

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 23, 2014

Updated Tuesday, July 29, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

331800861033 CANARSIE ASCEND CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 18

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
9719 Flatlands Avenue Brooklyn, NY 11236	347-713-0100		info@ascendlearning.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Cidney Brunson
Title	Director of Operations
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.ascendlearning.org

6. DATE OF INITIAL CHARTER

2011-10-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2013-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K

• 1

10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
Yes	Ascend Learning

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

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Steven F. Wilson			steven.wilson@ascendlearning.org	Yes
CFO (e.g., network CFO)	Andrew Epstein			andrew.epstein@ascendlearning.org	Yes
Compliance Contact	Elena Day			elena.day@ascendlearning.org	Yes
Complaint Contact	Elena Day			elena.day@ascendlearning.org	Yes

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	9719 Flatlands Avenue Brooklyn, NY 11236	347-713-0100	CSD 18	K-2	No	Rent/Lease

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Brenda Daniels			brenda.daniels@ascendlearning.org
Operational Leader	Cidney Brunson			cidney.brunson@ascendlearning.org
Compliance Contact	Elena Day			elena.day@ascendlearning.org
Complaint Contact	Cidney Brunson			cidney.brunson@ascendlearning.org

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

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

• Yes

Signature, Head of Charter School

Branda A. Linnick

Signature, President of the Board of Trustees

Thank you.

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

Created Wednesday, July 23, 2014

Page 1

Charter School Name: 331800861033 CANARSIE ASCEND CS

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?year=2013&instid=800000072840>

**CANARSIE ASCEND
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 8, 2014

By Josue Cofresi

9719 Flatlands Avenue
Brooklyn, NY 11236
josue.cofresi@ascendlearning.org

Josue Cofresi, Manager, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Stephanie Mauterstock	Chair/President
Kathleