* Communicating with students – meeting with, listening to, and seeking to understand them while helping them define high aspirations – and building a support network for students.
- *Prefect Program and Student Life.* Prior to the hiring in year three of the director of student life, overseeing the Student Life program, including the use of class prefects in every classroom from the earliest grades; guiding teachers in identifying prefects, devising and implementing training for the prefect program, and ensuring that teachers fully leverage the power of class prefects to facilitate learning, speed transitions, and build a caring culture where no student is permitted to fall behind; overseeing the Student Life period, during which students tutor one another; identifying and leading academic, artistic, and athletic activities (including after the school day).
- *Attendance and Use of Time.* Assertively engaging parents and students in realizing the school's demanding standards for attendance and on-time arrival; managing transitions, minimizing loss of time, and promoting a sense of urgency in learning.
- *Documenting Incidents.* Implementing and ensuring the school-wide use of SABIS information technology tools for reporting and documenting infractions; ensuring that proper records are kept of communications with parents regarding discipline.

Accountability

Objective Accountability for Learning

The school will hold teachers accountable for student results as they track the progress their students make in mastering required skills and concepts throughout the year. Using SABIS's electronic pacing charts teachers will chart a clear course toward defined achievement targets, and AMS tests (described in Attachment 12) will regularly measure students' mastery of the

material. Lead teachers will meet weekly with the school's leadership team and frequently with members of the management team to resolve instructional issues collaboratively.

Above the lead teachers, the dean of instruction will take responsibility for the implementation of the SABIS instructional system, including the weekly AMS tests, pacing charts, dissemination of electronic reports, and alignment of the curriculum with education standards. As noted, the school director will be, above all, the school's instructional leader. As such, he or she will be ultimately responsible for the quality of instruction and the academic progress of each student.

To assess teachers' efficacy, the school director and dean of instruction will rely heavily on SABIS's School Management System (SMS). SMS is an integrated web-based system for managing aspects of the SABIS program. Importantly for accountability purposes, the system includes an assessment module that delivers an array of insightful reports on academic performance, from that of an individual child in a single subject to the school as a whole. This tool thus enables school leaders and managers to evaluate teaching and learning objectively by individual student, group, class, or grade level. The electronic collection of granular academic data – only possible with a highly structured curriculum and interwoven assessments – permits detailed and objective measures of student progress, and by extension, of teacher performance.

Observation and Formal Evaluation

The dean of instruction will also make rigorous and frequent classroom observations.

The dean of instruction will evaluate all instructional staff formally at mid-year and again at year's end. Lead teachers, the dean of instruction, the school director, and/or instructional experts from Ascend Learning will take immediate action, using pre-defined interventions, to bolster teacher effectiveness whenever instruction is found lacking.

The evaluation instrument has six sections: student performance, daily lesson planning, lesson development and delivery, classroom management and culture, assessments (i.e., homework and grading), and teacher expectations (of his or her students). For each section the teacher would earn a score from 1 to 4. Teachers who consistently earn 3 (meets the standard) or 4 (exceeds the standard) would be considered "high-performing." Scores on each of the six sections might not be weighted equally; for instance, academic performance might be weighted more heavily. This approach relies on fully heterogeneous sections by academic performance in each grade. If this were not the case, a value-added measure for the first attribute (student performance) would be required.

Career Ladder

A career ladder will also heighten accountability by providing the structure by which high-performing teachers will be rewarded and under-performing teachers will be removed from the classroom. Maintaining one's current position on the ladder and progressing up the ladder will require demonstrated success in meeting the clear performance objectives defined in the evaluation tool. High-performing teachers will be rewarded with opportunities for promotion, including to school leadership positions in the school and other schools managed by Ascend Learning as such opportunities arise.

Performance Compensation

Moreover, if the school's board elects to establish a bonus program for the school year (and allocates money for the purpose in the school's budget), high-performing teachers would also receive financial bonuses. The amount of the bonus would be based on the teacher's weighted rankings on the annual performance evaluation. The potential bonus award for each teacher would also be a function of annual policy, but the founders would regard a sum less than \$2,500 to be insufficient to serve as an effective incentive or appropriate reward. Performance pay and value-added measures are currently the focus of considerable academic research and policy experimentation, and the founders are closely following developments in this area. The school may decide, in light of new findings, to alter its performance pay policy or to discontinue it entirely.

In keeping with the pervasive culture of Canarsie Ascend Charter School, the school's board, leaders, and management will accept *no excuses* for under-performance and hold each member of the community accountable to the highest standards.

15. Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skill and content knowledge. Your response should:

- **Describe who will be responsible for providing professional development;**
- **Explain how the needs of individual teachers will be identified and the staff responsible for identifying those needs;**
- **Describe how and when professional development will be delivered;**
- **Describe the resources, including staff and time, that will be allocated for professional development;**
- **Explain how the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects;**
- **Explain the process for evaluating the efficacy of the professional development program.**

Professional Development Overview

The school's faculty will receive intensive and ongoing professional development through pre-service training, professional development days and after-school sessions throughout the school year, weekly grade-team meetings, and ongoing modeling.

Pre-service Summer Institute

Prior to the school's opening, the leadership team and all faculty members will participate in an intensive three-week training program, including approximately one week of training in the SABIS academic program. Delivered by SABIS senior staff members, the SABIS training will progress from an overview of the program, philosophy, and supporting research to in-depth workshops on the English language arts and mathematics programs (including content, lesson plans, instructional materials, pacing charts, and assessments) and other key aspects of the model. The SABIS training will address the Student Life Organization and the use of prefects; SABIS Intensives and program implementation in a special education setting; and how the SABIS School Management System supports teachers through its unique assessment, data collection, and reporting functions.

School leaders and senior staff from Ascend Learning will deliver the remainder of the faculty's pre-service training, supplementing the SABIS training, covering school-wide policies and procedures in depth, building camaraderie, and fueling the excitement and passion needed to ensure a successful start-up. Engaging and highly interactive sessions will be planned on topics that include the following: Our Mission and Values, A No Excuses Culture; Professional Standards, Norms and Expectations of the Ascend Learning Culture; The Daily Schedule and

Academic Calendar; Morning Meeting; A Culture of Urgency; Benefits Overview; Being an Ascend Learning Teacher; School-wide Procedures; Crisis Prevention Intervention, The Learning Contract; Classroom Management; Communication; Non-negotiable Standards of Instruction; Team Meetings and Teacher Collegiality; Assessments and Instruction, The Many Ways We Assess Mastery; Blackboard Structure and the Flow of the Day; Lesson Planning Requirements; Parent Communications; Guided Reading; and Implementing SABIS Lesson Plans.

Experts in ELL and special education will train teachers in how to work with special education and ELL students and to comply with all procedures of their programs.

Faculty will attend Summer Institute training from approximately 7:30 am to 5:00 pm daily. One defined overarching goal will provide the framework for each day. For example, the goal for one day of training will be that the founding staff: (1) will be able to implement the school's discipline protocol, and (2) will understand how to track student infractions accurately. The central text will be Doug Lemov's "Teach Like a Champion" taxonomy of effective teaching practices.

Ongoing Professional Development

In addition to the 15 days of intensive summer training and development, professional development will be held each Friday from 2:30 pm to 4:30 pm. Sessions will cover topics chosen by the dean of students to reflect the faculty's current needs, such as refining the use of the SABIS Point System; refining lesson plans through the Point-Teach-Practice-Check cycle of SABIS lessons; and raising the standard for behavior management by using the "least invasive" correction. Many sessions will focus on teaching and practicing one of the culture-building or instructional techniques in the Lemov taxonomy. Examples include effective least invasive corrections, cold-calling techniques, "right is right," "100 percent," and "narrating the positive." Lastly, some sessions will involve the detailed analysis of a faculty member's instruction using video of their actual class.

During one professional day during the school year, the faculty will visit a high-achieving charter school implementing the No Excuses school culture model to discuss best practices with experienced teachers and to see the model in a mature stage of implementation. The staff at the Bushwick Ascend Charter School is planning to visit North Star Elementary in Newark, New Jersey, for this purpose later this year.

Wrap-up

Three planned days at the end of the school year will allow staff to assess what went well over the course of the preceding year and to identify and discuss areas requiring improvement. The first day will be devoted primarily to staff surveys, brainstorming, and free and facilitated discussion (both in grade-level teams and faculty-wide); the following days will be action-oriented, with staff problem-solving and developing concrete plans for broadening successful practices so they are ready for implementation when students return in the fall.

Grade Team Meetings and Individual Professional Development Plans

The lead teacher and the grade-level team will also meet with the dean of instruction weekly to explore ways to sharpen their skills and strengthen their practice through a relentless drive for self-improvement, the hallmark of top-performing schools. Teachers will be encouraged to offer constructive critical feedback by identifying potential improvements and adjustments in the school's practices that will promote quality.

The school director and the dean of instruction will regularly review each teacher's instruction in depth, monitoring an entire lesson and then providing direct, candid, and systematic feedback. As a teacher coach, the dean of instruction will be a frequent presence in the classroom, suggesting improvements, interacting with students, and even stopping the lesson to model instruction – all to improve the craft of instruction. As the year unfolds, each teacher will have an individualized professional development plan, identifying the specific areas of improvement targeted for that teacher. Senior teachers will supplement such coaching for novice teachers at each grade level, offering the more frequent monitoring and modeling and structured mentorship needed to ensure their success.

The school's career ladder, moreover, will provide school leaders and teachers with professional development and advancement opportunities as well as increased compensation over time. The ladder will detail responsibilities and performance standards at each rung, from novice to lead teacher to school leadership roles, to provide a clear pathway for professional growth.

Broadly speaking, the adult culture of the school will be one of professional community, distinguished by its clarity of mission and purpose, collaboration, collective focus on academics, reflective dialogue about teaching, and “de-privatized practice,” where teachers observe one another's teaching and gain constructive feedback from colleagues. The school's credo will be that only by constantly engaging the expertise, creativity, and recommendations of the classroom teacher can the school continuously refine its practices to achieve and sustain excellence.

Evaluation

To evaluate the efficacy of the professional development program, school leaders and managers will examine student performance data primarily, but also rates of attrition, anecdotal evidence, and formal feedback received detailed surveys of the faculty.

16. School Culture and Discipline

Explain how you will establish and maintain a school culture that supports learning and achievement. Your response should address:

- **How the school will maintain a safe and orderly environment;**
- **The school’s approach to classroom management;**
- **The school’s approach to discipline (the actual discipline policy should be submitted separately as Attachment 37); and**
- **The specific roles of teachers and administrators in relation to school culture and discipline.**

Canarsie Ascend Charter School will establish a “No Excuses” school culture.

No Excuses Culture

In a No Excuses school culture, school leaders, teachers, and students adopt unrelentingly high expectations for student performance and insist that every child is destined for college. Standards—for timely arrival, homework completion, behavior, and participation—are uncompromising, because to compromise would be to reduce expectations for the children. By teaching values, behaviors, and procedures explicitly, the schools equip students with the tools to succeed at a high level and create a setting where rigorous and engaging instruction can flourish.

Most of the charter schools nationwide that are closing the achievement gap are deploying the so-called No Excuses model, including those managed by KIPP, Achievement First, and Uncommon Schools. A radically distinct school culture drives No Excuses schools, one that assertively shapes students’ habits, values, and aspirations. Students find that the diffidence of public schools has been replaced with stark convictions: The goal for *every* child is college. Knowledge, the schools insist, is the ticket to a better future. Effort, not talent, is the determinant of success. Students are the masters of their own destinies. They can beat the odds. And there are no shortcuts.

True to their moniker, No Excuses schools reject excuses for under-achievement and poor behavior. By explicitly teaching students classroom procedures—how to get their breakfast, pass out papers, or call for help—and then waiting for 100-percent adherence to these practices, teachers build classroom environments where learning can flourish and behavioral problems are a rarity. Low-level misbehavior and incessant verbal corrections, which typically plague urban classrooms, are replaced with a “warm/strict” embrace that helps students feel respected and academically successful. As the year progresses, success builds on success, and students develop a new conception of themselves and their futures.

Lemov Techniques

Among the powerful tools that will allow Canarsie Ascend’s teachers to build a No Excuses culture of uniformly high expectations and academic excellence are the techniques defined by Doug Lemov, author of *Teach Like a Champion: 49 Techniques that Put Students on the Path to*

College. Specific, concrete, and actionable, these techniques enable teachers to raise academic and behavioral expectations, structure their lessons to optimize available time, create a strong and vibrant culture, and build character and trust.

The Student Life Program and Classroom Management System

The applicants are dedicated to creating a secure school environment in which student behavior supports high-level academic learning. They believe it is the school's responsibility to provide direction, set limits, and promote self-discipline to ensure all students reach their goal of attaining a college education. To this end, the school will abide by a rigorous Code of Conduct, use a proven classroom management system to encourage and reward positive behavior, and apply a progression of consequences in all cases of misbehavior. School leaders and faculty will plan, guide, and reinforce positive discipline at all times.

To help create a culture of excellence, the school will establish just four simple rules:

1. *Respect yourself.* Come to school every day and be on time, be prepared, and follow directions.
2. *Respect others.* Keep your hands and feet to yourself, be polite, and help others in need.
3. *Respect the environment.* Take care of all school materials and help keep the school clean.
4. *Work hard.* Do your best in everything you do.

To track student success throughout the day and reinforce its focus on college readiness, the school will display a three-level wall chart in every classroom, similar to the behavior management tool from the Brooklyn Ascend Charter School displayed on the following page, which illustrates the alignment of the school's behavior management system with its core values. Placing students' names on the chart using clothes pins, teachers will begin every day with all students on "College Bound" (top level). If a student falls short of school expectations, he or she would move down a level, first to "Fix It" and then to "Stop."

Consequences are clearly defined at every level to ensure appropriate expectations and consistent responses. The goal of any consequence is to help students see the sense in discipline, understand that certain actions lead to certain results, and recognize their power to influence outcomes. Inappropriate behavior will result in one of four consequences: (1) when students' mistakes result from simple carelessness, impulsivity, or forgetfulness, reparations give them the opportunity to take responsibility by fixing the damage they have caused; (2) students who fail to take responsibility for following the rules and managing themselves appropriately suffer a loss of privileges; (3) when a student acts without self-control and the two previous consequences are exhausted, time-out is a highly effective way to set clear limits; and (4) egregious behaviors, including continually disrupting the class, extreme disrespect for the teacher or others, or any physical altercation, result in the student's immediate removal from the class, referral to the dean of students, a phone call home, and/or suspension.

Brooklyn Ascend Charter School

Our core values




1. Achieve with integrity. We aim high. We always take the high road. We achieve with integrity.

2. Choose greatness. Every day and every hour, we have the opportunity to aim for excellence. We never settle for mediocrity. We always try our best. We choose greatness.

3. Lead with respect. We are all leaders in the community of our school. We celebrate our diversity of experience and ideas – and our solidarity in purpose. We lead with respect.

4. Invest in knowledge. Knowledge – not rare talent or good fortune – is the ticket to success. We build high level skills and knowledge that will open the doors to a rewarding and fulfilling life. We invest in knowledge.

5. Be there. Our task is urgent. Time is precious. We are always punctual, fully engaged, and ready to learn. We are there.

 <p>College Bound</p>	<p>These scholars exhibit all of our core values in everything that they do. They are exerting a great deal of effort and show enthusiasm for their education and the education of others. They live our mission every minute of the day.</p> <p>Consequences Increased knowledge Full recess Praise Lunch with teacher Field trip participation “Golden Ticket”</p>
 <p>Fix it</p>	<p>This scholar made choices that conflict with our mission. To get to college, we must always lead with respect. Today the scholar failed to lead with respect – but will try harder tomorrow.</p> <p>Consequences Reparations Loss of privileges Possible parent phone call</p>
 <p>Stop</p>	<p>This scholar made choices that compromised our mission. To get to college, we must fully invest in building our knowledge. Tomorrow the scholar will be fully invested in knowledge, and will try harder to make consistently good choices.</p> <p>Consequences Automatic parent phone call Loss of privileges Time-out</p>

As another tool to track and recognize strong academic achievement and positive classroom habits, teachers will use the following chart to display their classes' engagement for each period throughout the day; again, the heading "We Ascend" refers to the students' ongoing efforts to climb "the mountain to college." At the end of each instructional period the teacher will evaluate whether at least 85 percent of students mastered the content taught or were 85 percent engaged. If so, the teacher will award the letter of "We Ascend" that corresponds to that period. At the end of each day, the teacher will place in a jar one marble for each letter earned. Students will thereby see in real time their strengths and areas that need improvement. Classes that earn all the letters for that day will participate in team- and character-building activities before dismissal. If the class falls short, the students would explore together why and how they could have done things differently. When the jar is full, they will vote to select an activity from several constructive and appealing options determined by the teacher.

●●●➤ For the strength of the pack is the wolf,
and the strength of wolf is the pack.
— Rudyard Kipling

W e A s c e n d

	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	SUBJECT 6	SUBJECT 7	SUBJECT 8
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Code of Conduct

Published in the *Family Handbook* provided to all families, the school's Code of Conduct will provide the behavioral framework by which the school will conduct its day-to-day operations. The Code will reflect academic standards and the right of every student to learn in a non-threatening environment. It will further reflect the school's desire to protect each individual's right to have any violations of safety issues addressed appropriately. The school will expect students to follow the school's Code of Conduct before, during, and after school, in school buildings, on school grounds, on school buses, at school-related activities, and on the way to and from these activities.

The Code will outline three categories of behaviors unacceptable at Canarsie Ascend Charter School: those that lead to pre-suspension consequences (Category I), generally applied in the classroom as described above; those that typically lead to an in-school or short-term suspension (Category II); and those that typically lead to expulsion (Category III).

Category I includes unruly or disorderly conduct; failure to cooperate with teachers or administrators; uniform violations; academic dishonesty; possession of cell phones, other

electronic devices, or toys; truancy or ditching; littering; cafeteria infractions; academic dishonesty; and the falsification of records. Category II includes failure to accept pre-suspension consequences; profanity or obscenity; fighting; smoking; the possession, or use of alcohol, drugs, and/or drug paraphernalia; the possession or creation of pornographic material; repeated uniform violations; stealing; violent disorderly conduct; gang activity; defacement or destruction of property; sexual misconduct; harassment; and look-alike weapons. Category III offenses include physical assault; sexual assault; bullying or extortion; ongoing actions against staff members; possession of dangerous weapons (including, but not limited to, firearms); possession of narcotics with the intent to distribute or sell; robbery; false fire alarms or bomb reports; setting fires; and the possession of fireworks or explosives.

The school will strictly enforce its uniform policy, tolerating no exceptions, and this policy will be clearly communicated during pre-opening meetings, in the school's promotional literature, and in the Family Handbook. The school will maintain a uniform fund for families who are unable to afford uniforms, asking those who can repay the funds over time to do so. Also, one of the goals of the school's Family Association will be to help organize gently used uniform sales to offer families an affordable option for outfitting their children. As noted, most uniform violations will be handled as other Category I offenses through pre-suspension consequences. The school will call the parents or guardians of students who arrive at school out of uniform and ask them to bring to school the missing uniform item(s) before admitting the students to class. Students who are not in complete uniform will remain in the back of the classroom until they are in the proper uniform.

Dean of Students

The dean of students will be responsible for shaping and sustaining the school's distinctive culture and ensuring that the students internalize the school's values and aspirations for academic excellence. The dean of students has four responsibilities: (1) to manage students sent out of the classroom; (2) to coach and work with teachers individually to strengthen their classroom cultures, improve their "warm/strict" tone, and employ the Lemov techniques; (3) to engage with "high-touch" students who need regular monitoring and communication throughout the day to stay on course behaviorally and adjust to the school's expectations; and (4) to attend to the strategic development of the school's overall culture and the realization of the goal of academic rigor, intellectual challenge, and joyfulness.

As the school's enrollment grows, Canarsie Ascend will hire a student management coordinator, reporting to the dean, who will initially primarily handle office referrals and recordkeeping.

17b. Graduation Requirements

This section does not apply.

17. Accountability Plan

(a) Goals and Measures

Using the Institute template submit a draft Accountability Plan for the proposed school that includes at a minimum the Institute's required goals and measures. If the school will open with early elementary or high school grades, provide benchmark indicators that can be used to measure progress towards the required goals. The Accountability Plan may also contain any optional goals and measures you choose to include. Guidelines for Creating a SUNY Accountability Plan and a plan template can be found on the Institute's website at: <http://newyorkcharters.org/schoolsAccountability.htm>

(b) Graduation Requirements

If the proposed school will serve students in the 12th grade within the charter term, describe your school's specific requirements for graduation *beyond* the basic Regents requirements including whether or not the proposed school would offer or require an advanced Regents diploma.

Accountability Plan For the Accountability Period 2012-2013 to 2016-2017

Overview

The Canarsie Ascend Charter School will be held to the following goals:

- As the foundation for progress in all academic subjects, English proficiency will be obtained by all students in reading, comprehension, and verbal and written communication.
- Students will learn the theory, logic, and application of mathematics.
- Students will learn all major concepts, principles, and theories of the sciences and their applications to everyday life.
- The school will abide by the requirements of the state's accountability system under the federal No Child Left Behind (NCLB) law.

Goal I: English Language Arts

Goal

As the foundation for progress in all academic subjects, English proficiency will be obtained by all students in reading, comprehension, verbal and written communication.

Absolute Measure

- Each year, 75 percent of third through sixth graders will perform at or above Level 3 on the New York State English language arts (ELA) exam.

Comparative Measures

- Each year, a greater percentage of third through sixth graders will perform at or above Level 3 on the New York State ELA exam than those students in the same tested grades in Community School District 18.
- Each year, in ELA, the school will exceed its predicted level of performance on the New York State exam by at least a small effect size according to a regression analysis that controls for students eligible for free lunch among all public schools in New York State.

Growth Measure

- For years two through five of the proposed charter, grade-level cohorts of the same students (i.e., students who are in the school for two years in a row) will reduce the gap between the percent at or above Level 3 on the previous year's New York State ELA exam and 75 percent at or above Level 3 on the current year's ELA exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded 90 percent on the previous year's ELA exam, the school is expected to demonstrate growth (from proficient to advanced) in the current year.

Goal II: Mathematics

Goal

Students will learn the theory, logic, and application of mathematics.

Absolute Measure

- Each year, 75 percent of third through sixth graders will perform at or above Level 3 on the New York State math exam.

Comparative Measures

- Each year, a greater percentage of third through sixth graders will perform at or above Level 3 on the New York State math exam than that of students in the same tested grades in Community School District 18.
- Each year, in math, the school will exceed its predicted level of performance on the New York State exam by at least a small effect size according to a regression analysis that controls for students eligible for free lunch among all public schools in New York State.

Growth Measures

- For years 2 through 5 of the proposed charter, grade-level cohorts of the same students will reduce the gap between the percent at or above Level 3 on the previous year's New York State math exam and 75 percent at or above Level 3 on the current year's math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded 90 percent on the previous year's math exam, the school is expected to demonstrate growth (from proficient to advanced) in the current year.
- For years two through five of the proposed charter, grade-level cohorts of the same students from kindergarten through grade 3 will reduce the gap between their average NCE in the previous year's math TerraNova and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Goal III: Science

Goal

Students will learn all major concepts, principles, and theories of the sciences and their applications to everyday life.

Absolute Measure

- Each year, 75 percent of fourth graders will perform at or above Level 3 on the New York State science exam.

Comparative Measure

- Each year, a greater percentage of fourth graders will perform at or above Level 3 on the New York State science exam than that of students in the same tested grades in Community School District 18.

Goal IV: NCLB

Goal:

The school will abide by the requirements of the state's accountability system under the federal No Child Left Behind (NCLB) law.

Absolute Measures

- Each year, in ELA and Mathematics, the school's aggregate Performance Index on the State exam will meet the Annual Measureable Objective set forth in the state's NCLB accountability system.
- Each year, the school will be deemed in "Good Standing" under the state's NCLB accountability system.

Optional Goals and Outcome Measures

Student Attendance

Goal

Each year, the school will maintain a daily attendance average higher than the average at Community School District 18.

Measure

- Each year, the school will have an average daily student attendance rate of at least 95 percent, as recorded in ATS.

Student Retention

Goal

Each year, at least 95 percent of all students enrolled on the last day of the school year will return the following September.

Measure

- Attendance will be measured on the 10th school day of each school year.

Enrollment Stability

Goal

The school will maintain enrollment stability by way of student retention.

Measure

- Student enrollment will remain within 15 percent of full enrollment as defined in the school's contract. Ascend Learning will monitor enrollment on a bi-monthly basis by use of the SABIS student management system attendance reports.

Financial Compliance

Goal

Annual audits of the school will result in an unqualified opinion and no major findings.

Measure

- 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. A finding would be "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

Financial Viability

Goal

Each year, the school will operate on a balanced budget (i.e., revenues equal or exceed expenditures) and maintain a stable cash flow.

Measure

- Ascend Learning will review financial statements on a monthly basis.

Governance

Goal

The board will provide an effective forum for public input into the governance of the school.

Measure

- The board will hold monthly board meetings plus standing committee meetings, all of which will conform to the standards of the Open Meeting Law, and will make available the minutes of all such meetings upon request. Additionally, the board will offer the opportunity before every full board meeting for citizens to address board members. The board will call executive sessions as needed.

Staff Satisfaction and Retention

Goal

Teachers will express satisfaction with school leadership, professional development opportunities and school culture.

Measure

- Each year, 90 percent or more of the faculty and staff will respond favorably on a survey to be developed by or for the school.¹

Goal

Each year, the school will retain at least 80 percent of its faculty from the previous year.

Measure

- Faculty are deemed to have returned to the school if they attend the staff Summer Institute, held during the second week of August each year.

Parent Satisfaction

Goal

Parents will express satisfaction with the school with regard to safety, school rules, academic expectations and other aspects of the school's culture.

Measure

Each year, 90 percent or more of the parents will respond favorably on a survey to be developed by or for the school.

Student Satisfaction

Goal

Each year, students will express satisfaction with the school with regard to safety, school rules, academic expectations and other aspects of the school's culture.

Measure

- Each year, 90 percent or more of the students will respond favorably on a survey to be developed by or for the school.

Adherence to Applicable Law and Contractual Requirements

Goal

The school will comply with all applicable laws, rules, regulations and contractual requirements 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 (IDEA), and the federal Family Educational Rights and Privacy Act (FERPA).

Measure

- Ascend Learning and the board will establish processes and policies that incorporate requirements of applicable laws, regulations and the charter.

¹ Ascend Learning is experienced in the development and use of such instruments, having used them effectively in the schools it currently manages.

18. Progress Monitoring

(a) Accountability Plan Goals

Explain how the school will monitor its progress towards meeting its Accountability Plan goals and how that information will be shared with and used by stakeholders, including parents, teachers, board members and school leaders.

(b) Mission Accomplishment

Explain the process and criteria that will be used to monitor and evaluate the extent to which the school is achieving its mission throughout the charter term.

Overview

Working with Ascend Learning, the school will use various tools to monitor its progress in meeting the goals set forth in its Accountability Plan, and will share results with teachers and staff, parents, board members, and the broader school community.

The board of trustees will be primarily focused on progress toward the school's attainment of its goals set forth in the Accountability Plan. At its monthly board meetings, the board will review the school's performance against these measures, noting progress and any areas of concern, and developing action plans when necessary. Annually, the board will formally report in depth on the current performance of the school against each objective. These findings shall be published in the school's Annual Report to all stakeholders, including families, staff members, the authorizer and the Board of Regents, on or before August 1 of each year. The school shall also issue an annual report card, which will include measures of the comparative academic and fiscal performance of the school, as prescribed by the Commissioner in 8 NYCRR 119.3. Such measures shall include but not be limited to graduation rates, dropout rates, performance of students on standardized tests, college entry rates, total spending per pupil and administrative spending per pupil.

The board shall review the rich data provided uniquely by SABIS's monthly Periodic Exams, as predictors of year-end results on annual state tests and the TerraNova, analyzing these and all standardized test results to inform its decisions. In addition to reviewing academic data, the board shall also review operational indices such as enrollment, attendance, disciplinary actions (including but not limited to suspensions and expulsions), compliance with ELL and special education requirements, and financial performance. Monthly financial reviews shall include the review of unaudited monthly financial statements prepared by Ascend (including statements of revenues and expenditures and cash flow, and forecasts of year-end performance versus plan), as well as annual audited statements prepared by the school's auditor, independently engaged by the board. Ascend Learning and/or the school director shall highlight key variances as appropriate, and shall elaborate upon their implications and the school's planned response.

Academic Goals

SABIS will provide several important tools that the school will use to monitor progress toward goals in English language arts, math and science. Starting in grade one, students will take monthly exams that test cumulative knowledge in all subject matters, and reports from these Continuous Academic Tests will be generated. Starting in grade three, student progress in mathematics and English will be monitored on a weekly basis with SABIS's Academic Monitoring System. Students will take comprehensive exams at the end of each term and at the end of each year, which will also be tracked through academic reports.

Reports from all of the SABIS tests will be used by the school's leadership and classroom teachers to make decisions on academic interventions, student promotion and retention, professional development, and to inform the student progress conferences held with parents three times a year. Reports will be generated for each student as well as by classroom, grade, and for the school as a whole.

The school will also use the STAR Early Literacy tests to determine grade equivalency versus grade placement and to estimate national percentile ranking for students. The school believes this is the most accurate measure of a student's reading growth over time.

Data from national standardized tests and state tests will also be aggregated and used to inform the school's decisions.

The above data will be compiled by the dean of students in a Monthly Snapshot for each student. The Monthly Snapshot will be sent to all parents and will also include information on the student's homework assignments, attendance and behavioral issues. Each parent will be required to sign an acknowledgement of receipt of the Monthly Snapshot.

The above data will also be aggregated on a monthly basis into a Dashboard that is shared with the board of trustees and community members who attend the board meetings. A template of the Dashboard is attached.

NCLB Goals

Progress toward meeting NCLB goals will be tracked annually in a report based on end of year exams, which will be submitted to the authorizer and the State Education Department. NCLB goals will also be discussed annually at meetings of the board of trustees.

Optional Goals

Student Attendance

Attendance will be tracked on a daily basis by the dean of students. Each day that a student is absent, the school will call the parent to discuss the absence. At five absences in one term, the school will write a letter to alert the parent and encourage improvement. At ten days another letter will be generated, and at 15 days the school may decide to retain the student at the end of the year.

In each Monthly Snapshot and at the three student progress conferences, parents will be informed of their child's attendance.

The board of trustees will be informed of aggregate student attendance through the Dashboard.

Student Retention

The ATS system will indicate which students are returning to the school at the start of each school year. All students who have not returned to school by the 10th day of instruction will be dropped from the student roster, and other students will be brought in from the wait list.

Enrollment Stability

Enrollment will be tracked on a daily basis. When a student is withdrawn from the school, the school will attempt to conduct an exit interview to determine the reason for withdrawal. An official withdrawal form will be requested for each student who is withdrawn. Once a student officially withdraws, a new student immediately will be pulled from the wait list.

This information will be tracked on the Dashboard and disseminated to the board of trustees.

Financial Compliance

Findings of the annual audits will be shared with the board of trustees and with Ascend Learning.

Financial Viability

The board of trustees and Ascend Learning will review unaudited monthly financial statements, and make any necessary course corrections.

Governance

The board meeting schedule will be set and published at the start of each school year. A binder will be maintained at the school with board policies, minutes from all board meetings, resolutions passed and other related board materials.

Staff, Parent and Student Satisfaction

Surveys will be conducted each term for staff, students and parents. Data from these surveys will be aggregated and shared with the board of trustees, Ascend Learning, the school community and the authorizer.

Adherence to Law and Contractual Requirements:

At its annual meeting, the board will examine existing policies to determine whether additional policies or updates are needed.

The Role of Ascend Learning

According to the management agreement between the school and Ascend Learning, Ascend Learning will be responsible for the education of the students. Therefore, it will play a large role in monitoring student progress and ensuring that the goals in the school's Accountability Plan are

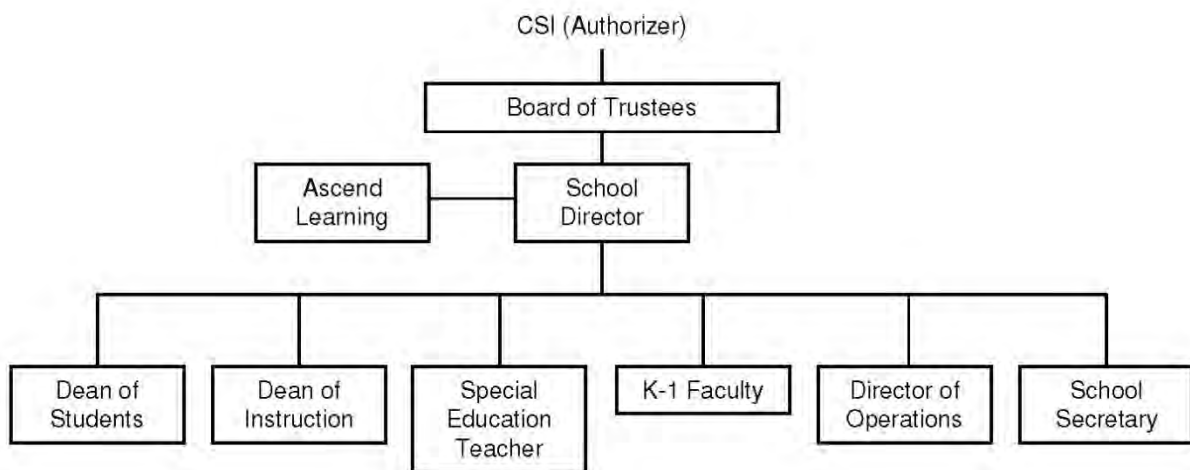
met. Many of the tools that the board will use in monitoring progress toward attainment of the school's goals will be provided by SABIS via Ascend Learning.

Please see Attachment 20 for an in-depth explanation of how the board will hold Ascend Learning accountable for complying with the terms of the management agreement and ensuring that the school meets the goals set forth in the Accountability Plan.

19. Organizational Chart

Provide an organizational chart for the school and a narrative description of the chart.

- The chart should clearly indicate the reporting structure of school leader(s) to the board of trustees and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart should also reflect that relationship.
- The narrative should explain the lines of reporting and accountability, your rationale for choosing this structure, and the roles of any management or partner organizations.



Canarsie Ascend Charter School: Year 1

The founding trustees will contract with Ascend Learning, a nonprofit 501(c)(3) organization based in Brooklyn, for comprehensive school management services. Under a five-year management contract between Ascend Learning and the school, Ascend will be responsible for providing the school's educational program; selecting and acquiring instructional materials; recruiting, recommending to the board for hire, and developing the school director; day-to-day operations, including business administration, contracted services, human resources, and maintenance of the school's facilities; and assisting the school director with recruiting and training of the school's leadership team, faculty, and staff.

The board will have ultimate responsibility for the school, for broad policy, and for managing and evaluating Ascend. Accountable to the authorizer for the achievement of the school's goals set out in the charter application and for the requirements of its Charter Agreement, School Readiness Review, and School Monitoring Plan; the board will oversee and monitor Ascend. At monthly meetings of the board, Ascend will report on its fulfillment of its contractual responsibilities, on the school's progress toward its performance goals, and on the school's compliance with the charter and applicable laws and regulations.

Ascend will provide a Dashboard to the board at each of its meetings to provide an at-a-glance summary of performance. The board will also require Ascend to provide an oral and written

report of progress each month, which will be delivered by the school director and/or Ascend staff. Lastly, the board will use a formal evaluation tool to evaluate Ascend's performance annually.

On the recommendation of Ascend, the board will hire the school director. The school director will oversee a leadership team composed of a dean of instruction, a dean of students, and a director of operations (who will oversee non-instructional staff and have a dotted-line reporting relationship to Ascend's chief operating officer). The school director will hold his or her team, faculty, and staff accountable for the performance of their job responsibilities (as defined in detailed position descriptions) through weekly meetings, semi-annual reviews, and annual performance reviews. Teachers will be held accountable for student results as they track their students' progress in mastering required skills and concepts. The electronic pacing charts of the SABIS educational system will describe a clear course toward year-end standards, and electronic curriculum tests will measure students' mastery of the material just taught. In assessing teachers, students' progress will be supplemented by rigorous and frequent classroom observations.

Ascend will assist the board of trustees in holding the school director accountable for his or her responsibilities described in the job description. On behalf of the board, Ascend's chief academic officer will closely monitor the director's performance and evaluate him or her annually using a formal evaluation instrument. The school director will be ultimately responsible for the quality of instruction in the school and the academic progress of the student body; above all, he or she will be the school's instructional leader.

The applicant team has selected this management structure because it affords the clearest lines of accountability and sufficient leadership to ensure the robust implementation of the school design, the establishment of the school culture, and the establishment of sound operational, financial, and regulatory compliance practices.

22. Parent Involvement

Describe how the school will involve parents in the education of their child and in the governance and operation of the school.

Mission Clarity

The school director will have primary responsibility for communicating with and engaging parents, guardians, and other family members. Families, like students, will find that the school has clear and simple convictions: The goal for every child is admission to a selective college or university. Knowledge is the ticket to a bright future. Effort, not talent, is the determinant of success. Students are masters of their own destinies. They can beat the odds. There are no shortcuts.

School-Parent Compact

Parents/guardians, students, and teachers will all be asked, but not obligated, to sign a compact that underscores their joint commitment to supporting the school's rules, values, and procedures. Through this compact, parents/guardians will pledge to support their children's education by ensuring timely arrival, checking that homework is completed every night, communicating with the school, and making certain that their children uphold the school's values. It will be expressly clear to families that signing the compact is voluntary and not a condition of admission to the school.

Events

The school will periodically send letters home with students to communicate developments at the school, opportunities for families to get involved, and reminders of specific ways that families can support their students' academic success. The school will also schedule occasional Family Forums to inform parents and guardians about the school's expectations, programs, policies, and procedures; to engage families in the creation of a strong school community and vibrant culture of achievement; and to afford family members an organized forum for sharing ideas and concerns and for problem-solving.

Family Association

After the school opens, it will coordinate a Family Association to advance the following goals:

- facilitate communication between parents/guardians and the school's leadership team by planning and overseeing events such as meetings featuring a speaker from the school on topics of the families' choice (e.g., a particular curricular program, computer programming, homework policies, Student Life), or evenings with the school director to facilitate informal dialogues and discussions on a variety of topics;
- provide social, cultural, and developmental opportunities for students by fundraising to offset some of the cost of after-school, weekend, and holiday activities for students, and by planning and overseeing other student-centered events;

- facilitate interaction among families through social events and meetings, Family Link-ups (i.e., matching families with compatible needs for car pools, emergency pick-ups, cooperative babysitting arrangements during meetings and events, etc.);
- coordinate gently used uniform sales and scholarships; and
- provide a structure for family volunteer functions such as library and computer lab aides, crossing guards, after-school activity coordinators and leaders, and recess and lunch monitors.

Visiting Classrooms

Canarsie Ascend Charter School will aggressively protect instructional time, making every effort to ensure that teachers and students benefit from a learning environment that is free from distraction or interruption. For this reason and others, visitors may not arrive in classrooms unannounced; however, parents and guardians will be welcome to schedule a classroom visit in advance.

WebParent

Through Ascend Learning's licensing agreement with SABIS, parents at Canarsie Ascend Charter School will benefit from SABIS WebParent software, a Canarsie School-specific website that will allow them to view up-to-date information concerning their children's progress and performance. In addition to monitoring their children's academic progress throughout the school year, parents may use the site to access attendance and discipline information on a weekly, term, and year-to-date basis; review home assignments; and learn about upcoming school events. Parents of enrolled students will be able to access WebParent through a portal on Ascend's newly designed website. A registration process that will include a user name and log-in password will ensure privacy.

Ascend will administer a year-end survey of parents and guardians, which will assist the school in assessing the extent to which families' expectations were met during the preceding year and in identifying areas where improvement may be necessary. Also, the school will ask parents who choose to withdraw their children to participate in an exit interview in order to determine the reasons for the student's removal. The school will thus uphold its commitment to the constant improvement of the quality of service provided.

Parent Participation in Board Activities

After the school opens, the school's board, in consultation with the school director, shall appoint as a trustee a parent or guardian of a child or children enrolled in the school. The parent trustee shall recuse himself or herself from board decisions involving individual instances of student disciplinary action.

Parents may also participate at board meetings by attending each meeting, and offering input during the open comment period that will take place at each meeting. There may also be instances where a representative of the Family Association attends a board meeting in order to update the board on pertinent developments.

Parents may file grievances with the board of trustees through the grievance process described in the Family Handbook.

Other Parent Participation

The school director shall appoint a parent to serve as an occasional advisor in connection with certain activities during which such participation is required, in accordance with Title I and SAVE legislation.

20. Governance

(a) School Board Roles and Responsibilities

Describe the roles and responsibilities of your school's board of trustees. Your response should at least explain the role of the board in:

- **Selecting school leader(s) (and partner or management organizations, if any);**
- **Monitoring school performance;**
- **Evaluating school leaders (and partner or management organizations, if any); and**
- **Holding school leaders (and partner or management organizations, if any) accountable for achievement of the school's mission and goals.**

The board shall have ultimate responsibility for the school, for broad policy, and for managing and evaluating Ascend Learning, with whom it shall enter into a five-year management agreement upon execution of the Charter Agreement. The board shall be accountable to the authorizer for the achievement of the school's goals defined in Attachment 17(a) of this application and for the requirements of its Charter Agreement, School Readiness Review, and School Monitoring Plan. The board shall oversee and monitor Ascend Learning, which shall be responsible for providing the school's educational program; selecting and acquiring instructional materials; recruiting, recommending, and training the school director; assisting the school director with recruiting and hiring school personnel; and training the faculty. Ascend Learning will also be responsible for day-to-day operations, including business administration, contracting, payroll, and maintenance of the school's facilities. At monthly meetings of the board, Ascend Learning shall report to the board on its fulfillment of its contractual responsibilities, on the school's progress toward its performance goals, and on the school's compliance with the charter and applicable laws and regulations.

A trustee job description can be found in Attachment 20(b).

By March of each year, the board of trustees shall adopt a self-assessment tool. Such self-evaluation shall be completed before the annual meeting at which the trustees are elected. The self-evaluation instrument shall be based on Board Governance Indicators Assessment from the National Council of Nonprofits and the Board Governance Assessment Tool from the National Association of Independent Schools.

The board will objectively gauge the performance of Ascend Learning by: (1) tracking Ascend Learning's fulfillment of its educational, operational, and financial responsibilities under its management contract with the school; and (2) rigorously and regularly monitoring the school's progress toward attaining its Performance Goals. Ascend Learning and the board will agree on a Dashboard for use at each board meeting to provide an at-a-glance summary of performance against both sets of measures (see below). The board will also require Ascend Learning to

provide an oral report, with an accompanying memo, of progress each month, which will be delivered by the school director or Ascend Learning staff.

Sample Dashboard

Bushwick Ascend Charter School										Created: 2/11/2011	
Opened	Grades	Race/Ethnicity							FRF1		
2010	K-1	AA / Black	American Native	Asian/ Pacific Is.	Hispanic/Latino	White	Multi	Other	82.0%		
		58%	0%	0%	40%	0%	2%	0%			
Operating Measures											
		Budget	Actual	Variance	Daily Attendance ¹			Budget	Actual	Variance	
Enrollment		204	208	4				95%	87.6%	7.4%	
Waiting List		Grade									
		K	1	Total							
		1	2	3							
Academic Performance											
Star Literacy and Star Early Literacy											
	GP	NPR	NCL	GE	% < GP	% R1 - 3 < GP	% R1 - 6 < GP	% K-1 - 9 < GP	% S-1 - 12 < GP		
K-1	0.3	NA	NA	0.9	83.3%	11.1%	3.0%	0.0%	2.0%		
G1	1.5	46.2	49.0	1.6	45.9%	15.3%	29.5%	9.4%	8.3%		
Notes:											
Sabis [®] Periodic / End of Term Exams											
		ELA			Math						
		T1C1	T2C2	EOT	T1C1	T2C2	EOT				
G1		88	83	88	82	86	86				
Notes:											
Student Attrition											
Date: 12/20/10 to Feb 9/2011											
Students	Reason										
0	Lack of transportation										
2	Geographic reason (e.g., out of district)										
0	Special Education (prior restrictive environment)										
2	Parental choice (e.g., school closer to residence)										
0	Graduation/exit										
0	Assorted into another Assend school										
Financial Performance											
P&L Highlights	December	Budget	Variance	F/U	YTD	Budget YTD	Variance	F/U			
Student Revenues	\$ 282,876	\$ 219,545	\$ 163,331	F	\$ 1,420,438	\$ 1,299,870	\$ 121,158	F			
Public Grants	\$ 9,558	\$ 22,860	\$ 119,332	U	\$ 38,233	\$ 113,614	\$ (75,381)	U			
Other Income	\$ 30,018	\$ 58	\$ 48,960	F	\$ 30,238	\$ 348	\$ 49,891	F			
Total Revenues	\$ 322,452	\$ 242,463	\$ 331,623	F	\$ 1,528,909	\$ 1,413,832	\$ 115,077	F			
Personnel Expense	\$ 116,646	\$ 131,364	\$ (12,748)	F	\$ 606,592	\$ 593,886	\$ 126,803	F			
Non-Personnel Expense	\$ 127,337	\$ 124,018	\$ 3,321	U	\$ 744,220	\$ 689,192	\$ 75,028	U			
Total Expense	\$ 243,983	\$ 255,410	\$ (9,427)	F	\$ 1,350,812	\$ 1,282,978	\$ (117,715)	F			
Profit/Loss	\$ 46,469	\$ (12,947)	\$ 62,386	F	\$ 178,097	\$ 130,715	\$ 107,363	F			
Major Variances											
Balance Sheet Highlights	YTD Revenue or Spending	Variance	F/U	\$	Description						
Cash	\$ 393,759	Student Revenues	F	\$ 321,157.63	Increase in prior pupil funding						
A/R	\$ 38,233	Personnel Expense	U	\$ (86,809.32)	Early hiring of staff						
AP	\$ 448,334	Public Grants	U	\$ (15,376.82)	TRIP monies not yet received						
Key											
GP - Single letter grade system; represents one of a student's grade with the marks 1-5 (Dependent on 11/2009 policy)					NCL - National Longitudinal Education Study (NLEES) - the grade of which the student is performing						
NPR - National Progress Report; All % for average of all students nationally					NA - Not Applicable						
NCL - National Core Indicator					R1 - 1-3 (representing a student's reading ability)						
NPR - measured by the federal law and ordered periodic funds program, based on family income					U - Unfavorable variance/unfavorable variance						
NCL - Standard 100 - a test of knowledge and skills taught over the last several years					F - Favorable variance/favorable variance						
NPR - measured by a test measuring the high school exit exam for all NY students beginning in 2010					T1C1 - Term 1, Continuous Assessment - Ending 6 th (Three quarters) - change throughout the year						

Selecting, Evaluating and Holding Accountable the School Leader

Ascend Learning will be responsible for recruiting exceptional candidates for school director and recommending such candidates to the board for hire. The board will have the sole authority to select and hire a candidate. Ascend will assist the board in evaluating the school director through the use of an annual formal evaluation tool. This tool, developed by Ascend Learning and implemented in the other schools Ascend manages, will evaluate the school director in all areas, including belief alignment, academic performance of the school, student and parent relations, and the financial and operational management of the school. The board may remove a school director at its sole discretion.

Evaluating and Holding Accountable Ascend Learning

The board of trustees will objectively gauge whether Ascend Learning is complying with the terms of the management agreement by: (1) tracking Ascend Learning's fulfillment of its educational, operational and financial responsibilities under the management agreement; and (2) rigorously and regularly monitoring the school's progress toward attaining the goals in the Accountability Plan.

The Dashboard that is used at each board meeting provides an at-a-glance summary of performance against both sets of measures. The board will also require Ascend Learning to

provide an oral and written report of progress each month, which will be delivered by the school director or Ascend Learning staff.

Lastly, to evaluate Ascend Learning's performance formally on an annual basis, the board shall use an evaluation tool that will catalog each of the deliverables and services under the management agreement under the broad categories of educational, operational and financial. Through the formal evaluation instrument the board will:

- conduct a scaled evaluation of whether each of the products and services has been delivered pursuant to the agreement
- track the implementation of the complete school design to illuminate which components are fully in place, which are partly in place, and which have not yet been implemented; and how this implementation compares to the previous period
- track the school's progress over the course of the previous year against each of its performance goals, which represent the ultimate accountability measures of the school
- examine data from surveys of staff, parents/guardians and students, including their satisfaction levels with various aspects of the school and its program

Based on these guidelines, the board of trustees shall develop and adopt an evaluation instrument in the spring of each year and will commence the evaluation of Ascend at the end of each school year. Upon completing the evaluation, the board shall have such rights as stipulated in the management agreement, including but not limited to requiring corrective action.

20(b) School Board Design

Describe and provide rationale for the proposed design of the school's board of trustees.

Number of Trustees

The initial board of trustees shall consist of five trustees. The number of trustees constituting the entire Board shall never be fewer than five and not more than eleven. Such number may be fixed from time to time by action of the trustees or, if the number is not so fixed, the number shall be seven. In any event, the fixed number of trustees shall be an odd number.

Qualifications

Trustees shall be selected on the basis of their expertise and experience in primary and secondary education, community-based organizations, fundraising, financial management, and other skills valuable to the school. Please see the trustee job description at the end of this attachment. However, teachers, school administrators and other school employees may not serve on the board of trustees.

Recruitment and Selection

Currently, the school has five prospective trustees. Prior to the school's opening, the board of trustees may expand to include up to two additional trustees affiliated with community-based organizations. Ascend Learning chief operation officer, Jana Reed, has already launched a broad outreach program to engage community-based organizations. In keeping with the practices for

board development advanced by Building Excellent Schools, Ascend Learning performs all necessary due diligence to ensure that each candidate is thoroughly familiar with the school, its philosophy and its specific programs, as well as with the responsibilities of trusteeship. Ascend Learning screens all candidates for the qualifications set forth in the trustee job description, and requires each trustee to sign a Statement of Privileges and Responsibilities (see below). Once the school is operational, candidates for open trustee positions will be forwarded to the board's nominating committee, which will interview them and evaluate their candidacy. The full board will vote on all candidates nominated by the committee, in accordance with the school's by-laws.

Orientation

New trustees will be educated on the educational philosophy of the school, the educational program that is in place, and the duties and responsibilities of trustees. Each will be given an electronic copy of the school's charter as well as all policy documents. Once a trustee joins the board, they will be required to attend an in-person training or watch a video of the most recent board training, depending on the timing of their joining.

Officer Positions

As set forth in the bylaws, the officers of the school shall be a president, treasurer, secretary, and such other officers, which may include a controller, one or more vice presidents, assistant treasurers, assistant secretaries or assistant controllers, as the board of trustees may, at its discretion, elect or appoint.

Standing Committees

As set forth in the by-laws, the board of trustees shall appoint from their number five or more trustees to constitute an Executive Committee, and shall appoint from their number three or more trustees to constitute a Finance Committee and an Education/Accountability Committee.

Ex-officio Members

There shall be no ex-officio members of the board.

Frequency of Meetings

Board meetings shall be held monthly at the school. Committee meetings shall be held as needed.

Delegation of Authority

As set forth in the by-laws, responsibility for the policy and operation of the school shall be vested in and exercised by the board of trustees. To the extent permitted by law, the board of trustees may, by general resolution, delegate to officers, the school director or employees of the school such powers as they may see fit.

Open Meetings Law

Pursuant to the Open Meetings Law, appropriate notice of all board meetings shall be given to trustees and also shall be posted at the school and on the school's website at least 72 hours in

advance of all board meetings, or a reasonable time prior thereto. All meetings, including Special Meetings, shall be held in accordance with the Open Meetings Law. A record shall be kept and maintained of all meetings of the board of trustees or committees thereof, including the time, date and location of the meeting; the trustees present at the meeting; and a record or summary of all motions, proposals, resolutions and any other matter formally voted upon and the vote thereon. The record of all meetings shall be made available to the public in accordance with the Open Meetings Law.

Complaint Procedures

The Family Handbook sets forth in detail the school's grievance process. For a complaint to be reviewed and entered on the board agenda, it must be received at least five business days prior to the next regularly scheduled board meeting. Should the complaint be related to an issue that is particularly urgent or time-sensitive, the complainant may submit the complaint directly to the chair of the board. The chair will have discretion as to whether the matter necessitates calling an emergency meeting of the board or the board's governance/executive committee, to which the board may delegate pressing business if a full board meeting cannot be convened because of time constraints or quorum issues.

The board or the executive/governance committee will review the points laid forth in the complaint and hear testimony and review evidence to determine the facts of the matter and an appropriate resolution. In most cases, the board will attempt to make a determination at the meeting where the complaint was first reviewed. However, it will reserve the right to postpone a decision so that it can fully review the relevant information and evidence, and shall inform the complainant in writing of the proposed timetable for reviewing the information and rendering a decision. The board will issue a formal written response to the complaint upon the conclusion of its investigation and review. In addition, a summary of the complaint and the board's response will be entered into the minutes of the board.

Training and Development

It is expected that the board will contract for board training with Cohen Schneider LLP, a New York-based general practice law firm with a boutique education practice managed by principals Cliff Schneider, Paul T. O'Neill, and Zvia Schoenberg. The firm counsels charter schools, charter management companies, charter advocacy groups, and private and governmental organizations engaged in education reform. Cohen Schneider offers clients the full breadth of legal services including charter development, real estate and school facilities, labor and employment, student rights, special education, contracts, intellectual property, training, compliance, and appearance before authorizers. Of interest to Canarsie Ascend is the legal training Cohen Schneider offers for boards of charter schools, which covers trustees' duties and responsibilities; proper steering and governance; legal and contractual authorities; and effective board management and operations.

Trustee Job Description

Overview

The Canarsie Ascend Charter School will be governed by a Board of Trustees and managed by Ascend Learning. The

school would be the fourth to open in the network of high-performing charter schools managed by Ascend.

If approved for a charter, the school would open in the Fall of 2012 and would enroll 208 students in kindergarten through the first grade. At maturity, it will serve 1,454 students in grades K-12.

Organization Description

Canarsie Ascend Charter School's mission is to equip students from underserved communities with the knowledge, confidence, and character to succeed in college and beyond. Students will, from the earliest grades, steadily build a strong foundation of learning habits, critical thinking skills, and knowledge; excel academically in the middle and high school, mastering high-level math and science; and graduate as confident young adults, prepared to succeed as college students, as citizens, and as leaders in their chosen fields.

The school will:

- Establish a strong foundation of learning habits, critical thinking skills, knowledge, and confidence from the early grades, so that students can excel academically in the middle and high school
- Enable all students to master high-level math and science in high school
- Emphasize the disciplines of writing, logic, rhetoric, and oratory
- Prepare students to be good citizens and leaders in their chosen fields
- Ensure that *every* graduate is prepared for and admitted to a selective or university

The Education Model

Ascend Learning's schools are the first in the United States to license key elements of the education system of SABIS, an international operator of high-quality schools. Building on the proven practices of top, nationally recognized schools, Canarsie Ascend Charter School will build a powerful No Excuse school culture that sets unrelentingly high expectations for academic achievement.

SABIS has developed a teaching system that includes a cumulative, mastery-based curriculum, interwoven weekly electronic assessments, and an ingenious pedagogy.

In the No Excuses school culture, school leaders, teachers, and students adopt unrelentingly high expectations for student performance and insist that every child is destined

for college. Standards—for timely arrival, homework completion, behavior, and participation—are uncompromising, because too much compromise would be to reduce expectations for the children. By teaching values, behaviors, and procedures explicitly, the schools equip students with the tools to succeed at a high level and create a setting where rigorous and engaging instruction can flourish.

Responsibilities

The school is organized as a New York State “education corporation” governed by a Board of Trustees consisting of five or more trustees. The Trustees are together responsible for:

1. Oversight of the school. The Board is ultimately responsible for the school, including its compliance with its Charter and other governing documents. The board is accountable to the school’s authorizer, the SUNY Charter Schools Institute, for the achievement of the school’s goals.

2. Policy. The Board considers and adopts broad policies of the school, including fiscal policies and procedures, and those involving student discipline.

3. Managing the school’s charter management organization. The board oversees and monitors Ascend Learning, with which it has entered into a five-year management agreement. Ascend is responsible for providing the school’s educational program, selecting and acquiring instructional materials, recruiting, recommending, and training the school director, assisting the school director with recruiting and hiring school personnel, and training the faculty. Ascend Learning is responsible for day-to-day operations, including business administration, contracting, payroll, and maintenance of the school’s facilities. At meetings of the board, Ascend Learning reports to the board on its fulfillment of its contractual responsibilities, on the school’s progress toward its performance goals, and on the school’s compliance with the Charter and applicable laws and regulations.

4. Selecting the school director. Under the terms of its Charter and its management agreement with Ascend Learning, Ascend recommends candidates to the Board for school director. The Board considers these recommendations and appoints the director. The director of operations (who shall oversee all non-instructional staff), a dean of instruction, a dean of students, and a director of

special education (in year four and thereafter) all report to the school director.

5. Budget and financial resources. Ascend Learning prepares an annual budget for consideration by the Board. The board approves the budget and reviews the school's financial performance and position at each meeting.

6. Annual financial audit. The board hires the school's auditor and receives the annual audit.

7. Appeals by parents. The board hears appeals by parents on matters of student discipline, including student expulsions.

8. Enhancing the organization's standing. The trustees are ambassadors of the school to the community and work individually and collectively to increase the organization's standing in the community.

9. Ensure legal and ethical integrity. The trustees ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.

10. Fundraising. The board assists Ascend Learning in fundraising, including with the school's applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.

11. Strategic planning. The board, in conjunction with Ascend, develops a strategic plan for the school and monitors its implementation.

Qualifications, Skills, and Traits

All Trustees must:

- Demonstrate a commitment to, and understanding of, the Canarsie community, its needs, and its concerns
- **Believe in charter schools** as an effective school reform strategy, subscribe to the mission of the school, and manifest passion for it
- Have as an enduring **priority** not the adults who work in the school but the **academic achievement of the school's students**, and believe that all children can be prepared to attend college, regardless of the circumstances into which they were born
- Demonstrate an **alignment with the school's education philosophy and program.**

- **Hold a deep understanding of the distinction between governing and managing** the organization, and the imperative of upholding this distinction
- Evidence of effectiveness at working in groups and mobilizing others, and **personal motivation to advance the school, not control it**
- **Demonstrate respect for all the school's stakeholders and clients**, regardless of race, ethnicity, gender, economic class, education, or creed
- **Be available** to participate meaningfully in the development of the new and growing school
- Have the **professional expertise, maturity, financial competence, and integrity to function as a fiduciary** of what will become, at maturity, an organization with more than twelve million dollars in public revenues
- **Be willing to leverage personal and professional networks** on behalf of the school.

Senior professionals will also be expected to:

- Show evidence of an unambiguous record of successful leadership in private or public organizations
- Demonstrate expertise in law, real estate, financial management, governance, marketing, fundraising, community organizing and outreach, and/or strategic planning, and be prepared to use such skills in service of the school
- Have personal experience with entrepreneurship and working with a diverse team.

Duties and Compensation

Trustees are elected to one-year, unpaid terms. The board meets monthly at the school. Trustees occasionally also appear before the authorizer or regulatory agencies, host important visitors to the school, or participate in hearings and other events to advance charter schools in the city.

Sample Privileges and Responsibilities Document

As a member of the board of trustees of the Canarsie Ascend Charter School, you have accepted the privilege and responsibility of working to close the achievement gap and prepare Canarsie students to go to college. Your role is to govern and oversee the management of the school.

You will be working with a group of like-minded professionals who share your belief in the academic goals and mission of the school, and believe that the school can prepare each scholar to go to college.

You are expected to attend monthly board meetings held at the school, and prepare by reviewing in advance all documents that will be covered at each meeting. You are also expected to participate in telephone calls and meetings as needed to address issues that may arise from time to time, and to participate in required trainings.

Your responsibilities include:

- **Attendance at Meetings:** Regular attendance and thoughtful participation at Board meetings is crucial for the board to carry out its duties set forth below.
- **Oversight:** The board has ultimate responsibility for the school, including compliance with its charter, other governing documents and applicable laws and regulations.
- **Policy:** The board considers and adopts school policies.
- **Managing the School's CMO:** The board is responsible for managing the charter management company, Ascend Learning. Ascend provides the school's educational program and related materials and handles day-to-day operations.
- **Selecting the School Director:** Ascend recommends school director candidates to the board, and the board considers these recommendations and appoints the director.
- **Approval of Annual Budget:** Ascend prepares the budget and the board approves it.
- **Annual Financial Audit:** The board hires the school's auditor and reviews the annual audit.
- **Reviewing Appeals by Parents:** The board hears appeals by parents on student matters.
- **Enhancing the School's Standing in the Community:** Trustees are ambassadors of the school to the community and will work to enhance the school's standing.
- **Ensuring Legal and Ethical Integrity:** Trustees ensure that the school adheres to applicable laws and regulations and that it conforms to the highest standards of ethical conduct.
- **Fundraising:** The board may be asked to assist with fundraising or grant applications.
- **Strategic Planning:** In conjunction with Ascend, the board develops a strategic plan for the school and monitors implementation.
- **Maintaining Confidentiality:** Trustees may be privy to confidential information about the school, its students or the intellectual property of Ascend. Trustees may not disclose this information to third parties (except to report a violation), and should refrain from discussing this information in public places.
- **External Communications:** Other than the chair of the board or someone otherwise authorized to speak on behalf of the school, trustees are not authorized to speak with the press, the school's authorizer or members of the public on behalf of the school.

- **Political Speech:** Trustees are not permitted to participate in political activities in their official capacity.

Please sign below to acknowledge that you have read and agree to the terms above:

Name

Date

(c) Proposed Founding Board of Trustees

Complete the following table for all members of the proposed founding school board, including any currently vacant seats.

A minimum of five members must be identified when the proposal is submitted.

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Butch Trusty	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1 year
Anne Greenberger	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1 year
Allison Jack	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1 year
Lorna Alleyne	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1 year
Prospective Trustee	<input checked="" type="checkbox"/>	<input type="checkbox"/>		1 year

Explain the capacity of this founding board to govern the proposed school and ensure the achievement of its mission, including the relevant skill sets and experiences of the proposed board members.

Note: Each proposed trustee should submit a resume or biographical statement in response to this request. Each proposed trustee who is named must also complete, sign and submit the “Request for Information from Prospective Charter School Board Members” form in response to this request. This form can be found on the Institute’s website at:

<http://newyorkcharters.org/schoolsBOT.htm>.

Each of the founding board members—Butch Trusty, Anne Greenberger, Allison Jack, and Lorna Alleyne—has the qualifications essential for successfully managing the Institutional Partnership Agreement and holding Ascend Learning accountable for its performance. First, the founding trustees have the professional knowledge, skills, experience, and personal maturity required to execute their obligations faithfully. Second, they are deeply committed to the

school's mission and are philosophically aligned with the educational program of Ascend Learning and SABIS. They will be reliable fiduciaries and stewards of the school, and they will implement formal mechanisms to gauge objectively the efficacy of Ascend Learning and the school's progress against its performance goals.

Butch Trusty

Butch Trusty is a manager in The Bridgespan Group, a strategy consulting firm that serves nonprofit, philanthropic, and governmental clients in New York. He assists nonprofits and public entities in the education sector to develop strategies to achieve breakthrough results. Recent clients have included the Education Equality Project, a national grassroots education reform organization; and the Woodrow Wilson National Fellowship Foundation, which supports outstanding individuals and institutions to reshape American education. He has also worked with a major urban school district on a proposed launch of an initiative to transform teacher preparation; a major foundation's new community college technical assistance initiative; and New York City's School District 79. Trusty has also advised clients in the field of civil rights legal advocacy, and extended-day programs.

Prior to joining Bridgespan, Trusty developed a communications strategy for the Thomas B. Fordham Foundation, a leading Washington, D.C.-based education think tank focused on accountability, choice, and standards. He completed research on high school graduation rate policy and the social and economic returns of federal investments in secondary education for the Alliance for Excellent Education.

From 2003-2005, Trusty worked as a business development specialist for Edison Schools (now EdisonLearning) on teams that secured charter school management and district school turnaround contracts that provided over \$20 million in new revenue for the company. He began his career in strategic development for a small New York-area financial services firm.

Trusty earned an A.B. in Public Policy from Brown University and a Master of Public Policy from Duke University, where he completed a master's thesis entitled "Using Urban District Reform Best Practices to Transform Public Schools in New Orleans."

Trusty brings great experience with strategy, development and policy in charter schools and other entities; he understands the education policy surrounding charter schools.

C. Allison Jack

C. Allison Jack is senior program director of New Leaders for New Schools in Manhattan where she manages a \$16 million federal Teacher Incentive Fund grant. Her responsibilities include determining awardees and implementing communications and outreach to 179 participating charter schools in 20 states. Jack has had extensive experience leading community outreach efforts for new schools; managing, consulting on, and authoring charter school proposals in Chicago; and teaching in public schools where a large majority of the student population was comprised of persons of color from low-income families. She served as an educator for Teach For America in 1991, the second year of operation for the national organization.

Jack was the founder and CEO of the Beanstalk group, an independent consulting company that worked with charter management organizations and schools on proposals, advocacy, public

relations, and research. One of Beanstalk's schools is Namaste Charter School, of which Jack was the former board vice president and co-founder. Prior to founding Beanstalk, she was the director of the Charter School Resource Center in Chicago for three years, where she managed charter school support work and technical assistance to charter school developers, wrote reports and proposals, and organized legislative campaigns.

Jack obtained her Master's Degree from the University of Chicago in public policy, concentrating on education policy. After graduating, she worked as the project developer and manager on the Chicago Panel on School Policy, and previously as the program evaluator of the National Committee to Prevent Child Abuse in local housing projects. Jack also attended New York's Parsons School of Design, where she studied graphic design.

Jack's experience in starting new charter schools will be invaluable, as will her experience in supporting charter schools and seeing the issues and challenges facing schools that her organization supported.

Anne Greenberger

Anne Greenberger is the managing director of Real Estate at Teach For America, one of the nation's largest providers of educators for low-income communities with a current network of 28,000 persons. At the organization, Greenberger manages all real estate transactions and related finances of a 50-office national real estate portfolio. She also manages real estate strategy, including setting policies and procedures, implementing infrastructure, and identifying cost avoidance areas.

Previously, as associate director on direct investments for GE Real Estate, Greenberger managed real estate investments for a national portfolio of 135 facilities, comprising 12 million square feet.

Greenberger obtained her MBA from Columbia Business School in 2008, and her BA from the University of Pennsylvania in 2000.

Greenberger's passion for education and her real estate experience will serve the school as it grows into its permanent space.

Lorna Alleyne

Longtime Canarsie resident, Lorna O. Alleyne began her career at the Bank of New York Mellon after receiving her Bachelor's degree in marketing at Pace University. The Bank of New York Mellon is a financial services and corporate lending entity. After serving as assistant treasurer and assistant vice president, she was promoted to vice president.

As vice president, Alleyne oversaw ten billion dollars in loans and 6,000 corporate and real estate accounts. Alleyne led a staff of 18 persons in credit set-up, credit documentation, and reviews of credit facilities. She also periodically reviewed and evaluated policies and procedures, including legal compliance, audit, risk management, and legal functions.

Alleyne will provide a community voice on the board. Her experience overseeing thousands of accounts will serve the board in its role overseeing Ascend Learning.

Prospective Trustee

Ascend is in closing discussions with our candidate for the fifth trustee spot. The final step will be a visit to two of the operating Ascend schools. The visit has been scheduled for Monday, February 28th at 7:45am. Until the conclusion of the visit and a final decision is made, only a brief summary of her background will be provided.

The candidate is vice president and assistant general counsel at Goldman Sachs Asset Management International Ltd (GSAMI). GSAMI is an asset management arm of Goldman Sachs Group Inc. The firm provides its services to high net-worth individuals, corporations, financial institutions, governments, pension plans, endowments, and foundations. She is a graduate of Georgetown University and received her law degree at New York University. She resides in Brooklyn, NY.

the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. **Notify the Board, in written form, of the Board member's misconduct and non-compliance with the Board's Code of Ethics.**

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. **I have no additional information that is pertinent that would assist in the review at this time.**

Certification

I, LORNA O. ALLEYNE certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the CARARSIE ASCEND CHARTER SCHOOL and correct in every respect.

2/22/2011
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

21. School Leader Resume

A school leader has not yet been identified.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Canarsie Ascend Charter School
2. Full name: Anne Greenberger
Home Address: [REDACTED] Brooklyn, NY 11201
Business Name and Address: Teach for America 315 West 36th St, NYC 10018
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume);
x Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. x I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). x Does not apply to me.
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. x Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
X Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. X I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
X I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with

the school. (Although I work at Teach for America I am not at all related to the teacher placement group, I solely am responsible fore TFA's real estate.) I / we do not know any such persons.
Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .

Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would first speak with the Chief Executive Officer who is the person responsible for making sure that all members receive a copy of the Code of Ethics to be distributed annually to every officer and employee of the school to see if my interpretation of self-dealing is correct. I would check to see if this person, or people, in question had in fact disclosed this interest in the appropriate manner. If not, I would ask that this person, or people, disclose the interest in the appropriate manner. If the person, or people, refused to do so I would bring the matter to the attention of the broader Board who would have the right to decided upon stricter penalties.

17.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Anne Greenberger, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Canarsie Ascend Charter School is true and correct to the best of my knowledge and ability. I am submitting this information in every respect.

Signature



2/22/11
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Canarsie Ascend Charter School
2. Full name: C. Allison Jack
Home Address: [REDACTED]
Business Name and Address: New Leaders for New Schools, 30 W. 26th St., NY, NY 10010
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
X Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. X I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
X Yes, Namaste Charter School, Chicago, Illinois.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. X Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
X Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. X I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
X I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. X I / we do not know any such persons. Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
X Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. X N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. X N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. X Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. X None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would learn as much as I could about the situation and discuss all the evidence uncovered with Ascend leadership. Unless there is a clear and legal explanation, I would take the evidence to the rest of the board and, after discussion and hearing from the accused, I would suggest we take a vote to remove the conflicted board member.*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. n/a

Certification

I, C. Allison Jack, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Canarsie Ascend Charter School is true and correct in every respect.

Sign



Date

2/16/11

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

23. Community Support and Demand

(a) District Support

Describe any explicit support for this proposal from the district in which the school intends to be located and provide supporting evidence. In addition, describe the school's intended strategies for establishing and maintaining an ongoing relationship with the local school district, including any foreseen opportunities or challenges.

Ascend Learning mailed a letter, co-signed by prospective board trustee Lorna Alleyne (a 30-year Canarsie resident) and Ascend chief operating officer Jana Reed, to Community School District 18 Superintendent Beverly Wilkins in order to discuss plans to establish Canarsie Ascend Charter School and to solicit an ongoing relationship with the district. The letter offered detailed information about the school, including the school mission; core values; and facts about the curriculum, instruction, and the three schools currently managed by Ascend Learning. If the school district does not reach out to Ascend by the time the proposal is submitted, then Jana Reed will call the district office.

Ascend Learning already has a collaborative relationship with CSD 18. In our early meetings with the school district regarding the opening of Canarsie Ascend, the school will attempt to request a standing meeting in order to report on the start-up progress and to receive input. The school would welcome ongoing meetings with the school district or as a separate meeting, if requested by the school's board president. Ascend Learning may seek a commitment to notify the school district of position openings, as Brownsville Ascend currently does with its Community School Board.

(b) Community Support

Describe any explicit support for this proposal from community stakeholders or others and provide supporting evidence.

Ascend Learning and Brooklyn Ascend Charter School have strong relationships with several community churches attended by parents of Community School District 18. Jana Reed contacted Bishop Lazarus of the 10,000-member Bethesda Healing Center, one of the major community supporters of Brooklyn Ascend, and shared with him the concept of Canarsie Ascend Charter School. Bishop Lazarus had the youth education pastor announce the Canarsie public meeting (described in Attachment 7) during Sunday service.

Reed also spoke with Father Amann of Holy Family Church, which has served the Canarsie community since 1880 and is associated with a former parochial school in whose facility Canarsie Ascend may operate its lower school. Amann visited Brooklyn Ascend to observe the school design in action. Another community stakeholder contacted by Reed was Pastor Alfred Cockfield of God's Battilian of Prayer Church. Cockfield is active in the greater Brooklyn borough and has applied for a charter school. Finally, Reed spoke to CSD 18 resident Reverend Gil Monroe of Mt. Zion Church of God. Reverend Monroe is a supporter of charter schools, as he serves on the Explorer Charter School board and enrolls his child at Brooklyn Ascend Charter

School.

Reed also reached out to secular and political stakeholders of the community. She met with Senator Sampson, who is familiar with Brooklyn Ascend and Brownsville Ascend and has indicated his intent to visit an Ascend school. Reed also met with Assemblyman Nick Perry, to whom an invitation to visit one of Ascend's schools was extended. Reed is scheduled to speak at the next meeting of Informed Voices Civic Association in Canarsie. The mission of this civic association is to serve as a liaison between individuals, community organizations, schools, business leaders, and politicians active in Canarsie civic life. Finally, Reed contacted Joan Bartolomeo, executive director of the Brooklyn Economic Development Council and supporter of Ascend Learning, to update her on the progress of the three existing schools currently managed by Ascend and to inform her of plans to establish Canarsie Ascend Charter School.

Parents have demonstrated strong support for the school. Ascend Learning requested parents of children enrolled in Canarsie public schools to sign a letter acknowledging their awareness of, and showing support for, the proposal to establish Canarsie Ascend Charter School. As of February 24, 2011, Ascend Learning had received 125 letters.

In a public meeting held on February 3, 2011, at the proposed school location, 9719 Flatlands Avenue, Ascend Learning presented the school design, discussed the results obtained at the three schools in East New York managed by Ascend, and welcomed comments on the proposed charter school. Overall the feedback at the meeting was positive, especially toward the school's educational model. One of the written responses read as follows:

This program is excellent and needs to be offered to more students in Canarsie. It is highly recommended by the parents I have spoken to. I would really love the opportunity to enroll my boys.

(c) Student Demand

Describe the student demand for the school that would allow you to meet your intended enrollment figures and provide supporting evidence.

Plans for the Canarsie Ascend Charter School arose from the evident demand for expanded educational opportunities in Community School District 18, to which Wilson and Reed are especially attuned given their current involvement in the community. Brooklyn Ascend Charter School, which opened in 2008 in East New York, has a waiting list of 1,865 students; Brownsville Ascend Charter School, which opened in its temporary facility in CSD 18 in 2009 and which serves many residents of the district, has a waiting list of 896 children.

According to the 2008-09 New York State Report Card Accountability and Overview Report for Community School District 18, there were 2,762 kindergartners and first-graders enrolled in public schools in 2008-09. As there are currently 17 public elementary schools in Community School District 18, the establishment of a charter school in the district would have a small impact on the enrollment of these district public schools. Were Canarsie Ascend Charter School to open and enroll 208 students in kindergarten and first grade in September 2012, each such school would have approximately 12 fewer students in kindergarten and first grade per school. This

potential decrease in student enrollment across the district does not take into account the recent closing of one parochial school, Our Lady of Trust School: Holy Family, and the likely closing of P.S. 114 this year, as reported in the media.¹ These closings would likely fully mitigate the loss of students from the school's opening. In 2008-2009, P.S. 114 served 250 kindergartners and first-graders.

(d) Proposal Opposition

Describe any known opposition to this proposal, including the individuals or organizations and their rationale for opposing your school, and explain any efforts you have made to address or respond to their concerns. Indicate whether opposition to your school could impede your ability to successfully implement your program and, if so, how you intend to overcome those challenges.

Ascend Learning is not aware of any opposition to this proposal.

¹*Brooklyn Daily Eagle*, "Problem Principal Gone, But Canarsie's P.S. 114 Slated to Close," January 29, 2011.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Canarsie Ascend Charter School
2. Full name: **Darrell Trusty, Jr.**
Home Address: [REDACTED] New York, NY 10032
Business Name and Address: **The Bridgespan Group, 112 W 34 ST, Suite 1510, 10120**
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes,

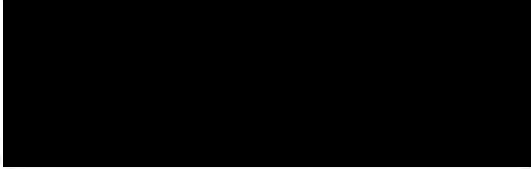
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, **I briefly worked with Steven Wilson (President, Ascend Learning) at Edison Schools (now EdisonLearning) in 2005.**
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. **I would immediately follow a several step process. First, I would confront the individual(s) to bring the perceived violation to their attention and ask for them to remedy the situation (i.e. ending the arrangement and repaying the school, as appropriate). Simultaneously, I would raise the concern, in the appropriate manner to the other members of the board and the school leadership. Lastly, I would ask the Board to take formal action, which could include (but is not limited to), a vote to acknowledge the error, cancellation of the relevant arrangement(s)/contract(s), and enforcement of the penalties specified in the by-laws, conflict of interest policy, and code of ethics, including suspension or removal of the**

offending trustees. At the conclusion of this process, the Board should communicate its actions, in a manner deemed appropriate to the broader school community.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Darrell Trask, Jr., certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Carroll Ascend ery respect.

2/21/2011
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

BUTCH TRUSTY

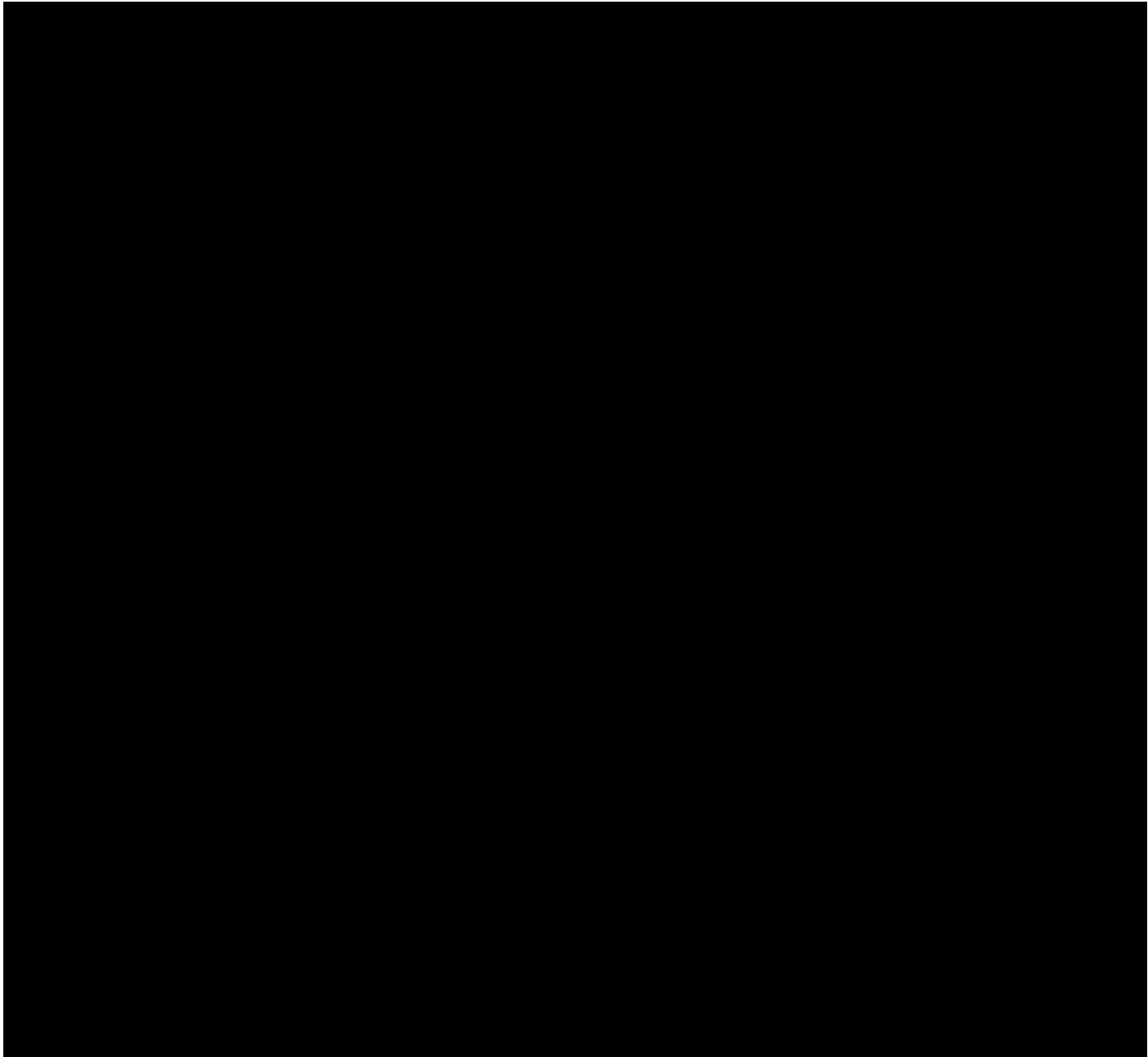
[REDACTED] New York, NY 10032
[REDACTED]

EDUCATION

DUKE UNIVERSITY, The Fuqua School of Business, Durham, NC
Master of Business Administration, May 2008. Strategy concentration.

DUKE UNIVERSITY, Terry Sanford Institute of Public Policy, Durham, NC
Master of Public Policy, May 2008. Social Policy concentration. Master's Project: "Using Urban District Reform Best Practices to Transform Public Schools in New Orleans" (April 2008).

BROWN UNIVERSITY, Providence, RI
Bachelor of Arts, May 2002. Concentration: Public Policy.

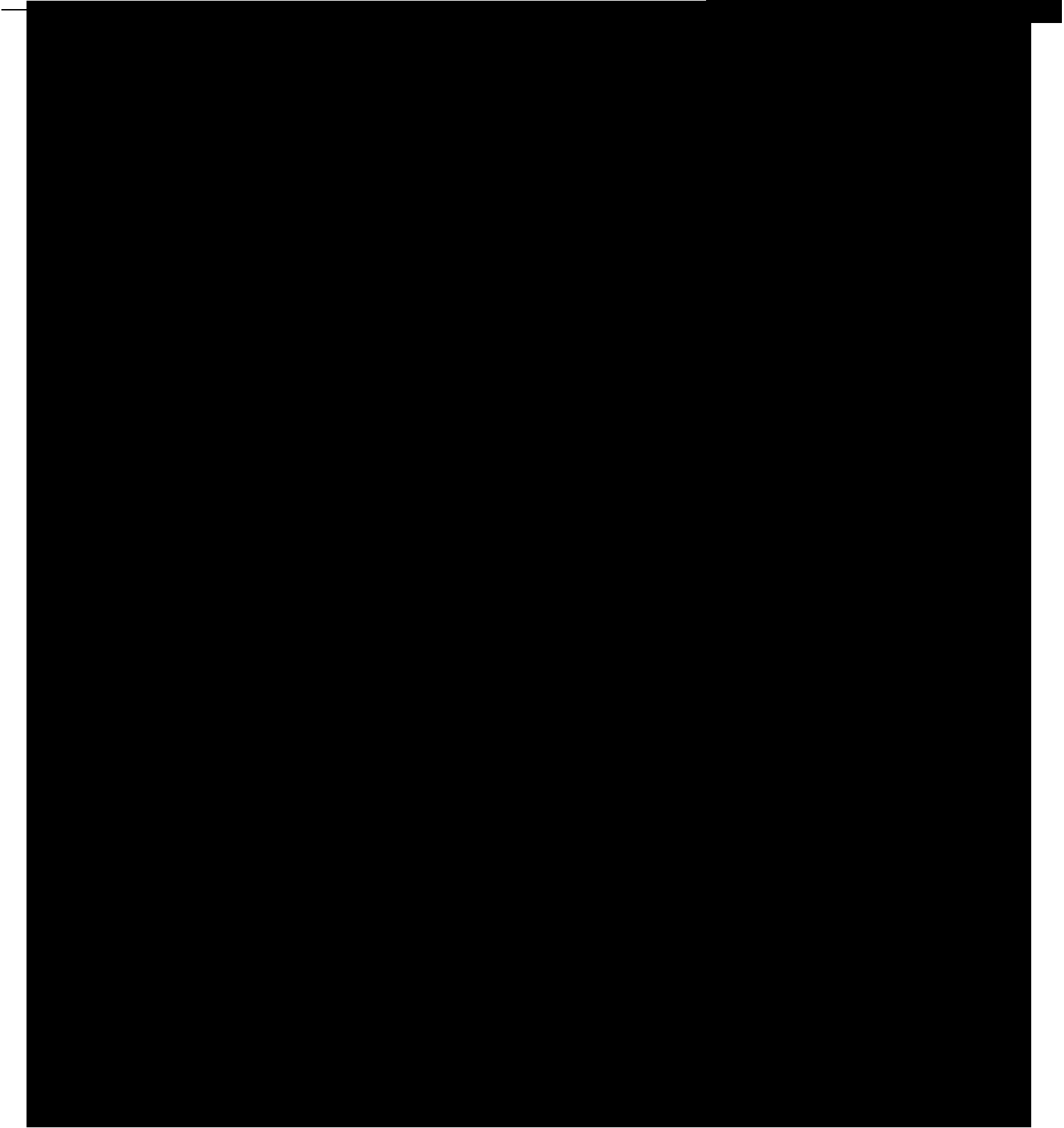


ADDITIONAL INFORMATION

Member, LGBT Community Center's Young Leaders Council. Member, Generation Schools Network College and Career Council. Member, Democracy Prep Charter School Young Professionals Board. Mentor, NY Youth at Risk

ANNE D GREENBERGER

Brooklyn, NY 11201





C. Allison Jack

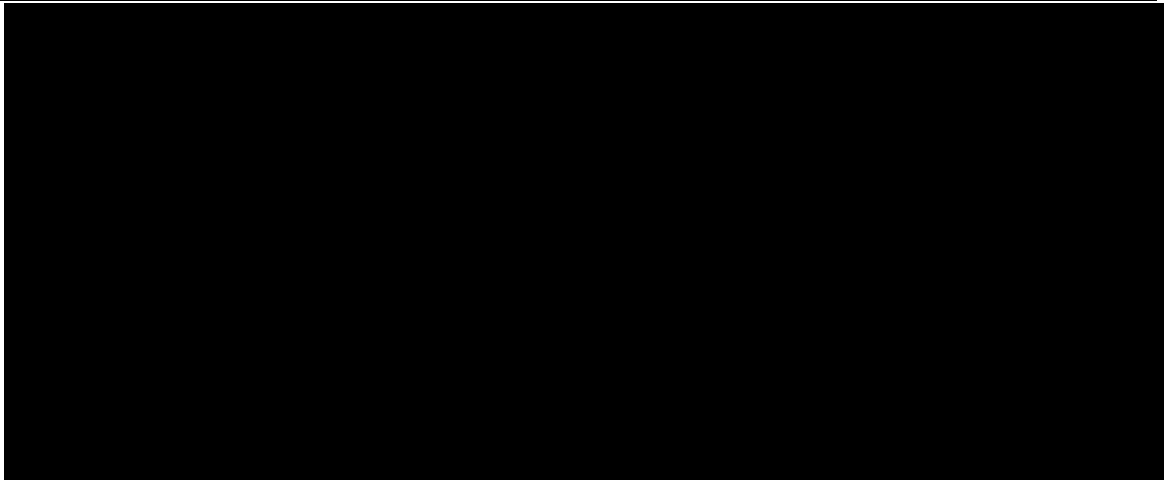
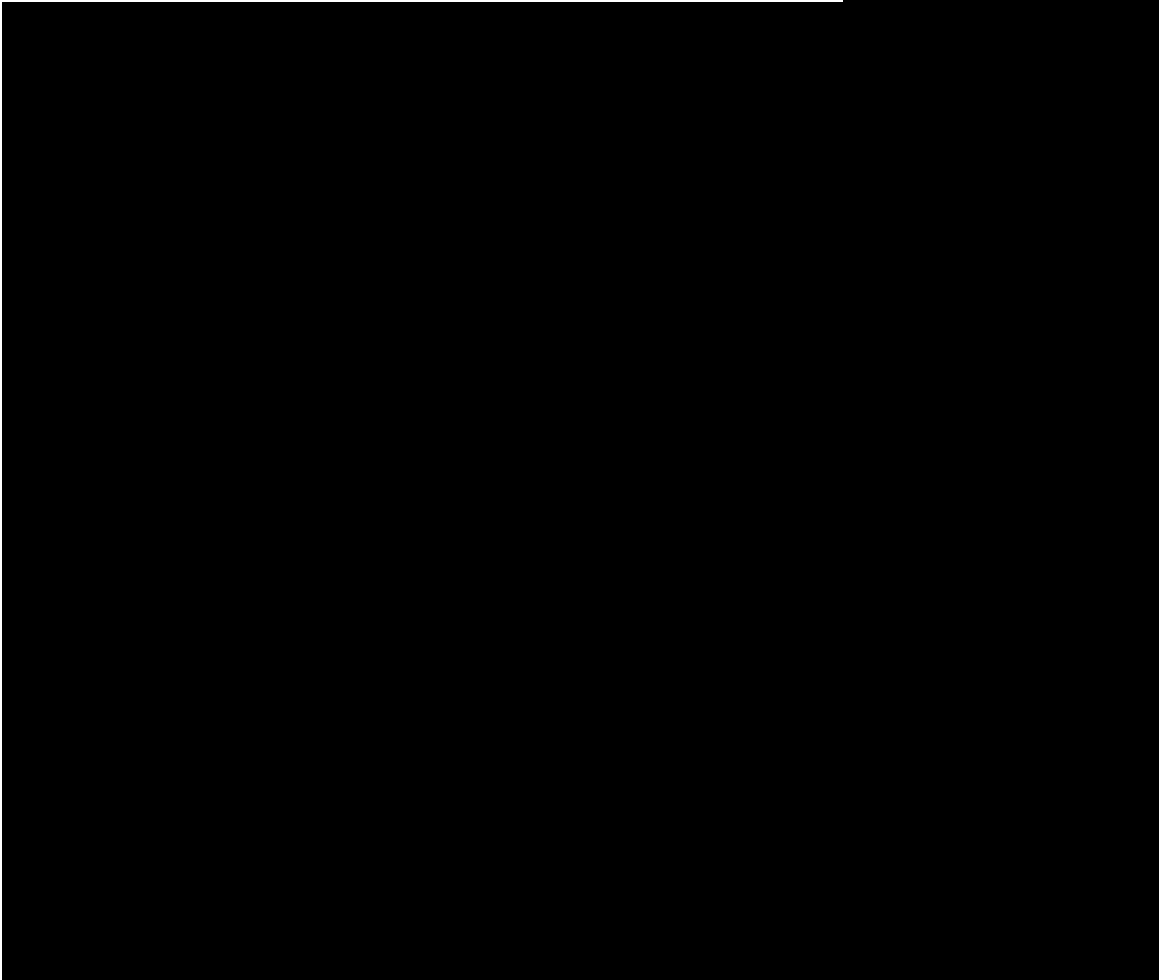
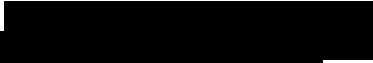


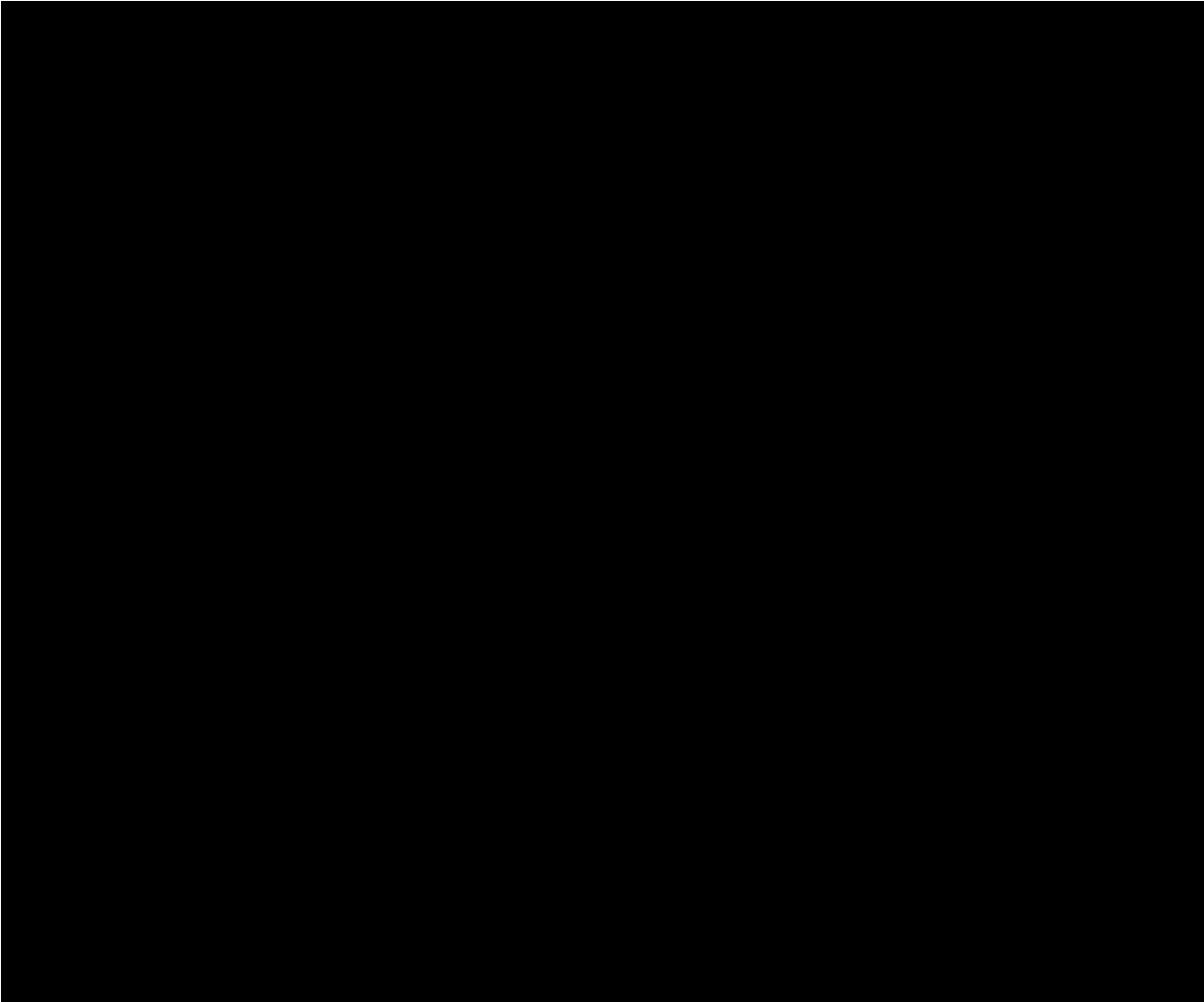
Brooklyn, New York

11225



cell





E d u c a t i o n

University of Chicago – Harris School of Public Policy Masters of Arts in Public Policy – education policy concentration	June 1996
California State University, Dominguez Hills Multiple subject teaching certification	June 1994
University of California, Santa Cruz BA in Sociology – Stevenson College Honors and Honors in Sociology	June 1991
University of Pittsburgh, Semester at Sea Attended classes on a ship that started in Vancouver and ended four months later in Ft. Lauderdale; visited ten countries on four continents	Fall 1988
Parsons School of Design, New York Studied graphic design	Summer 1988

Volunteer Activities

Lefferts Gardens Charter School Planning Committee

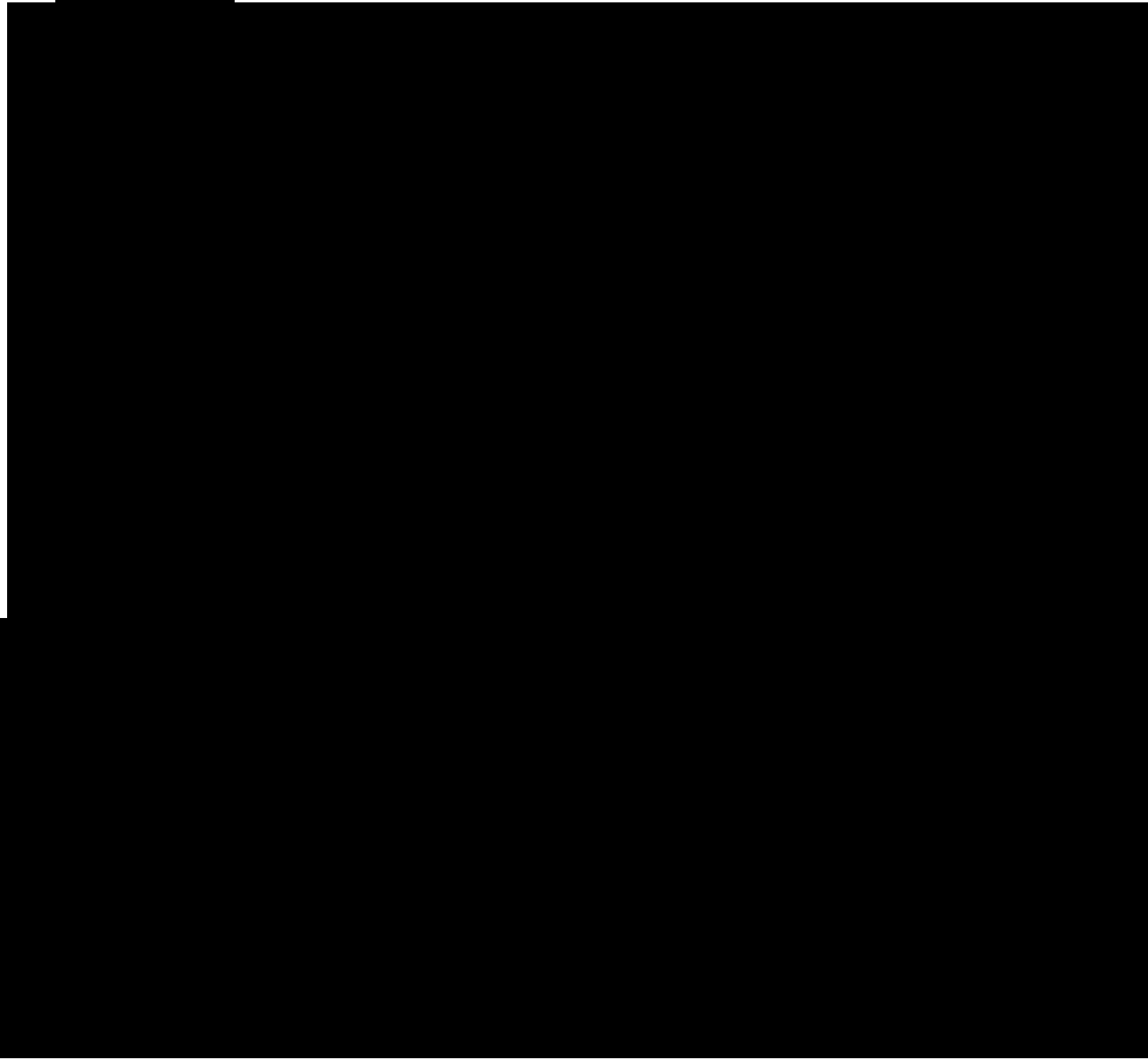
Former Board Vice President and Co-Founder, Namaste Charter School, Chicago
Founding Board Member, Teach For America Chicago Advisory Board
Former Chair, Teach For America Chicago Alumni Chapter
Former Community Representative, Local School Council, Agassiz Elementary

Hobbies

Pasta-making, triathlons, traveling

LORNA O. ALLEYNE

BROOKLYN, NY 11236 • [REDACTED]



EDUCATION

Bachelor of Arts, Marketing, Pace University, New York

PROFESSIONAL DEVELOPMENT

Anti-Money Laundering

SARS Training

Government Contracts

Compliance Awareness Training

Know Your Customer (KYC) Training

Tax Withholding Documentation Training

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

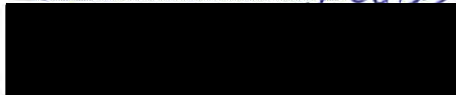
It is with pleasure that I respectfully submit this letter of support for Canarsie Ascend Charter School.

Recently, I was made aware of the proposal to open the Canarsie Ascend Charter School, a college-preparatory charter school to be located in Canarsie. As a parent of a child enrolled in a public school, and a resident of Canarsie, I believe that we must have more public educational opportunities for the parents and students of our community.

I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,

Juliet Johnny Cobb



Brooklyn NY 11212
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Cornelia Clarke

street address

11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,



Street address

#1203

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Andie George

[Redacted Address]

Street address

Brooklyn, NY 11236

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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It is with pleasure that I respectfully submit this letter of support for Canarsie Ascend Charter School.

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Sincerely,

Natalie Hall

Name

Direct address

Brooklyn, NY 11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Jamilah Bannier

street address
Brooklyn, ny 11213
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Frances C. Hooker



Street address

11212

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Michael Hill

Name

Street address

Brooklyn NY 11212

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Renee Briggs-Cox
Renee Briggs-Cox

Street address

BKlyn NY 11236
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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Sincerely,

Joanne Agard-Brathwaite



Brooklyn, NY 11236

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Natasha Jones

Street address

Brooklyn NY 11236
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

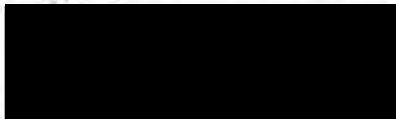
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Sincerely,

Johnson Alexander



Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,

Sharon Etienne

Sharon

Street address

11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,

Keisha Eastmond



Brooklyn, NY 11234
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

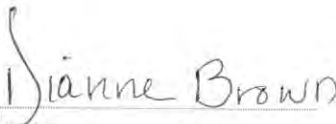
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Sincerely,


Name


Street address
BKlyn, N.Y. 11234
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Georgette Greenidge

street address

Brooklyn, NY 11212

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Deborah Chubb



Street address

11212

Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,



Street address

Brooklyn NY 11212
Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Jasmine Blount



Street address

Brooklyn NY 11203

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

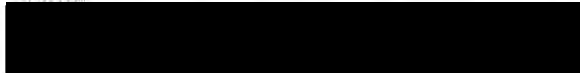
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Sincerely,

Tisha Holder-Neil


Brooklyn, NY 11212
Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Harnett Dillon

[Redacted]

[Redacted]

STOCKPORT, NY 11212

B

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

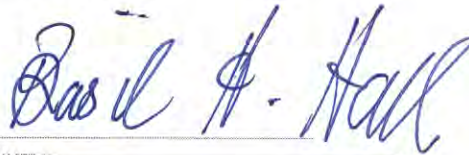
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Sincerely,



Name

Street address

Brooklyn, NY 11203

January 12, 2011

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State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

ERANDA BENT

Brooklyn, NY 11212

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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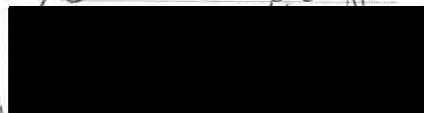
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Sincerely,

Maune Boske Thorpe



16200 KENNEDY 11203
Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Patricia Charles



Street address

11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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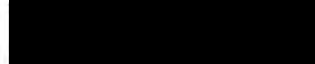
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Sincerely,

Fiona Daniel

Name



Brooklyn, NY 11236

Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Kameka Forrest

Name

Kameka Forrest

Brooklyn, NY 11236

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Winstelle Alexander



Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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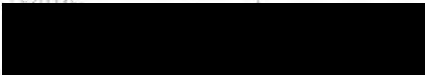
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Sincerely,


Name


Brooklyn NY 11236
Brooklyn, NY

January 12, 2011

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State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

LAUDANIE LOUSSAINT

Street address

BROOKLYN NY 11203

Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

MAUREEN HARVEY

Name

Street address

Brooklyn, NY



Brooklyn, NY 11212

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

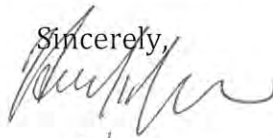
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Sincerely,



Adenlembi A. Allen

Name



Brooklyn, NY 11236

Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Marjorie Chnshe

Name



Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

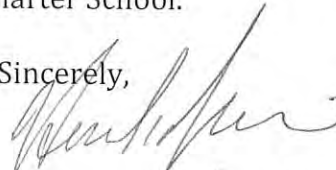
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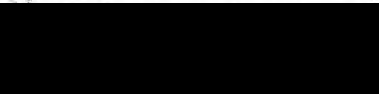
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Adelanti A. Allen



Brooklyn ny 11236
Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
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Sincerely,

Kelley-Ann Hosen-Peter



Brooklyn, NY 11212

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Ann Marie Davis Bedford

[Redacted]

Brooklyn - 11236
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Anne -S. Charles

Name

Brooklyn NY 11212

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

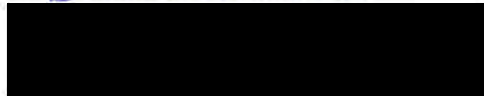
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Brooklyn, NY
Brooklyn, NY

January 12, 2011

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Sincerely,

Jumoke Ayokunle


Bklyn NY 11212
Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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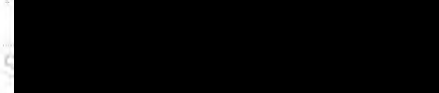
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Sincerely,

Wendy Fable

Name



11203

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Venise Anderson

Name



Street address

Brooklyn NY 11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Donna Gerez



Brooklyn, NY 11236

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Dochee M. Holt

[Redacted signature block]

Brooklyn, NY 11212

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Kim Birch



1/2/11

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,


Name


Street address

11236
Brooklyn, NY

January 12, 2011

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State University of New York
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Sincerely,

Genevieve Alexis
Name

Street address
Brooklyn NY 11212
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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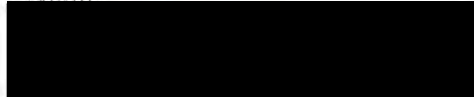
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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,



Name



11212

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,



SAMUEL KAMDEN

Name

Street address

11236

Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,



ESCARLET DEBRANCHE

Street address

Brooklyn, NY

11212

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Sonia Jean Louis

Name

Street address

Bklyn NY 11203

Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Dannieka Hinds

Street address

Brooklyn NY 11212
Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

IHUOMA NWAKANMA

Name

Street Address

Brooklyn, NY 11236

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

James Belle
Name



Brooklyn, NY 11236

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

HAYLEY MATTHIAS

Name



Street address

Brooklyn NY 11236

Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Prode Neptune

[REDACTED]

[REDACTED]

11236

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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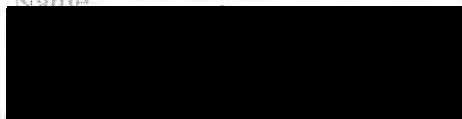
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Sincerely,

JULIET FARINHA

Name



Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Sheridan Pierre

Street address

11212

Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Brooklyn, NY 11212
Brooklyn, NY

January 12, 2011

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State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,



Shala A. Smith



Brooklyn, NY 11203

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Name

Street address

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Brooklyn, NY

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State University of New York
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Sincerely,

CHRISTIANA FADIPE

Brooklyn, NY 11233

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

BEGINA PHILLIP

Name

Street address

Brooklyn, NY 11203

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Janice Heed


Street address

11236
Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Fern A Huggins

Name

Street address

Brooklyn NY 11212

Brooklyn, NY

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Albany, New York 12207

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Sincerely,

Dayane Deeste

Name

Street address

Brooklyn N.Y. 11203

Brooklyn, NY

January 12, 2011

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State University of New York
41 State Street, Suite 700
Albany, New York 12207

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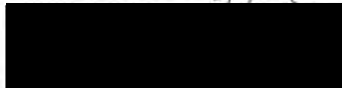
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Brooklyn NY
Brooklyn, NY

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Sincerely,

Patricia Keller

N

Street address

Brooklyn, NY 11236

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Kate Ifebi

Name

Street

Brooklyn, NY 11236

Brooklyn, NY

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State University of New York
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Albany, New York 12207

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Fabiola Mayas

N

Street address

11203

Brooklyn, NY

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State University of New York
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Albany, New York 12207

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Sincerely,

Olufake Omuere


Brooklyn Ny 11236.
Brooklyn, NY

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State University of New York
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Albany, New York 12207

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Sincerely,

Rosemarie Brown



Director address

11236

Brooklyn, NY

January 12, 2011

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State University of New York
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Albany, New York 12207

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Sincerely,

Mellicia Alexander

Name



11203

Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Maika Atwell

Name

Street

11203

Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Arlene Philip

Name

Street address

Brooklyn, NY 11203

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,



Name

Street address

Brooklyn N.Y 11212
Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Jatiana Nugent
Name
[REDACTED]
Street address
Bklyn, N.Y, 11212
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Mary Charles

Name



11212
Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
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Albany, New York 12207

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Sincerely,

Andria Connell

Name



11234
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

LEOF CASNY

Name



Direct address

11208

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Mount L. E. Evans
[Redacted]
BRIAN M J 11236
BROOKLYN, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Street address

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Brooklyn, NY

January 12, 2011

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State University of New York
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Recently, I was made aware of the proposal to open the Canarsie Ascend Charter School, a college-preparatory charter school to be located in Canarsie. As a parent of a child enrolled in a public school, and a resident of Canarsie, I believe that we must have more public educational opportunities for the parents and students of our community.

I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,

Graeline Brome Irons
Name

[Redacted Address]

B'lyn NY 11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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Sincerely,

Patrice Braun
Name

Street address
Brooklyn NY 11218
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,

Oyenike Kilanku

Name

Street address

11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,



Scarlett S. Lema

Street address

Brooklyn, NY 11212

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,

Gail Miller

Brooklyn, NY 11212

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,

Wanda Frane

Street address

Brooklyn NY 11212

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,

NEKICHA DASIKWA

Name



11212

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,

Dawn Joseph



Street address

Brooklyn N.Y 11238

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207


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Sincerely,



11212
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,



KAY SMITH ALLEYNE

N

Street address

Brooklyn, NY 11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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Sincerely,

RILEY BUTLER

Street address

Brooklyn, NY 11236
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,



Name



1212
Brooklyn, NY



January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207


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Sincerely,

Noni Leacock
Name

Street address
Bklyn. N.Y. 11236
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Kayla Cassidy Douglas

Name

Street address

Brooklyn, NY 11236

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Yonette Clarke Headley

[Redacted]

Street address

Bklyn NY 11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Tonya Parnell



Street Address

11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Kitanya Rockhead

[Redacted Signature]

Street address

11212

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

MARJORIE FLETCHER



Brooklyn NY 11236
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Debbie Noel

Name

[Redacted]

Street address

1 11207

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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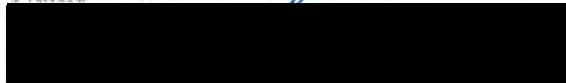
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Sincerely,

Charlette Gouise

Name



Brooklyn NY 11234
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Yvonne Spaulding
Name

Street address

Brooklyn NY 11236
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

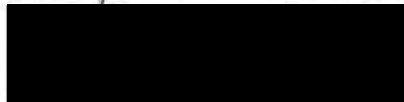
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Sincerely,

Sophia Rennie



Brooklyn ny 11236
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Janice Samuel

Name

Street address

Brooklyn NY 11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,



Name


Street address

Brooklyn, NY 11236

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

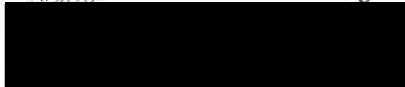
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Sincerely,

Sharm Mckenzi
Name



Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Ursula Bundel



161 Ave N
Brooklyn, NY 11212

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

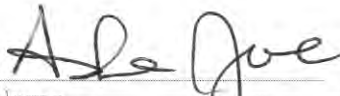
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Sincerely,




Street address

Brooklyn NY 11203
Brooklyn NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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Sincerely,

Sandra Gaddard

Brooklyn NY 11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,

Celeta Daley.

[Redacted signature block]

Street address
11212 [Redacted]
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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Sincerely,

Verona Golding

Name

Street address

11212

Brooklyn, NY

January 12, 2011

Susie Miller Barker*
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

It is with pleasure that I respectfully submit this letter of support for Canarsie Ascend Charter School.

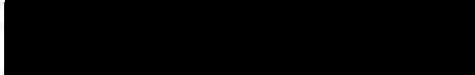
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Sincerely,

Winifred Angus

Name



BK NY 11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Name

MARIE LOUISE MOISE

Street address

Brooklyn, NY 11236

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Wendy Ann Plaza



Direct address
Brooklyn, NY 11236
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

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Sincerely,

Andrea Green

Name

Brooklyn, NY 11203

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,




Street address

11212
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:


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Recently, I was made aware of the proposal to open the Canarsie Ascend Charter School, a college-preparatory charter school to be located in Canarsie. As a parent of a child enrolled in a public school, and a resident of Canarsie, I believe that we must have more public educational opportunities for the parents and students of our community.

I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,

Timeto Hunt-Brown


Brooklyn, N.Y. 11236
Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,



Valrina McLeod



11203

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Lelleshia Rose

Street address

11236

Brooklyn, NY

January 12, 2011

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Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Mrs DORCAS OLATUNJA

Name

Street address

BROOKLYN, N.Y 11236

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Annissa Connell


Street address

Brooklyn, NY 11236

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Canarsie Ascend Charter School.

Sincerely,

Dion Wallace

[Redacted]

Street address

11212

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Lataja Lee-Mason

Street address

11203

Brooklyn, NY

January 12, 2011

Susie Miller Barker
Interim Executive Director
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Stephanie Robinson

[Redacted]

Street address

Brooklyn, NY 11212



Canarsie Ascend Charter School

Please share with us your comments, concerns, and questions about the proposed Canarsie Ascend Charter School.

Comments

I Believe that every child deserve to have a Quality Education. while I'm at work I don't want to worry about what my child is taught. but she needs the best to succeed.

About you (optional)

Your name:

Annmarie Fletcher

Grade(s) of your child(ren):

currently in kindergarten

Your phone number:



Your email address:



Canarsie Ascend Charter School

Please share with us your comments, concerns, and questions about the proposed Canarsie Ascend Charter School.

Comments

Very good idea we need more charters in Dist 18. Because of the poor performance of the Public school.

About you (optional)

Your name:

Yvonne Spaulding

Grade(s) of your child(ren):

1st, 3rd.

Your phone number:



Your email address:





Canarsie Ascend Charter School

Please share with us your comments, concerns, and questions about the proposed Canarsie Ascend Charter School.

Comments

This program is excellent and needs to be offered to more students in the Canarsie.

It is highly recommend by the parents I have spoken to. I would really love the opportunity to enroll my boys

About you (optional)

Your name:

Charlotte Howie

Grade(s) of your child(ren):

Kindergarten & 1st grade

Your phone number:

Your email address:



Canarsie Ascend Charter School

Please share with us your comments, concerns, and questions about the proposed Canarsie Ascend Charter School.

Comments

It will be great to have a Charter school close to home in Canarsie. I do hope it will open in 2012 and also it will be great if my son will attend.

About you (optional)

Your name:

Debbie Noel

Grade(s) of your child(ren):

2012 - 1st Grade

Your phone number:

Your email address:

21. Personnel

(a) Staffing Chart and Rationale

Staffing Chart and Rationale

Use the table below to provide a list of all staff positions (instructional and non-instructional) in the school during the first five years of operation and provide a narrative that explains the rationale for your staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers and ESL teachers, as well as any other specialty teachers.

	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	K-1	K-2	K-3	K-4	K-5
Enrollment:	208	249	428	640	814
Position					
K-2 Homeroom Teachers	8	10	12	14	18
Humanities Teachers (3+)	0	0	2	5	6
Math/Science Teachers (3+)	0	0	2	5	6
World Language Teachers	1	1	1.5	3	3
Substitute Teachers	0	0.5	1	1	3
Specials Teachers (Art, Music, PE)	2	3	3	3	3
SPED Teachers	1	1	2	2	2
Intensives Teachers	1	1	3	4	5
K Instructional Assistants	4	2	4	6	6
Social Worker	1	1	1	2	2
Librarian	0	0	0	1	1
Office Manager	1	1	1	1	1
School Director	1	1	1	1	1
Dean of Instruction	1	1	1	2	2
Dean of Students	1	1	1	1	2
Student Management Coordinator	1	1	2	3	3
Director of Operations	1	1	1	1	1
IT Director	0	0	0	1	1
Security Guard	0	0	0	1	1
Total	24	26.5	38.5	55	67

In kindergarten, first and second grade, the program uses self-contained classrooms. In grades 3-8, students are taught by a humanities teacher (for English language arts and social studies) and a math/science teacher.

For every class in kindergarten, there will be one teacher and an instructional assistant. In the first and second grades, there will be one teacher for every class. Enough humanities and

math/science teachers will be hired to ensure that scholars in grade 3 and up can take the proposed number of instructional periods (one teacher for about every 60 students) found in Attachment 9. The number of world language (Spanish) teachers increases each year to ensure that every class section receives a minimum of four hours of instruction per week. While in the first year of operation two specialty teachers will be hired on the basis 208 scholars, three are enough to meet the proposed number of instructional periods for subsequent years.

For every 400 students, Canarsie Ascend will staff one in-house SPED teacher. Additional SPED teachers will be added as needed to meet the needs of the students. Beginning in grade 1, there will be one Intensives teacher for every grade.

The school director will be joined by a director of operations, a dean of instruction, a dean of students, and as the school reaches maturity, directors of the lower, middle, and upper schools. By the third year, the school will employ an IT director, security guard, a second dean of instruction, a second social worker, and a third student management coordinator.

(b) School Leader

Describe the qualifications required for your school leader.

- **If you have already identified a school leader, explain the process that was used to recruit this person and the criteria that were used to select him or her. In addition, attach a resume or biography for this person.**
- **If you have not yet identified a school leader, explain the process and criteria that will be used to select this person, including who will be involved and the role of the board (and management organization, if any) in the process.**

Ascend Learning has built a powerful recruiting function, through which it will identify candidates for the school director, dean of instruction, dean of students, and director of operations. Ascend's chief operating officer developed, tested, and employed this function successfully to secure the strong founding leadership teams of Brooklyn Ascend, Brownsville Ascend, and Bushwick Ascend Charter Schools. Using the same strategy, Ascend Learning will widely post the leadership positions for the new school on its own website, with Teach For America, the Kennedy School of Government, Net Impact, several social enterprise and school reform organizations, and through other contacts and connectors. Ascend Learning will apply all effort and leverage every opportunity to recruit the strongest possible leadership team for the school.

In recruiting a school director, Ascend Learning will seek a candidate who is demonstrably:

- relentlessly committed to preparing *every* student for college;
- a bold, tireless, and engaging change agent and culture-creator; a visionary; a leader who inspires and motivates children and adults;
- driven to improve the minds and lives of students from underserved communities; dedicated to doing whatever it takes to help all the school's students achieve academic success;

- Passionate about academic learning and insistent on academic excellence and rigor at all times;
- highly self-motivated, an entrepreneur and a team player; a problem-solver who combines confidence and humility;
- an effective and winning communicator, orally and in writing;
- a self-aware leader who knows how to treat all members of the school's community with respect, appraises accurately his or her strengths and weaknesses, and is perceptive about how he or she is regarded;
- a person of absolute integrity; and
- aligned with the educational philosophy and core beliefs of the school.

Candidates must have a clear record of elevating student achievement in an urban classroom for at least two years, with a strong understanding of pedagogy that drives results *or* of exceptional leadership working with young people in urban communities; and a bachelor's degree, with an advanced degree strongly preferred. Because of the likelihood that some students' families will speak other languages, preference will be given to applicants who speak languages of the community.

Candidates will be sourced by Ascend Learning, and the top candidates will be presented to the board for approval. The board will have the opportunity to interview candidates, and reject those it deems inappropriate for the position. Only the board in its sole discretion may make the decision of whom to hire as school director.

The school and Ascend Learning shall be equally focused on finding exceptionally talented staff for the remaining leadership positions. The qualifications, skills, and attributes required for each position will be detailed in the school's job descriptions.

(c) Management

Explain the management structure of the school. Your response should address:

- **Roles and responsibility for managing at least the academic program, finances, hiring and operations;**
- **Management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;**
- **If the school will work with a management organization, explain the relationship between employees of the school and that organization; and**
- **Evaluation procedures for staff in management positions.**

The founding trustees plan to contract with Ascend Learning, a nonprofit organization based in Brooklyn, for comprehensive school management services. Under a three-year management contract between Ascend Learning and the school, Ascend will be responsible for providing the school's educational program; selecting and acquiring instructional materials; recruiting, recommending to the board for hire, and developing the school director; day-to-day operations,

including business administration, contracted services, human resources, and maintenance of the school's facilities; and assisting the school director with recruiting and training of the school's leadership team, faculty, and staff.

The board will have ultimate responsibility for the school, for broad policy, and for managing and evaluating Ascend. Accountable to the authorizer for the achievement of the school's goals set out in the charter application and for the requirements of its Charter Agreement, School Readiness Review, and School Monitoring Plan; the board will oversee and monitor Ascend. At monthly meetings of the board, Ascend will report to the board on the fulfillment of its contractual responsibilities, on the school's progress toward its performance goals, and on the school's compliance with the charter and applicable laws and regulations.

Ascend will provide a Dashboard to the board at each of its meetings to provide an at-a-glance summary of performance. The board will also require Ascend to provide an oral report of progress each month, which will be delivered by the school director and/or Ascend staff. Lastly, the board will use a formal evaluation tool to evaluate Ascend's performance annually.

The school director will oversee a leadership team composed of a dean of instruction, a dean of students, and a director of operations (who will oversee non-instructional staff). The school director will hold her team, faculty, and staff accountable for the performance of their job responsibilities (as defined in detailed position descriptions) through weekly meetings, semi-annual reviews, and annual performance reviews. Teachers will be held accountable for student results as they track their students' progress in mastering required skills and concepts. The electronic pacing charts of the SABIS educational system will describe a clear course toward year-end standards, and electronic curriculum tests will measure students' mastery of the material just taught. In assessing teachers, students' progress will be supplemented by rigorous and frequent classroom observations.

Ascend will assist the board of trustees in holding the school director accountable for his or her responsibilities described in the job description. On behalf of the Board, Ascend's chief operating officer will closely monitor the director's performance and evaluate him or her annually using a formal evaluation instrument. The school director will be ultimately responsible for the quality of instruction in the school and the academic progress of the student body; above all, director will serve as the school's instructional leader.

Data amassed and analyzed through the SABIS School Management System (SMS) will be the primary driver for setting priorities and making key organizational decisions. Years ahead of commercial school management software, SMS is an integrated web-based system for managing every aspect of the SABIS program. The system includes an assessment module that delivers an array of insightful reports on academic performance, from that of an individual child in a single subject to the school as a whole. This tool will thus enable school leaders and managers to evaluate teaching and learning objectively by an individual student, group, class, or grade level. The electronic collection of granular academic data—only possible with a highly structured curriculum and interwoven assessments—makes possible an entirely new level of instructional management: an expert system that aids staff in making better instructional and operational decisions.

At the school level, the dean of instruction will be the primary user of SMS, and he or she will make most instructional decisions. The three-person academic leadership team, consisting of the school director, dean of instruction, and dean of students, will make certain decisions jointly and will frequently consult on academic matters with Ascend Learning's president and chief operating officer. The dean of instruction will meet weekly with each grade-level team to explore and resolve issues of curriculum and instruction.

The school director shall hold her leadership team, staff, and faculty accountable for the performance of their job responsibilities through weekly planned meetings, semi-annual reviews, and formal annual performance reviews.

(d) Staff Recruitment and Retention

Describe how you will recruit and retain staff, particularly high quality teachers. Your response should provide:

- **The qualifications you will require of teachers and other staff;**
- **The process you will use to recruit and hire teachers and other staff; and**
- **The strategies you will use to retain high quality teachers.**

Note: Personal policies will be submitted separately as Attachment 41.

The board will engage Ascend Learning to assist the school director in the recruitment and staffing of the school. The school director will interview, hire, assign, manage, review, and terminate teachers as necessary, with advice from Ascend Learning. Ascend Learning will post detailed job descriptions on online. These descriptions will serve as a guide in all hiring decisions, and for prospective candidates they will clearly delineate the school's high expectations and standards for performance.

To teach at Canarsie Ascend, candidates must have:

- a bachelor's degree in the subject area to be taught, preferably from a selective college or university (master's degree preferred);
- high GPA in an academic major;
- at least two years of urban teaching experience; and
- certification in the subject area to be taught (preferred).

Teaching candidates also must:

- demonstrate an unwavering belief that all students can achieve at high levels;
- manifest a total commitment to do whatever it takes to prepare all of the school's students for college;
- demonstrate a record of producing dramatic student achievement gains as a teacher in a tightly disciplined setting;
- be passionate about urban education and closing the achievement gap;

- be committed to education standards, statewide testing, and accountability;
- believe in a structured, predictable environment for children, and a “No Excuses” classroom;
- be willing to be the authority in the classroom and to set the rules;
- be prepared to invest in building relationships with students;
- value being effective over being creative;
- have a “can do” attitude and be a team player;
- be relentless in the pursuit of the school’s academic objectives; and
- be hard-working and willing to take feedback and engage in a process of self-improvement.

The school will prize diversity in its workforce, as a diverse staff brings a valuable breadth of perspectives to tasks and decisions. Discrimination against any individual on the basis of race, religion, color, national origin, gender, age, sexual orientation, disability, medical condition, marital status, or veteran status will not be tolerated.

Employees will be selected, retained, and promoted solely on the basis of their qualifications and job performance, and all reasonable accommodations will be made for those covered by the Americans with Disabilities Act.

The school’s firm commitment to diversity means that, beyond providing equal opportunities to all employees, the school will take positive action to hire and promote people of color, women, disabled persons, and veterans. Diversity will apply to all personnel activities, including employment advertising and recruiting; hiring, upgrading, and transferring; establishing rates of pay and other benefits; and providing opportunities for training and development.

As a prerequisite for working in the school, all faculty and staff will be required to clear FBI background checks, including fingerprinting. The school will require that a minimum of two professional references be verified before an offer of employment is made. In accordance with Section 2854(3)(a-1) of the Education Law, no more than 30 percent of the teaching staff, or five teachers, whichever is less, will lack New York certification. Such uncertified persons may only be hired if they satisfy one of the following conditions: they have at least three years of elementary, middle, or secondary classroom teaching experience; they are tenured or tenure-track college faculty; they have two years of satisfactory experience through the Teach For America program; or they possess exceptional business, professional, artistic, athletic, or military experience. In no instance may this final provision be interpreted as a blanket waiver of the general requirements; it will apply only in those rare cases where an individual possesses unique qualifications or a particular record of success that relates directly to the particular subject he or she will be teaching, e.g., a concert violinist serving as a music teacher, or a respected journalist serving as an English instructor. All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA. All teaching staff will meet the requirements of both NCLB and IDEA.

To help identify candidates whose philosophy and work ethic are aligned with those of the school and Ascend Learning, the school will work collaboratively with such like-minded organizations as Teach For America, Education Pioneers, The New Teacher Project, New

Leaders for New Schools, and will look for alumni of these programs to apply. Ascend Learning has already developed fruitful bonds with these organizations in staffing the Brooklyn Ascend, Brownsville Ascend, and Bushwick Ascend Charter Schools.

Because of the likelihood that some students' families will speak other languages, preference will be given to teaching candidates who speak languages from the community.

(e) Staff Input

Please describe how staff will be involved in the charter school, in particular, in the governance and management of the charter school.

Every Friday afternoon, the faculty will meet with the school director and the dean of instruction for weekly professional development. This session will always include a candid and unstructured discussion of what teachers and staff are finding is working in the school and what is not, and teachers will be encouraged to describe problems and propose solutions. In addition, the dean of instruction will meet individually with every member of the faculty and staff at least quarterly, and this session will serve as another opportunity for staff to propose changes to the way the school is run. Grade team leaders will also regularly forward teacher concerns and ideas to the deans and director. The leadership team members will recognize that their close attention to these concerns and proposals is essential to maintaining the faculty's commitment to the school and to retaining staff.

23. Evidence of Student Demand

This section does not apply.

24. Student Recruitment and Retention

(a) Enrollment

Explain how the proposed school will meet or exceed the *enrollment* targets established by the SUNY Trustees for (i) students with disabilities, (ii) students who are English language learners, and (iii) students who are eligible to participate in the federal free and reduced-price lunch program. Your response should address:

- **The recruitment strategies you will employ to attract students to your school, including outreach to parents in the community for whom English is not their primary language;**
- **Any at-risk admissions factors or preferences you would offer that would increase the likelihood of enrolling targeted students; and**
- **Methods for evaluating the efficacy of your recruitment and enrollment efforts during the charter period.**

Note: The school's admissions policy should be submitted separately as Attachment 36.

Recruitment and Enrollment Strategies

In its marketing efforts, the school will reach out to all student populations, distributing promotional materials to childcare centers (including Head Start facilities), doctors' offices, the Brooklyn Early Childhood Direction Center, and other community agencies that serve children. The planning team will make special efforts to identify organizations that serve families where English is not the primary language, families that have special needs, and high poverty families. The planning team will disseminate the message that students in these categories will be well served at this school. As part of the admissions process, all families will be asked how they heard about the school, and the school will track such referrals to inform its recruitment strategy.

Further, the planning team and staff will make visits to neighborhood feeder schools (pre-schools and elementary schools) that serve high populations of students who are learning English as a second language, those with special education needs, and high poverty students.

The school's recruitment materials will make clear that the school welcomes students with disabilities as well as English language learners.

Thirty-two percent of the population of five years of age and older speak a language other than English in Canarsie. The school will therefore have all marketing materials translated into French and Spanish at the outset of the charter period (and into other dominant languages should they emerge) to include these families in the school's efforts to integrate itself fully in the life of the community.

The school will employ an outreach strategy to cultivate relationships with businesses and other organizations serving minority language communities in the district. For example, the school will

target stores that are owned by members of minority language communities or are frequented by non-English speakers, e.g., ethnic grocery stores and restaurants, as well as churches and daycare centers that serve minority language populations. The school will make arrangements to drop off or distribute flyers in English, French, and Spanish at these locations. The school will document this outreach effort via letters of thanks or certificates of appreciation to these businesses and organizations.

Evaluation of Recruitment and Enrollment Strategies

Canarsie Ascend Charter School will conduct ongoing marketing efforts throughout the life of its charter to enroll new grades each year, replace students lost through attrition, and maintain a robust waiting list. The school will constantly evaluate its recruitment strategies by evaluating data on enrolled students. The school will track and regularly report to the board of trustees its enrollment trends, including data disaggregated by English language learner and special education status. The board will carefully monitor such data and hold the school's leadership team accountable for conducting outreach and follow-up to any families who withdraw their children from the school to determine why they elected to withdraw. Some student turn-over will result inevitably from family mobility. The trustees will focus on families who indicate that they withdrew their children because of dissatisfaction with the school. The school will document all such reports, board discussions, and follow-up activities, and keep these records on file for at least the full charter period.

The founders are confident that the percentage of students who qualify for the federal free and reduced-priced lunch program will be at least equal to that of the average for schools in Community School District 18 (CSD 18). Brooklyn Ascend Charter School and Brownsville Ascend Charter School, which are both located in the same district and offer the same program as that proposed for Canarsie Ascend, have low-income student populations of 83 percent and 86 percent, respectively. The enrollment strategies planned for the new school are essentially the same as those employed for the other schools in the Ascend Learning network, and because of the schools' common area of residence, it is highly likely they will yield similar results, i.e., full enrollment, an extensive waiting list, and a diverse and representative student population.

The school will not offer admission preference to at risk students. Most students in CSD 18 are from low-income families and, as the lottery gives preference to students living in the district, most students in the school are expected to be at risk academically.

(b) Retention

Explain how the proposed school will meet or exceed the *retention* targets established by the SUNY Trustees for (i) students with disabilities, (ii) students who are English language learners, and (iii) students who are eligible to participate in the federal free and reduced-price lunch program. Your response should address:

- **Retention strategies or specific programmatic elements at the school that will assist in retaining the three target populations; and**

- **Methods to monitor and evaluate the retention of students in the specified sub-populations.**

To comply with the requirements of Education Law subdivision 2851(4), the school will establish enrollment and retention targets for each of the three categories of the students specified in the law, namely students with disabilities, students who are English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program.

As preliminary enrollment and retention targets, the school shall follow the guidance provided by the Charter Schools Institute (CSI) as part of its January 2011 RFP Resources and adopt the Community School District 18's overall district percentages for the three categories, as shown in the table below.

If the school is chartered, CSI may promulgate final targets for the school (during its first year of operation), which anticipates in its guidance to applicant schools may be based on up to three representative schools in CSD 18. It is the applicant team's understanding that the charter school would be permitted to participate in a review process where the school's leader could suggest alternative schools for comparison based on, among other criteria, residential patterns that might be more closely aligned with the charter school's than those of the proposed representative schools.

Meeting the Targets

The applicant team is highly confident that these targets can be met in both the school's initial enrollment (at the lottery and school opening) and on an ongoing basis, based on the experience of Ascend Learning with the first three schools that it manages, all of which are located in East New York. Two of these schools, Brooklyn Ascend Charter School and Brownsville Ascend Charter School, are located at 205 Rockaway Parkway in Brooklyn, which is within CSD 18. The third school, Bushwick Ascend Charter School, is located in CSD 32, and enrolls a significant number of Latino students who are classified as English language learners. The percentages of students in each of the three categories are shown below.

Enrollment Percentages of Schools Managed by Ascend Learning (February 2011)

Category	CSD 18 Preliminary Enrollment Targets	Canarsie Ascend Minimum Enrollment (Target)	Brooklyn Ascend Charter School (Actual)	Brownsville Ascend Charter School (Actual)	Bushwick Ascend Charter School (Actual)
Students with Disabilities	13.2%	13.2%	8.1%	8.4%	12.5%
English Language Learners	6.6%	6.6%	0.9%	0.8%	10.6%
Free/Reduced Price Lunch	76.4%	76.4%	83.0%	86.2%	82.0%

As shown in the table above, all three schools managed by Ascend currently serve a *greater* proportion of students who are eligible for free or reduced price lunch than the preliminary enrollment and retention target of CSD 18.

The percentage of students with disabilities in these schools is presently lower than the minimum target but this is in part because many students who arrived to the school with an IEP thrived in the highly structured pedagogy and the focused culture of the school. The social, emotional, physical, or intellectual challenges they previously faced were overcome within the school’s regular education program, sometimes with supports or modifications. In several instances, with the consent of their parents and the Committee on Special Education, the students returned to regular education and were no longer identified as students with disabilities. In each such instance the child’s parent, the Committee, and the school all agreed that this change was in the best interest of the child. The new law would appear to strongly discourage and impede such changes, and as such, the school would seek the guidance of the Charter Schools Institute in how to reconcile, if possible, the educational interests of the children with the retention targets mandated by the revised law.

With respect to English language learners, both Brooklyn Ascend Charter School and Brownsville Ascend Charter School are located in a neighborhood with a proportion of English Language Learners that is significantly lower than CSD 18 as a whole. For example, at the nearest district elementary school, PS 219, located three blocks west of where both schools are located at the time this application is being filed, 4 percent of students are English language learners. Depending on where the Canarsie Ascend school is located, the school may seek to develop an appropriate composite target based on comparable schools.

The three schools managed to date by Ascend Learning in East New York have experienced very high levels of student retention, including of students with disabilities and English language learners.

Student Retention Data for Schools Currently Managed by Ascend Learning)

School	2008-09	2009-10
Brooklyn Ascend	94%	95%
Brownsville Ascend	N/A	92%

It is a high priority of the school to minimize all student attrition, and the Dashboard prepared by Ascend for each board meeting will include a section on attrition, listing the reasons for each student’s departure since the beginning of the school year, including those related to English language learner or special education services. Each case will be discussed by the board to pinpoint the cause of the student’s withdrawal and any measures that can be taken by the school to prevent further attrition. The board will hold the school’s leadership team accountable for conducting outreach and follow-up to any families who withdraw their children from the school to determine why they elected to withdraw.

Ascend Learning’s full-time director of special services, who has been with the organization since the first school opened, is devoted entirely to meeting the needs of students with disabilities and English language learners. Because of her work, the three schools currently managed by Ascend enjoy a very strong working relationship with the Committees on Special

Education and the strong support of parents of students with disabilities. The school's ELL education program is equally strong and valued by the parents of English language learners.

The school's strategy for retaining students in all three categories will be to ensure the overall quality of implementation of the school's academic program and the specific services offered to these categories of students, namely, 1) the core SABIS educational program, 2) the Structured English Immersion program, taught by ELL certified teachers, and 3) the Special Education Teacher Support Services (SETSS) model, staffed by teachers certified in special education. As discussed elsewhere in this application, all three program models are highly effective and represent best practices. Properly implemented, parents of English language learners and students with disabilities will witness strong gains in their children's intellectual, social, and emotional skills and will enthusiastically endorse the school as the right choice for their child. The school's pervasive culture of frequent assessment and staff accountability are the key strategies that will ensure that these programs are implemented with high fidelity.

Whatever their perceived barriers, students gain momentum when they experience success, and such experiences will be commonplace at the new school. With SABIS's systematic approach to building students' skills like a house, brick by brick and floor by floor, they will grow in confidence and become increasingly committed to remaining on the path to college at Canarsie Ascend. The school's joyful culture, moreover, will discourage attrition; rather it will promote students' engagement and support their success through high school graduation.

February 22, 2011

Susie Miller Barker, Acting Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Re: Ascend, Canarsie

Dear Ms. Barker:

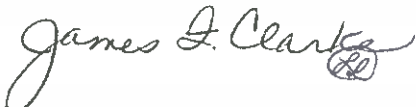
At the request of Steven Wilson of Ascend Charter School I am forwarding you this letter to be included with Mr. Wilson's application for establishing a charter school in Canarsie, Brooklyn, school district 18.

I am a broker working with the Diocese of Brooklyn and have been in contact with the Diocese and they have entered into negotiations by and between themselves and Mr. Wilson for the rental of a closed Diocesan parochial school. The school is Holy Family/Our Lady of Trust located at Flatlands Avenue and Rockaway Parkway. The building is approximately 50,000 square feet and it is the expectation by the Diocese that Mr. Wilson will occupy the entire premises.

While no documents have been executed, it is our expectation that the negotiations will lead to a long-term leasing arrangement.

I hope this letter is sufficient for your purposes. If you are in need of any further information, please do not hesitate to contact me.

Very truly yours,



James F. Clarke
Corporate VP/Division Manager



25. Facility

(a) Facility Needs

Describe the facility needs of the proposed school for each year of the charter period, including any unique features necessary to implement your school design and academic program. Your response should address:

- **The desired location of the school facility;**
- **The number of general education classrooms required each year;**
- **Any additional classroom space required for special education or ESL services, specialty classes and intervention or enrichment programs;**
- **Space requirements for administrative functions, food services and physical education.**

The desired location of the school is in the community of Canarsie, Brooklyn. The number of required general education classroom in years 1-5 is 8, 12, 16, 20 and 24, respectively. An additional half-size classroom is required for each of grades 3-5 for the Intensives and “English as a Second Language” programs (students who are below grade level and receive instruction in a small group setting). One classroom is dedicated to the Integrated Testing and Learning hall (where students take AMS, CAT, and other curriculum mastery tests), and one to special education. Offices are required for the four members of the school’s leadership team: the school director, the dean of instruction, the dean of students, and the director of operations. An administrative and reception area, a kitchen, and a multipurpose room (for gym, lunch, and events) are required, at a minimum. A detailed building program has been prepared by the school’s architect.

(b) Facility Selection

Describe the efforts to date to secure a facility for the school.

- **If a facility has been identified, describe the facility and how it meets your needs, including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use.**
- **If a facility has not been identified, explain your plans for securing a suitable facility and preparing it for use by the time you intend to open the school including any contingency planning.**
- **If the proposed facility space is provided by the school district of location, the applicant must also describe its contingency plans should such space be unavailable, which is particularly important for any applicant proposing to open in the fall of 2011.**

Ascend Learning has identified a facility that it considers ideal. Holy Family School is a parochial school which closed in 2010. The school is located at 9719 Flatlands Avenue in Brooklyn, within Community School District 18. At the corner of Rockaway Parkway; the two streets are main thoroughfares in Canarsie. The 53,000 square foot facility includes 29 classrooms, four offices, a full dining room, and a full size gymnasium, in addition to an outside play area. The building has been exceptionally well maintained. The facility will house the entire lower school at maturity, when it consists of 660 students in kindergarten through grade 5.

Because the school was well constructed and maintained, it will require few improvements. New voice and data wiring will be required; 90 percent of these costs will be funded by the federal E-rate program. Preliminary inspections by Ascend's architect have not revealed the need for any large-ticket expenses, such as roof repairs. The Diocese is planning to replace both boilers in the building prior to occupancy. Interior finishes are in excellent condition.

Ascend Learning has been in discussions with the Roman Catholic Diocese of Brooklyn and the parish office. Both are enthusiastic about the school's leasing of the facility and a term sheet is in negotiation. Officials of the parish and Diocese have visited the Brooklyn Ascend flagship school at 205 Rockaway Parkway as part of their due diligence investigation. The applicant team is very confident that an agreement will be reached to lease the facility because the Diocese and Ascend Learning have already established a strong relationship on another project. The Bushwick Ascend Charter School, which opened in fall of 2010, currently leases the St. Martin of Tours parochial school located at 751 Knickerbocker Avenue. We are currently completing negotiations for a long-term lease, in which Ascend will completely renovate the building.

As a contingency plan, we have contacted several well-established commercial real estate brokers in the area, with whom we have previously worked, to conduct a search for additional suitable facilities. So far the search has identified another potential location at 252 Newport Street, consisting of over 100,000 square feet of manufacturing space that could be converted to educational use. As an additional contingency plan, Ascend would consider the temporary use of space in a public school.

The applicant team anticipates no conflicts of interest with respect to the school's facility. The school would lease the Holy Family facility from the parish in a lease negotiated with the Roman Catholic Diocese of Brooklyn. No member of the applicant team or the school's board of trustees, and no employee, consultant, contractor, officer, or trustee of Ascend Learning has any financial, employment, or other pecuniary interest in the parish or the diocese, except that Ascend Learning's commercial real estate broker would be eligible for a customary brokerage commission when the lease is executed.

(c) Conflicts of Interest

If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the

facility, indicating specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided.

The school would lease the facility from the parish. Ascend Learning is providing technical assistance in negotiating and securing the lease. The lease will be at market rates, which is expected to be approximately \$18 a foot annually. The non-financial terms will be customary to commercial leases. No conflicts of interest are foreseen, as no trustee, officer, employee, agent, or affiliate of either the school or of Ascend has any financial interest in the transaction or stands to benefit from it financially in any way, with the exception that Ascend's commercial real estate broker will earn a standard brokerage fee when the transaction closes.

26. Food Services

Describe the plans for food services to be provided by the charter school.

The school will participate in the federal School Breakfast Program and the National School Lunch Program, ordering meals through SchoolFood, a division of the New York City Department of Education. Through this program, most students will likely be eligible to receive meals at no charge or at reduced prices. During the student registration process, the school will distribute and collect form 1041s to establish eligibility. The school will enter data in Automate the Schools, establish systems for monitoring daily participation and collecting monies, and submit data weekly to the Office of School Food and Nutrition Services. In conjunction with community partners, the school will establish and vigorously promote a wellness policy, as required by the USDA Child Nutrition Program, with the goal of reducing childhood obesity and promoting student health. Candy, chips, gum, and other unhealthy snacks will not be permitted on school premises.

The proposed facility has a full kitchen with all necessary equipment for serving meals from SchoolFood.

27. Health Services

Describe the plans for health services to be provided by the charter school.

Charter schools in New York State are subject to all applicable education laws affecting the health and safety of students. Charter schools must ensure that students receive all required immunizations and health assessments, maintain student health records, and afford nursing or comparable health services to students. As required by law, the school will: (1) ensure that students are properly immunized and have Form 211S documentation on file at the school; (2) conduct vision, hearing, and scoliosis screenings for all students in kindergarten and grade 1; (3) ensure that students who require daily medication have an appropriate form on file and that a registered nurse stores and administers their medications; (4) ensure that automatic external defibrillators are available and staff have been trained in their use; (5) instruct staff in the reporting of disruptive or violent incidents or suspected child abuse and in AED/CPR procedures; (6) provide emergency care for ill or injured pupils; and (7) ensure that the health records of students are kept confidential, as required under FERPA and other statutes.

In accordance with Section 2164 of the Public Health Law, immunization requirements shall not apply to children whose parent(s) or guardian(s) holds genuine and sincere religious beliefs that are contrary to such practices, and no certificate of immunization shall be required as a prerequisite to such children being admitted into or attending Canarsie Ascend Charter School.

The school will be located in Community School District 18 in New York City, and, as such, is eligible for a nurse from the city's Department of Health and Mental Hygiene (DHMH). In the first and second years, however, enrollment will be too small for the school to qualify for access to a nurse provided through the DHMH at the Department's expense. Instead, the school's budget includes funding for a part-time licensed health services professional. Beginning in year three, the school will request registered nursing services from DHMH; if a nursing shortage prevents DHMH from providing a nurse, the school will attempt to recruit a registered nurse and then petition DHMH to employ him or her, as have other charter schools.

Ascend Learning will monitor all aspects of the school's health programs and ensure that they meet all federal, state, and local requirements. Ascend Learning will also ensure that appropriate, fully enclosed space is provided for the nurse's office, with hot and cold water, adequate storage space, and a private screening area.

28. Transportation

Describe the transportation arrangements for students, including arrangements made for students who would not qualify for public school transportation under Education Law Section 3635, and any supplemental transportation arrangements planned with the school district.

Under Section 2853(4)(b) of the Education Law, charter schools are treated as non-public schools for the purpose of receiving transportation services. Consequently, the New York City Department of Education (NYCDOE) will provide transportation for eligible students in accordance with current Chancellor's Regulations. Pursuant to these policies, eligibility will be a function of age and distance from the school (except for special education students, whose eligibility is specified in their Individualized Education Plans). The NYCDOE's current general policy provides that students residing within 1.5 miles of the school are eligible for yellow bus services. NYCDOE typically issues MetroCards to students who reside outside that radius. The school will not provide any additional transportation services beyond those offered by NYCDOE. Families residing outside the area serviced by the city's yellow school buses will be expected to arrange for their students' transportation to and from the school either by using public transportation, or by private vehicle, carpool, or walking. The school's calendar will be aligned with that of the NYCDOE and hence district-provided transportation will be available at all times the charter school is in session.

29. Programmatic Audits

Describe any planned program audits to be initiated by the school, including the area(s) to be audited and the purpose, objectives and timing of the audits.

In addition to audits conducted by CSI, NYSED, and other regulatory agencies, the school will undergo a programmatic audit each year by SABIS, the organization from whom the school licenses the curriculum. This audit will include observations of every classroom, examination of academic data, and interviews with leadership team members. A formal written report will be provided to the school's leaders and to Ascend Learning immediately following the audit. The audit will test for compliance with the licensing agreement, which requires that the school adhere to certain "principles of operation," which include diagnostic tests, placement guidelines, course design, pacing charts, "point" system, seating charts, use of class prefects, promotion requirements, and use of AMS, CAT, and EOT exams, among other requirements.

Ascend also monitors and audits the schools it manages on an ongoing basis. This includes review of AMS, CAT, and EOT exams, as well as Renaissance Learning STAR reading results, practice tests toward the New York State tests, and other assessments.

30. School Partnerships

Describe any low-performing schools in the area in which the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

While the proposed school does not yet have partnerships with public schools in the area at this time, the school does intend to invite local school leaders, teachers, and other staff of Community School District 18 to visit the school and to discuss the school's practices. The school will also welcome such personnel to attend portions of the Summer Institute for all the school's teachers and other occasions during which the school's methods, practices, and results are examined in detail.



Charter Schools Institute
The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100 ALBANY	11,149	11,712	11,712	14,072
2	10201 BERNE KNOX	10,653	10,814	10,814	13,371
3	10306 BETHLEHEM	10,050	12,653	12,653	12,513
4	10402 RAVENA COEYMAN	11,446	11,936	11,936	13,365
5	10500 COHOES	10,516	11,070	11,070	11,791
6	10601 SOUTH COLONIE	10,750	11,422	11,422	12,137
7	10605 NORTH COLONIE	9,640	10,541	10,541	N/A
8	10615 MENANDS	16,576	16,582	16,582	15,870
9	10622 MAPLEWOOD	11,232	11,710	N/A	N/A
10	10623 NORTH COLONIE	N/A	N/A	10,541	10,708
11	10701 GREEN ISLAND	10,390	10,997	10,997	12,662
12	10802 GUILDERLAND	10,011	10,712	10,712	11,356
13	11003 VOORHEESVILLE	11,206	12,377	12,377	12,742
14	11200 WATERVLIET	8,850	9,070	9,070	9,404
15	20101 ALFRED ALMOND	9,184	10,226	10,226	10,628
16	20601 ANDOVER	10,738	11,107	11,107	12,353
17	20702 GENESEE VALLEY	9,380	9,686	9,686	11,013
18	20801 BELFAST	8,535	10,153	10,153	11,619
19	21102 CANASERAGA	10,752	11,354	11,354	12,329
20	21601 FRIENDSHIP	11,066	11,948	11,948	12,385
21	22001 FILLMORE	7,539	8,668	8,668	9,156
22	22101 WHITESVILLE	9,180	10,241	10,241	10,904
23	22302 CUBA-RUSHFORD	10,829	10,889	10,889	12,488
24	22401 SCIO	10,157	12,133	12,133	11,968
25	22601 WELLSVILLE	9,976	11,455	11,455	11,681
26	22902 BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
27	30101 CHENANGO FORKS	9,392	10,119	10,119	10,503
28	30200 BINGHAMTON	8,896	9,820	9,820	10,244
29	30501 HARPURSVILLE	7,793	9,718	9,718	9,877
30	30601 SUSQUEHANNA VA	10,413	11,919	11,919	12,156
31	30701 CHENANGO VALLE	10,699	10,906	10,906	10,665
32	31101 MAINE ENDWELL	9,864	11,002	11,002	10,197
33	31301 DEPOSIT	11,710	14,020	14,020	14,304
34	31401 WHITNEY POINT	8,922	9,883	9,883	11,324
35	31501 UNION-ENDICOTT	10,331	10,955	10,955	11,048
36	31502 JOHNSON CITY	10,865	11,182	11,182	12,050
37	31601 VESTAL	10,513	11,413	11,413	12,166
38	31701 WINDSOR	9,118	9,813	9,813	10,115
39	40204 WEST VALLEY	12,044	13,408	13,408	13,623
40	40302 ALLEGANY-LIMES	8,754	9,652	9,652	10,362
41	40901 ELLICOTTVILLE	10,443	10,206	10,206	11,491
42	41101 FRANKLINVILLE	9,899	10,696	10,696	11,351
43	41401 HINSDALE	10,311	10,640	10,640	9,952
44	42302 CATTARAUGUS-LI	11,295	11,536	11,536	11,368
45	42400 OLEAN	9,145	9,933	9,933	10,976
46	42801 GOWANDA	9,677	10,020	10,020	11,326
47	42901 PORTVILLE	9,153	9,726	9,726	10,058
48	43001 RANDOLPH	8,957	9,806	9,806	10,720
49	43200 SALAMANCA	9,448	11,211	11,211	11,582
50	43501 YORKSHRE-PIONE	10,533	10,566	10,566	11,406

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	50100	AUBURN	8,945	9,959	9,959	10,495
52	50301	WEEDSPORT	9,113	10,421	10,421	11,820
53	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
54	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
55	51101	PORT BYRON	9,418	10,138	10,138	10,865
56	51301	MORAVIA	9,540	9,940	9,940	10,202
57	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
58	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
59	60301	FREWSBURG	8,436	8,965	8,965	10,206
60	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
61	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
62	60601	PINE VALLEY	10,085	11,072	11,072	11,589
63	60701	CLYMER	10,139	13,768	13,768	14,425
64	60800	DUNKIRK	11,682	12,054	12,054	12,985
65	61001	BEMUS POINT	9,766	10,726	10,726	11,810
66	61101	FALCONER	8,141	8,694	8,694	9,522
67	61501	SILVER CREEK	9,574	10,079	10,079	11,223
68	61503	FORESTVILLE	9,323	10,133	10,133	10,484
69	61601	PANAMA	10,287	10,861	10,861	11,826
70	61700	JAMESTOWN	8,983	10,157	10,157	10,164
71	62201	FREDONIA	10,159	11,242	11,242	12,037
72	62301	BROCTON	11,771	12,774	12,774	12,437
73	62401	RIPLEY	12,402	13,456	13,456	15,941
74	62601	SHERMAN	9,446	10,611	10,611	10,196
75	62901	WESTFIELD	9,929	10,983	10,983	11,891
76	70600	ELMIRA	8,624	9,965	9,965	11,012
77	70901	HORSEHEADS	8,862	9,466	9,466	10,196
78	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
79	80101	AFTON	10,510	11,717	11,717	13,800
80	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
81	80601	GREENE	8,394	9,598	9,598	10,565
82	81003	UNADILLA	9,879	10,725	10,725	11,393
83	81200	NORWICH	8,503	9,089	9,089	9,956
84	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
85	81501	OXFORD	10,495	11,678	11,678	11,858
86	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
87	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
88	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
89	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
90	90601	CHAZY	9,891	10,616	10,616	11,716
91	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
92	91101	PERU	9,860	11,126	11,126	11,849
93	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
94	91402	SARANAC	8,832	9,535	9,535	11,333
95	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
96	100902	GERMANTOWN	12,486	12,770	12,770	14,614
97	101001	CHATHAM	11,215	12,277	12,277	12,977
98	101300	HUDSON	10,975	11,982	11,982	13,401
99	101401	KINDERHOOK	9,256	10,114	10,114	11,239
100	101601	NEW LEBANON	13,101	13,441	13,441	15,792

Charter Funding By NYS School District

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	110101	CINCINNATUS	11,091	12,195	12,195	12,691
102	110200	CORTLAND	9,347	9,778	9,778	10,142
103	110304	MCGRAW	10,128	11,222	11,222	11,248
104	110701	HOMER	9,289	10,182	10,182	11,092
105	110901	MARATHON	8,493	7,853	7,853	11,911
106	120102	ANDES	14,329	15,445	15,445	21,107
107	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
108	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
109	120501	DELHI	11,428	12,859	12,859	13,930
110	120701	FRANKLIN	11,937	12,786	12,786	13,106
111	120906	HANCOCK	12,248	13,854	13,854	14,267
112	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
113	121502	ROXBURY	14,123	15,068	15,068	16,963
114	121601	SIDNEY	9,571	11,217	11,217	11,628
115	121701	STAMFORD	9,430	11,560	11,560	13,915
116	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
117	121901	WALTON	9,575	9,739	9,739	10,718
118	130200	BEACON	9,227	9,650	9,650	11,093
119	130502	DOVER	10,011	10,589	10,589	11,245
120	130801	HYDE PARK	10,162	10,965	10,965	12,052
121	131101	NORTHEAST	12,969	15,151	15,151	15,342
122	131201	PAWLING	13,989	14,556	14,556	15,571
123	131301	PINE PLAINS	11,399	12,380	12,380	14,565
124	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
125	131601	ARLINGTON	9,976	10,651	10,651	11,469
126	131602	SPACKENKILL	13,604	14,417	14,417	16,018
127	131701	RED HOOK	10,871	12,091	12,091	13,202
128	131801	RHINEBECK	13,604	14,204	14,204	16,681
129	132101	WAPPINGERS	9,186	10,055	10,055	10,887
130	132201	MILLBROOK	10,071	11,769	11,769	12,902
131	140101	ALDEN	9,267	9,737	9,737	9,862
132	140201	AMHERST	10,520	10,138	10,138	10,721
133	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
134	140207	SWEET HOME	10,161	10,961	10,961	11,954
135	140301	EAST AURORA	12,436	9,978	9,978	10,210
136	140600	BUFFALO	9,567	10,429	10,429	12,005
137	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
138	140702	MARYVALE	9,452	10,025	10,025	10,433
139	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
140	140707	DEPEW	9,719	10,741	10,741	10,409
141	140709	SLOAN	10,003	10,860	10,860	11,946
142	140801	CLARENCE	8,107	8,747	8,747	9,001
143	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
144	141201	EDEN	8,277	8,752	8,752	9,674
145	141301	IROQUOIS	8,376	9,111	9,111	9,751
146	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
147	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
148	141601	HAMBURG	9,216	9,519	9,519	9,716
149	141604	FRONTIER	7,657	8,271	8,271	8,759
150	141701	HOLLAND	9,150	9,966	9,966	11,032

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151	141800	LACKAWANNA	10,172	10,833	10,833	11,964
152	141901	LANCASTER	7,284	7,973	7,973	8,449
153	142101	AKRON	9,157	9,760	9,760	10,134
154	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
155	142301	ORCHARD PARK	9,849	10,198	10,198	10,523
156	142500	TONAWANDA	9,165	9,779	9,779	10,051
157	142601	KENMORE	10,087	10,412	10,412	9,477
158	142801	WEST SENECA	8,555	8,948	8,948	10,179
159	150203	CROWN POINT	12,283	14,203	14,203	15,649
160	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
161	150601	KEENE	18,960	18,529	18,529	19,701
162	150801	MINERVA	25,811	27,490	27,490	25,637
163	150901	MORIAH	10,413	10,922	10,922	11,855
164	151001	NEWCOMB	39,125	51,675	51,675	43,580
165	151102	LAKE PLACID	11,911	13,620	13,620	14,929
166	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
167	151501	TICONDEROGA	11,278	13,258	13,258	13,455
168	151601	WESTPORT	12,345	11,244	11,244	13,649
169	151701	WILLSBORO	12,153	13,461	13,461	15,355
170	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
171	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
172	161201	SALMON RIVER	12,370	11,610	11,610	13,576
173	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
174	161501	MALONE	9,922	10,134	10,134	10,520
175	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
176	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
177	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
178	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
179	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
180	170801	MAYFIELD	8,067	8,827	8,827	10,112
181	170901	NORTHVILLE	10,754	12,396	12,396	13,440
182	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
183	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
184	180202	ALEXANDER	9,501	10,005	10,005	11,325
185	180300	BATAVIA	11,169	12,503	12,503	12,293
186	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
187	180901	ELBA	10,056	10,830	10,830	11,423
188	181001	LE ROY	8,741	9,837	9,837	10,757
189	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
190	181201	PAVILION	9,698	10,273	10,273	10,682
191	181302	PEMBROKE	9,205	9,919	9,919	11,828
192	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
193	190401	CATSKILL	10,226	11,424	11,424	14,130
194	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
195	190701	GREENVILLE	10,371	11,269	11,269	13,454
196	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
197	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
198	200101	PISECO	22,241	26,736	26,736	N/A
199	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
200	200501	INLET	22,241	26,736	26,736	N/A

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201	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
202	200701	LONG LAKE	36,121	37,270	37,270	42,198
203	200901	WELLS	19,282	18,500	18,500	21,823
204	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
205	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210
206	210501	ILION	7,829	8,025	8,025	8,450
207	210502	MOHAWK	8,656	9,642	9,642	10,758
208	210601	HERKIMER	8,531	9,185	9,185	9,525
209	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
210	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
211	211103	POLAND	10,141	10,558	10,558	11,690
212	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
213	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
214	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
215	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
216	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
217	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
218	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
219	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
220	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
221	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
222	221301	LYME	9,864	10,382	10,382	13,021
223	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
224	222000	WATERTOWN	7,344	7,934	7,934	8,985
225	222201	CARTHAGE	8,303	8,911	8,911	8,557
226	230201	COPENHAGEN	8,600	9,038	9,038	9,935
227	230301	HARRISVILLE	11,192	11,794	11,794	12,372
228	230901	LOWVILLE	7,979	8,403	8,403	9,602
229	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
230	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
231	240101	AVON	9,000	10,726	10,726	10,465
232	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
233	240401	GENESE0	10,353	10,819	10,819	12,257
234	240801	LIVONIA	9,786	10,725	10,725	11,356
235	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
236	241001	DANSVILLE	9,132	9,525	9,525	10,313
237	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
238	241701	YORK	8,824	9,863	9,863	10,694
239	250109	BROOKFIELD	9,758	11,515	11,515	11,171
240	250201	CAZENOVIA	9,208	9,996	9,996	10,613
241	250301	DE RUYTER	9,206	12,001	12,001	13,049
242	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
243	250701	HAMILTON	9,678	12,465	12,465	12,897
244	250901	CANASTOTA	8,830	9,135	9,135	9,837
245	251101	MADISON	10,163	10,976	10,976	10,079
246	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
247	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
248	251601	CHITTENANGO	9,074	10,080	10,080	10,983
249	260101	BRIGHTON	11,048	12,025	12,025	12,448
250	260401	GATES CHILI	10,332	11,150	11,150	12,359

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251	260501	GREECE	9,658	10,422	10,422	11,252
252	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
253	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
254	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
255	261001	SPENCERPORT	9,781	10,259	10,259	10,533
256	261101	HILTON	9,263	10,019	10,019	10,202
257	261201	PENFIELD	11,459	12,155	12,155	12,346
258	261301	FAIRPORT	9,679	10,220	10,220	10,647
259	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
260	261401	PITTSFORD	11,870	12,644	12,644	12,722
261	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
262	261600	ROCHESTER	10,070	10,868	10,868	12,426
263	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
264	261801	BROCKPORT	9,705	10,222	10,222	10,745
265	261901	WEBSTER	10,136	10,427	10,427	10,872
266	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
267	270100	AMSTERDAM	8,584	8,887	8,887	9,443
268	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
269	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
270	270701	FORT PLAIN	10,060	10,723	10,723	12,840
271	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
272	280100	GLEN COVE	17,094	17,909	17,909	18,368
273	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
274	280202	UNIONDALE	16,518	18,310	18,310	19,864
275	280203	EAST MEADOW	13,319	15,631	15,631	15,722
276	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
277	280205	LEVITTOWN	14,880	15,793	15,793	17,280
278	280206	SEAFORD	13,451	14,547	14,547	15,660
279	280207	BELLMORE	15,949	17,562	17,562	19,638
280	280208	ROOSEVELT	16,475	16,845	16,845	16,939
281	280209	FREEPORT	14,026	14,902	14,902	15,703
282	280210	BALDWIN	14,024	15,336	15,336	15,658
283	280211	OCEANSIDE	13,675	15,026	15,026	16,067
284	280212	MALVERNE	16,465	16,487	16,487	19,705
285	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
286	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
287	280215	LAWRENCE	18,845	20,562	20,562	23,002
288	280216	ELMONT	12,189	13,210	13,210	14,397
289	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
290	280218	GARDEN CITY	15,014	16,464	16,464	17,620
291	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
292	280220	LYNBROOK	15,340	16,514	16,514	17,680
293	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
294	280222	FLORAL PARK	12,106	12,852	12,852	14,937
295	280223	WANTAGH	12,237	13,441	13,441	13,593
296	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
297	280225	MERRICK	14,803	16,693	16,693	17,936
298	280226	ISLAND TREES	12,982	14,337	14,337	15,505
299	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
300	280229	NORTH MERRICK	15,668	16,678	16,678	17,825

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301	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
302	280231	ISLAND PARK	22,245	27,655	27,655	27,985
303	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
304	280252	SEWANHAKA	10,781	12,243	12,243	12,522
305	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
306	280300	LONG BEACH	17,016	19,842	19,842	22,042
307	280401	WESTBURY	15,640	17,435	17,435	18,224
308	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
309	280403	ROSLYN	18,741	20,081	20,081	20,898
310	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
311	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
312	280406	MANHASSET	18,864	20,254	20,254	21,235
313	280407	GREAT NECK	20,853	21,183	21,183	22,466
314	280409	HERRICKS	14,999	16,522	16,522	17,029
315	280410	MINEOLA	21,204	22,566	22,566	23,709
316	280411	CARLE PLACE	18,940	19,902	19,902	20,187
317	280501	NORTH SHORE	18,005	20,288	20,288	23,323
318	280502	SYOSSET	17,670	19,526	19,526	20,242
319	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
320	280504	PLAINVIEW	15,891	16,964	16,964	17,945
321	280506	OYSTER BAY	19,270	22,633	22,633	22,533
322	280515	JERICHO	19,561	22,601	22,601	23,911
323	280517	HICKSVILLE	12,923	14,580	14,580	14,942
324	280518	PLAINEDGE	12,076	13,977	13,977	15,701
325	280521	BETHPAGE	15,652	17,066	17,066	17,350
326	280522	FARMINGDALE	14,725	15,641	15,641	16,831
327	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
328	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
329	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
330	400400	LOCKPORT	9,198	10,220	10,220	9,912
331	400601	NEWFANE	8,779	9,476	9,476	10,086
332	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
333	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
334	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
335	401001	STARPOINT	8,219	9,058	9,058	9,789
336	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
337	401301	BARKER	12,412	13,293	13,293	12,895
338	401501	WILSON	9,136	10,584	10,584	10,386
339	410401	ADIRONDACK	9,936	10,915	10,915	11,668
340	410601	CAMDEN	8,250	9,386	9,386	10,655
341	411101	CLINTON	11,125	11,072	11,072	11,529
342	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
343	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
344	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
345	411701	REMSSEN	11,110	13,154	13,154	14,790
346	411800	ROME	9,456	10,778	10,778	11,413
347	411902	WATERVILLE	9,725	10,734	10,734	10,900
348	412000	SHERRILL	9,105	9,667	9,667	9,651
349	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
350	412300	UTICA	7,860	8,441	8,441	9,280

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351	412801	WESTMORELAND	10,095	11,188	11,188	11,938
352	412901	ORISKANY	9,696	10,625	10,625	10,992
353	412902	WHITESBORO	9,275	9,505	9,505	9,886
354	420101	WEST GENESEE	9,079	9,820	9,820	10,199
355	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
356	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
357	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944
358	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
359	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
360	420701	WESTHILL	9,708	10,372	10,372	10,634
361	420702	SOLVAY	9,801	10,721	10,721	11,760
362	420807	LA FAYETTE	14,681	15,526	15,526	15,766
363	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
364	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
365	421101	MARCELLUS	8,562	8,871	8,871	9,775
366	421201	ONONDAGA	10,106	10,459	10,459	12,132
367	421501	LIVERPOOL	10,715	11,946	11,946	12,529
368	421504	LYNCOURT	11,989	13,521	13,521	15,497
369	421601	SKANEATELES	11,552	12,010	12,010	12,337
370	421800	SYRACUSE	8,884	10,362	10,362	11,933
371	421902	TULLY	8,785	9,585	9,585	10,036
372	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
373	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
374	430700	GENEVA	9,208	10,458	10,458	12,688
375	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
376	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
377	431201	NAPLES	11,957	13,488	13,488	13,183
378	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
379	431401	HONEOYE	9,786	10,487	10,487	12,141
380	431701	VICTOR	8,790	9,618	9,618	9,518
381	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
382	440201	CHESTER	12,179	12,532	12,532	13,170
383	440301	CORNWALL	10,775	11,413	11,413	11,262
384	440401	PINE BUSH	9,606	10,576	10,576	11,570
385	440601	GOSHEN	11,566	12,560	12,560	12,773
386	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
387	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
388	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
389	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
390	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
391	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
392	441600	NEWBURGH	11,407	12,738	12,738	14,796
393	441800	PORT JERVIS	10,910	11,776	11,776	11,904
394	441903	TUXEDO	16,710	18,323	18,323	17,470
395	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
396	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
397	442115	FLORIDA	11,858	13,088	13,088	14,001
398	450101	ALBION	8,014	8,887	8,887	10,580
399	450607	KENDALL	9,526	9,917	9,917	12,590
400	450704	HOLLEY	6,999	9,844	9,844	10,275

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401	450801	MEDINA	9,550	10,525	10,525	10,826
402	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
403	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
404	460500	FULTON	9,852	10,413	10,413	11,616
405	460701	HANNIBAL	8,070	9,278	9,278	10,178
406	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
407	460901	MEXICO	9,693	10,521	10,521	11,702
408	461300	OSWEGO	10,684	12,105	12,105	12,263
409	461801	PULASKI	8,770	10,270	10,270	11,580
410	461901	SANDY CREEK	10,230	10,747	10,747	12,911
411	462001	PHOENIX	10,791	11,107	11,107	12,226
412	470202	GLBSTSVLLE-MT U	8,855	9,683	9,683	11,319
413	470501	EDMESTON	8,457	9,031	9,031	11,243
414	470801	LAURENS	9,163	10,185	10,185	10,634
415	470901	SCHENEVUS	10,974	11,100	11,100	12,566
416	471101	MILFORD	10,874	11,422	11,422	12,217
417	471201	MORRIS	9,165	9,185	9,185	10,436
418	471400	ONEONTA	10,060	10,915	10,915	11,790
419	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
420	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
421	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
422	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
423	472506	WORCESTER	10,398	10,422	10,422	12,352
424	480101	MAHOPAC	12,057	13,264	13,264	13,924
425	480102	CARMEL	14,319	14,865	14,865	15,409
426	480401	HALDANE	14,121	14,783	14,783	16,483
427	480404	GARRISON	18,482	20,327	20,327	21,676
428	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
429	480601	BREWSTER	14,336	15,649	15,649	16,808
430	490101	BERLIN	10,974	12,019	12,019	12,890
431	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
432	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
433	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
434	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
435	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
436	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
437	491200	RENSELAER	10,247	10,996	10,996	8,883
438	491302	AVERILL PARK	8,683	9,363	9,363	10,036
439	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
440	491501	SCHODACK	10,509	11,674	11,674	12,169
441	491700	TROY	11,481	13,360	13,360	15,986
442	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
443	500108	NANUET	16,675	17,763	17,763	18,531
444	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
445	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
446	500304	NYACK	16,020	17,016	17,016	18,240
447	500308	PEARL RIVER	13,277	14,413	14,413	14,854
448	500401	RAMAPO	15,993	17,571	17,571	16,919
449	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
450	510101	BRASHER FALLS	8,633	9,507	9,507	10,172

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451	510201	CANTON	10,471	11,114	11,114	11,252
452	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
453	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
454	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
455	511201	HAMMOND	9,281	11,478	11,478	12,727
456	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
457	511602	LISBON	11,326	11,867	11,867	12,322
458	511901	MADRID WADDING	10,391	10,883	10,883	10,491
459	512001	MASSENA	8,332	9,131	9,131	10,197
460	512101	MORRISTOWN	11,107	13,150	13,150	13,655
461	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
462	512300	OGDENSBURG	11,998	13,053	13,053	13,953
463	512404	HEUVELTON	9,954	11,007	11,007	10,704
464	512501	PARISHVILLE	9,498	9,890	9,890	10,609
465	512902	POTSDAM	9,979	10,840	10,840	11,390
466	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
467	520101	BURNT HILLS	9,994	10,562	10,562	10,168
468	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
469	520401	CORINTH	9,791	10,020	10,020	10,919
470	520601	EDINBURG	21,157	28,077	28,077	20,896
471	520701	GALWAY	8,609	9,042	9,042	10,157
472	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
473	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
474	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
475	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
476	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
477	522001	STILLWATER	8,313	8,971	8,971	9,269
478	522101	WATERFORD	10,199	12,183	12,183	12,844
479	530101	DUANESBURG	8,433	9,259	9,259	9,234
480	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
481	530301	NISKAYUNA	10,411	11,408	11,408	11,790
482	530501	SCHALMONT	11,630	12,830	12,830	13,862
483	530515	MOHONASEN	7,865	8,047	8,047	8,989
484	530600	SCHENECTADY	9,590	10,272	10,272	12,014
485	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
486	540901	JEFFERSON	11,383	11,905	11,905	12,445
487	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
488	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
489	541201	SCHOHARIE	9,913	10,626	10,626	12,138
490	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
491	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
492	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
493	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
494	560603	ROMULUS	11,185	11,830	11,830	14,567
495	560701	SENECA FALLS	9,687	10,676	10,676	11,016
496	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
497	570101	ADDISON	10,537	10,215	10,215	11,263
498	570201	AVOCA	9,594	11,471	11,471	13,201
499	570302	BATH	8,726	9,370	9,370	9,780
500	570401	BRADFORD	11,995	12,185	12,185	13,266

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501	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
502	571000	CORNING	9,407	10,255	10,255	10,637
503	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
504	571800	HORNELL	9,927	10,088	10,088	9,858
505	571901	ARKPORT	8,402	8,587	8,587	9,666
506	572301	PRATTSBURG	9,697	9,983	9,983	10,626
507	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
508	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766
509	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
510	580101	BABYLON	15,378	17,161	17,161	16,928
511	580102	WEST BABYLON	12,571	13,840	13,840	14,848
512	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
513	580104	LINDENHURST	12,446	13,409	13,409	14,253
514	580105	COPIAGUE	11,518	13,079	13,079	15,369
515	580106	AMITYVILLE	14,006	16,765	16,765	17,777
516	580107	DEER PARK	14,629	15,380	15,380	15,685
517	580109	WYANDANCH	14,812	15,791	15,791	16,666
518	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
519	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
520	580205	SACHEM	12,482	13,313	13,313	13,251
521	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
522	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
523	580208	MILLER PLACE	13,114	14,009	14,009	12,922
524	580209	ROCKY POINT	11,446	12,271	12,271	12,823
525	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
526	580212	LONGWOOD	12,113	13,845	13,845	14,380
527	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
528	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
529	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
530	580234	EAST MORICHES	15,728	15,102	15,102	17,372
531	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
532	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
533	580302	WAINSCOTT	13,289	19,419	19,419	N/A
534	580303	AMAGANSETT	59,305	45,754	45,754	57,648
535	580304	SPRINGS	16,860	19,627	19,627	21,775
536	580305	SAG HARBOR	20,395	23,814	23,814	24,716
537	580306	MONTAUK	21,131	23,842	23,842	31,259
538	580401	ELWOOD	13,740	14,427	14,427	14,485
539	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
540	580403	HUNTINGTON	16,331	16,922	16,922	17,512
541	580404	NORTHPORT	15,387	16,459	16,459	18,014
542	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
543	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
544	580410	COMMACK	13,120	14,858	14,858	15,572
545	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
546	580501	BAY SHORE	13,930	15,048	15,048	15,355
547	580502	ISLIP	11,813	12,916	12,916	14,285
548	580503	EAST ISLIP	12,245	13,735	13,735	14,659
549	580504	SAYVILLE	12,579	15,751	15,751	16,460
550	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566

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551	580506 HAUPPAUGE	14,975	15,992	15,992	16,435
552	580507 CONNETQUOT	13,359	14,373	14,373	15,947
553	580509 WEST ISLIP	11,756	12,679	12,679	13,799
554	580512 BRENTWOOD	11,583	12,950	12,950	13,488
555	580513 CENTRAL ISLIP	16,773	18,571	18,571	19,614
556	580514 FIRE ISLAND	75,321	105,135	105,135	107,803
557	580601 SHOREHAM-WADIN	13,116	14,471	14,471	15,726
558	580602 RIVERHEAD	13,909	15,743	15,743	16,076
559	580701 SHELTER ISLAND	25,991	25,456	25,456	27,980
560	580801 SMITHTOWN	12,667	13,272	13,272	13,969
561	580805 KINGS PARK	12,556	13,065	13,065	13,928
562	580901 REMSENBURG	28,044	29,102	29,102	36,414
563	580902 WESTHAMPTON BE	16,314	18,052	18,052	18,354
564	580903 QUOGUE	34,967	38,866	38,866	46,916
565	580905 HAMPTON BAYS	12,481	14,438	14,438	16,093
566	580906 SOUTHAMPTON	21,695	24,096	24,096	23,414
567	580909 BRIDGEHAMPTON	54,109	51,579	51,579	53,186
568	580910 SAGAPONACK	13,289	19,419	19,419	N/A
569	580912 EASTPORT-SOUTH	11,176	12,376	12,376	13,276
570	580913 TUCKAHOE COMMO	24,583	24,715	24,715	28,200
571	580917 EAST QUOGUE	16,623	21,071	21,071	22,116
572	581002 OYSTERPONDS	28,674	30,893	30,893	32,931
573	581004 FISHERS ISLAND	41,189	37,296	37,296	42,471
574	581005 SOUTHOLD	14,515	15,431	15,431	17,390
575	581010 GREENPORT	14,041	14,945	14,945	16,696
576	581012 MATTITUCK-CUTC	14,814	15,260	15,260	15,967
577	581015 NEW SUFFOLK	13,289	19,419	19,419	N/A
578	590501 FALLSBURGH	15,248	16,265	16,265	19,402
579	590801 ELDRED	11,596	13,588	13,588	13,570
580	590901 LIBERTY	13,524	15,551	15,551	17,552
581	591201 TRI VALLEY	15,653	16,260	16,260	18,324
582	591301 ROSCOE	15,149	17,289	17,289	17,826
583	591302 LIVINGSTON MAN	13,770	14,627	14,627	16,085
584	591401 MONTICELLO	11,687	12,084	12,084	14,106
585	591502 SULLIVAN WEST	12,938	14,012	14,012	15,001
586	600101 WAVERLY	8,126	8,476	8,476	9,059
587	600301 CANDOR	9,861	10,252	10,252	11,287
588	600402 NEWARK VALLEY	9,255	10,412	10,412	10,287
589	600601 OWEGO-APALACHI	10,051	10,347	10,347	11,452
590	600801 SPENCER VAN ET	7,417	8,771	8,771	10,808
591	600903 TIOGA	7,712	8,451	8,451	9,445
592	610301 DRYDEN	9,582	10,200	10,200	11,011
593	610501 GROTON	8,899	9,486	9,486	10,405
594	610600 ITHACA	11,162	12,113	12,113	12,670
595	610801 LANSING	11,773	12,850	12,850	10,855
596	610901 NEWFIELD	8,554	8,923	8,923	9,830
597	611001 TRUMANSBURG	9,597	10,114	10,114	10,222
598	620600 KINGSTON	12,176	12,731	12,731	14,461
599	620803 HIGHLAND	10,690	11,914	11,914	12,457
600	620901 RONDOUT VALLEY	14,241	15,569	15,569	17,586

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601	621001	MARLBORO	13,729	14,591	14,591	15,483
602	621101	NEW PALTZ	11,835	12,290	12,290	13,284
603	621201	ONTEORA	14,239	15,687	15,687	18,571
604	621601	SAUGERTIES	10,068	11,303	11,303	11,825
605	621801	WALLKILL	9,807	10,532	10,532	10,997
606	622002	ELLENVILLE	14,662	15,427	15,427	15,150
607	630101	BOLTON	16,201	18,295	18,295	20,535
608	630202	NORTH WARREN	13,343	15,288	15,288	15,458
609	630300	GLENS FALLS	10,178	10,923	10,923	11,469
610	630601	JOHNSBURG	14,807	16,769	16,769	18,339
611	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
612	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
613	630902	QUEENSBURY	8,374	8,801	8,801	9,538
614	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
615	631201	WARRENSBURG	12,837	14,290	14,290	14,836
616	640101	ARGYLE	8,772	10,694	10,694	11,402
617	640502	FORT ANN	11,691	13,187	13,187	13,847
618	640601	FORT EDWARD	10,554	11,926	11,926	11,493
619	640701	GRANVILLE	8,841	10,678	10,678	10,360
620	640801	GREENWICH	10,146	11,995	11,995	12,131
621	641001	HARTFORD	9,645	11,389	11,389	12,205
622	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
623	641401	PUTNAM	20,620	23,086	23,086	23,966
624	641501	SALEM	9,675	11,650	11,650	13,082
625	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
626	641701	WHITEHALL	10,230	10,832	10,832	12,236
627	650101	NEWARK	9,666	9,934	9,934	11,100
628	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
629	650501	LYONS	9,098	9,951	9,951	10,690
630	650701	MARION	9,951	10,933	10,933	11,418
631	650801	WAYNE	9,957	10,781	10,781	11,034
632	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
633	650902	GANANDA	8,713	9,476	9,476	9,757
634	651201	SODUS	11,350	12,258	12,258	12,623
635	651402	WILLIAMSON	9,984	11,381	11,381	12,113
636	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030
637	651503	RED CREEK	8,978	9,664	9,664	10,909
638	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
639	660102	BEDFORD	18,038	19,852	19,852	20,556
640	660202	CROTON HARMON	15,181	15,550	15,550	15,733
641	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
642	660301	EASTCHESTER	16,813	17,035	17,035	17,827
643	660302	TUCKAHOE	17,306	18,600	18,600	20,009
644	660303	BRONXVILLE	18,961	21,219	21,219	22,099
645	660401	TARRYTOWN	14,846	16,455	16,455	16,449
646	660402	IRVINGTON	16,493	18,320	18,320	20,150
647	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
648	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
649	660405	ARDSLEY	15,063	17,638	17,638	20,471
650	660406	EDGEMONT	15,844	16,226	16,226	17,819

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651	660407	GREENBURGH	20,815	20,451	20,451	22,343
652	660409	ELMSFORD	19,616	21,033	21,033	22,211
653	660501	HARRISON	19,289	20,737	20,737	23,457
654	660701	MAMARONECK	17,674	16,404	16,404	18,416
655	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
656	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
657	660805	VALHALLA	18,472	19,877	19,877	20,983
658	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
659	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
660	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
661	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
662	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
663	661301	NORTH SALEM	19,212	20,267	20,267	20,273
664	661401	OSSINING	15,525	16,981	16,981	18,293
665	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
666	661500	PEEKSKILL	15,279	16,068	16,068	16,431
667	661601	PELHAM	14,768	15,317	15,317	16,187
668	661800	RYE	19,091	18,846	18,846	18,927
669	661901	RYE NECK	16,189	18,168	18,168	18,340
670	661904	PORT CHESTER	11,600	12,674	12,674	13,413
671	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
672	662001	SCARSDALE	19,135	20,819	20,819	22,148
673	662101	SOMERS	14,552	15,818	15,818	16,825
674	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
675	662300	YONKERS	12,015	12,006	12,006	14,520
676	662401	LAKELAND	13,540	14,318	14,318	14,999
677	662402	YORKTOWN	13,595	14,859	14,859	16,743
678	670201	ATTICA	9,266	9,393	9,393	9,552
679	670401	LETCHWORTH	10,838	10,945	10,945	11,337
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	671201	PERRY	9,832	10,672	10,672	11,041
682	671501	WARSAW	10,242	12,111	12,111	11,643
683	680601	PENN YAN	9,317	10,287	10,287	11,554
684	680801	DUNDEE	8,023	9,390	9,390	9,998

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100	ALBANY	11,149	11,712	11,712	14,072
2	570101	ADDISON	10,537	10,215	10,215	11,263
3	410401	ADIRONDACK	9,936	10,915	10,915	11,668
4	80101	AFTON	10,510	11,717	11,717	13,800
5	142101	AKRON	9,157	9,760	9,760	10,134
6	450101	ALBION	8,014	8,887	8,887	10,580
7	140101	ALDEN	9,267	9,737	9,737	9,862
8	180202	ALEXANDER	9,501	10,005	10,005	11,325
9	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
10	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
11	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
12	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
13	580303	AMAGANSETT	59,305	45,754	45,754	57,648
14	140201	AMHERST	10,520	10,138	10,138	10,721
15	580106	AMITYVILLE	14,006	16,765	16,765	17,777
16	270100	AMSTERDAM	8,584	8,887	8,887	9,443
17	120102	ANDES	14,329	15,445	15,445	21,107
18	20601	ANDOVER	10,738	11,107	11,107	12,353
19	660405	ARDSLEY	15,063	17,638	17,638	20,471
20	640101	ARGYLE	8,772	10,694	10,694	11,402
21	571901	ARKPORT	8,402	8,587	8,587	9,666
22	131601	ARLINGTON	9,976	10,651	10,651	11,469
23	670201	ATTICA	9,266	9,393	9,393	9,552
24	50100	AUBURN	8,945	9,959	9,959	10,495
25	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
26	491302	AVERILL PARK	8,683	9,363	9,363	10,036
27	570201	AVOCA	9,594	11,471	11,471	13,201
28	240101	AVON	9,000	10,726	10,726	10,465
29	580101	BABYLON	15,378	17,161	17,161	16,928
30	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
31	280210	BALDWIN	14,024	15,336	15,336	15,658
32	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
33	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
34	401301	BARKER	12,412	13,293	13,293	12,895
35	180300	BATAVIA	11,169	12,503	12,503	12,293
36	570302	BATH	8,726	9,370	9,370	9,780
37	580501	BAY SHORE	13,930	15,048	15,048	15,355
38	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566
39	130200	BEACON	9,227	9,650	9,650	11,093
40	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
41	660102	BEDFORD	18,038	19,852	19,852	20,556
42	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
43	20801	BELFAST	8,535	10,153	10,153	11,619
44	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
45	280207	BELLMORE	15,949	17,562	17,562	19,638
46	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
47	61001	BEMUS POINT	9,766	10,726	10,726	11,810
48	490101	BERLIN	10,974	12,019	12,019	12,890
49	10201	BERNE KNOX	10,653	10,814	10,814	13,371
50	10306	BETHLEHEM	10,050	12,653	12,653	12,513

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51	280521	BETHPAGE	15,652	17,066	17,066	17,350
52	30200	BINGHAMTON	8,896	9,820	9,820	10,244
53	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
54	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
55	630101	BOLTON	16,201	18,295	18,295	20,535
56	570401	BRADFORD	11,995	12,185	12,185	13,266
57	510101	BRASHER FALLS	8,633	9,507	9,507	10,172
58	580512	BRENTWOOD	11,583	12,950	12,950	13,488
59	480601	BREWSTER	14,336	15,649	15,649	16,808
60	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
61	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
62	260101	BRIGHTON	11,048	12,025	12,025	12,448
63	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
64	261801	BROCKPORT	9,705	10,222	10,222	10,745
65	62301	BROCTON	11,771	12,774	12,774	12,437
66	660303	BRONXVILLE	18,961	21,219	21,219	22,099
67	250109	BROOKFIELD	9,758	11,515	11,515	11,171
68	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
69	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
70	140600	BUFFALO	9,567	10,429	10,429	12,005
71	520101	BURNT HILLS	9,994	10,562	10,562	10,168
72	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
73	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
74	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
75	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
76	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
77	410601	CAMDEN	8,250	9,386	9,386	10,655
78	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
79	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
80	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
81	21102	CANASERAGA	10,752	11,354	11,354	12,329
82	250901	CANASTOTA	8,830	9,135	9,135	9,837
83	600301	CANDOR	9,861	10,252	10,252	11,287
84	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
85	510201	CANTON	10,471	11,114	11,114	11,252
86	280411	CARLE PLACE	18,940	19,902	19,902	20,187
87	480102	CARMEL	14,319	14,865	14,865	15,409
88	222201	CARTHAGE	8,303	8,911	8,911	8,557
89	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
90	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
91	190401	CATSKILL	10,226	11,424	11,424	14,130
92	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
93	250201	CAZENOVIA	9,208	9,996	9,996	10,613
94	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
95	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
96	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
97	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
98	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
99	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
100	101001	CHATHAM	11,215	12,277	12,277	12,977

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101	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
102	90601	CHAZY	9,891	10,616	10,616	11,716
103	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
104	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
105	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
106	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
107	440201	CHESTER	12,179	12,532	12,532	13,170
108	251601	CHITTENANGO	9,074	10,080	10,080	10,983
109	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
110	110101	CINCINNATUS	11,091	12,195	12,195	12,691
111	140801	CLARENCE	8,107	8,747	8,747	9,001
112	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
113	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
114	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
115	411101	CLINTON	11,125	11,072	11,072	11,529
116	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
117	60701	CLYMER	10,139	13,768	13,768	14,425
118	541102	COBLESKIL-RICHM	9,443	10,568	10,568	10,802
119	10500	COHOES	10,516	11,070	11,070	11,791
120	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
121	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
122	580410	COMMACK	13,120	14,858	14,858	15,572
123	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
124	580507	CONNETHQUOT	13,359	14,373	14,373	15,947
125	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
126	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
127	230201	COPENHAGEN	8,600	9,038	9,038	9,935
128	580105	COPIAGUE	11,518	13,079	13,079	15,369
129	520401	CORINTH	9,791	10,020	10,020	10,919
130	571000	CORNING	9,407	10,255	10,255	10,637
131	440301	CORNWALL	10,775	11,413	11,413	11,262
132	110200	CORTLAND	9,347	9,778	9,778	10,142
133	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
134	660202	CROTON HARMON	15,181	15,550	15,550	15,733
135	150203	CROWN POINT	12,283	14,203	14,203	15,649
136	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
137	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
138	241001	DANSVILLE	9,132	9,525	9,525	10,313
139	250301	DE RUYTER	9,206	12,001	12,001	13,049
140	580107	DEER PARK	14,629	15,380	15,380	15,685
141	120501	DELHI	11,428	12,859	12,859	13,930
142	140707	DEPEW	9,719	10,741	10,741	10,409
143	31301	DEPOSIT	11,710	14,020	14,020	14,304
144	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
145	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
146	130502	DOVER	10,011	10,589	10,589	11,245
147	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
148	610301	DRYDEN	9,582	10,200	10,200	11,011
149	530101	DUANESBURG	8,433	9,259	9,259	9,234
150	680801	DUNDEE	8,023	9,390	9,390	9,998

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151	60800	DUNKIRK	11,682	12,054	12,054	12,985
152	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
153	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
154	140301	EAST AURORA	12,436	9,978	9,978	10,210
155	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
156	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
157	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
158	580503	EAST ISLIP	12,245	13,735	13,735	14,659
159	280203	EAST MEADOW	13,319	15,631	15,631	15,722
160	580234	EAST MORICHES	15,728	15,102	15,102	17,372
161	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
162	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
163	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
164	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
165	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
166	660301	EASTCHESTER	16,813	17,035	17,035	17,827
167	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
168	141201	EDEN	8,277	8,752	8,752	9,674
169	660406	EDGEMONT	15,844	16,226	16,226	17,819
170	520601	EDINBURG	21,157	28,077	28,077	20,896
171	470501	EDMESTON	8,457	9,031	9,031	11,243
172	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
173	180901	ELBA	10,056	10,830	10,830	11,423
174	590801	ELDRED	11,596	13,588	13,588	13,570
175	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
176	622002	ELLENVILLE	14,662	15,427	15,427	15,150
177	40901	ELLCOTTVILLE	10,443	10,206	10,206	11,491
178	70600	ELMIRA	8,624	9,965	9,965	11,012
179	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
180	280216	ELMONT	12,189	13,210	13,210	14,397
181	660409	ELMSFORD	19,616	21,033	21,033	22,211
182	580401	ELWOOD	13,740	14,427	14,427	14,485
183	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
184	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
185	261301	FAIRPORT	9,679	10,220	10,220	10,647
186	61101	FALCONER	8,141	8,694	8,694	9,522
187	590501	FALLSBURGH	15,248	16,265	16,265	19,402
188	280522	FARMINGDALE	14,725	15,641	15,641	16,831
189	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
190	22001	FILLMORE	7,539	8,668	8,668	9,156
191	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
192	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
193	280222	FLORAL PARK	12,106	12,852	12,852	14,937
194	442115	FLORIDA	11,858	13,088	13,088	14,001
195	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
196	61503	FORESTVILLE	9,323	10,133	10,133	10,484
197	640502	FORT ANN	11,691	13,187	13,187	13,847
198	640601	FORT EDWARD	10,554	11,926	11,926	11,493
199	270701	FORT PLAIN	10,060	10,723	10,723	12,840
200	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210

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201	120701	FRANKLIN	11,937	12,786	12,786	13,106
202	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
203	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
204	62201	FREDONIA	10,159	11,242	11,242	12,037
205	280209	FREEPORT	14,026	14,902	14,902	15,703
206	60301	FREWSBURG	8,436	8,965	8,965	10,206
207	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
208	141604	FRONTIER	7,657	8,271	8,271	8,759
209	460500	FULTON	9,852	10,413	10,413	11,616
210	520701	GALWAY	8,609	9,042	9,042	10,157
211	650902	GANANDA	8,713	9,476	9,476	9,757
212	280218	GARDEN CITY	15,014	16,464	16,464	17,620
213	480404	GARRISON	18,482	20,327	20,327	21,676
214	260401	GATES CHILI	10,332	11,150	11,150	12,359
215	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
216	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
217	240401	GENESEO	10,353	10,819	10,819	12,257
218	430700	GENEVA	9,208	10,458	10,458	12,688
219	100902	GERMANTOWN	12,486	12,770	12,770	14,614
220	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
221	470202	GLBTSVILLE-MT U	8,855	9,683	9,683	11,319
222	280100	GLEN COVE	17,094	17,909	17,909	18,368
223	630300	GLENS FALLS	10,178	10,923	10,923	11,469
224	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
225	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
226	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
227	440601	GOSHEN	11,566	12,560	12,560	12,773
228	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
229	42801	GOWANDA	9,677	10,020	10,020	11,326
230	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
231	640701	GRANVILLE	8,841	10,678	10,678	10,360
232	280407	GREAT NECK	20,853	21,183	21,183	22,466
233	260501	GREECE	9,658	10,422	10,422	11,252
234	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
235	660407	GREENBURGH	20,815	20,451	20,451	22,343
236	80601	GREENE	8,394	9,598	9,598	10,565
237	581010	GREENPORT	14,041	14,945	14,945	16,696
238	190701	GREENVILLE	10,371	11,269	11,269	13,454
239	640801	GREENWICH	10,146	11,995	11,995	12,131
240	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
241	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
242	610501	GROTON	8,899	9,486	9,486	10,405
243	10802	GUILDERLAND	10,011	10,712	10,712	11,356
244	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
245	480401	HALDANE	14,121	14,783	14,783	16,483
246	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
247	141601	HAMBURG	9,216	9,519	9,519	9,716
248	250701	HAMILTON	9,678	12,465	12,465	12,897
249	511201	HAMMOND	9,281	11,478	11,478	12,727
250	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766

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251	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
252	120906	HANCOCK	12,248	13,854	13,854	14,267
253	460701	HANNIBAL	8,070	9,278	9,278	10,178
254	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
255	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
256	660501	HARRISON	19,289	20,737	20,737	23,457
257	230301	HARRISVILLE	11,192	11,794	11,794	12,372
258	641001	HARTFORD	9,645	11,389	11,389	12,205
259	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
260	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
261	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
262	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
263	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
264	210601	HERKIMER	8,531	9,185	9,185	9,525
265	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
266	280409	HERRICKS	14,999	16,522	16,522	17,029
267	512404	HEUVELTON	9,954	11,007	11,007	10,704
268	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
269	280517	HICKSVILLE	12,923	14,580	14,580	14,942
270	620803	HIGHLAND	10,690	11,914	11,914	12,457
271	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
272	261101	HILTON	9,263	10,019	10,019	10,202
273	41401	HINSDALE	10,311	10,640	10,640	9,952
274	141701	HOLLAND	9,150	9,966	9,966	11,032
275	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
276	450704	HOLLEY	6,999	9,844	9,844	10,275
277	110701	HOMER	9,289	10,182	10,182	11,092
278	431401	HONEOYE	9,786	10,487	10,487	12,141
279	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
280	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
281	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
282	571800	HORNELL	9,927	10,088	10,088	9,858
283	70901	HORSEHEADS	8,862	9,466	9,466	10,196
284	101300	HUDSON	10,975	11,982	11,982	13,401
285	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
286	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
287	580403	HUNTINGTON	16,331	16,922	16,922	17,512
288	130801	HYDE PARK	10,162	10,965	10,965	12,052
289	210501	ILION	7,829	8,025	8,025	8,450
290	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
291	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
292	200501	INLET	22,241	26,736	26,736	N/A
293	141301	IROQUOIS	8,376	9,111	9,111	9,751
294	660402	IRVINGTON	16,493	18,320	18,320	20,150
295	280231	ISLAND PARK	22,245	27,655	27,655	27,985
296	280226	ISLAND TREES	12,982	14,337	14,337	15,505
297	580502	ISLIP	11,813	12,916	12,916	14,285
298	610600	ITHACA	11,162	12,113	12,113	12,670
299	61700	JAMESTOWN	8,983	10,157	10,157	10,164
300	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944

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301	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
302	540901	JEFFERSON	11,383	11,905	11,905	12,445
303	280515	JERICO	19,561	22,601	22,601	23,911
304	630601	JOHNSBURG	14,807	16,769	16,769	18,339
305	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
306	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
307	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
308	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
309	150601	KEENE	18,960	18,529	18,529	19,701
310	450607	KENDALL	9,526	9,917	9,917	12,590
311	142601	KENMORE	10,087	10,412	10,412	9,477
312	101401	KINDERHOOK	9,256	10,114	10,114	11,239
313	580805	KINGS PARK	12,556	13,065	13,065	13,928
314	620600	KINGSTON	12,176	12,731	12,731	14,461
315	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
316	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
317	420807	LA FAYETTE	14,681	15,526	15,526	15,766
318	141800	LACKAWANNA	10,172	10,833	10,833	11,964
319	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
320	151102	LAKE PLACID	11,911	13,620	13,620	14,929
321	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
322	662401	LAKELAND	13,540	14,318	14,318	14,999
323	141901	LANCASTER	7,284	7,973	7,973	8,449
324	610801	LANSING	11,773	12,850	12,850	10,855
325	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
326	470801	LAURENS	9,163	10,185	10,185	10,634
327	280215	LAWRENCE	18,845	20,562	20,562	23,002
328	181001	LE ROY	8,741	9,837	9,837	10,757
329	670401	LETCHWORTH	10,838	10,945	10,945	11,337
330	280205	LEVITTOWN	14,880	15,793	15,793	17,280
331	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
332	590901	LIBERTY	13,524	15,551	15,551	17,552
333	580104	LINDENHURST	12,446	13,409	13,409	14,253
334	511602	LISBON	11,326	11,867	11,867	12,322
335	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
336	421501	LIVERPOOL	10,715	11,946	11,946	12,529
337	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
338	240801	LIVONIA	9,786	10,725	10,725	11,356
339	400400	LOCKPORT	9,198	10,220	10,220	9,912
340	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
341	280300	LONG BEACH	17,016	19,842	19,842	22,042
342	200701	LONG LAKE	36,121	37,270	37,270	42,198
343	580212	LONGWOOD	12,113	13,845	13,845	14,380
344	230901	LOWVILLE	7,979	8,403	8,403	9,602
345	221301	LYME	9,864	10,382	10,382	13,021
346	280220	LYNBROOK	15,340	16,514	16,514	17,680
347	421504	LYNCOURT	11,989	13,521	13,521	15,497
348	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
349	650501	LYONS	9,098	9,951	9,951	10,690
350	251101	MADISON	10,163	10,976	10,976	10,079

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351	511901	MADRID WADDING	10,391	10,883	10,883	10,491
352	480101	MAHOPAC	12,057	13,264	13,264	13,924
353	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
354	161501	MALONE	9,922	10,134	10,134	10,520
355	280212	MALVERNE	16,465	16,487	16,487	19,705
356	660701	MAMARONECK	17,674	16,404	16,404	18,416
357	431101	MANHSTR-SHRTS	10,121	10,485	10,485	10,420
358	280406	MANHASSET	18,864	20,254	20,254	21,235
359	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
360	110901	MARATHON	8,493	7,853	7,853	11,911
361	421101	MARCELLUS	8,562	8,871	8,871	9,775
362	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
363	650701	MARION	9,951	10,933	10,933	11,418
364	621001	MARLBORO	13,729	14,591	14,591	15,483
365	140702	MARYVALE	9,452	10,025	10,025	10,433
366	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
367	512001	MASSENA	8,332	9,131	9,131	10,197
368	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
369	170801	MAYFIELD	8,067	8,827	8,827	10,112
370	110304	MCGRAW	10,128	11,222	11,222	11,248
371	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
372	450801	MEDINA	9,550	10,525	10,525	10,826
373	10615	MENANDS	16,576	16,582	16,582	15,870
374	280225	MERRICK	14,803	16,693	16,693	17,936
375	460901	MEXICO	9,693	10,521	10,521	11,702
376	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
377	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
378	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
379	471101	MILFORD	10,874	11,422	11,422	12,217
380	132201	MILLBROOK	10,071	11,769	11,769	12,902
381	580208	MILLER PLACE	13,114	14,009	14,009	12,922
382	280410	MINEOLA	21,204	22,566	22,566	23,709
383	150801	MINERVA	25,811	27,490	27,490	25,637
384	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
385	210502	MOHAWK	8,656	9,642	9,642	10,758
386	530515	MOHONASEN	7,865	8,047	8,047	8,989
387	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
388	580306	MONTAUK	21,131	23,842	23,842	31,259
389	591401	MONTICELLO	11,687	12,084	12,084	14,106
390	51301	MORAVIA	9,540	9,940	9,940	10,202
391	150901	MORIAH	10,413	10,922	10,922	11,855
392	471201	MORRIS	9,165	9,185	9,185	10,436
393	512101	MORRISTOWN	11,107	13,150	13,150	13,655
394	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
395	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
396	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
397	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
398	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
399	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
400	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030

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401	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
402	500108	NANUET	16,675	17,763	17,763	18,531
403	431201	NAPLES	11,957	13,488	13,488	13,183
404	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
405	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
406	101601	NEW LEBANON	13,101	13,441	13,441	15,792
407	621101	NEW PALTZ	11,835	12,290	12,290	13,284
408	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
409	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
410	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
411	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
412	650101	NEWARK	9,666	9,934	9,934	11,100
413	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
414	441600	NEWBURGH	11,407	12,738	12,738	14,796
415	151001	NEWCOMB	39,125	51,675	51,675	43,580
416	400601	NEWFANE	8,779	9,476	9,476	10,086
417	610901	NEWFIELD	8,554	8,923	8,923	9,830
418	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
419	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
420	530301	NISKAYUNA	10,411	11,408	11,408	11,790
421	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
422	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
423	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
424	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
425	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
426	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
427	280229	NORTH MERRICK	15,668	16,678	16,678	17,825
428	661301	NORTH SALEM	19,212	20,267	20,267	20,273
429	280501	NORTH SHORE	18,005	20,288	20,288	23,323
430	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
431	630202	NORTH WARREN	13,343	15,288	15,288	15,458
432	131101	NORTHEAST	12,969	15,151	15,151	15,342
433	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
434	580404	NORTHPORT	15,387	16,459	16,459	18,014
435	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
436	170901	NORTHVILLE	10,754	12,396	12,396	13,440
437	81200	NORWICH	8,503	9,089	9,089	9,956
438	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
439	500304	NYACK	16,020	17,016	17,016	18,240
440	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
441	280211	OCEANSIDE	13,675	15,026	15,026	16,067
442	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
443	512300	OGDENSBURG	11,998	13,053	13,053	13,953
444	42400	OLEAN	9,145	9,933	9,933	10,976
445	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
446	471400	ONEONTA	10,060	10,915	10,915	11,790
447	421201	ONONDAGA	10,106	10,459	10,459	12,132
448	621201	ONTEORA	14,239	15,687	15,687	18,571
449	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
450	142301	ORCHARD PARK	9,849	10,198	10,198	10,523

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451	412901	ORISKANY	9,696	10,625	10,625	10,992
452	661401	OSSINING	15,525	16,981	16,981	18,293
453	461300	OSWEGO	10,684	12,105	12,105	12,263
454	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
455	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
456	81501	OXFORD	10,495	11,678	11,678	11,858
457	280506	OYSTER BAY	19,270	22,633	22,633	22,533
458	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
459	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
460	61601	PANAMA	10,287	10,861	10,861	11,826
461	512501	PARISHVILLE	9,498	9,890	9,890	10,609
462	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
463	181201	PAVILION	9,698	10,273	10,273	10,682
464	131201	PAWLING	13,989	14,556	14,556	15,571
465	500308	PEARL RIVER	13,277	14,413	14,413	14,854
466	661500	PEEKSKILL	15,279	16,068	16,068	16,431
467	661601	PELHAM	14,768	15,317	15,317	16,187
468	181302	PEMBROKE	9,205	9,919	9,919	11,828
469	261201	PENFIELD	11,459	12,155	12,155	12,346
470	680601	PENN YAN	9,317	10,287	10,287	11,554
471	671201	PERRY	9,832	10,672	10,672	11,041
472	91101	PERU	9,860	11,126	11,126	11,849
473	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
474	462001	PHOENIX	10,791	11,107	11,107	12,226
475	440401	PINE BUSH	9,606	10,576	10,576	11,570
476	131301	PINE PLAINS	11,399	12,380	12,380	14,565
477	60601	PINE VALLEY	10,085	11,072	11,072	11,589
478	200101	PISECO	22,241	26,736	26,736	N/A
479	261401	PITTSFORD	11,870	12,644	12,644	12,722
480	280518	PLAINEDGE	12,076	13,977	13,977	15,701
481	280504	PLAINVIEW	15,891	16,964	16,964	17,945
482	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
483	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
484	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
485	211103	POLAND	10,141	10,558	10,558	11,690
486	51101	PORT BYRON	9,418	10,138	10,138	10,865
487	661904	PORT CHESTER	11,600	12,674	12,674	13,413
488	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
489	441800	PORT JERVIS	10,910	11,776	11,776	11,904
490	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
491	42901	PORTVILLE	9,153	9,726	9,726	10,058
492	512902	POTSDAM	9,979	10,840	10,840	11,390
493	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
494	572301	PRATTSBURG	9,697	9,983	9,983	10,626
495	461801	PULASKI	8,770	10,270	10,270	11,580
496	641401	PUTNAM	20,620	23,086	23,086	23,966
497	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
498	630902	QUEENSBURY	8,374	8,801	8,801	9,538
499	580903	QUOGUE	34,967	38,866	38,866	46,916
500	500401	RAMAPO	15,993	17,571	17,571	16,919

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501	43001	RANDOLPH	8,957	9,806	9,806	10,720
502	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
503	651503	RED CREEK	8,978	9,664	9,664	10,909
504	131701	RED HOOK	10,871	12,091	12,091	13,202
505	411701	REMSEN	11,110	13,154	13,154	14,790
506	580901	REMSENBURG	28,044	29,102	29,102	36,414
507	491200	RENSELAER	10,247	10,996	10,996	8,883
508	131801	RHINEBECK	13,604	14,204	14,204	16,681
509	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
510	62401	RIPLEY	12,402	13,456	13,456	15,941
511	580602	RIVERHEAD	13,909	15,743	15,743	16,076
512	261600	ROCHESTER	10,070	10,868	10,868	12,426
513	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
514	580209	ROCKY POINT	11,446	12,271	12,271	12,823
515	411800	ROME	9,456	10,778	10,778	11,413
516	560603	ROMULUS	11,185	11,830	11,830	14,567
517	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586
518	280208	ROOSEVELT	16,475	16,845	16,845	16,939
519	591301	ROSCOE	15,149	17,289	17,289	17,826
520	280403	ROSLYN	18,741	20,081	20,081	20,898
521	121502	ROXBURY	14,123	15,068	15,068	16,963
522	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
523	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
524	661800	RYE	19,091	18,846	18,846	18,927
525	661901	RYE NECK	16,189	18,168	18,168	18,340
526	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
527	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
528	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
529	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
530	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
531	580205	SACHEM	12,482	13,313	13,313	13,251
532	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
533	580305	SAG HARBOR	20,395	23,814	23,814	24,716
534	580910	SAGAPONACK	13,289	19,419	19,419	N/A
535	43200	SALAMANCA	9,448	11,211	11,211	11,582
536	641501	SALEM	9,675	11,650	11,650	13,082
537	161201	SALMON RIVER	12,370	11,610	11,610	13,576
538	461901	SANDY CREEK	10,230	10,747	10,747	12,911
539	91402	SARANAC	8,832	9,535	9,535	11,333
540	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
541	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
542	621601	SAUGERTIES	10,068	11,303	11,303	11,825
543	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
544	580504	SAYVILLE	12,579	15,751	15,751	16,460
545	662001	SCARSDALE	19,135	20,819	20,819	22,148
546	530501	SCHALMONT	11,630	12,830	12,830	13,862
547	530600	SCHENECTADY	9,590	10,272	10,272	12,014
548	470901	SCHENEVUS	10,974	11,100	11,100	12,566
549	491501	SCHODACK	10,509	11,674	11,674	12,169
550	541201	SCHOHARIE	9,913	10,626	10,626	12,138

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
551	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
552	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
553	22401	SCIO	10,157	12,133	12,133	11,968
554	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
555	280206	SEAFORD	13,451	14,547	14,547	15,660
556	560701	SENECA FALLS	9,687	10,676	10,676	11,016
557	280252	SEWANHAKA	10,781	12,243	12,243	12,522
558	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
561	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
562	62601	SHERMAN	9,446	10,611	10,611	10,196
563	412000	SHERRILL	9,105	9,667	9,667	9,651
564	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
565	121601	SIDNEY	9,571	11,217	11,217	11,628
566	61501	SILVER CREEK	9,574	10,079	10,079	11,223
567	421601	SKANEATELES	11,552	12,010	12,010	12,337
568	140709	SLOAN	10,003	10,860	10,860	11,946
569	580801	SMITHTOWN	12,667	13,272	13,272	13,969
570	651201	SODUS	11,350	12,258	12,258	12,623
571	420702	SOLVAY	9,801	10,721	10,721	11,760
572	662101	SOMERS	14,552	15,818	15,818	16,825
573	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
574	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
575	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
576	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
577	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
578	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
579	581005	SOUTHOLD	14,515	15,431	15,431	17,390
580	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
581	131602	SPACKENKILL	13,604	14,417	14,417	16,018
582	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
583	261001	SPENCERPORT	9,781	10,259	10,259	10,533
584	580304	SPRINGS	16,860	19,627	19,627	21,775
585	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
586	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
587	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
588	121701	STAMFORD	9,430	11,560	11,560	13,915
589	401001	STARPOINT	8,219	9,058	9,058	9,789
590	522001	STILLWATER	8,313	8,971	8,971	9,269
591	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
592	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
593	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
594	140207	SWEET HOME	10,161	10,961	10,961	11,954
595	280502	SYOSSET	17,670	19,526	19,526	20,242
596	421800	SYRACUSE	8,884	10,362	10,362	11,933
597	660401	TARRYTOWN	14,846	16,455	16,455	16,449
598	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
599	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
600	151501	TICONDEROGA	11,278	13,258	13,258	13,455

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
601	600903	TIOGA	7,712	8,451	8,451	9,445
602	142500	TONAWANDA	9,165	9,779	9,779	10,051
603	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
604	591201	TRI VALLEY	15,653	16,260	16,260	18,324
605	491700	TROY	11,481	13,360	13,360	15,986
606	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
607	660302	TUCKAHOE	17,306	18,600	18,600	20,009
608	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
609	421902	TULLY	8,785	9,585	9,585	10,036
610	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
611	441903	TUXEDO	16,710	18,323	18,323	17,470
612	81003	UNADILLA	9,879	10,725	10,725	11,393
613	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
614	280202	UNIONDALE	16,518	18,310	18,310	19,864
615	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
616	412300	UTICA	7,860	8,441	8,441	9,280
617	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
618	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
619	660805	VALHALLA	18,472	19,877	19,877	20,983
620	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
621	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
622	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
623	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
624	31601	VESTAL	10,513	11,413	11,413	12,166
625	431701	VICTOR	8,790	9,618	9,618	9,518
626	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
627	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
628	580302	WAINSCOTT	13,289	19,419	19,419	N/A
629	621801	WALKKILL	9,807	10,532	10,532	10,997
630	121901	WALTON	9,575	9,739	9,739	10,718
631	280223	WANTAGH	12,237	13,441	13,441	13,593
632	132101	WAPPINGERS	9,186	10,055	10,055	10,887
633	631201	WARRENSBURG	12,837	14,290	14,290	14,836
634	671501	WARSAW	10,242	12,111	12,111	11,643
635	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
636	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
637	522101	WATERFORD	10,199	12,183	12,183	12,844
638	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
639	222000	WATERTOWN	7,344	7,934	7,934	8,985
640	411902	WATERVILLE	9,725	10,734	10,734	10,900
641	11200	WATERVLIT	8,850	9,070	9,070	9,404
642	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
643	600101	WAVERLY	8,126	8,476	8,476	9,059
644	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
645	650801	WAYNE	9,957	10,781	10,781	11,034
646	261901	WEBSTER	10,136	10,427	10,427	10,872
647	50301	WEEDSPORT	9,113	10,421	10,421	11,820
648	200901	WELLS	19,282	18,500	18,500	21,823
649	22601	WELLSVILLE	9,976	11,455	11,455	11,681
650	580102	WEST BABYLON	12,571	13,840	13,840	14,848

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
651	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
652	420101	WEST GENESEE	9,079	9,820	9,820	10,199
653	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
654	580509	WEST ISLIP	11,756	12,679	12,679	13,799
655	142801	WEST SENECA	8,555	8,948	8,948	10,179
656	40204	WEST VALLEY	12,044	13,408	13,408	13,623
657	280401	WESTBURY	15,640	17,435	17,435	18,224
658	62901	WESTFIELD	9,929	10,983	10,983	11,891
659	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
660	420701	WESTHILL	9,708	10,372	10,372	10,634
661	412801	WESTMORELAND	10,095	11,188	11,188	11,938
662	151601	WESTPORT	12,345	11,244	11,244	13,649
663	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
664	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
665	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
666	641701	WHITEHALL	10,230	10,832	10,832	12,236
667	412902	WHITESBORO	9,275	9,505	9,505	9,886
668	22101	WHITESVILLE	9,180	10,241	10,241	10,904
669	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
670	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
671	651402	WILLIAMSON	9,984	11,381	11,381	12,113
672	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
673	151701	WILLSBORO	12,153	13,461	13,461	15,355
674	401501	WILSON	9,136	10,584	10,584	10,386
675	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
676	31701	WINDSOR	9,118	9,813	9,813	10,115
677	472506	WORCESTER	10,398	10,422	10,422	12,352
678	580109	WYANDANCH	14,812	15,791	15,791	16,666
679	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	662300	YONKERS	12,015	12,006	12,006	14,520
682	241701	YORK	8,824	9,863	9,863	10,694
683	43501	YORKSHRE-PIONE	10,533	10,566	10,566	11,406
684	662402	YORKTOWN	13,595	14,859	14,859	16,743



Charter Schools Institute
The State University of New York

New Application Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

Canarsie Ascend Charter School

Contact Name: Steven F. Wilson

Contact Email:

Contact Phone:

Examples

Pre-Opening Period January 1, 2012 to June 30, 2012

Operational Year ONE July 1, 2012 to June 30, 2013

**Canarsie Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012**

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

	START-UP PERIOD
--	----------------------------

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	
School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	-
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	-

LOCAL and OTHER REVENUE

Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-

TOTAL REVENUE	-
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**Canarsie Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012**

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

**START-UP
PERIOD**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

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

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

-	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
TOTAL PAYROLL TAXES AND BENEFITS	-

TOTAL PERSONNEL SERVICE COSTS

-	-
---	---

CONTRACTED SERVICES

Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	-
TOTAL CONTRACTED SERVICES	-

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	-

FACILITY OPERATION & MAINTENANCE

Insurance	-
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	-

DEPRECIATION & AMORTIZATION

-

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

-

TOTAL EXPENSES

-

NET INCOME

-

Canarsie Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

Total Revenue	-
Total Expenses	-
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

**START-UP
PERIOD**

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-

REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Canarsie Ascend Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2012 to June 30, 2012

	January	February	March	April	May	June	TOTAL
Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School Distr ct 1 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 2 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 3 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 4 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 5 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 6 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 7 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 8 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 9 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 10 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 11 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 12 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 13 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 14 (Enter Name)	-	-	-	-	-	-	-
School Distr ct 15 (Enter Name)	-	-	-	-	-	-	-
School Distr ct - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developm)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-

**Canarsie Ascend Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012**

	January	February	March	April	May	June	TOTAL
Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management							
Instructional Management							
Deans, Directors & Coordinators							
CFO / Director of Finance							
Operation / Business Manager							
Administrative Staff							
TOTAL ADMINISTRATIVE STAFF							
INSTRUCTIONAL PERSONNEL COSTS							
Teachers Regular							
Teachers SPED							
Substitute Teachers							
Teaching Assistants							
Specialty Teachers							
Aides							
Therapists & Counselors							
Other							
TOTAL INSTRUCTIONAL							
NON INSTRUCTIONAL PERSONNEL COSTS							
Nurse							
Librarian							
Custodian							
Security							
Other							
TOTAL NON INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS							
PAYROLL TAXES AND BENEFITS							
Payroll Taxes							
Fringe / Employee Benefits							
Retirement / Pension							
TOTAL PAYROLL TAXES AND BENEFITS							
TOTAL PERSONNEL SERVICE COSTS							
CONTRACTED SERVICES							
Accounting / Audit							
Legal							
Management Company Fee							
Nurse Services							
Food Services / School Lunch							
Payroll Services							
Special Ed Services							
Titlement Services (i.e. Title I)							
Other Purchased / Professional / Consulting							
TOTAL CONTRACTED SERVICES							
SCHOOL OPERATIONS							
Board Expenses							
Classroom / Teaching Supplies & Materials							
Special Ed Supplies & Materials							
Text books / Workbooks							
Supplies & Materials other							
Equipment / Furniture							
Telephone							
Technology							
Student Testing & Assessment							
Field Trips							
Transportation (student)							
Student Services other							
Office Expense							
Staff Development							
Staff Recruitment							
Student Recruitment / Marketing							
School Meals / Lunch							
Travel (Staff)							
Fundraising							
Other							
TOTAL SCHOOL OPERATIONS							
FACILITY OPERATION & MAINTENANCE							
Insurance							
Janitorial							
Building and Land Rent / Lease							
Repairs & Maintenance							
Equipment / Furniture							
Security							
Utilities							
TOTAL FACILITY OPERATION & MAINTENANCE							
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY							
TOTAL EXPENSES							
NET INCOME							
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation							
Other							
Total Operating Activities							
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures							
Other							
Total Investment Activities							
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit							
Other							
Total Financing Activities							
Total Cash Flow Adjustments							
NET INCOME							
Beginning Cash Balance							
ENDING CASH BALANCE							

Canarsie Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,115,577	155,850	-	-	-	3,271,427
Total Expenses	1,787,302	80,985	-	-	#REF!	3,195,560
Net Income	1,328,275	74,865	-	-	#REF!	75,867
Actual Student Enrollment	193	15				208
Total Paid Student Enrollment	-	-				-
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (New York City)	13,527	2,813,616	-	-	-	2,813,616
School District 2 (Enter Name)		-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	2,813,616	-	-	-	2,813,616
Special Education Revenue		-	155,850	-	-	155,850
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Development)		132,328	-	-	-	132,328
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,945,944	155,850	-	-	3,101,794
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	-	-	-	-
Title I		103,574	-	-	-	103,574
Title Funding - Other		15,059	-	-	-	15,059
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-
Other		-	-	-	-	-
Other		50,000	-	-	-	50,000
TOTAL REVENUE FROM FEDERAL SOURCES		168,633	-	-	-	168,633
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		-	-	-	-	-
Earnings on Investments		-	-	-	-	-
Interest Income		1,000	-	-	-	1,000
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		1,000	-	-	-	1,000
TOTAL REVENUE		3,115,577	155,850	-	-	3,271,427

Conservative view all at 20-59%

As serving grades in K-1, lower SPED enrollment expected

Based on Bushwick Ascend's final allocations (first-year enrollment is 208)

Based on Bushwick Ascend's final allocations (first-year enrollment is 208)

Title IIA

Achelis & Bodman Foundation

Canarsie Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,115,577	155,850	-	-	-	-	3,271,427
Total Expenses	1,787,302	80,985	-	-	#REF!	-	3,195,560
Net Income	1,328,275	74,865	-	-	#REF!	-	75,867
Actual Student Enrollment	193	15	-	-	-	-	208
Total Paid Student Enrollment	-	-	-	-	-	-	-

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

EXPENSES

	No. of Post ons	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	1 00	100,000	-	-	-	-	100,000
Instructional Management	1 00	95,000	-	-	-	-	95,000
Deans, Directors & Coordinators	2 00	160,000	-	-	-	-	160,000
CFO / Director of Finance							
Operation / Business Manager	1 00	-	-	-	-	80,000	80,000
Administrative Staff	1 00	-	-	-	-	40,000	40,000
TOTAL ADMINISTRATIVE STAFF	6 00	355,000	-	-	-	120,000	475,000

School Director
 Dean of Instruction, Academic Operations Associate
 Dean of Students, Student Management Coordinator
 Director of Operations
 Office Manager

INSTRUCTIONAL PERSONNEL COSTS							
Teachers Regular	10 00	572,600	-	-	-	-	572,600
Teachers SPED	1 00	-	64,000	-	-	-	64,000
Substitute Teachers							
Teaching Assistants	4 00	132,000	-	-	-	-	132,000
Specialty Teachers	2 00	109,770	-	-	-	-	109,770
Aides							
Therapists & Counselors	1 00	57,000	-	-	-	-	57,000
Other							
TOTAL INSTRUCTIONAL	18 00	871,370	64,000	-	-	-	935,370

K-5 teachers, Intenstives & Spanish
 SPED
 Kindergarten IA
 Art, Music, Physical Education
 Social Worker

NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse		45,000	-	-	-	-	45,000
Librarian							
Custodian							
Security							
Other							
TOTAL NON-INSTRUCTIONAL		45,000	-	-	-	-	45,000

Provided by DMHH
 Consultant/vended service
 Consultant/vended service

SUBTOTAL PERSONNEL SERVICE COSTS	24.00	1,271,370	64,000	-	-	120,000	1,455,370
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PAYROLL TAXES AND BENEFITS							
Payroll Taxes		97,260	4,896	-	-	9,180	111,336
Fringe / Employee Benefits		240,148	12,089	-	-	22,667	274,903
Retirement / Pension							
TOTAL PAYROLL TAXES AND BENEFITS		337,408	16,985	-	-	31,847	386,239

7.65% of total salary
 Medical, dental, unemployment, disability, NY surcharge
 School will setup 403B Plan and match employee contribution

TOTAL PERSONNEL SERVICE COSTS	24.00	1,608,778	80,985	-	-	151,847	1,841,609
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CONTRACTED SERVICES							
Accounting / Audit						67,000	67,000
Legal						10,000	10,000
Management Company Fee						267,252	267,252
Nurse Services							
Food Service / School Lunch							
Payroll Services						3,369	3,369
Special Ed Services							
Titlment Services (i e Title I)							
Other Purchased / Professional / Consulting						188,168	188,168
TOTAL CONTRACTED SERVICES						535,789	535,789

Includes audit and financial services, provided by separate companies
 9% of Total Per-Pup I, Special Education, and IDEA revenues
 Food program provided by NYC DOE SchoolFood Program
 Paychex
 SABIS, 6% of Per-Pup I, SPED, IDEA; Architectural

SCHOOL OPERATIONS							
Board Expenses						11,000	11,000
Classroom / Teaching Supplies & Materials		26,303	-	-	-	-	26,303
Special Ed Supplies & Materials		2,000	-	-	-	-	2,000
Textbooks / Workbooks		108,778	-	-	-	-	108,778
Supplies & Materials other		900	-	-	-	-	900
Equipment / Furniture		31,000	-	-	-	-	31,000
Telephone						12,225	12,225
Technology						31,842	31,842
Student Testing & Assessment		4,556	-	-	-	-	4,556
Field Trips							
Transportation (student)							
Student Services other							
Office Expense						8,982	8,982
Staff Development						19,660	19,660
Staff Recruitment						4,000	4,000
Student Recruitment / Marketing							
School Meals / Lunch						10,000	10,000
Travel (Staff)						11,859	11,859
Fundraising							
Other						4,594	4,594
TOTAL SCHOOL OPERATIONS		173,537	-	-	-	114,162	287,699

Meals, materials, and training
 Includes classroom computers
 SABIS instructional materials and classroom books
 Library books and materials
 Furniture, non-capital and leased; leased equipment
 Telephone, cellphones, and fax
 Copier, staff computers, software, internet
 Office supplies, printed materials, postage and delivery
 Consultants, conferences, meals and travel
 Recruiting, orientat on, and advert sing
 Snack
 Food for special events, NY Charter School Association membership dues

FACILITY OPERATION & MAINTENANCE							
Insurance						20,466	20,466
Janitorial						26,671	26,671
Building and Land Rent / Lease						345,600	345,600
Repairs & Maintenance						20,485	20,485
Equipment / Furniture						7,253	7,253
Security						20,000	20,000
Utilities						60,000	60,000
TOTAL FACILITY OPERATION & MAINTENANCE						500,475	500,475

Includes waste and snow removal
 Includes alarm system maintenance

DEPRECIATION & AMORTIZATION						4,988	4,988
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						25,000	25,000

Equipment, furniture, and bu lding maintenance

TOTAL EXPENSES		1,787,302	80,985	-	-	#REF!	3,195,560
NET INCOME		1,328,275	74,865	-	-	#REF!	75,867

Canarsie Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,115,577	155,850	-	-	-	3,271,427
Total Expenses	1,787,302	80,985	-	-	#REF!	3,195,560
Net Income	1,328,275	74,865	-	-	#REF!	75,867
Actual Student Enrollment	193	15				208
Total Paid Student Enrollment	-	-				-

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
School D strict 1 (New York City)	193	15	-			208
School D strict 2 (Enter Name)	-	-	-			-
School D strict 3 (Enter Name)	-	-	-			-
School D strict 4 (Enter Name)	-	-	-			-
School D strict 5 (Enter Name)	-	-	-			-
School D strict 6 (Enter Name)	-	-	-			-
School D strict 7 (Enter Name)	-	-	-			-
School D strict 8 (Enter Name)	-	-	-			-
School D strict 9 (Enter Name)	-	-	-			-
School D strict 10 (Enter Name)	-	-	-			-
School D strict 11 (Enter Name)	-	-	-			-
School D strict 12 (Enter Name)	-	-	-			-
School D strict 13 (Enter Name)	-	-	-			-
School D strict 14 (Enter Name)	-	-	-			-
School D strict 15 (Enter Name)	-	-	-			-
School D strict - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	193	15	-			208

REVENUE PER PUPIL	16,143	10,704	-			15,761
EXPENSES PER PUPIL	9,261	5,562	-			15,396

Canarsie Ascend Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2012 to June 30, 2013

Total Revenue	494,994	494,994	83	494,994	23,810	494,994	83	536,516	83	627,322	41,605	83	3,209,564
Total Expenses	188,447	266,615	315,175	262,523	237,328	276,238	227,678	227,678	276,238	227,678	227,678	299,720	3,032,996
Net Income	306,548	228,380	(315,092)	232,471	(213,518)	218,756	(227,594)	308,838	(276,155)	399,645	(186,073)	(299,636)	176,568
Cash Flow Adjustments	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Beginning Cash Balance	-	308,631	539,094	226,086	460,640	249,205	470,045	244,533	555,455	281,383	683,111	499,121	-
Net Income	308,631	539,094	226,086	460,640	249,205	470,045	244,533	555,455	281,383	683,111	499,121	201,568	201,568

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
School D strict 1 (New York City)	13,527												
School D strict 2 (Enter Name)	468,936	468,936	-	468,936	-	468,936	-	468,936	-	468,936	-	468,936	2,813,616
School D strict 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School D strict - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527												
Special Education Revenue	468,936	468,936	-	468,936	-	468,936	-	468,936	-	468,936	-	468,936	2,813,616
Grants	25,975	25,975	-	25,975	-	25,975	-	25,975	-	25,975	-	25,975	155,850
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	132,328	-	-	132,328
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	494,911	494,911	-	494,911	-	494,911	-	494,911	-	627,239	-	-	3,101,794
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	20,715	-	-	36,251	-	-	36,251	-	93,217
Title Funding - Other	-	-	-	-	3,012	-	-	5,271	-	-	5,271	-	13,553
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	23,727	-	-	41,522	-	-	41,522	-	106,770
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	1,000
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	83	83	83	83	83	83	83	83	83	83	83	83	1,000
TOTAL REVENUE	494,994	494,994	83	494,994	23,810	494,994	83	536,516	83	627,322	41,605	83	3,209,564

**Canarsie Ascend Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013**

Total Revenue	494,994	494,994	83	494,994	23,810	494,994	83	536,516	83	627,322	41,605	83	3,209,564
Total Expenses	188,447	266,615	315,175	262,523	237,328	276,238	227,678	227,678	276,238	227,678	227,678	299,720	3,032,996
Net Income	306,548	228,380	(315,092)	232,471	(213,518)	218,756	(227,594)	308,838	(276,155)	399,645	(186,073)	(299,636)	176,568
Cash Flow Adjustments	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	308,631	539,094	226,086	460,640	249,205	470,045	244,533	555,455	281,383	683,111	499,121	201,568	201,568

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	1.00	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	8,333.33	100,000
Instructional Management	1.00	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	7,916.67	95,000
Deans, Directors & Coordinators	2.00	13,333.33	13,333.33	13,333.33	13,333.33	13,333.33	13,333.33	13,333.33	13,333.33	13,333.33	13,333.33	13,333.33	160,000
CFD / Director of Finance		-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	80,000
Administrative Staff	1.00	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	3,333.33	40,000
TOTAL ADMINISTRATIVE STAFF	6.00	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	475,000
INSTRUCTIONAL PERSONNEL COSTS													
Teachers Regular	10.00	-	47,716.67	47,716.67	47,716.67	47,716.67	47,716.67	47,716.67	47,716.67	47,716.67	47,716.67	47,716.67	524,883
Teachers SPED	1.00	-	5,333.33	5,333.33	5,333.33	5,333.33	5,333.33	5,333.33	5,333.33	5,333.33	5,333.33	5,333.33	58,667
Substitute Teachers		-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	4.00	-	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	121,000
Specialty Teachers	2.00	-	9,147.50	9,147.50	9,147.50	9,147.50	9,147.50	9,147.50	9,147.50	9,147.50	9,147.50	9,147.50	100,623
Aides		-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	-	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	4,750	52,250
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	18.00	-	77,948	77,948	77,948	77,948	77,948	77,948	77,948	77,948	77,948	77,948	857,423
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse		-	-	-	-	-	-	-	-	-	-	-	-
Librarian		-	-	-	-	-	-	-	-	-	-	-	-
Custodian		-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	39,583	117,531	117,531	117,531	117,531	117,531	117,531	117,531	117,531	117,531	117,531	1,332,423
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		3,028	8,991	8,991	8,991	8,991	8,991	8,991	8,991	8,991	8,991	8,991	101,930
Fringe / Employee Benefits		7,477	22,200	22,200	22,200	22,200	22,200	22,200	22,200	22,200	22,200	22,200	251,680
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		10,505	31,191	31,191	31,191	31,191	31,191	31,191	31,191	31,191	31,191	31,191	353,610
TOTAL PERSONNEL SERVICE COSTS	24.00	50,088	148,722	148,722	148,722	148,722	148,722	148,722	148,722	148,722	148,722	148,722	1,686,033
CONTRACTED SERVICES													
Accounting / Audit		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	42,000
Legal		833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	10,000
Management Company Fee		22,271.00	22,271.00	22,271.00	22,271.00	22,271.00	22,271.00	22,271.00	22,271.00	22,271.00	22,271.00	22,271.00	267,252
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		280.75	280.75	280.75	280.75	280.75	280.75	280.75	280.75	280.75	280.75	280.75	3,369
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	47,041.99	-	-	47,041.99	-	-	47,041.99	-	-	188,168
TOTAL CONTRACTED SERVICES		26,718	26,718	73,760	26,718	28,718	73,760	26,718	26,718	73,760	26,718	26,718	510,789
SCHOOL OPERATIONS													
Board Expenses		916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	11,000
Classroom / Teaching Supplies & Materials		5,261	5,261	5,261	1,169	1,169	1,169	1,169	1,169	1,169	1,169	1,169	26,303
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		27,194.50	27,194.50	27,194.50	27,194.50	-	-	-	-	-	-	-	108,778
Supplies & Materials other		75	75	75	75	75	75	75	75	75	75	75	900
Equipment / Furniture		6,200	6,200	6,200	6,200	6,200	-	-	-	-	-	-	31,000
Telephone		1,018.75	1,018.75	1,018.75	1,018.75	1,018.75	1,018.75	1,018.75	1,018.75	1,018.75	1,018.75	1,018.75	12,225
Technology		2,653.50	2,653.50	2,653.50	2,653.50	2,653.50	2,653.50	2,653.50	2,653.50	2,653.50	2,653.50	2,653.50	31,842
Student Testing & Assessment		-	-	1,518.67	-	-	1,518.67	-	-	1,518.67	-	-	4,556
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-
Student Services other		-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		748.50	748.50	748.50	748.50	748.50	748.50	748.50	748.50	748.50	748.50	748.50	8,982
Staff Development		1,638.33	1,638.33	1,638.33	1,638.33	1,638.33	1,638.33	1,638.33	1,638.33	1,638.33	1,638.33	1,638.33	19,660
Staff Recruitment		333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	4,000
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		833	833	833	833	833	833	833	833	833	833	833	10,000
Travel (Staff)		988.25	988.25	988.25	988.25	988.25	988.25	988.25	988.25	988.25	988.25	988.25	11,859
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Other		382.83	382.83	382.83	382.83	382.83	382.83	382.83	382.83	382.83	382.83	382.83	4,594
TOTAL SCHOOL OPERATIONS		48,244	48,244	49,762	44,152	16,958	12,276	10,758	10,758	12,276	10,758	10,758	285,699
FACILITY OPERATION & MAINTENANCE													
Insurance		20,466	-	-	-	-	-	-	-	-	-	-	20,466
Janitorial		2,222.58	2,222.58	2,222.58	2,222.58	2,222.58	2,222.58	2,222.58	2,222.58	2,222.58	2,222.58	2,222.58	26,671
Building and Land Rent / Lease		28,800	28,800	28,800	28,800	28,800	28,800	28,800	28,800	28,800	28,800	28,800	345,600
Repairs & Maintenance		1,707.08	1,707.08	1,707.08	1,707.08	1,707.08	1,707.08	1,707.08	1,707.08	1,707.08	1,707.08	1,707.08	20,485
Equipment / Furniture		1,450.60	1,450.60	1,450.60	1,450.60	1,450.60	-	-	-	-	-	-	7,253
Security		1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	20,000
Utilities		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	60,000
TOTAL FACILITY OPERATION & MAINTENANCE		61,313	40,847	40,847	40,847	40,847	39,396	39,396	39,396	39,396	39,396	39,396	500,475
DEPRECIATION & AMORTIZATION		2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	25,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-	-	-	-	-	-	25,000
TOTAL EXPENSES		188,447	266,615	315,175	262,523	237,328	276,238	227,678	227,678	276,238	227,678	227,678	299,720
NET INCOME		306,548	228,380	(315,092)	232,471	(213,518)	218,756	(227,594)	308,838	(276,155)	399,645	(186,073)	(299,636)
C													

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Net Income

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	CK - Should be Zero
School District 1 (New York City)	13,527	-
School District 2 (Enter Name)		-
School District 3 (Enter Name)		-
School District 4 (Enter Name)		-
School District 5 (Enter Name)		-
School District 6 (Enter Name)		-
School District 7 (Enter Name)		-
School District 8 (Enter Name)		-
School District 9 (Enter Name)		-
School District 10 (Enter Name)		-
School District 11 (Enter Name)		-
School District 12 (Enter Name)		-
School District 13 (Enter Name)		-
School District 14 (Enter Name)		-
School District 15 (Enter Name)		-
School District - ALL OTHER		-
TOTAL Per Pupil Revenue (Average Districts Per Pup I Funding)	13,527	-
Special Education Revenue		-
Grants		-
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		-
Title I		(10,357)
Title Funding - Other		(1,506)
School Food Service (Free Lunch)		-
Grants		-
Charter School Program (CSP) Planning & Implementation		-
Other		-
Other		(50,000)
TOTAL REVENUE FROM FEDERAL SOURCES		(61,863)

LOCAL and OTHER REVENUE

Contributions and Donations		-
Fundraising		-
Erate Reimbursement		-
Earnings on Investments		-
Interest Income		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-

TOTAL REVENUE (61,863)

Total Revenue
Total Expenses
Net Income
Cash Flow Adjustments
Beginning Cash Balance
Net Income

EXPENSES

	No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	1 00	-
Instructional Management	1 00	-
Deans, Directors & Coordinators	2 00	-
CFO / Director of Finance		-
Operation / Business Manager	1 00	-
Administrative Staff	1 00	-
TOTAL ADMINISTRATIVE STAFF	6 00	-
INSTRUCTIONAL PERSONNEL COSTS		
Teachers Regular	10 00	(47,717)
Teachers SPED	1 00	(5,333)
Substitute Teachers		-
Teaching Assistants	4 00	(11,000)
Specialty Teachers	2 00	(9,148)
Aides		-
Therapists & Counselors	1 00	(4,750)
Other		-
TOTAL INSTRUCTIONAL	18 00	(77,948)
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse		(45,000)
Librarian		-
Custodian		-
Security		-
Other		-
TOTAL NON-INSTRUCTIONAL		(45,000)
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	(122,948)
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		(9,405)
Fringe / Employee Benefits		(23,223)
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		(32,629)
TOTAL PERSONNEL SERVICE COSTS	24.00	(155,576)
CONTRACTED SERVICES		
Accounting / Audit		(25,000)
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		-
TOTAL CONTRACTED SERVICES		(25,000)
SCHOOL OPERATIONS		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		(2,000)
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		-
Technology		-
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services other		-
Office Expense		-
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Other		-
TOTAL SCHOOL OPERATIONS		(2,000)
FACILITY OPERATION & MAINTENANCE		
Insurance		-
Janitorial		-
Building and Land Rent / Lease		-
Repairs & Maintenance		-
Equipment / Furniture		-
Security		-
Utilities		-
TOTAL FACILITY OPERATION & MAINTENANCE		-
DEPRECIATION & AMORTIZATION		20,012
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-
TOTAL EXPENSES		(162,564)
NET INCOME		100,701
CASH FLOW ADJUSTMENTS		
OPERATING ACTIVITIES		
Example - Add Back Depreciation		
Other		
Total Operating Activities		
INVESTMENT ACTIVITIES		
Example - Subtract Property and Equipment Expenditures		
Other		
Total Investment Activities		
FINANCING ACTIVITIES		
Example - Add Expected Proceeds from a Loan or Line of Credit		
Other		
Total Financing Activities		
Total Cash Flow Adjustments		
NET INCOME		
Beginning Cash Balance		
ENDING CASH BALANCE		

**Canarsie Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,271,427	3,740,064	6,583,945	8,349,536	10,133,532
Total Expenses	3,195,560	3,722,546	5,630,766	7,566,228	9,124,761
Net Income (Before Cash Flow Adjustments)	75,867	17,518	953,179	783,308	1,008,770
Actual Student Enrollment	208	249	436	548	660
Total Paid Student Enrollment	-	-	-	-	-

	Year 1	Year 2	Year 3	Year 4	Year 5
	2013	2014	2015	2016	2017

***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**

	Per Pupil Revenue Percentage Increase				
	0.0%	0.0%	0.0%	0.0%	0.0%

REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue		CY Per Pupil Rate					
School District 1 (Enter Name)		13,527	2,813,616	3,368,223	5,897,772	7,412,796	8,927,820
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pup I Funding)		13,527	2,813,616	3,368,223	5,897,772	7,412,796	8,927,820
Special Education Revenue			155,850	206,969	407,704	569,372	754,314
Grants			-	-	-	-	-
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			132,328	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			3,101,794	3,575,192	6,305,476	7,982,168	9,682,134
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			-	18,855	25,796	50,816	70,966
Title I			103,574	123,990	217,107	272,878	328,648
Title Funding - Other			15,059	18,027	31,566	39,675	47,783
School Food Service (Free Lunch)			-	-	-	-	-
Grants			-	-	-	-	-
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-
Other			-	-	-	-	-
Other			50,000	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			168,633	160,873	274,469	363,368	447,398
LOCAL and OTHER REVENUE							
Contributions and Donations			-	-	-	-	-
Fundraising			-	-	-	-	-
Erate Reimbursement			-	-	-	-	-
Earnings on Investments			-	-	-	-	-
Interest Income			1,000	4,000	4,000	4,000	4,000
Food Service (Income from meals)			-	-	-	-	-
Text Book			-	-	-	-	-
OTHER			-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			1,000	4,000	4,000	4,000	4,000
TOTAL REVENUE			3,271,427	3,740,064	6,583,945	8,349,536	10,133,532

Now a one-year grant

Prorated by student enrollment

Prorated by student enrollment

**Canarsie Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,271,427	3,740,064	6,583,945	8,349,536	10,133,532
Total Expenses	3,195,560	3,722,546	5,630,766	7,566,228	9,124,761
Net Income (Before Cash Flow Adjustments)	75,867	17,518	953,179	783,308	1,008,770
Actual Student Enrollment	208	249	436	548	660
Total Paid Student Enrollment	-	-	-	-	-

	Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017
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EXPENSES			Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017	
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions						
Executive Management	1.00		100,000	100,000	100,000	100,000	100,000	
Instructional Management	1.00		95,000	149,000	203,000	298,000	298,000	2 in Year 2, 3 in Year 3, 4 in Year 4 and 5
Deans, Directors & Coordinators	2.00		160,000	160,000	225,000	290,000	385,000	
CFO / Director of Finance	-		-	-	-	-	-	
Operation / Business Manager	1.00		80,000	80,000	80,000	80,000	80,000	
Administrative Staff	1.00		40,000	40,000	40,000	40,000	40,000	
TOTAL ADMINISTRATIVE STAFF	6.00		475,000	529,000	648,000	808,000	903,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	10.00		572,600	741,250	1,169,400	1,660,550	2,170,850	
Teachers - SPED	1.00		64,000	64,000	128,000	128,000	128,000	
Substitute Teachers	-		-	-	52,000	52,000	156,000	
Teaching Assistants	4.00		132,000	66,000	132,000	198,000	198,000	
Specialty Teachers	2.00		109,770	164,655	164,655	164,655	164,655	
Aides	-		-	-	-	-	-	
Therapists & Counselors	1.00		57,000	57,000	57,000	114,000	114,000	
Other	-		-	21,000	76,096	93,976	108,651	Tutoring and afterschool programs
TOTAL INSTRUCTIONAL	18.00		935,370	1,113,905	1,779,151	2,411,181	3,040,156	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-		45,000	45,000	-	-	-	
Librarian	1.00		-	-	-	64,000	64,000	
Custodian	1.00		-	-	65,000	65,000	65,000	
Security	1.00		-	-	-	40,000	40,000	
Other	-		-	-	65,000	150,000	150,000	bookkeeper, IT director
TOTAL NON-INSTRUCTIONAL	3.00		45,000	45,000	130,000	319,000	319,000	
SUBTOTAL PERSONNEL SERVICE COSTS	27.00		1,455,370	1,687,905	2,557,151	3,538,181	4,262,156	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes			111,336	129,125	195,622	270,671	326,055	
Fringe / Employee Benefits			274,903	318,827	483,018	668,323	805,074	
Retirement / Pension			-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS			386,239	447,951	678,640	938,994	1,131,129	
TOTAL PERSONNEL SERVICE COSTS	27.00		1,841,609	2,135,856	3,235,791	4,477,175	5,393,285	
CONTRACTED SERVICES								
Accounting / Audit			67,000	107,000	108,000	109,000	110,000	Includes audit and financial services, separate companies
Legal			10,000	10,000	10,000	10,000	10,000	
Management Company Fee			267,252	323,464	569,814	722,969	877,779	9% of Total Per-Pupil, Special Education, and IDEA revenues
Nurse Services			-	-	-	-	-	
Food Service / School Lunch			-	-	-	-	-	Food program provided by NYC DOE SchoolFood Program
Payroll Services			3,369	4,033	4,033	4,033	4,033	Paychex
Special Ed Services			-	-	-	-	-	
Titlement Services (i.e. Title I)			-	-	-	-	-	
Other Purchased / Professional / Consulting			188,168	215,643	379,876	481,979	635,186	SABIS, 6% of Per-Pupil, SPED, IDEA; Architectural in Year 1 & 5
TOTAL CONTRACTED SERVICES			535,789	660,140	1,071,724	1,327,981	1,636,998	
SCHOOL OPERATIONS								
Board Expenses			11,000	500	500	1,000	1,000	Meals, materials, and training in Year 1
Classroom / Teaching Supplies & Materials			26,303	26,946	47,160	67,548	84,281	Includes classroom computers
Special Ed Supplies & Materials			2,000	2,000	4,000	4,000	4,000	
Textbooks / Workbooks			108,778	130,220	223,832	329,832	416,832	SABIS instructional materials and classroom books
Supplies & Materials other			900	1,049	7,400	10,600	13,500	Library books and materials
Equipment / Furniture			31,000	15,000	40,398	55,464	215,009	Furniture, non-capital and leased; equipment (leased)
Telephone			12,225	15,225	30,083	42,387	48,541	Telephone, cellphones, and fax
Technology			31,842	16,823	27,171	29,658	31,700	Copier, staff computers, software, internet, smartboards (years 4-5)
Student Testing & Assessment			4,556	4,556	4,556	4,556	4,556	
Field Trips			-	-	-	-	-	
Transportation (student)			-	-	-	-	-	
Student Services - other			-	-	-	-	-	
Office Expense			8,982	10,751	18,480	27,633	35,146	Office supplies, printed materials, postage and delivery
Staff Development			19,660	10,000	26,666	30,166	32,999	Consultants, conferences, meals and travel
Staff Recruitment			4,000	5,388	7,500	9,000	10,500	Recruiting, orientation, and advertising
Student Recruitment / Marketing			-	-	-	-	-	
School Meals / Lunch			10,000	6,000	5,000	5,000	5,000	Snack
Travel (Staff)			11,859	14,000	24,345	36,414	46,498	
Fundraising			-	-	-	-	-	
Other			4,594	5,500	9,454	14,137	17,980	Special event food, NY Charter School Associat on membership
TOTAL SCHOOL OPERATIONS			287,699	263,958	476,545	667,395	967,542	
FACILITY OPERATION & MAINTENANCE								
Insurance			20,466	21,924	28,290	35,828	42,016	
Janitorial			26,671	32,000	33,438	40,141	51,538	Includes waste and snow removal
Building and Land Rent / Lease			345,600	483,840	622,080	864,000	864,000	
Repairs & Maintenance			20,485	5,000	30,614	38,447	44,876	Includes alarm system maintenance
Equipment / Furniture			7,253	5,000	8,578	9,855	10,904	
Security			20,000	20,000	20,000	20,000	20,000	
Utilities			60,000	60,000	60,000	60,000	60,000	
TOTAL FACILITY OPERATION & MAINTENANCE			500,475	627,764	803,000	1,068,271	1,093,334	
DEPRECIATION & AMORTIZATION			4,988	9,828	18,706	25,406	33,602	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY			25,000	25,000	25,000	-	-	
TOTAL EXPENSES			3,195,560	3,722,546	5,630,766	7,566,228	9,124,761	
NET INCOME			75,867	17,518	953,179	783,308	1,008,770	

**Canarsie Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,271,427	3,740,064	6,583,945	8,349,536	10,133,532
Total Expenses	3,195,560	3,722,546	5,630,766	7,566,228	9,124,761
Net Income (Before Cash Flow Adjustments)	75,867	17,518	953,179	783,308	1,008,770
Actual Student Enrollment	208	249	436	548	660
Total Paid Student Enrollment	-	-	-	-	-

Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017
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ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	208	249	436	548	660
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	208	249	436	548	660

REVENUE PER PUPIL	15,728	15,020	15,101	15,236	15,354
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EXPENSES PER PUPIL	15,363	14,950	12,915	13,807	13,825
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CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES					
Example - Add Back Depreciation	4,988	9,828	18,706	25,406	33,602
Other	-	-	-	-	-
Total Operating Activities	4,988	9,828	18,706	25,406	33,602
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-

Total Cash Flow Adjustments	4,988	9,828	18,706	25,406	33,602
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NET INCOME	80,855	27,346	971,885	808,714	1,042,373
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Beginning Cash Balance	-	80,855	108,201	1,080,086	1,888,801
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ENDING CASH BALANCE	80,855	108,201	1,080,086	1,888,801	2,931,173
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31(b) Budget Narrative

Provide supporting evidence in the form of a narrative that the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that the proposed school would have sufficient start-up funds available to it. Provide the rationale for or source of the assumptions upon which your budget rests and explain how your budget supports the implementation of the academic program described in this proposal.

Enrollment

The lower school will open to four sections of kindergarten (of 25 students each) and four sections of first grade (of 27 students each) with a total first-year enrollment of 208 students. In the second year, the school will eliminate two kindergarten classrooms, reduce first grade enrollment to 99 (across the four rooms) and will add the second grade (with four sections of 25 students), bringing the school's total enrollment to 249 students. In the third year of operation, the school will set enrollment in grades 1 and 2 to 112 students each, add a third grade (with four sections of 28 students) and add back two sections of kindergarten, for a total enrollment of 436 students. In the fourth year, the school will add four sections of the fourth grade, bringing the total enrollment to 548 students. In the fifth year (and the last year of the initial charter), the school will span kindergarten through fifth grade, enrolling 660 students.

Assuming the school's charter is renewed, the school will continue to expand by one grade each year through the twelfth grade, ending with a total enrollment of 1,444 students, including an upper school with 448 students.

This enrollment plan addresses several key constraints. First, an even, not odd, number of sections is required by the SABIS teaching model, which makes use of self-contained classrooms in kindergarten and grades 1-2 but dedicated humanities and math/science teachers in grades 3-8 (necessitating an even number of sections). Second, to ensure strong outcomes in tested grades (3 and higher, students entering grade 3 must have been educated in the school for two full years before testing. Lastly, the total enrollment in years one and two must not exceed 249 students.

The applicants would gladly consider an alternative grade-growth plan that might be preferable to the Charter Schools Institute.

Revenues

1. The assumed general education per-pupil rate is \$13,527, the current rate, in all fiscal years. Base general operating revenues are conservatively assumed to be flat for planning purposes.
2. The budget is conservative in its assumptions for special education revenue. The rate of \$10,390 per pupil is for students who receive special education services for 20 to 59 percent of their instructional days. The applicants believe these assumptions are consistent with special education characteristics of the identified community (see Attachment 13) and with the SABIS education model.

3. Sixty-eight percent of students are eligible to participate in (and are identified for) free or reduced-priced lunch. This figure is consistent with the poverty levels in Community School District 18, where the school will be located. See Attachment 4. It is assumed that the school will qualify as a School-wide Program for Title I purposes. The design contemplated in the charter application and the budget assumes that federal funds will be used as appropriate to pay for positions and activities (e.g. professional development) budgeted positions.
4. Although it is not reflected in the budget, the school will apply for a \$200,000 facilities grant from the Charter Schools Institute from the state's Charter School Stimulus Program.
5. The school will also apply for federal e-rate funding; neither these revenues nor expenses associated with this grant are reflected in the budget. All schools managed by Ascend have obtained e-rate funding.
6. The school plans to apply for, and expects to receive, a \$50,000 start-up grant from the Achelis Foundation. Ascend has successfully prepared applications to the Foundation for each of the three existing schools. In addition, the applicant team will apply for a \$30,000 startup grant from the Charter Schools Institute.

Other than these two start-up grants, the school does not rely on private grants.

The first year budget shows total revenues of 3,271,427.

Expenses

The leadership team will consist of a school director joined by a director of operations, a dean of instruction, and a dean of students. From the first year, the school will also employ an academic operations associate, a student management coordinator, and an office manager. As the school reaches maturity, directors of the lower, middle, and upper schools will be added, along with associated deans of instruction and deans of students.

In years 3-5, the school has budgeted funds for substitute teachers and alternative instruction. These amounts will grow each year, as the student body expands and the school adds additional grades.

As compensation for services Ascend Learning provides, including academic oversight, professional development of staff, human resources management, accounting and financial management, real estate, and information technology, the school pays management fees of nine percent of district general operating revenues plus IDEA.

The school also pays a six percent fee to SABIS for the licensing of its comprehensive instructional system, including curriculum, electronic assessment, the point and prefect system, the peer tutoring program, software systems (including SSMS), and the Student Life Organization. Included in the budget are line items for SABIS instructional materials and assessment tools, including the SABIS Continuous Assessment Tests and weekly Automated Monitoring System tests, all essential to the successful implementation of the curriculum.

All amounts are stated in current dollars. Revenue increases are not assumed and costs are not inflated. All of the model's assumptions, including compensation and school expenses, will be rigorously tested in the coming months.

Total expenses in the first year are budgeted at \$3,195,560.

Net Income

The school generates a modest surplus in the first year of operation of \$75,867.

Cash Flow

The budget conservatively assumes that the school begins its first operating year (FY13) with a zero cash balance. The school ends its first academic year with a positive cash balance of approximately \$200,000. Ascend has managed three charter schools in their first year of operations with comparable enrollments, budgets, and cash balances.

Start Up Year

Ascend will pay for the costs of certain start-up expenses, including the recruitment of staff and students. Accordingly, these expenses are not shown in the school's budget in the "Pre-Opening Period Budget" worksheet.

31 (c) Financial Planning

Explain the process your school will use to develop its budget. Your response should address:

- **Who will be involved;**
- **How needs will be identified and weighed;**
- **The timeline for creating and approving budgets; and**
- **Procedures for monitoring and modifying budgets.**

The initial budget filed with the application was developed by Ascend Learning's COO and its financial team. The budget grew out of the first-year operating experiences of three Brooklyn-based charter schools managed by Ascend. From this operating history, Ascend has developed a strong understanding of the *cost structure* of the Ascend school design, including its staffing needs (at both the classroom and administrative levels) and non-personnel costs, including those associated with private facilities. These represent the two largest costs of the school. Ascend has also developed a close understanding of the supplemental revenues the school can realistically expect to receive from categorical and competitive public grant programs.

In future years, the school's budget will be prepared by the school director and the director of operations, supported by templates and technical assistance from Ascend. The budgeting process will reflect the staffing and expense needs they have identified over the course of the previous year, and they will be free to experiment with alterations to the model's budgetary assumptions that they believe will best serve their students' needs.

Typically, Ascend's COO will provide templates and technical guidance to the school's leadership team in February, so that the team can determine the staff complement the school can afford for the following academic year. After consulting with Ascend and revising the draft budget, the team can then begin recruiting based on this preliminary staffing budget. The full proposed budget is then presented to the board of trustees in the spring, so that it may be revised and approved by the trustees before the end of the fiscal year on June 30.

Occasionally, developments require the revision of the budget during the course of the year. Generally, however, it is preferable not to alter the budget and instead report all changes as variances to the approved budget. In the event of unforeseen revenues (such as an increase in per-pupil revenues), the school would submit a supplemental spending budget for approval by the board that would authorize incurring expense variances made affordable by the enhanced revenues.

31 (d) Fiscal Impact

Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area, including:

- Enrollment expectations (should tie to Attachment 3 and the 5-year budget projection);
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected Budget for the District; and
- Projected impact as a percentage of dollars of each district’s budget (with more than 10 students projected to attend the charter school) for each year.

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District’s Overall Funding) (F / G = H)
2012 – 2013	208	\$13,527 (Note 1)	\$2,813,616	\$281,362	\$3,094,978	\$17,000,000,000 (Note 2)	0.02%
2013 – 2014	249	\$13,527	\$3,368,223	\$336,822	\$3,705,045	\$17,000,000,000	0.02%
2014 – 2015	436	\$13,527	\$5,897,772	\$589,777	\$6,487,549	\$17,000,000,000	0.04%
2015 – 2016	548	\$13,527	\$7,412,796	\$741,280	\$8,154,076	\$17,000,000,000	0.05%
2016 – 2017	660	\$13,527	\$8,927,820	\$892,782	\$9,820,602	\$17,000,000,000	0.06%

Note 1. Assumes a zero percent annual increase from the 2010- average per pupil Allocated Operating Expenses (AOE) of \$13,527.

Note 2. Assumes a zero percent annual increase from the current NYCDOE budget base of \$17 billion.

The total fiscal impact of the charter school on the New York City public schools in the fifth year of the charter, 2016-2017, is projected to be \$9.8 million. This sum represents 0.06% of the

projected budget of the New York City public school district as a whole. The overall fiscal impact of the school on the district will therefore be minimal.

32. Insurance

Describe the insurance coverage to be carried by the charter school including the name of the insured and amounts of insurance for liability, property loss, and student personal injury.

The Canarsie Ascend Charter School will carry insurance coverage by Austin & Co. The table below shows coverage limits based on the amounts for Brownsville Ascend Charter School by the same company when the school enrolled 249 students in 2010-2011. Canarsie Ascend Charter School will enroll 249 students in its second year, or 2013-2014.



Insurance Comparison

All monetary values in thousands

For: Brownsville Ascend Charter School						
Coverage's		Expiring		Proposed/Renewal		
		July 1, 2009	to July 1, 2010	July 1, 2010	to July 1, 2011	
		Limits	Premium	Limits	Premium	
1	Hartford	<u>Property - Choice Form</u> Business Personal Property Replacement Cost & Agreed Value Private School SPICE Equipment Breakdown <i>Property Deductible:</i> <i>Wind Deductible:</i>	250,000 1,000 N/A	\$1,251 (Annualized)	350,000 1,000 N/A	\$1,650
2	Hartford	<u>Business Interruption</u> Business Income with Extra Expense	250,000	Incl. in 1	250,000	Incl. in 1
3	Hartford	<u>Inland Marine</u> Computerized Business Equipment Hardware/Software	Included in BPP Definition	Incl. in 1	Included in BPP Definition	Incl. in 1
4	Hartford	<u>Crime</u> Employee Dishonesty Forgery Computer Fraud Money & Securities - Inside Money & Securities - Outside	Included in SPICE Endorsement	Incl. in 1	250,000 250,000 250,000 Included in SPICE Endorsement	Incl. in 1
5	Hartford	<u>Automobile Liability</u> Hired & Non-Owned Liability	1,000,000	Incl. in 1	1,000,000	Incl. in 1
6	United Educators	<u>General Liability</u> Any One Occurrence Annual Aggregate Limit Abuse & Molestation Coverage Employee Benefits Liability <i>Each Claim</i> <i>Aggregate</i> <i>Student Enrollment</i>	1,000,000 3,000,000 Included 1,000,000 1,000,000 123	\$4,811 (Annualized)	1,000,000 3,000,000 Included 1,000,000 1,000,000 249	\$8,942
7	Great American	<u>Directors & Officers</u> Including Educators Legal Liability & Employment Practices Liability Fiduciary Liability	1,000,000 N/A	\$2,589	1,000,000 1,000,000	\$2,590

		<u>Deductible</u>	3,500		3,500	
8	United Educators	<u>Umbrella Liability</u> Each Occurrence General Aggregate <i>Attach to Directors & Officers</i> <i>Attach to Abuse & Molestation Coverage</i> Fiduciary Liability <i>Retention</i>	5,000,000 5,000,000 Yes Yes N/A 10,000	\$5,280 (Annualized)	5,000,000 5,000,000 Yes Yes 2,000,000 10,000	\$4,800
9	Hartford	<u>Workers' Compensation & Employers' Liability</u> Experience Modification Payroll: Class 8868 - Schools Professional & Clerical	N/A 1,100,000	\$8,141	N/A 1,351,516	\$9,475
10		<u>Disability</u> Coverage Written Through Austin & Co., Inc. - Benefits Department				
11	QBE	<u>Student Accident</u> Accident Medical Expense Accident Dental Expense <i>Deductible</i> Accidental Death & Dismemberment AD&D Aggregate, Per Accident Benefit Period Type of Coverage Emergency Medical Evacuation Territory - Domestic Repatriation of Remains	25,000 Included 0 10,000 500,000 3 years Excess 25,000 25,000	\$400	25,000 Included 0 15,000 500,000 3 years Excess 25,000 25,000	\$647.40
12	QBE	<u>Catastrophic Student Accident</u> Accident Medical Expense Home Health Care Accident Dental Expense <i>Deductible</i> <i>Deductible Satisfaction Period</i> Benefit Period Type of Coverage	1,000,000 30,000 Included 25,000 2 years 10 years Excess	\$400	1,000,000 30,000 Included 25,000 2 years 10 years Excess	\$300
Total Annual Estimated Premium				\$22,872		\$28,404

33. Fiscal Audits

Describe the school's plans for at least annual fiscal audits.

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. (A finding shall be considered "major" if it indicates a deliberate act of wrongdoing, reckless conduct, or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.)

For the purpose of conducting an annual independent audit, the board shall retain an independent Certified Public Accountant in accordance with the provisions of the Charter, § 2851(2)(f) of the Charter Act, and with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States. The main schedules contained in the annual audit (statement of financial position, activities, cash flow, and functional expenses) must be completed using the Institute's mandatory audit templates.

34. Board By-Laws

Please provide a set of by-laws for the proposed school, which includes the charter school’s method for appointment/election of trustees and the length of the terms established for each trustee position. Note that recent amendments to the Act require that the by-laws be in compliance with provisions of the New York General Municipal Law regarding conflicts of interest, which generally does not allow teachers, administrators, or other school employees to serve on charter school boards.

The following are the proposed by-laws of the school.

CANARSIE ASCEND CHARTER SCHOOL, INC.
(a New York State Education Corporation)

BY-LAWS

I.
NAME, CERTIFICATE OF INCORPORATION AND CHARTER

The name of the corporation is the Canarsie Ascend Charter School, Inc. (the “School”).

The location of principal office, and purposes of the School shall be as set forth in the Certificate of Incorporation prepared and filed by the New York State Board of Regents upon said Board’s approval of the School’s charter. These By-Laws, the powers of the School and of its Trustees and officers, and all matters concerning the conduct and regulation of the business of the School, shall be subject to such provisions in regard thereto, if any, as are set forth in the Certificate of Incorporation and charter; and the Certificate of Incorporation and charter are hereby made a part of these By-Laws. All references in these By-Laws to the Certificate of Incorporation or charter shall be construed to mean the Certificate of Incorporation or charter of the School as each may be from time to time amended.

II.
PURPOSE

1. Not For Profit. The School is organized as an education corporation under the New York State Education Law and is not organized for any profit-making purpose.

2. Purposes and Powers. The purposes of the School are educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended. Specifically, the School is organized to establish and operate a charter school in the City of New York and shall have all corporate powers necessary and desirable for carrying out a charter school program in accordance with the provisions of the New York Charter Schools Act of 1998, and other applicable laws, including those powers granted under the provisions of the New York State Not-for-Profit Corporation Law that are made applicable to education corporations.

3. Mission. The mission of this School is to operate a school that will equip students of all racial and ethnic backgrounds with the knowledge, confidence, and character to succeed in college and beyond. The School's students will, from the earliest grades, steadily build a strong foundation of learning habits, critical thinking skills, and knowledge; excel academically in the middle and high school, mastering high-level math and science; and graduate as confident young adults, prepared to succeed as college students, as citizens, and as leaders in their chosen fields.

II. MEMBERSHIP

The School shall have no members. The Board of Trustees shall take any and all actions and votes required or permitted to be taken by members under the Not-For-Profit Corporation Law of New York and any such action or vote so taken shall be taken by action or vote of the same percentage or number of Trustees of the School as would be required of members so acting or voting.

III. MEMBERS, SPONSORS, BENEFACTORS, CONTRIBUTORS, ADVISERS, FRIENDS OF THE SCHOOL

The Trustees may designate certain persons or groups of persons as members, sponsors, benefactors, contributors, advisers or friends of the School or such other title as they deem appropriate. Such persons shall serve in an honorary capacity and, except as the Trustees shall otherwise designate, shall in such capacity have no right to notice of or to vote at any meeting, shall not be considered for purposes of establishing a quorum, and shall have no other rights or responsibilities.

IV. BOARD OF TRUSTEES

1. Number of Trustees. The initial Board of Trustees shall consist of *five* Trustees. No later than six months after the first day of class for students during the School's first academic year pursuant to its initial charter, the Board of Trustees shall include *two* representatives from a community-based organizations and a parent who has a child in the School. Thereafter, if at any time the Board of Trustees does not include persons described in the immediately preceding sentence due to death, resignation or removal, the Board of Trustees shall fill the vacancy thus created as soon as appropriate candidates are identified and agree to serve. Notwithstanding the foregoing, the absence due to death, resignation or removal of a Trustee who is a representative of a community-based organization or a parent of a child attending the School shall not by itself render actions of the remaining Board invalid.

The number of Trustees constituting the entire Board shall never be fewer than five and not more than eleven. Subject to the foregoing limitations and except for the initial Board of Trustees, such number may be fixed from time to time by action of the Trustees or, if the number is not so fixed, the number shall be *seven*. The number of Trustees may be increased or

decreased by a vote of the majority of the entire Board. In any event, the fixed number of Trustees shall be an odd number. No decrease shall shorten the term of any incumbent Trustee.

2. Qualifications of Trustees. Trustees shall be selected on the basis of their expertise and experience in primary and secondary education, community-based organizations, fundraising, financial management, and other skills valuable to the School. However, teachers, school administrators, and other school employees may not serve on the board of trustees.

3. Election and Term. The first Board of Trustees shall consist of those persons named as the initial Trustees in the School's Charter School Application and shall hold office until the first annual meeting of Trustees and until their successors have been elected and qualified. Thereafter, Trustees who are elected at the annual meeting of the Board of Trustees, and Trustees who are elected in the interim to fill vacancies and newly created trusteeships, shall hold office until the next annual meeting of the Trustees and until their successors have been elected and qualified. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the remaining Trustees, he shall be deemed to have resigned, and the vacancy shall be filled in accordance with this Article IV.

4. Vacancies. Vacancies created by the death, removal or resignation of one or more Trustees, or otherwise, may be filled by vote of a majority of the Trustees remaining in office.

5. Powers. Responsibility for the policy and operation of the School shall be vested in and exercised by the Board of Trustees, who shall pursue such policies and principles as shall be in accordance with law, the provisions of the Certificate of Incorporation, the School's charter and these By-Laws. To the extent permitted by law, the Board of Trustees may, by general resolution, delegate to officers, the Executive Director or Headmaster, or employees of the School such powers as they may see fit.

6. Resignation of Trustees. Any Trustee may resign from the School by delivering a written resignation to the President, the Secretary, or to a meeting of the Board of Trustees.

7. Removals. The Board of Trustees may, by affirmative vote of a majority of the Trustees then in office, remove any Trustee from office for misconduct, incapacity, or neglect of duty, provided that said Trustee may be removed only after examination and due proof of the truth of a written complaint by any other Trustee, of misconduct, incapacity or neglect of duty; and provided further, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee.

8. Meetings of the Board of Trustees. The Board of Trustees shall meet once each month at the school for a regular, annual or special meeting, based, initially, on the calendar attached hereto as Exhibit A, and thereafter as scheduled by the Trustees.

The Trustees shall hold an annual meeting in June of each year, and any business may be transacted thereat. If in any year such annual meeting is not so held, a special meeting may be held in lieu thereof at a later time.

Regular or Special Meetings of the Board of Trustees may be held at any time when called by the President, or three or more Trustees. Written notice of the time and place of any

meeting of the Trustees shall be given to each Trustee by the Secretary, or, in the case of the death, absence, incapacity or refusal of the Secretary, by the President or Trustees calling the meeting.

Notice to a Trustee of any meeting shall be deemed to be sufficient if sent by: (i) mail at least five days prior to such meeting, addressed to such Trustee at such Trustee's usual or last known business or residence address; (ii) facsimile when directed to a telephone number furnished by the Trustee for the purpose, at least 48 hours before the meeting; (iii), to the extent permitted by applicable law, electronic mail, when directed to an electronic mail address furnished by the Trustee for the purpose, at least 48 hours before the meeting; (iv) to the extent permitted by applicable law, any other form of electronic transmission, when directed to the Trustee in such a manner as the Trustee shall have specified to the School, at least 48 hours before the meeting; or (v) if given in person, either by telephone or by handing such Trustee a written notice at least 48 hours before the meeting.

A Trustee may waive any notice before or after the date and time of the meeting. The waiver shall be in writing, signed by the Trustee entitled to the notice, or to the extent permitted by applicable law in the form of an electronic transmission by the Trustee to the School, and filed with the records of the meeting. A Trustee's attendance at or participation in a meeting waives any required notice to him or her of the meeting unless the Trustee at the beginning of the meeting, or promptly upon his or her arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

Notice of each meeting shall be posted at the school, on the school's website and on the Ascend Learning website at least 72 hours before each meeting, or at a reasonable time prior thereto.

The Board of Trustees and its committees shall comply with the New York State Open Meetings Law and all meetings, including Special Meetings, shall be held in accordance with the Open Meetings Law including, without limitation, the requirement that the notice of meetings include the date, time and location.

A record shall be kept and maintained of all meetings of the Board of Trustees or committees thereof, including: the time, date, and location of the meeting; the Trustees present at the meeting; and a record or summary of all motions, proposals, resolutions and any other matter formally voted upon and the vote thereon. The record of all meetings shall be made available to the public in accordance with the Open Meetings Law.

9. Quorum; Action at a Meeting. A majority of the Trustees in office at the time a meeting is duly called and held shall constitute a quorum. When a quorum is present at any such meeting, the vote of a majority of the Trustees present shall be necessary and sufficient for election to any office or for a decision on any matter, except as otherwise required by law, by the Certificate of Incorporation, the School's charter or these By-Laws. Whether or not a quorum is present, any meeting may be adjourned from time to time by a majority of the votes cast upon the question, without notice other than by announcement at the meeting, and without further notice to any absent Trustee. At any adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called.

10. Consent in Lieu of Trustees' Meeting. No action required or permitted to be taken at any meeting of the Trustees may be taken by written consent.

11. Presence Through Communications Equipment. Members of the Board of Trustees or any committee of the Board may, to the extent permitted by Article 7 of the Public Officers Law, participate in a meeting of such Board or committee by means of live video conferencing. Such participation shall be considered for purposes of establishing a quorum, and Trustees shall have the right to vote at such meetings, provided that all Trustees participating in such meeting can hear one another, and there is no objection from any Trustee or any person in the public audience. Trustees participating other than in-person or by means of live video conferencing shall not vote. Trustees participating by means of video conferencing shall do so from a site at which the public may attend, listen and observe, and the location of such site shall be included in the public notice of the meeting.

12. Committees of Trustees. The Board of Trustees shall appoint from their number five or more Trustees to constitute an Executive Committee, and shall appoint from their number three or more Trustees to constitute a Finance Committee and a Education/Accountability Committee.

Whenever the Board of Trustees shall consist of more than five members, the Board of Trustees, by vote of a majority of the Trustees then in office, may at any time appoint from their number three or more Trustees to other standing committees.

Each committee, to the extent provided in the resolution creating such committee or in the Certificate of Incorporation, charter or By-Laws, shall be vested with all of the authority of the Board, provided, however, no such committee shall have any power prohibited by law, the Certificate of Incorporation or the School's charter, or the power

- (a) to submit to members, if any, any action requiring members' approval under the Not-For-Profit Corporation Law;
- (b) to change the size of the Board of Trustees or to fill vacancies in the Board of Trustees or in any committee;
- (c) to fix the compensation of the Trustees for serving on the Board or on any committee;
- (d) to amend or repeal the By-Laws or to adopt new By-Laws;
- (e) to amend or repeal any resolution of the Board of Trustees which by its terms shall not be so amendable or repealable;
- (f) to authorize a sale or other disposition of all or substantially all the property and business of the School; or
- (g) to authorize the liquidation or dissolution of the School.

Other special committees of the Board may be established and members appointed by the president of the School with the consent of the Board. Special committees shall have only the powers specifically delegated to them by the Board and in no case shall have powers which are not authorized for standing committees.

The Board of Trustees shall have the power to rescind any vote or resolution of any special committee; provided, however, that no rights of third parties shall be impaired by such rescission.

Each member of a committee shall hold office until the next annual meeting of the Board of Trustees (or until such other time as the Board of Trustees may determine, either in the vote establishing the committee or at the election of such member) and until his successor is elected and qualified, or until he sooner dies, resigns, is removed or becomes disqualified by ceasing to be a Trustee, or until the committee is sooner abolished by the Board of Trustees.

A majority of the members of any committee shall constitute a quorum for the transaction of business, but any meeting may be adjourned from time to time by a majority of the votes cast upon the question, whether or not a quorum is present, and the meeting may be held as adjourned without further notice. Each committee may make rules not inconsistent herewith for the holding and conduct of its meetings, but unless otherwise provided in such rules its meetings shall be held and conducted in the same manner, as nearly as may be, as is provided in these By-Laws for meetings of the Board of Trustees, and shall be subject to the Open Meetings Law.

13. Open Meetings Law. To the extent of any conflict between any provision of these By-Laws and the Open Meetings Law, the Open Meetings Law shall prevail and control.

14. Executive Director or Headmaster. The Board of Trustees, by vote of a majority of the Trustees then in office, may appoint an Executive Director or Headmaster for such period of time and upon such terms and conditions as the Board may determine.

V. OFFICERS

1. Officers. The officers of the School shall be a President, a Treasurer, a Secretary, and such other officers, which may include a Controller, one or more Vice Presidents, Assistant Treasurers, Assistant Secretaries or Assistant Controllers, as the Board of Trustees may, in its discretion, elect or appoint. The School may also have such agents, if any, as the Board of Trustees may, in its discretion, appoint. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Subject to law, to the Certificate of Incorporation, the School's charter and the other provisions of these By-Laws, each officer shall have, in addition to the duties and powers herein set forth, such duties and powers as the Board of Trustees may from time to time designate.

The President, the Treasurer, and the Secretary shall be elected annually by the Board of Trustees at its annual meeting, by vote of a majority of the entire Board of Trustees. Such other offices of the School as may be created in accordance with these By-Laws may be filled at such

meeting by vote of a majority of the entire Board of Trustees, or at any other time, by vote of a majority of the Trustees then in office.

Each officer shall hold office until the next annual meeting of the Board of Trustees and until his successor is elected or appointed and qualified, or until he sooner dies, resigns, is removed, or becomes disqualified. Each agent shall retain his authority at the pleasure of the Board of Trustees.

Any officer, employee, or agent of the School may be required, as and if determined by the Board of Trustees, to give bond for the faithful performance of his duties.

2. President. The President shall be the chief executive officer of the School and shall have general charge and supervision of the business, property and affairs of the School unless otherwise provided by law, the Certificate of Incorporation, the School's charter, the By-Laws, or by specific vote of the Board of Trustees. The President shall preside at all meetings of the Board of Trustees at which he is present except as otherwise voted by the Board of Trustees.

3. Vice President. Any Vice President shall have such duties and powers as shall be designated from time to time by the Board of Trustees or by the President, and in any case, shall be responsible to and shall report to the President. In the absence or disability of the President, the Vice President, or if there be more than one, the Vice Presidents in the order of their seniority or as otherwise designated by the Board of Trustees, shall have the powers and duties of the President.

4. Secretary; Assistant Secretary. The Secretary shall record all proceedings of the Trustees in books to be kept therefore which shall be open during business hours to the inspection of any Trustee, and shall have custody of the School's records, documents and valuable papers. He shall notify the Trustees of the meetings in accordance with these By-Laws. In the absence of the Secretary from any such meeting, the Assistant Secretary, if any, may act as temporary secretary, and shall record the proceedings thereof in the aforesaid books, or a temporary secretary may be chosen by vote of the meeting.

Unless the Board of Trustees shall otherwise designate, the Secretary or, in his absence, the Assistant Secretary, if any, shall have custody of the corporate seal and be responsible for affixing it to such documents as may required to be sealed.

The Secretary shall have such other duties and powers as are commonly incident to the office of a corporate secretary, and such other duties and powers as may be prescribed from time to time by the Board of Trustees or by the President.

Any Assistant Secretary shall have such duties and powers as shall from time to time be designated by the Board of Trustees or the Secretary, and shall be responsible to and shall report to the Secretary.

In accordance with Not-For-Profit Corporation Law § 713, at no time shall the President also serve as Secretary.

5. Treasurer. The Treasurer shall be the chief financial officer of the School and shall be in charge of its funds and the disbursements thereof, subject to the President and the Board of Trustees, and shall have such duties and powers as are commonly incident to the office of a corporate treasurer and such other duties and powers as may be prescribed from time to time by the Board of Trustees or by the President.

6. Assistant Treasurer. Any Assistant Treasurer shall have such duties and powers as shall be prescribed from time to time by the Board of Trustees or by the Treasurer, and shall be responsible to and shall report to the Treasurer. In the absence or disability of the Treasurer, the Assistant Treasurer or, if there be more than one, the Assistant Treasurers in their order of seniority, or as otherwise designated by the Board of Trustees, shall have the powers and duties of the Treasurer.

7. Resignations. Any officer of the School may resign at any time by giving written notice to the School by delivery thereof to the President, the Clerk, or to a meeting of the Board of Trustees.

8. Removals. The Board of Trustees may, by affirmative vote of a majority of the Trustees then in office, remove from office the President, the Secretary, the Treasurer or any other officer or agent of the School with or without cause.

9. Vacancies. If the office of any member of any committee or any other office becomes vacant, the Board of Trustees may elect or appoint a successor or successors by vote of a majority of the Trustees then in office. Each successor as an officer shall hold office for the unexpired term and until his successor shall be elected or appointed and qualified, or until he sooner dies, resigns, is removed or becomes disqualified.

VI.
INDEMNIFICATION OF DIRECTORS,
OFFICERS, EMPLOYEES, OR OTHERS

1. The School shall, to the extent legally permissible, indemnify each person who serves as one of its Trustees or officers, or who serves at its request as a member, trustee, director or officer of another organization or in such capacity with respect to any employee benefit plan (each such person, including such person's heirs, executors and administrators, being herein called a "Person") against all liabilities and expenses, including amounts paid in satisfaction of judgments, in compromise or as fines and penalties, and counsel fees, actually and reasonably incurred by such Person in connection with the defense or disposition of any action, suit, or appeal therein, or other proceeding, whether civil or criminal, in which such Person may be involved or with which such Person may be threatened, while in office or thereafter, by reason of being or having been such a Person, except with respect to any matter as to which such Person shall have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interests of the School and, in criminal actions or proceedings, not to have had reasonable cause to believe that his conduct was unlawful. Any Person who at the request of the School serves another organization or an employee benefit plan in one or more of the above indicated capacities and who shall have acted in good faith in the reasonable belief that his or her action was in the best interests of such other organization or in

the best interests of the participants or beneficiaries of such employee benefit plan shall be deemed to have acted in such manner with respect to the School.

2. Notwithstanding the foregoing, as to any matter disposed of by a compromise payment by any Person, pursuant to a consent decree or otherwise, no indemnification either for said payment or for any other expenses shall be provided unless such compromise shall be approved as in the best interests of the School, after notice that it involves such indemnification, (A) by a majority of the Trustees then in office, none of whom are interested Trustees; or (B) by a majority of the Trustees then in office, none of whom are interested Trustees, provided that there has been obtained an opinion in writing of independent legal counsel to the effect that such Person appears to have acted in good faith in the reasonable belief that his or her action was in the best interests of the School; or (C) if the School has members at any time, by a majority of the members entitled to vote, none of whom are interested members, voting as a single class.

3. Expenses, including counsel fees, actually and reasonably incurred by any Person in connection with the defense or disposition of any such action, suit or other proceeding may be paid from time to time by the School in advance of the final disposition thereof upon receipt of an undertaking by such Person to repay the amounts so paid if such Person ultimately shall be adjudicated to be not entitled to indemnification under this Article VI. Such an undertaking may be accepted without reference to the financial ability of such Person to make repayment.

4. Each Person shall be deemed to have accepted and to have continued to serve in the office to which he or she has been appointed in reliance upon the provisions of paragraphs 1 and 2 of this Article VI. Such provisions shall be separable, and if any portion thereof shall be finally adjudged to be invalid, such invalidity shall not affect any other portion which can be given effect. Such provisions shall not be exclusive of any other right which any Person or any employee or agent of the School may have or hereafter acquire, whether under any By-Law, agreement, judgment, decree, provision of law or otherwise; and such provisions and all other such rights shall be cumulative.

5. The School, by vote of its Board of Trustees, may purchase and maintain insurance on behalf of any Person who is or was a Trustee, officer, employee or other agent of the School, or is or was serving at the request of the School with respect to an employee benefit plan or as a trustee, director, officer, employee or other agent of another corporation of which the School is or was a stockholder, member or creditor, against any liability incurred by him in any such capacity or arising out of his status as such, whether or not the School would have the power to indemnify him against such liability.

6. As used in this Article VI, an "interested" member, Trustee or officer is one against whom in such capacity the proceeding in question, or another proceeding on the same or similar grounds, is then pending.

VIII. EXECUTION OF PAPERS

Except as the Board of Trustees may generally or in particular cases authorize or direct the execution thereof in some other manner, all deeds, leases, transfers, contracts, proposals,

bonds, notes, checks, drafts, and other obligations made, accepted or endorsed by the School shall be signed or endorsed on behalf of the School by the President or the Treasurer or their designees.

IX.
SOURCE AND INVESTMENT OF FUNDS

Funds for the operation of the School and for the furtherance of its objectives and purposes may be derived from grants and allocations from governmental or private agencies or bodies, donations from public and private organizations, associations and individuals, and such other sources as may be approved by the Board of Trustees. Except as otherwise provided by law or lawfully directed by any grantor or donor, the School may retain or dispose of all or any part of any real or personal property acquired by it and invest and reinvest any funds held by it according to the judgment of the Board of Trustees, without being restricted to the class of investments which fiduciaries are or hereafter may be permitted by law to make.

X.
PROHIBITION REGARDING THE USE OF FUNDS AND
DISTRIBUTION OF ASSETS ON DISSOLUTION

No part of the net earnings or receipts of the School shall inure to the benefit of any Trustee or officer of the School or any private individual; provided, however, that this prohibition shall not prevent the payment to any person of such reasonable compensation for services actually rendered to or for the School in conformity with these By-Laws. No Trustee or officer of the School, or any private individual, shall be entitled to share in the distribution of any of the corporate assets on dissolution of the School. All the Trustees of the School shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the School, whether voluntary or involuntary, the assets of the School then remaining in the hands of the Board of Trustees shall be distributed, transferred, conveyed, delivered and paid over to the school district in which the School is located or another charter school located within the school district, and further, that the Trustees will oversee the orderly transfer of students and student records to the school district in which the School is located.

XI.
SEAL

The seal of the School, if any, shall be in such form as the Board of Trustees shall prescribe.

XII.
FISCAL YEAR

The fiscal year of the School shall be from the first day of July through the thirtieth day of June.

XIII.
AMENDMENTS

The Board of Trustees, by a majority vote of Trustees then in office, may alter, amend or repeal these By-Laws, in whole or in part.

XIII.
CONFLICT WITH CHARTER

To the extent there are any conflicts between the terms of the School's Charter and the terms of these By-laws, the terms of the Charter will control. To the extent of any conflict between any provision of these By-laws and the Open Meetings Law, the Open Meetings Law will control.

35. Code of Ethics

Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply not only to trustees, but to officers and employees of the school as well.

The founding trustees plan to adopt and abide by the following code of ethics in governing Canarsie Ascend Charter School.

**CANARSIE ASCEND CHARTER SCHOOL
CODE OF ETHICS
FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES**

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including the board trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the board, whether such information is deemed confidential or not.

3. *Representation before the board:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. *Representation before the board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. *Disclosure of interest in matters before the board:* A member of the board of trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the board on any matter before the board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.
6. *Investments in conflict with official duties:* An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the board, appear before the board or any panel or committee of the board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Chief Executive Officer shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the board’s code of ethics may be

fined, suspended, or removed from office or employment, as the case may be, in the manner provided by law.

CANARSIE ASCEND CHARTER SCHOOL POLICY ON CONFLICTS OF INTEREST

The General Municipal Law defines prohibited conflicts of interest for school trustees, officers and employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the school, when such trustee, officer or employee, individually or as a member of the board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Exceptions to Law

The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

- a) the designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
- b) a contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
- c) the designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

- d) the purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;
- e) the acquisition of real property or an interest therein, through condemnation proceedings according to law;
- f) a contract with a membership corporation or other voluntary non-profit corporation or association;
- g) the sale of lands and notes pursuant to Section 60.10 of the local finance law;
- h) a contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;
- i) employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;
- j) a contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- k) a contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- l) a contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
- m) a contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
- n) a contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
- o) a contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Express Prohibitions

In addition, the law clearly states that a trustee, officer, or employee may not:

- a) directly or indirectly, solicit any gift, or accept or receive any gift having a value of \$75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
- b) disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
- c) receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the board; or
- d) receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Penalties

Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer, or the employee has the power to approve the contract.

The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Disclosure of Interests

The Legislature has also enacted various disclosure requirements, in an effort to protect the public and to publicize conflicts of interest, so that both the public and the governing body might take appropriate account of any personal interests in assessing the public benefit of a personal transaction.

Any trustee, officer, or employee who has, will have, or later acquires an interest in any actual or proposed contract with the board must publicly disclose the nature and extent of such interest in writing to the board as soon as he/she has knowledge of it.

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items.

The law requires that written disclosure be made part of and set forth in the minutes of the board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

36. Admissions Policy

Attach the proposed student admission policy and procedures for the charter school. This policy should include, at a minimum, the following information:

- **The required anti-discrimination criteria and allowable admissions preferences, including in New York City, the Community School District (CSD) preference;**
- **Any “at-risk” admission factors, such as students with disabilities (requiring special education programs/services), students who are English language learners or students who are eligible to participate in the federal free or reduced-price lunch program, etc.;**
- **The scheduled application and enrollment periods for the first and subsequent years, including the approximate date each year on which you intend to hold the lottery, if necessary, which must be after April 1st of each year;**
- **An outreach plan including strategies for: (1) recruiting prospective students and (2) attracting English language learners, students with disabilities and students who qualify for free and reduced-price lunch in sufficient numbers as to meet targets that are comparable to the school district of location;**
- **The specific targeted student population (if any);**
- **The step-by-step procedures to be implemented in the event timely applications for admission exceed the available seats, including who will conduct the lottery, the precise manner in which the lottery will be conducted, and measures that will be taken to ensure that the process adheres to Education Law subdivision 2854(2);**
- **The procedures for student registration after being admitted through the lottery or otherwise, to include whether the school will backfill grades and if so how and when;**
- **The manner in which the waitlist will be maintained;**
- **The procedures for an enrolled student’s withdrawal from the school; and**
- **The procedures for currently enrolled students to notify the school of their intent to enroll the following year.**

Outreach Plan

The school will embark on an extensive public information and student recruitment campaign once it is chartered and again in the fall and winter of each year. All marketing materials, which will be broadly distributed and translated into French and Spanish will communicate that the school is a tuition-free public school of choice and that it welcomes and serves all children who are in the grades served by the school. The school director, once hired, will lead the enrollment campaign, assisted by school staff and staff from Ascend Learning. Until such time as the school director is hired, Ascend’s chief operating officer will continue to coordinate the campaign. The

high visibility of the school leader will give families confidence in the new school as a place where they should invest in their children's future.

The school will impose no admissions preconditions or requirements on interested families. As such, families will not be required to attend meetings or information sessions, nor will they be required to adhere to the school's mission or philosophy, or to sign any agreements or contracts imposing responsibilities or commitments such as reviewing homework, attending parent conferences, or volunteering for the school. The school will encourage families to learn as much about the school as possible, and to participate actively in their children's education. The school may request parents to sign a voluntary, non-binding compact, in which they, the school, and teachers pledge to do their part to help each child succeed after the child has enrolled in the school. This document will clearly state that signing is voluntary and not required as a condition of admission or ongoing enrollment and that the parent or guardian may change his or her mind at any point without consequence.

During the fall and winter of each school year, the school will offer frequent informational events both at the school and at local community venues, where the school director, trustees, and staff from the school and Ascend Learning will make presentations and answer questions about the school. In addition, the school will market itself through both traditional means, such as direct mail or media buys which can reach the broader community, as well as grassroots and community-based marketing strategies, such as participation in community fairs, picnics, and cultural events, to build awareness of the school among those families who may not be reached by more traditional methods. For example, the school will target local daycare centers (including Head Start facilities) and local businesses such as convenience stores, Laundromats, barber shops, and salons, and will seek permission to leave marketing materials at those locations.

Outreach to English Language Learners and Children with Disabilities

The school will make good faith efforts to attract and retain students with disabilities and English language learners comparable to the demographics of Community School District 18. The school will ensure that such students are welcomed and served in an effective manner. The planning team and staff of the school will recruit families of students who are learning English as a second language and who have special education needs. To promote the school among these special populations, the planning team and staff will visit neighborhood feeder schools (pre-schools, including Head Start facilities, and elementary schools) that serve high populations of students who are learning English as a second language and who have special education needs.

The planning team and staff also will recruit students by reaching out to doctors' offices and diverse community organizations, including the Brooklyn Early Childhood Direction Center and other community agencies that serve children with disabilities.

The founders have cultivated relationships with a number of businesses and organizations in Community School District 18, including those serving minority language communities and children with special needs. In its ongoing outreach efforts, the school will continue to target stores that are owned by members of minority language communities or are frequented by non-English speakers, such as ethnic grocery stores and restaurants, as well as churches and daycare centers that serve minority language populations. The school will make arrangements to drop off or distribute flyers in English, French, and Spanish at these locations, and other languages that

are spoken in the district. The school will document this outreach effort via letters of thanks or certificates of appreciation to these businesses and organizations. Either the school director or an officer of the board of trustees will sign all such correspondence, and the school will keep copies on file for a period of no less than two years.

As part of the admissions process, all families will be asked how they heard about the school, and the school will track such referrals as a proxy for recruitment data on potential students with disabilities and/or limited English proficiency.

Please see the response to Attachment 24 for a more detailed explanation of the school's recruitment efforts to special needs students, English language learners, and students eligible for free and reduced-price lunch.

Admission Criteria

Any child who is qualified under New York State law for admission to a public school is qualified for admission to the school, including students with Individualized Education Plans (special education students) and English language learners. To qualify for admission to kindergarten, children will have to be five years of age on or before December 31 of their kindergarten year. As required by law, the school will give preference to those students who are residents of the school district of location, as well as those students with siblings who have already been accepted to the school. The school will also reserve ten percent of its spaces at each grade for students transferring under the NYCDOE's NCLB school choice transfer program, if the department so requires.

The school will not give preference to at-risk students, nor will it give preference to the children of school employees or to the children of members of the board of trustees. The school's admission policy is non-sectarian. Admission to the school shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. The school's application forms will not request student demographic data, with the exception of age and grade information. The application forms will request both a residential address and several forms of family telephone contact information.

Application Process

In no event shall a staff member complete an application for a parent or guardian over the phone, or sign a form on behalf of a parent or guardian in the event the he or she neglected to do so. In those instances where a parent or guardian requires assistance in completing the application, e.g., because he or she cannot read or write in English, a school staff member will complete the document on behalf of the parent or guardian in his or her presence or provide an application translated in his or her native language. The staff member will ask the parent or guardian to make a mark in lieu of a signature. The staff member will note on the form that the parent or guardian was unable to read or write, and will initial the form next to the mark to ensure that he or she is identified as the individual who completed the form.

The school will begin accepting applications at the beginning of the first week of January, and continue until April 1 of each year. Applicants will indicate whether or not they are requesting

transportation from the district in accordance with the commissioner's policy. If April 1 falls on a weekend or holiday, then the following business day will be the lottery application deadline.

The lottery date will be at least one week after the lottery application deadline, and will be held on a Thursday. A parent or guardian who attends the lottery will be notified of their child's acceptance on the day of the lottery, and will also receive a written notification via regular mail.

Once a parent or guardian is notified in writing of the student's acceptance to the school, he or she will have one week to accept the offer of admission and another week to complete the registration forms for the next school year. The school will make at least three attempts to contact unresponsive families, including telephone contacts and a certified letter, prior to drawing from the waiting list. The school will carefully document all such contacts. The waiting list will be maintained electronically on the school's server. In addition, paper copies of all waiting list applications will be kept on file.

If a family chooses to withdraw from the school, the school director will request a meeting with the family to discuss the reason for the withdrawal. Upon withdrawal, the family will be asked to sign a form indicating the student's name, the date of withdrawal, and the reason for withdrawal (not required). If the family is unable to attend the meeting or sign the form, the school director will do so, and will use the New York City Department of Education's Automate the Schools system to confirm that the student has withdrawn from the school and is registered elsewhere.

In the second half of the school term (near the end of the second term and beginning of the third term), a letter will be sent home with all enrolled students regarding their intent to enroll in the following year. Follow-up phone calls will be made to all families that either fail to return forms, or indicate that the student will not enroll the following year. A response from the family will be requested prior to April 1.

37. Discipline Policy

(a) General Education

Attach the charter school's student discipline rules and procedures for general education students. If your school is to have a provision for suspension or expulsion, include as well the long term and short term due-process protections for students and parents, and procedures and policies for implementing mandatory alternative instruction.

As described in Attachment 16, the school's Code of Conduct will provide the behavioral framework by which the school will conduct its day-to-day operations. The Code will reflect academic standards and the right of every student to learn in a non-threatening environment. It will further reflect the school's desire to protect each individual's right to have any violations of safety issues addressed appropriately. The school will expect students to follow the school's Code of Conduct before, during, and after school, in school buildings, on school grounds, on school buses, at school-related activities, and on the way to and from these activities.

Code of Conduct

The Code will outline three categories of behaviors unacceptable at Canarsie Ascend Charter School: those that lead to pre-suspension consequences (Category I), generally applied in the classroom as described Attachment 16; those that typically lead to an in-school or short-term suspension (Category II); and those that typically lead to expulsion (Category III).

Category I Offenses

Category I includes unruly or disorderly conduct; failure to cooperate with teachers or administrators; uniform violations; possession of cell phones, other electronic devices, or toys; truancy or ditching; littering; cafeteria infractions; academic dishonesty; and the falsification of records.

Category II Offenses

Category II includes failure to accept pre-suspension consequences; profanity or obscenity; fighting; smoking; the possession or use of alcohol, drugs, and/or drug paraphernalia; the possession or creation of pornographic material; repeated uniform violations; stealing; violent disorderly conduct; gang activity; defacement or destruction of property; sexual misconduct; harassment; and look-alike weapons.

Category III Offenses

Category III offenses include physical assault; sexual assault; bullying or extortion; ongoing actions against staff members; possession of dangerous weapons (including, but not limited to, firearms); possession of narcotics with the intent to distribute or sell; robbery; false fire alarms or bomb reports; setting fires; and the possession of fireworks or explosives. Penalties for gun offenses shall be in accordance with the federal Gun Free Schools Act.

Uniform Violation

The school will strictly enforce its uniform policy, tolerating no exceptions, and this policy will be clearly communicated during pre-opening meetings, in the school's promotional literature, and in the Family Handbook that will be distributed to the families of all enrolled students. The school will maintain a uniform fund for families who are unable to afford uniforms, asking those who can repay the funds over time to do so. Also, as described below, one of the goals of the school's Family Association will be to help organize gently used uniform sales to offer families an affordable option for outfitting their children. As noted, most uniform violations will be handled as Category I offenses through pre-suspension consequences. The school will call the parents or guardians of students who arrive at school out of uniform and ask them to bring to school the missing uniform item(s) before admitting the students to class. Students who are not in complete uniform will remain in the back of the classroom until they are in the proper uniform.

At the discretion of the school leadership team, more serious disciplinary action may be taken in response to any inappropriate dress or demeanor that proves to be disruptive to the academic environment or that may endanger student safety. The school's policy will not permit suspension for uniform violations unless such violations are egregious, e.g., after five violations. In actuality, it is very unlikely that the school director would suspend a student for uniform infractions, especially in the lower grades before the student can dress himself or herself.

Suspensions

The school director will have the authority to impose short-term suspensions, which are five days or less, and which include both at-home and in-school suspensions.

In the event that an offense warrants a longer-term suspension or expulsion from the school, the school director may make such a recommendation to the board of trustees, which will have the sole authority to expel a student or suspend a student for more than five days.

Should the school director contemplate a long-term suspension or an expulsion, he or she will notify the student and parents (via telephone) of the alleged misbehavior, the contemplated penalty, and the process for a long-term suspension or expulsion. In addition, the parent or guardian will receive a written notice, either via hand delivery or certified mail within 24 hours of the decision to recommend such disciplinary action. The notice will be in the parent's or guardian's dominant language when feasible, and will explain the nature of the offense and the parent's right to contact the school director or the chair of the board of trustees to discuss the matter informally. In the event that the parent or guardian cannot read either English or his or her primary language, the school will also provide this notification orally, and will document the conversation.

Both the student and parent/guardian shall have the right to appeal the school's decision and disciplinary consequence. The student and/or his or her parent/guardian may opt to arrange a conference with the school director or the chair of the board of trustees, and that discussion would serve as an opportunity for the parent/guardian or pupil to present the student's perspective and hear the charges and the school's evidence. Where the school director has recommended expulsion or suspension for more than five days, the board of trustees will also

conduct a formal disciplinary hearing and render a decision on the recommendation. If the parent/guardian speaks a language other than English, the school would provide for a translator at both the informal conference and any formal hearing. The school director or the board chair would subsequently notify the parent or guardian in writing of the decision, the parent/guardian's due process rights, and alternate instruction arrangements. Such alternate instruction shall be delivered by a certified teacher and shall be equivalent to what the student would have received in school. Arrangements for alternate instruction shall be made within 24 hours of an expulsion ruling. The school will be responsible for working with the parent/guardian to make such arrangements, and will be accountable for ensuring that the student receives the instruction, understanding that parents/guardians may never waive their children's right to alternate instruction.

These due process steps will precede any suspension or expulsion except in those cases whereby the student presents a danger to him/herself or others, or to school property. In such cases, the school director may remove the child from school and provide notice and the opportunity for an informal conference immediately thereafter. In such cases, the school will immediately make arrangements for alternate instruction for any student who is below the compulsory attendance age. Such arrangements shall be made within 24 hours of the decision.

As required by the New York State Education Department, the school will complete a Violent and Disruptive Incident Report Form each year and submit it to the Department.

Students charged with an offense in any category will have the right to due process, and this right will be clearly stated in the school's Family Handbook. School personnel will investigate, to the extent necessary, the facts surrounding the alleged misconduct, inform the student of the reason for the disciplinary action, and give the student an opportunity to deny the charge and present his or her own version of the events. Parents/guardians will also have the right to address any complaint to the staff person closest to the issue. Beyond the classroom teacher, the dean of students shall be the first point of contact for issues related to student conduct. The dean shall be in regular contact with parents/guardians whose students are models of exemplary behavior as well as with parents/guardians of students who struggle to follow the school's rules. If initial conversations do not resolve the issue, the parent/guardian or student shall have the right to appeal the disciplinary consequence to the school director. In an extreme situation, an unresolved issue may be referred to the school's board of trustees, which shall require that the parent/guardian send a written explanation of the matter and a request for remedy to the school office.

Staff Training

All faculty and staff will attend Summer Institute, a three-week training program in August 2012 and every year thereafter. During Staff Institute, staff will be trained in the school discipline code and procedures, including all obligations under federal and state law and regulations. Attention will be given to the special requirements governing disciplinary actions and additional due process rights and procedures for students with disabilities, including students who do not have an IEP and have yet to be evaluated by the Committee on Special Education (CSE) but who the school knows may be eligible for referral to the CSE.

(b) Special Education

Please provide the discipline policy that the school will enact for students with disabilities.

Students with identified disabilities or those suspected of having a disability will be subject to the same disciplinary actions as their non-disabled peers, with the exception of those whose behaviors are a manifestation of their disability, in which case the provisions of IDEA, Section 504 or the Rehabilitation Act of 1973, 34 CFR 300.519-00.523, and related New York law will apply.

In such cases, the director of special services or another school leader will contact the chair of the Committee on Special Education of the student's district of residence and request a Functional Behavior Assessment and the possible development of a Behavior Improvement Plan, which will be aligned with the student's IEP (which may also be modified by the CSE to include behavioral goals). The director of special services or another school leader will be responsible for contacting the chair of the CSE to request that the CSE conduct a Manifestation Determination Review (MDR) to determine if the behavior is a manifestation of the child's disability. Such a review will be mandated in cases in which an expulsion is contemplated, the suspension would be for more than ten consecutive school days, or if there has been a pattern of short-term suspensions. Such removals would constitute a change in placement and necessitate an MDR. In addition, the school shall conduct an MDR in cases that fall under the 45-day rule for weapon or drug offenses or in those cases where the student has been excluded from school due to well-founded concerns that the student is a danger to him/herself or to others.

The school director will be responsible for ensuring that the student with disabilities is afforded all due process rights in any contemplated suspension or expulsion. The general provisions regarding all students will also apply to students with disabilities and those suspected of having a disability. In addition, the director of special services or another school leader will provide written notice to the chair of the CSE in the event the school is contemplating a long-term suspension (greater than ten days) or an expulsion recommendation for any such student. The notice will be delivered within 24 hours of the decision. During any suspension or following any expulsion, the director of special education or another school leader will be accountable for ensuring the student receives alternate instruction comparable to what he or she would have received in school, including instruction that is compliant with the goals for the child's IEP and any related services, provided however, that if the student's parent or guardian were to waive the provision of such alternative instruction, the student would be marked absent from school. Arrangements for such instruction shall be made within 24 hours of the suspension or expulsion.

38. Dress Code Policy

If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be subsidized for parents unable to afford them.

Student uniforms will be an important aspect of the school culture, helping create balance in the school and allowing students to focus on what is most important—their learning. School leaders and staff will therefore insist that students arrive for school on time in their clean, complete uniform as follows:

BOYS

Top

- White polo shirt (long sleeve or short sleeve; no pockets or zippers; standard collar)
- Burgundy sweater (cardigan, sweater vest, or v-neck long sleeve pullover; no stripes or designs)
- No ties

Bottom

- Gray pants (no extra pockets, snaps, or zippers; no wide-leg or baggy pants; no denim or cargo pants)
- Black belt (no colored seams or designs; standard buckle)
- White, gray, or black socks

Shoes

- Black sneakers (solid color only—no stripes, patterns, designs, or colored laces)
- Black dress shoes (no stripes, colored seams, colored laces, snaps or buttons)
- During inclement weather (snow or rain), students may wear boots but they must change into their uniform shoes upon entering class.

GIRLS

Top

- White polo shirt (long sleeve or short sleeve; no pockets or zippers; no lace, rounded, or Peter Pan collars)
- Burgundy sweater (cardigan, sweater vest, or v-neck long sleeve pullover; no stripes or designs)

Bottom

- Gray pants (no extra pockets, snaps, or zippers; no wide-leg or baggy pants; no denim or cargo pants)
- Gray jumper
- Gray pleated skirt (no extra buttons, snaps, or hooks; no miniskirts)
- Black belt (required if pants are worn; no colored seams or designs; standard buckle)
- White, gray, or black socks (no lace, no designs)
- White, gray, or black tights (no lace, no designs)

- Please note: Girls may not wear jumpers or skirts on days when they have physical education (gym). We strongly recommend that girls always wear tights under their skirt or jumper.

Shoes

Black sneakers (solid color only—no stripes, patterns, designs, or colored laces)

Black dress shoes (Mary Janes are acceptable; no wedges, heels or open-toe shoes)

HATS

Hats and stocking caps may not be worn unless they are worn in observance of one's faith.

PROHIBITED (BOYS AND GIRLS)

- Boots (except to and from school; students will be allowed to change at the beginning and end of each day)

- Hooded sweatshirts, zippered jackets, or non-sweater vests

- Make-up (including nail polish and lip gloss)

- Jewelry (bracelets, necklaces, rings, etc., including nameplates and jewelry depicting religious symbols)

- Hoop/Large Earrings (only stud earrings are permitted)

- Cologne/perfume

- Students do not need "gym clothes" for physical education. Students wear their school uniforms in physical education.

Consequences for failure to adhere to the discipline policy are defined in Attachment 37. As described in that attachment, dress code infractions do not result in suspension unless they are chronic—five infractions or more. In actuality, it is very unlikely that the school director would suspend a student for uniform infractions, especially in the lower grades before the student can dress himself or herself. As with all suspensions, students would have due process rights and alternative instruction would be provided.

39. Complaint Policy

Attach the policies of the charter school's board of trustees for handling complaints from individuals or groups.

Canarsie Ascend Charter School
Complaint and Grievance Policy

New York Education Law provides that any individual or group who believes a charter school has violated its charter, the New York Charter Schools Act of 1998, or any other law relating to the management or operation of the charter school, can bring a complaint or grievance to the charter school's board of trustees. If the individual making the complaint is unsatisfied with the response of the board of trustees, then he or she has the right to present the complaint to the authorizer, which is the SUNY Charter Schools Institute.

The Charter Schools Institute has the right to issue remedial orders when appropriate and necessary.

If the complainant is still unsatisfied after the Charter Schools Institute has taken action on the complaint or grievance, the complainant may bring the complaint or grievance to the Board of Regents, which also has the right to issue remedial orders. This establishes a two-step appeals process for complaints and grievances.

Initial Complaint or Grievance

Any individual may bring a written complaint to the board of trustees. The complainant may leave the complaint or grievance at the school's main office to the attention of the chair of the board of trustees.

The complaint must include (1) a detailed statement of the complaint or grievance, including the law or regulation allegedly violated, names of individuals at the school who allegedly took the actions at issue, and the time, date, and place of occurrence; (2) relevant correspondence; (3) what action complainant is seeking from the board of trustees; and (4) complainant's name, address, and telephone number.

The board of trustees must acknowledge receipt of the complaint or grievance within one week, and indicate what steps the board plans to take to investigate the allegations. Complaints and grievances will be addressed at the next board meeting unless the board chair determines that the issue is of such urgency that a special meeting needs to be called. This decision is made at the sole discretion of the chair of the board of trustees.

Prior to the board meeting, the chair of the board of trustees will attempt to collect evidence needed to assess the merits of the complaint or grievance. At the board meeting, the chair will summarize the issue to the other board members, either during the public meeting or during executive session, if appropriate. In some instances a decision may be rendered at the meeting, and in other instances additional fact-finding and due diligence will be required. The chair will conclude the discussion on the complaint or grievance by either (a) issuing a decision or (b) requiring specific further investigation, including a timeline, and assigning specific individuals to

carry out the next steps. The chair will follow through by either writing a decision letter and sending it to complainant and entering it into the board's minutes at the next meeting, or continuing and concluding the investigation as per the plan, and then issuing a decision letter.

40. Dissolution Procedures

Attach the procedures that the school would follow in the event of the closure and dissolution of the charter school, including for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets. Please indicate the applicant's preference for distributing the assets to either the school district of location or another charter school within that district.

In the event of the school's dissolution, the board of trustees would ensure that the school follows the following procedures:

- a. Hold public meetings to provide families information on the school's dissolution.

No more than 15 days after notice from the authorizer of the school's dissolution, the school will begin holding a series of public meetings for parents and community members. The school will notify parents and guardians of the meetings both in writing, via a letter sent home with students, and by telephone. In both the meetings and in all written communications, the board and school leadership will communicate the finality of the dissolution decision and focus on meeting the educational needs of the students. Parents will also receive information on how their children's records will be transferred to the school district of location.

Immediately preceding the first public meeting, the school director will have a meeting with school staff notifying them of the dissolution and the timetable for closing operations. The school will also distribute talking points and a "frequently asked questions" document to staff. The content of this document will be similar to materials the school will distribute at the public meeting, and will include information on what staff, parents, and students can expect in the coming weeks and months.

- b. Transfer student records to appropriate school districts and provide a copy of such records to each student's parent or legal guardian.

In compliance with Education Law Section 2851(2)(t), the school will transfer all student records to the school district of location. The school director will be accountable for overseeing the transfer of all records, and will ensure that the files are well organized, all boxes are clearly labeled, and a complete inventory of student records accompanies the documents. This process will ensure that the records are received by the district in an orderly manner, permitting the district to incorporate the files into its own records system as smoothly as possible. The board of trustees will also hold the school director accountable for ensuring that the parent/guardian of each pupil receives a complete copy of the student's records

- c. Logistically transfer the students.

The board of trustees and school leadership will notify students, parents/guardians, and the greater community of the dissolution decision as soon as it is made, thereby giving families as much time as possible to make new educational choices. The school will work collaboratively with the New York City Department of Education (NYCDOE) to develop a list of educational options for families, and will provide all families with information on both their nearest traditional public school as well as a list of charter schools that serve the surrounding

community. The school will also invite representatives of local district and charter schools to its family and community meetings so that families will have an opportunity to get information directly from the schools in a convenient forum.

d. Transfer the school's assets to another school within the school's prospective district.

All school assets will be transferred to another charter school or district school within the district of location.

In accordance with Section 2851(2)(t) of the charter law, the school will maintain \$75,000 in an escrow account to defray the costs of any such dissolution. The balance of the escrow account will be \$25,000 by April 1 of year 1 of the school's operation. By April 1 of year 2, the balance will be \$50,000, and by April 1 of year 3 it will be \$75,000.

Ascend's Role in Dissolution

Ascend Learning will fully cooperate in the dissolution process and may assist the school, as appropriate, in dissolution activities. Ascend's level of participation may depend on the reason for closure of the school.

41. Personnel Policies

Attach a copy of the proposed school's personnel policies, including at least the following information:

- **The procedures for hiring and dismissing school personnel;**
- **The school's required qualifications for hiring teachers, school administrators and other employees;**
- **A description of responsibilities for staff members;**
- **A description of the school's processes and criteria for evaluating teacher performance; and**
- **A description of how teachers will be held accountable for student achievement.**

The board will engage Ascend Learning to recruit and recommend the school director and to assist the school director in the recruitment and staffing of the school. Once hired, the school director will interview, hire, assign, manage, review, and terminate teachers as necessary, with advice from Ascend Learning. Job descriptions detailing the qualifications required and the specific roles of each position will serve as a guide in all hiring decisions, and for prospective candidates they will clearly delineate the school's high expectations and standards for performance.

The school will prize diversity in its workforce, as a diverse staff brings a valuable breadth of perspectives to tasks and decisions. Discrimination against any individual on the basis of race, religion, color, national origin, gender, age, sexual orientation, disability, medical condition, marital status, or veteran status will not be tolerated. All employment applications will clearly state that the school does not so discriminate, including on the basis of gender, in compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641) in compliance with 34 C.F.R. § 106.9.

Employees will be selected, retained, and promoted solely on the basis of their qualifications and job performance, and all reasonable accommodations will be made for those covered by the Americans with Disabilities Act.

The school's firm commitment to affirmative action means that, beyond providing equal opportunities to all employees, the school will take positive action to hire and promote people of color, women, disabled persons, and veterans. Affirmative action will apply to all personnel activities, including employment advertising and recruiting; hiring, upgrading, and transferring; establishing rates of pay and other benefits; and providing opportunities for training and development.

As a prerequisite for working in the school, all faculty and staff must clear FBI background checks, including fingerprinting. The school will require that a minimum of two professional references be verified before an offer of employment is made. In accordance with Section

2854(3)(a-1) of the Education Law, no more than 30 percent of the teaching staff, or five teachers, whichever is less, will lack New York certification. Such uncertified persons may only be hired if they satisfy one of the following conditions: they have at least three years of elementary, middle, or secondary classroom teaching experience; they are tenured or tenure-track college faculty; they have two years of satisfactory experience through the Teach For America program; or they possess exceptional business, professional, artistic, athletic, or military experience. In no instance may this final provision be interpreted as a blanket waiver of the general requirements; it will apply only in those rare cases where an individual possesses unique qualifications or a particular record of success that relates directly to the particular subject he or she will be teaching, e.g., a concert violinist serving as a music teacher, or a respected journalist serving as an English instructor. All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA. All teaching staff will meet the requirements of both NCLB and IDEA.

To help identify candidates whose philosophy and work ethic are aligned with those of the school and Ascend Learning, the school will work collaboratively with such like-minded organizations as Teach For America, Education Pioneers, The New Teacher Project, New Leaders for New Schools, encouraging alumni of these programs to apply. Ascend Learning has already developed fruitful bonds with these organizations in staffing the Brooklyn Ascend, Brownsville Ascend and Bushwick Ascend Charter Schools.

Ascend Learning has built a powerful recruiting function, through which it will identify the school's director, dean of instruction, dean of students, and director of operations. Ascend's chief operating officer developed, tested, and employed this function successfully to secure the strong founding leadership teams of the Brooklyn Ascend Brownsville Ascend and Bushwick Ascend Charter Schools. Using the same proven strategy, Ascend Learning will widely post the leadership positions for the new school with Teach For America, the Kennedy School of Government, Net Impact, several social enterprise and school reform organizations, and other contacts and connectors. Ascend Learning will apply all effort and leverage every opportunity to recruit the strongest possible leadership team for the school.

School Director

The director must be a visionary; a self-aware leader who inspires and motivates children and adults to fulfill their potential; a bold, tireless, and engaging agent of positive change and continuous improvement; an effective and winning communicator, orally and in writing; and a person of absolute integrity. In addition, he or she must be relentlessly committed to preparing every student for college; driven to improve the minds and lives of students from under-served communities; dedicated to doing whatever it takes to help every student achieve academic success; passionate about academic learning and insistent on academic excellence and intellectual rigor at all times; highly self-motivated; and fully aligned with the education philosophy and core beliefs of the Canarsie Ascend Charter School.

The school and Ascend Learning shall be equally focused on finding exceptionally talented staff for the remaining leadership positions, including the dean of instruction.

The qualifications sought in the school director and other key personnel at the school, including teachers, are detailed in Attachment 21(d). In short, successful teachers and leaders will embrace and embody the founders' core values, defined as follows:

- Achieve with integrity. We aim high. Our students will go to selective-admission colleges, and we will create the finest school in the city. How we get there matters. We always take the high road. We achieve with integrity.
- Choose greatness. Every day and every hour, we have the opportunity to aim for excellence. We never settle for mediocrity. We always try our best. We choose greatness.
- Lead with Respect. We are all leaders in our school community. We celebrate our diversity of experience and ideas – and our solidarity in purpose. We lead with respect.
- Invest in Knowledge. Knowledge – not rare talent or good fortune – is the ticket to success. Point by point, we build the high-level skills and knowledge that open the doors to a rewarding life. We invest in knowledge.
- Be Present. Our task is urgent. Time is precious. We are always punctual, fully engaged, and there for our students. We are present.

School Director

The school director will be responsible for the following:

- Academics. Ensuring achievement of target academic results, including curriculum alignment, pacing charts, exams, Intensives; special education and ELL compliance; the precise implementation of the SABIS educational system.
- Culture. Defining and building a transformative school culture consistent with the founders' principles; managing student discipline; and promoting distinctive peer tutoring and collaborative learning; and promoting student leadership development.
- Staff. Working with Ascend Learning to manage, develop, and evaluate the school's leadership team and faculty, building a culture of relentless self-improvement among the entire school; planning staffing needs and recruiting effectively with Ascend Learning; ensuring adherence to all human resources procedures; managing the staff performance review and compensation review process in accordance with Ascend Learning guidelines; maximizing staff retention; and addressing staff concerns.
- Founding Board. Aiding in recruiting community board members and a parent trustee.
- Parents. Ensuring positive school-parent relations and maintaining high levels of parent satisfaction.
- Operations, Finances, and Compliance. Overseeing the director of operations, while maintaining ultimate accountability to Ascend Learning and to the school's board for the school's performance and the achievement of the goals stipulated in its charter.
- Community. Developing partnerships with community organizations and stakeholders.
- Enrollment. Maintaining full enrollment and developing a waiting list for enrollment in the school.

Dean of Instruction

Responsible for the academic success of students, the dean of instruction will inspire teachers to excel in their jobs and motivate students to achieve their highest potential. The dean will provide instructional and administrative leadership to the teaching staff, overseeing the implementation of the curriculum, coordinating assessments, and monitoring student academic performance. Specifically, the dean of instruction will be responsible for:

Academic Oversight. Ensuring the academic success of students; recommending necessary actions and strategies; overseeing effective implementation of curriculum and instruction; reviewing and implementing the SABIS pacing charts; coordinating the administration of all assessments, including weekly computerized tests, and coordinating the timely and accurate entry of performance data; thoroughly analyzing test results and academic performance, identifying problems, and recommending and implementing solutions in a timely manner; reviewing report cards for accuracy in academic entries.

Teacher Coaching. Coaching and mentoring the faculty, ensuring that teaching is at all times intentional, engaging, and rigorous.

Academic Operations. Ensuring textbooks and materials are provided for each classroom and matched to the pacing charts; securing additional materials needed to meet state-mandated curriculum and state testing requirements; coordinating referral of students with perceived special needs to appropriate personnel; planning and leading assigned school events and programs.

Admissions and Placement. Ensuring appropriate placement of applicants; actively participating in explaining the SABIS educational system to staff, parents, students, and the community at large.

Staff Management. Ensuring the right spirit, determining and recommending staffing needs and teachers' workloads; effectively assessing and recommending teacher candidates; monitoring and assessing teacher performance, and ensuring required training and development is provided; training and supporting teachers in Ascend and SABIS methods.

Internal Relationships. Ensuring smooth and efficient working relations that positively impact academics; working closely and efficiently with the school director, the school leadership team, and Ascend Learning staff to ensure student success and smooth operations; requesting support as needed.

Internal Reporting and Compliance. Ensuring the proper implementation of SABIS academic systems and standards; maintaining a professional image; completing needed periodic reports in a timely and accurate manner.

Student/Parent Relations. Reinforcing positive student behavior and establishing rapport with students; counseling students with serious academic problems; reviewing and approving official

school communications regarding academic progress or updates; coordinating individual academic student concerns with parents as appropriate.

The dean of instruction shall report to the school director, work closely with Ascend Learning, and participate as a member of the school leadership team.

Dean of Students

To build a culture of highly ambitious academic expectations, structure and order, intellectual rigor, and joyfulness, the dean of students will devise distinctive assemblies, celebrations, and rituals; coach teachers on classroom management; meet with students and parents; develop and implement a system of merits and demerits; and implement the classroom prefect program and broader Student Life program.

The specific responsibilities of the dean of students will be:

School Culture. Defining and building a transformative school culture consistent with the founders' principles and inspired and informed by the top-performing urban schools in the country; with the school director, designing and implementing programs that recognize and reward students; devising school-wide rituals, including morning meetings, songs, chants, and celebrations, that promote the culture and sustain the school's values; shaping and managing the physical environment to underscore the school's culture and aspirations.

Student Management. Selecting and implementing behavior management tools, including overseeing staff training in behavior management policies, techniques, and strategies, and ensuring the consistent deployment of such tools school-wide; meeting with students referred by teachers for behavioral problems, communicating and meeting with the students' parents/guardians, and ensuring that consequences for infractions are fairly and consistently implemented throughout the school; looking for patterns of misbehavior and coordinating appropriate measures as needed with the school director and the dean of instruction; responding to acute behavioral issues; coordinating in-school and out-of-school suspensions; ensuring regulatory compliance; and overseeing school safety.

Teacher Resource. Serving as an expert resource to teachers on issues of school culture, classroom management, discipline, and relationships with students; coaching teachers and staff in holding all students to high and consistent behavioral expectations.

Student Motivation. Communicating with students individually and in small and large groups to build trust and understanding and to shape high aspirations; creating and sustaining a support network for students.

Prefect Program and Student Life. Guiding teachers in identifying prefects, devising and implementing training for the prefect program, and ensuring that teachers fully leverage the power of class prefects to facilitate learning, speed transitions, and build a caring culture where no student is permitted to fall behind; overseeing the Student Life period (when applicable), during which students will tutor one another; identifying and leading academic, artistic, and athletic activities (including after the school day). (Applicable prior to the hiring in year 3 of a

director of student life, who will oversee the Student Life program, including the use of class prefects in every classroom from the earliest grades.)

Attendance and use of time. Assertively engaging parents and students in realizing the school's demanding standards for attendance and on-time arrival; managing transitions to minimize loss of time, and promoting a sense of urgency in learning.

Documenting incidents. Implementing and ensuring the school-wide use of SABIS information technology tools for reporting and documenting infractions; ensuring that proper records are kept of communications with parents regarding discipline.

The dean of students shall report to the school director, collaborate closely with the dean of instruction, work closely with Ascend Learning, and participate as a member of the school leadership team.

Director of Operations

The director of operations will be responsible and accountable for the school's business operations, finances, facility management, and compliance with the charter and all applicable laws and regulations. The director of operations shall report to the school director and participate as a member of the school leadership team. He or she shall manage the school's non-academic staff, including the nurse, security guard, custodial staff, office staff, and other team members as the school expands. Specifically, this individual will be responsible for:

Financial Transactions and Operations. Managing the daily financial and business activities of the school through approval of all school-based expenses and reporting through the purchase order and check request systems; for the meals program and other fee-based programs at the school ensuring proper cash management, including timely and accurate deposits, record keeping, and receipts; ensuring proper management of accounts receivable and payable, with timely processing of billings and payments; approving procurement of furniture and other assets for the school and ensuring proper asset management; managing and ensuring compliance with grants; participating in monthly finance meetings and participating in the preparation of the school budget, in close coordination with the school director and Ascend Learning; coordinating with the school director to ensure that staff members adhere to the budget; making sure that all reports are submitted accurately and on time.

Enrollment and Funding. Ensuring timely and proper enrollment and attendance reporting to the state and the timely and accurate collection of public funds; maintaining a waiting list for admission and enrolling new students in compliance with the charter law and other regulations; maintaining all student records in school management software and ensuring compliance with student confidentiality laws.

Human Resources. Overseeing and administering personnel matters, including (through vendors) payroll, benefits, and COBRA; properly implementing all school and Ascend Learning policies and procedures relating to human resources (HR); providing appropriate information and assistance to school staff regarding personnel matters and benefits; providing effective support and advice to the school administrative team on personnel and HR issues; ensuring that all staff

members hold credentials required by law (including NCLB) and pass background checks; preparing and maintaining legal personnel-related documentation (including employment statements of hire, disciplinary procedures, and terminations of employment); maintaining up-to-date personnel files; assisting the school director with salary budget planning and staffing requirements; effectively coordinating with the school director and Ascend Learning as needed.

Meals. Overseeing the school's meals programs and achievement of the school's goal of serving healthful, fresh, and appealing meals; managing food service vendor and lunch staff, the determination of free and reduced-price lunch eligibility, and the collection of meals payments from families.

Physical plant. Managing and overseeing custodial staff and managing the school's facility, including all repairs and preventive maintenance programs.

Nursing services. Managing and overseeing the school nurse and ensuring compliance with all education laws affecting the health and safety of students; ensuring that students receive all required immunizations and health assessments, that proper student health records are maintained, and that staff are trained in emergency medical procedures.

Information technology. Managing and overseeing information technology services to the school, ensuring that the school's information systems are fully operative and meet the requirements of the SABIS educational system.

Procurement. Managing all procurement of goods and services, in accordance with governing law and Ascend Learning policies; negotiating and overseeing contracts with major vendors.

External reporting and compliance. Ensuring strict compliance with state and federal regulations; ensuring that all required financial reports (to the board of trustees, SUNY CSI, the New York State Education Department, etc.) are submitted in a timely and accurate manner; monitoring management/lease/charter agreements, with particular attention to their financial reporting requirements; and maintaining an effective working relationship with all regulatory and oversight agencies.

Academic Operations Associate

Among the school's staff, an academic operations associate will assist the dean of instruction in managing student assessment support instruction through the following responsibilities:

Assessment Management. Scheduling periodic exams and electronic AMS tests; proofreading and reviewing monthly subject exams ("periodic exams") that are automatically generated from SABIS exam generation software for appropriate content and layout; preparing periodic exams for delivery to teachers; following-up with teachers on their scoring of the periodic exams and their submission of the results; using SABIS's comprehensive school management software, SMS, to generate and print reports on students' academic performance; organizing and maintaining paper and electronic files pertaining to assessment results; using SABIS's automated process to score curriculum tests; troubleshooting occasional problems in the automatic testing laboratory; and assisting with other projects related to SMS.

Teaching. Substituting in various classrooms as needed using the SABIS educational system and objective-based lessons; and providing small-group guided reading instruction as needed

The academic operations associate will reports to the dean of instruction.

Teachers

Teachers at Canarsie Ascend will be responsible for:

Teaching. Planning and delivering vibrant, engaging, and creative lessons; developing a measureable goal for each lesson, “the point,” and using the teach-practice-check model of instruction to ensure mastery; using the school’s periodic, end-of-term, and end-of-year assessments to ensure that students have over time maintained mastery of the content taught.

Culture and Classroom Management. Reinforcing and maintaining the school’s culture of high academic and behavioral expectations by making use of the behavior systems and cultural tools of Ascend Learning; applying school and classroom rules consistently and effectively, making use of preventive discipline, communicating expectations to students clearly, and supervising students within the school setting and school grounds.

Teamwork and Professional Relations. Ensuring accurate and timely reporting to the dean of instruction, including information on students’ performance, challenges, and recommendations for action; participating actively in grade-level meetings and school-planned professional development, and engaging in a school-wide practice of continuous self-improvement and a relentless drive for improvement of school practices; maintaining respectful and positive relations with colleagues, administrators, and staff, inspiring trust and respect and maintaining a positive attitude at all times; adhering to school policies and practices, meeting attendance and punctuality guidelines, and demonstrating a total commitment to the organization and to excellence.

Accountability. Accepting ultimate responsibility for the academic progress of students; actively developing solutions to problems; meeting commitments; requiring minimal supervision and direction; and communicating effectively and regularly with the dean of instruction and the dean of students.

Special Needs Students and ELL. Working collaboratively with the school’s special education and ELL staff to implement the school’s special education and ELL programs and complying with all state and federal regulations.

Reporting to the school director, teachers will also accept direction from, and works closely with, the dean of instruction and dean of students.

Special Education Teachers

Special education teachers will have the same responsibilities as other teachers at Canarsie Ascend, and in addition, they will be responsible for:

IEPs. For all students with special needs, ensuring, together with the dean of instruction, the faithful implementation of the students' Individualized Education Programs (IEPs) approved by the Committees on Special Education of the students' districts of residence, in keeping with the requirements of Section 2853(4)(a) of the Charter Schools Act.

Pre-referral and referral. With the dean of instruction, managing the pre-referral and referral process to special education, avoiding confusion of learning gaps with disabilities and ensuring that certain findings lead to prompt referral; serving as liaison to the chair of the Committee on Special Education of Community School District 18 and chairs of other district committees, as necessary; working closely with all the school's faculty members to ensure that teachers understand their obligations to special education students, including implementation of all IEPs, participation in committee meetings, and the pre-referral process.

Assessment. Preparing students for and administering all tests, including SABIS's proprietary tests, as well as all tests required by the state and district; correcting students' daily work and monitoring progress of the class and individual students by analyzing weekly reports from the SABIS School Management Software.

Like their teaching colleagues, special education teachers will report to the school director, and accept direction from, and work closely with, the dean of students and dean of instruction.

Instructional Assistants

Instructional assistants will work closely with the teacher and report to the school director. They will also accept direction from, and work closely with, the dean of instruction and dean of students. Instructional assistants at the kindergarten level will aid classroom teachers in meeting the learning objectives defined by the SABIS system. These individuals will be responsible for:

Teaching. Planning and delivering vibrant, engaging, and creative lessons that meet identified goals.

Culture and Classroom Management. Reinforcing and maintaining the school's culture of high academic and behavioral expectations by making use of the behavior systems and cultural tools of Ascend Learning; applying school and classroom rules consistently and effectively, making use of preventive discipline, communicating expectations to students clearly, and supervising students within the school setting and school grounds.

Teamwork and Professional Relations. Ensuring accurate and timely reporting to the dean of instruction, including information on students' performance, challenges, and recommendations for action; participating actively in grade-level meetings and school-planned professional development, and engaging in a school-wide practice of continuous self-improvement and a relentless drive for improvement of school practices; maintaining respectful and positive relations with colleagues, administrators, and staff, inspiring trust and respect and maintaining a positive attitude at all times; adhering to school policies and practices, meeting attendance and

punctuality guidelines, and demonstrating a total commitment to the organization and to excellence.

Accountability. Accepting ultimate responsibility for the academic progress of students; actively developing solutions to problems; meeting commitments; requiring minimal supervision and direction; and communicating effectively and regularly with the dean of instruction and the dean of students.

Special Needs Students and ELL. Working collaboratively with the school's special education and ELL staff to implement the school's special education and ELL programs and complying with all state and federal regulations.

Teacher Evaluation

Understanding that teacher quality is the single greatest determinant of student achievement and that strong school leadership is crucial, the founders have crafted evaluation tools and processes designed to illuminate the actual effectiveness of those hired at the new school. The applicants believe that every evaluation, whether formal or informal, should focus on the essential question: To what extent is the subject raising students' achievement and advancing their progress toward college? The formal evaluation tools that will be used by school leaders and managers will be aligned with the school's job descriptions, which clearly delineate the school's values as well as the responsibilities of each position and the skills, traits, and attributes required. Detailed rubrics will define performance standards to ensure consistent expectations and eliminate subjectivity.

Ascend Learning will hold the school director accountable for the responsibilities described above. Ascend's chief operating officer and president will closely monitor the school director's performance on behalf of the board and formally evaluate her or him annually on behalf of the board using a formal evaluation instrument. A sample teacher evaluation tool is provided at the end of this attachment.

The school director shall hold her leadership team, staff, and faculty accountable for the performance of their job responsibilities through weekly planned meetings, semi-annual reviews, and formal annual performance reviews.

The dean of instruction will evaluate all instructional staff formally at mid-year and again at year's end, using an evaluation aligned to the responsibilities specified in their position descriptions (and detailed above). Also, to assess teachers' efficacy weekly (or more frequently if needed), the school director and dean of instruction will rely heavily on SABIS's School Management System (SMS), an integrated web-based management system for managing every aspect of the SABIS program. With an assessment module that delivers an array of academic performance data, this tool will enable school leaders and managers to evaluate teaching and learning objectively by individual student, group, class, or grade level. A sample teacher evaluation tool is provided at the end of this attachment.

Rigorous and regular classroom observations and other measures will likewise facilitate efforts to assess students' progress and, by extension, teachers' performance.

All members of the instructional staff will work under one-year contracts with the school. At the end of each school year, the board will conduct a thorough assessment of staff performance evaluations, overall school performance, and school needs to determine whether employees'

contracts will be renewed for the following school year. A career ladder for teachers and leaders will provide the structure by which high-performers will be rewarded and under-performers removed. Maintaining one's current position on the ladder and progressing up the ladder will require demonstrated success in meeting clear performance objectives.

Teacher Dismissal

In the event that the school director or another member of the leadership team believes that a staff member is not fulfilling the duties in his or her job description, the first step would be for the staff member's direct manager to have an informal conversation with the staff member, explaining his or her job duties, and where she sees deficiencies. The manager will offer appropriate support to the staff member such suggesting classrooms for the staff member to observe and learn best practices, working with the staff member on developing strategies for addressing the deficiencies, and attending further professional development if appropriate. The manager will dedicate extra time to working with the staff member and ensuring that the corrective strategies are being effectively implemented.

If it becomes clear that the staff member is not improving, the school director or manager will issue a warning that failure to improve will result in termination. Employees of the school are at-will, and should the school director determine that the employee is ultimately unable to comply with the requirements of her position, the employee may be terminated.

Employees who commit egregious acts that warrant termination may also be terminated by the school director.



Ascend Learning School Director
Confidential Performance Evaluation

Key: 1=Strongly Disagree, 3=Neutral, 5=Strongly Agree

A. Mission: Beliefs, Alignment, Evangelism, Actions					
1. The director holds strong and clear beliefs about what the school the school be, what it stands for, and how it will become among the top schools in the city—its mission and ways.	1	2	3	4	5
<i>Comment:</i>					
2. These beliefs—mission and ways—are well aligned with ...					
a. the school’s mission statement and charter (including charter application)	1	2	3	4	5
b. Ascend’s mission and methods	1	2	3	4	5
c. the SABIS educational system	1	2	3	4	5
d. the “no excuses” culture.	1	2	3	4	5
<i>Comment:</i>					
3. The director is an effective evangelist for the school’s mission and ways with every daily audience of students, teachers, parents, community members, and the media. He or she uses every opportunity to convey and reinforce the mission and ways, and inspires and motivates the school community to achieve the mission.	1	2	3	4	5
<i>Comment:</i>					
4. In every decision, the director’s foremost consideration is whether or not the action or policy advances the mission.	1	2	3	4	5
<i>Comment:</i>					
5. The director is a powerful, clear, and inspiring communicator ...					
c. in writing	1	2	3	4	5
d. orally, one-on-one and in small groups	1	2	3	4	5
d. when speaking publicly.	1	2	3	4	5
<i>Comment:</i>					
B. Management					
1. The director sets ambitious, clear, and measurable objectives for the school, and regularly, transparently, and conspicuously tracks progress against these objectives.	1	2	3	4	5
<i>Comment:</i>					
2. There is comity and respect among the four members of the leadership team. They act in common purpose and in pursuit of the same vision.					
<i>Comment:</i>					
3. The director decision-making style is consultative and non-hierarchical; leadership team members, teachers, and staff feel that their voices are views are heard and they are appropriately involved in decisions.	1	2	3	4	5
<i>Comment:</i>					
3. The director excels at cultivating talent—recruiting, developing, retaining, promoting, rewarding, and, when necessary, releasing teachers	1	2	3	4	5

and staff.					
<i>Comment:</i>					
4. The director is an effective manager, by ...					
a. delegating substantial responsibility	1	2	3	4	5
b. providing clear direction	1	2	3	4	5
c. recognizing and celebrating staff member's achievements	1	2	3	4	5
d. encouraging team members to continually improve their practice, providing professional development of high quality					
e. providing critical feedback, when necessary, in a respectful and supportive way, and without delay.	1	2	3	4	5
<i>Comment:</i>					
4. The director decision-making style is consultative and non-hierarchical; leadership team members, teachers, and staff feel that their voices are views are heard and they are appropriately involved in decisions.	1	2	3	4	5
<i>Comment:</i>					
5. The director always explains the "whys" behind his or her decisions or policies, whenever possible by invoking the school's mission.	1	2	3	4	5
<i>Comment:</i>					
6. The director gives ample credit to others at all levels of the organization for their achievements and contributions.	1	2	3	4	5
<i>Comment:</i>					
7. The director is respected by the school's teachers and staff.	1	2	3	4	5
C. Academic Performance					
1. The director set clear "big goals" for academic performance—level and growth.	1	2	3	4	5
<i>Comment:</i>					
2. The school met its goals for the <i>level</i> of academic performance of its scholars.	1	2	3	4	5
<i>Comment:</i>					
3. The school met its goals for the <i>growth</i> in academic performance of its scholars.	1	2	3	4	5
<i>Comment:</i>					
D. Program Implementation					
1. The school's program is implemented with high fidelity:					
a. the SABIS education system	1	2	3	4	5
b. the "no excuses" culture	1	2	3	4	5
c. Accelerated Reader	1	2	3	4	5
d. guided reading					
e. other supplemental components	1	2	3	4	5
<i>Comment:</i>					
E. Parent Relations					
1. The director has strong and respectful relations with parents.	1	2	3	4	5
<i>Comment:</i>					
2. The director's conversations with individual parents are consistently respectful and appropriate, even in situations of conflict or when seeking to change behavior or uphold school's policies.	1	2	3	4	5
<i>Comment:</i>					
3. The director is respected and supported by parents.	1	2	3	4	5
<i>Comment:</i>					
4. The director establishes and maintains an effect parent association.	1	2	3	4	5

<i>Comment:</i>					
F. Student Relations					
1. The director knows the scholars individually.	1	2	3	4	5
<i>Comment:</i>					
2. The scholars know that the director cares for them and wants the best for them always.	1	2	3	4	5
<i>Comment:</i>					
G. School Culture and Behavior					
1. The school’s culture is one of “no excuses,” sweating the details, and holding very high expectations for academic performance.	1	2	3	4	5
<i>Comment:</i>					
2. The school is joyful.	1	2	3	4	5
<i>Comment:</i>					
3. The school prizes and celebrates ambitious intellectual achievements.	1	2	3	4	5
<i>Comment:</i>					
4. The schools culture is one of “no excuses,” sweating the details, and holding very high expectations for academic performance.	1	2	3	4	5
<i>Comment:</i>					
H. Financial Management					
1. The school manages against its budget, posting favorable variances to revenues and spending.	1	2	3	4	5
<i>Comment:</i>					
2. The director ensures adherence to all fiscal and human resources policies, including procurement.	1	2	3	4	5
<i>Comment:</i>					
I. Operational Management					
1. The school is operationally well run, including the facility, student transportation, and meals. The school is in compliance with all oversight bodies and adheres to all federal, state, and local laws, regulations, and rules.	1	2	3	4	5
<i>Comment:</i>					
J. Enrollment and Attendance					
1. The school is fully enrolled.					
<i>Comment:</i>					
2. Average daily attendance meets or exceeds the school’s goals.					
<i>Comment:</i>					
3. The school has a robust waiting list.	1	2	3	4	5
<i>Comment:</i>					
4. The school fills empty seats promptly and files all bimonthly invoices with the maximum number of students permitted under its charter, as amended.	1	2	3	4	5
<i>Comment:</i>					
K. Board of Trustees and Ascend Relationships					
1. The director enjoys a strong relationship with the school’s trustees.					
<i>Comment:</i>					
2. The director has an engaged and positive relationship with Ascend’s president and COO, as well as other Ascend staff members.					
<i>Comment:</i>					
3. The director contributes to the Ascend network and the success of the other Ascend schools.					

<i>Comment:</i>					
4. The director has a collegial and supportive relationship with the other schools' directors.					
<i>Comment:</i>					

Self Evaluation

Achievement of Last Year's Stated Goals

- 1.
- 2.
- 3.
- 4.
- 5.

Goals for the Coming Year
(in declining order of importance)

- 1.
- 2.
- 3.
- 4.
- 5.

Additional Comments

Summary

Signed by:

School Director

President & CEO, Ascend Learning

Date

Date

Ascend School Evaluation Form

Teacher:
Self Evaluation

Date of Evaluation:

Ratings: 4 = Advanced 3 = Proficient 2 = Working Towards 1 = Needs Improvement

CULTURE/ MANAGEMENT	Expectation	Data and Comments	Rating
Student Management Taxonomy	<ul style="list-style-type: none"> ○ Teacher uses Positive Framing consistently to motivate students ○ Teacher consistently states What to Do with specific, concrete, sequential and observable steps ○ Teacher consistently uses a Strong Voice consisting of economy of language, talking to a silent and engaged room, not engaging students and using non-verbal authority ○ Teacher consistently uses Do it Again when needed or there is no evident need to Do it Again ○ Teacher checks for 100% after each instruction and uses the least invasive interventions to acquire 100% 		
Transitions	<ul style="list-style-type: none"> ○ Efficient, time-saving (30 sec) routines established ○ Silent or the talking is directly connected to the content ○ Transitions initiated using economy of language ○ Immediately after the transition students begin task ○ Evidence of routines ○ 90 – 100% of lessons display evidence of a system for distributing/collecting work that is efficient, and routinized ○ 90% - 100% of students are silent or engaged in an activity while work is being collected or distributed 		
Dress Code-Students	<ul style="list-style-type: none"> ○ Uniform infractions are acted upon by the teacher immediately and 100% of the time 		
HALLS	<ul style="list-style-type: none"> ○ Hallways are silent ○ Teacher is silent ○ Students are silent ○ 100% of students make transition to class within the given amount of time ○ All students are walking urgently to class and in HALLS position 		

Behavioral System	<ul style="list-style-type: none"> ○ Teacher consistently utilizes taxonomy to maintain behavioral expectations ○ Teacher gives praise for appropriate reasons, at appropriate times ○ Teacher gives warnings for appropriate reasons, at appropriate times ○ Teacher uses daily behavior tracker to record positive and corrective responses to scholar behavior ○ Student's behavior score is tracked daily on Daily Snapshot calendar ○ Stoplight is posted in an accessible place in the classroom 		
Professionalism	<ul style="list-style-type: none"> ○ Adherence to submission deadlines for culture documents, including homework tracker (CDC) ○ Frequent and constructive communication with parents 		
CULTURE/ MANAGEMENT	Category Rating		
	/24=		%

SCHOOL EXPECTATIONS	Expectation	Data and Comments	Rating
Papers/Student Desk/Folders	<ul style="list-style-type: none"> ○ 100% of papers are filed (there are no loose papers in desks) ○ Books are organized ○ Students can easily produce materials from desk to use as a resource ○ 100% of desks reflect the teacher's organizational system and are kept free of graffiti and stickers ○ Pencil pouches have at least 3 sharpened pencils ○ Teacher maintains and checks for sharp pencils daily 		
Physical Space	<p>Attractiveness—classroom is:</p> <ul style="list-style-type: none"> ○ Clutter-Free: clean with effective storage for materials, supplies, etc ○ Desk configuration makes sense and is not too tight/loose ○ Classroom libraries (when applicable) are well organized and appealing to student readers <p>Walls—classroom walls have:</p> <ul style="list-style-type: none"> ○ Posted schedule & behavior chart ○ Signage supports learning objectives ○ High quality student work (corrected as needed) posted across the curriculum ○ Instructional signage: word wall reflects current learning, SABIS posters reflect current content 		
SCHOOL EXPECTATIONS	Category Rating		
	/8=		%

PROFESSIONALISM	Expectation	Data and Comments	Rating
Punctuality	<ul style="list-style-type: none"> ○ Teacher is on time to work and to meetings 100% of the time ○ Teacher turns in required paperwork on time daily 		
Professional Tone	<ul style="list-style-type: none"> ○ Teacher always speaks respectfully to all adults in the building ○ Teacher actively seeks rapport with all adults in the building 		
Attire	<ul style="list-style-type: none"> ○ Teacher dresses professionally every day ○ Teacher is professionally groomed every day 		
Lesson Plan and Materials Submission	<ul style="list-style-type: none"> ○ Lesson plans and materials are always submitted on time 		
Assessments	<ul style="list-style-type: none"> ○ Assessments are graded accurately ○ Grades are provided on time 		
Community & Team	<ul style="list-style-type: none"> ○ Teacher participates in all meetings and is engaged for the duration of meetings ○ Teacher shows interest in the growth and development of the entire school 		
Development	<ul style="list-style-type: none"> ○ Teacher applies feedback to improve performance ○ Teacher seeks guidance when struggling with culture or academics with students and with adults 		
Family Interaction	<ul style="list-style-type: none"> ○ Teacher is in regular contact with families ○ Teacher addresses behavior as well as academics with families ○ Teacher's tone is positive and professional ○ Teacher contacts families of all students within the building when necessary 		
PROFESSIONALISM	Category Rating		
	/32=		%

DAILY LESSON PLANNING	Expectation	Data and Comments	Rating
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Lesson Planning	<ul style="list-style-type: none"> ○ Points are clear, measurable, achievable and guide the entire lesson ○ Opening is relevant, activates prior knowledge, and is engaging ○ The teach portion is directed and relevant and has direct modeling and is clearly written ○ Guided practice matches the direct model/point, is sufficient, is varied, and allows teacher to determine mastery ○ Independent practice matches the direct model/point/guided practice and is sufficient ○ Prefects are clearly used in a way to help students ○ Closing summarizes the point and has a relevant and planned check for mastery with specific students targeted for final check 		
Lesson Preparation and Resources	<ul style="list-style-type: none"> ○ Lesson materials are neat, organized and prepared for the grade level on time ○ Lesson materials are grade level appropriate ○ Lesson materials are professional ○ Lesson materials are relevant to the point ○ Lesson materials are always created when supplements to the available materials are necessary 		
Adherence to Pacing Charts	<ul style="list-style-type: none"> ○ Teacher adheres to SABIS® pacing charts ○ Teacher promptly notifies the Dean of Instruction of any difficulties with maintaining the pace or when the pace is too slow for the students 		
DAILY LESSON PLANNING	Category Rating		
	/12=		%

LESSON DELIVERY	Expectation	Data and Comments	Rating
Pace	<ul style="list-style-type: none"> ○ Timing of activities is monitored ○ Lessons flow and allow all students to be engaged ○ No time is wasted 		
Checks for Understanding	<ul style="list-style-type: none"> ○ Teacher uses visual, verbal and written checks for understanding throughout the lesson ○ Teacher adjusts lessons if necessary to address misunderstandings 		

Student Engagement Taxonomy	<ul style="list-style-type: none"> ○ Teacher uses cold calls frequently to ensure engagement and checks for understanding ○ Teacher uses call and response effectively and often ○ Students are not allowed to opt-out academically ○ Precise praise is used alongside “right is right” to ensure there is no confusion ○ Teachers challenge students to “stretch it out” to ensure deep understanding of points ○ Teacher circulates frequently throughout the room and keeps eyes on most of the students all of the time 		
Prefects	<ul style="list-style-type: none"> ○ Teacher trains student prefects to check student work and to provide appropriate feedback to the student ○ Teacher trains student prefects to provide appropriate and accurate feedback to the teacher regarding student mastery 		
LESSON DELIVERY	Category Rating		
	/16=		%

STUDENT PERFORMANCE	Expectation	Data and Comments	Rating
SABIS EXAMS - ENGLISH	<ul style="list-style-type: none"> ○ Class average is above 85% 		
SABIS EXAMS- MATH	<ul style="list-style-type: none"> ○ Class average is above 85% 		
STUDENT PERFORMANCE	Category Rating		
	/8=		%

Number of Days Absent: _____

Number of Days Tardy: _____

Overall Rating: /100= %
Yes/No

Is Teacher on/will Teacher be on Improvement Plan?

Director Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

End-of-Year Evaluation Form

STUDENT PERFORMANCE	Expectation	Data and Comments	Rating
SABIS EXAMS - ENGLISH	<ul style="list-style-type: none"> ○ Class average is above 85% 		
SABIS EXAMS- MATH	<ul style="list-style-type: none"> ○ Class average is above 85% 		
STAR GROWTH (Comparative Fall/Spring)	<ul style="list-style-type: none"> ○ Students' scores have grown an average of at least 1.5 grade levels 		
TERRA NOVA GROWTH (Comparative Spring/Spring)	<ul style="list-style-type: none"> ○ Students' scores have grown an average of 20 percentile points in both English and Math 		
STUDENT PERFORMANCE	Category Rating		

42. Action Plan

Provide an action plan that outlines the steps that the founding group will undertake to ensure a successful start-up. In a well-organized chart, your action plan should include:

- **A list of the tasks to be completed between the time the charter is approved and the opening of the school.**
- **The start date and projected completion date of each task; and**
- **The person(s) responsible for each task.**

From the time Canarsie Ascend Charter School is chartered to the first day of school, the timeline below lists actions the founding group and leadership team of the school will carry out to ensure a successful start-up.

Functional Area		Start Date	Due date	Person Responsible*
Enrollment				
	Mass student recruitment mailing prepared (via DOE/Vanguard Direct)	January-12	February-12	DSO
	Submit Student Application for Admission to Institute	November-11	December-11	ALSA
	Define application period and set lottery date	December-11	January-11	DSO
	Hold lottery	April-12	April-12	DSO
	Notify parents and guardians of the results of the lottery	April-12	May-12	DSO
	Complete Application and Admission Summary and submit to Institute	April-12	May-12	ALSA
	Enter students into ATS	May-12	June-12	DSO
	Obtain student records	May-12	June-12	DOO
	Arrange for separate locked storage for student academic/health records	July-12	August-12	DOO
	Plan student orientation	June-12	July-12	SD
	Student diagnostic testing	July-12	August-12	DOI
	Parent orientation	July-12	August-12	SD
	Student orientation	July-12	August-12	SD/DOI/DOS/DOO
ELL				
	Home language surveys to all students	May-12	September-12	DSO
	Language Assessment Battery Revised (LAB-R)	September-12	October-12	DOI
Facilities				
	Secure certificate of occupancy for site	January-12	May-12	COO
	Facilities walk-through with authorizer	May-12	June-12	COO
	Technology Installation	July-12	August-12	DSO
	Secure janitorial services	June-12	July-12	DOO
	Locate school facility and notify institute within 10 days of identification	June-11	February-12	COO
	Enter into and obtain a legal review of proposed lease (May 15)	February-12	May-12	BOT
	Submit a Facility Completion Schedule to Institute (May 15)	April-12	May-12	COO
	Plan and procedures to control access to the building	May-12	June-12	DOO/DOS
Financial				
	Establish Non Profit - 501c (CHAR410 from NYS Attorney General's Office)	January-12	March-12	COO/ALSA
	Submit IRS Form 990	January-12	March-12	COO/ALSA

Obtain provisional charter from SED	January-12	March-12	COO/ALSA
Establish bank accounts for electronic funds transfer (EFT)	January-12	June-12	COO
Proof of Insurance	January-12	June-12	COO
Establish Vendor Status w/ DOE & NYC Comptroller - W9	January-12	May-12	COO/ALSA
Establish EFT w/ NYC Dept of Finance	January-12	June-12	COO
DYCD Start-up Grant	January-12	April-12	COO/ALSA
Submit DOE enrollment invoice	May-12	June-12	DSO
Submit Title Consolidate Application to State Education Department	January-12	June-12	COO/ALSA
Secure independent auditor	May-12	June-12	COO
Secure financial consultants within 45 days of hiring employee or disbursing 50K	May-12	June-12	COO
Report and correct any deficiencies with regard to financial controls within 45 days of receipt of Independent Accountant's Report	June-12	July-12	COO
Sales Tax Exemption Application - Form ST 119.2	January-12	March-12	COO/ALSA
Create annual cash flow projection and submit (June 30)	May-12	June-12	COO
Submit revised budget if necessary	July-12	August-12	COO
Submit unaudited statements of income and expense to the Institute	July-12	August-12	COO
Establish payroll system	May-12	June-12	COO/DSO

Food Services

Request for services with SchoolFood	March-12	April-12	DSO
Ensure temperature-appropriate storage available	June-12	August-12	DSO
Set up procedure for FRPL forms and collection of lunch funds	June-12	August-12	DSO/DOO

Health & Safety

Life saving procedures (AED/CPR) training for staff	July-12	August-12	DOO/DOS
Create draft SAVE plan and submit to SED and Institute	June-12	August-12	DSO/DOO/DOS
Follow up on SAVE plan	July-12	September-12	DSO/DOO/DOS
Update student immunization records	August-12	September-12	DOO
School nurse arranged via DOHMH/DOE	June-12	July-12	DSO/DOO
Develop medications administration plan	June-12	August-12	DSO
Develop health services plan	June-12	August-12	DSO
Ensure school will have the proper number of defibrillators and trained staff	July-12	August-12	DSO/DOO

Human resources			
Fingerprint clearance for all staff members	June-12	August-12	DOO
Set up Emergency Conditional Appointments, if necessary	June-12	August-12	DOO
Post job descriptions	January-12	March-12	SD
Recruit and hire staff	January-12	September-12	SD
Written notice to Institute that school director named	April-12	within 5 days of hire date	COO/ALSA
Develop staff handbook	April-12	May-12	COO/SD
Host Teacher Institute	August-12	August-12	SD
Prepare ongoing professional development curriculum	June-12	July-12	SD/DOI/DOS
School Management and Operations			
Submit copy of management contract to the Institute	April-12	May-12	COO/ALSA
Special Education			
Meeting with CSE	January-12	September-12	DSS
Retrieve IEPs	January-12	September-12	DSS
"First Attend" dates for all students with IEPs	September-12	October-12	DSS
Technology			
Obtain access to, and user IDs for, DOE systems (ATS, CAP, FAMIS)	April-12	May-12	DSO
Purchase computers, printers, and phones	June-12	July-12	DSO/COO
Establish SABIS® Student Management System database	May-12	July-12	DSO/DOO
Transportation Service			
Request for DOE transportation services	March-12	April-12	DSO
Assist parents with requests for transportation services	April-12	June-12	DSO
Arrange supplemental transportation services	May-12	May-12	DSO
OPT ATS set-up & routing	July-12	August-12	DOE
Governance			
Approve bylaws, personnel policies, organizational chart	January-12	February-12	BOT
Set board meeting calendar	February-12	March-12	BOT
Secure legal counsel	March-12	April-12	BOT/COO
Develop school's fiscal policies and procedures and draft Initial	January-12	February-12	BOT/COO

Statement

Other			
Obtain BEDS code from State Education Department	April-12	May-12	ALSA
Create academic year calendar and distribute to families	April-12	May-12	SD
Create class schedules and distribute to teachers	June-12	July-12	SD/DOI
Order non-instructional supplies, furniture, equipment and materials	January-12	June-12	COO/SD/DOO/DSO
Enhance school discipline policy and complaint/grievance policy (handbook)	April-12	May-12	DOS
Write FERPA policy and give annual notice to family (in handbook)	April-12	May-12	COO
Set up student files with FERPA protections	May-12	August-12	DOO
Revise and enhance OML policy	March-12	April-12	COO
Revise and enhance FOIL policy	March-12	April-12	COO
Distribute Code of Ethics to school trustees, officers and employees	June-12	August-12	COO
Obtain Certificates of Insurance	January-12	July-12	COO/DSO
Charter agreement: identify a compliance contact person	April-12	September-12	SD

Educational Program and Curriculum			
Order curriculum supplies from SABIS®	January-12	May-12	COO/DOI
Revise Math book series to include supplemental Common Core content	March-11	August-12	SABIS Math Department
Revise English book series to include supplemental Common Core content	March-11	August-12	SABIS English Department
Revise pacing charter for Kindergarten and grade 1	June-12	August-12	SABIS USA
Develop test items for AMS, CAT, EOT, and EOY covering supplemental Common Core content	March-11	August-12	SABIS Curriculum Department
Develop lessons plans for supplemental Common Core content	August-12	June-13	CAO

* BOT (Board of Trustees); CAO (Chief Academic Officer); COO (Chief Operating Officer); DSO (Director of School Operations); ALSA (Ascend Learning Senior Associate); SD (School Director); DOS (Dean of Students); DOI (Dean of Instruction); DOO (Director of Operations); DSS (Director of Student Services)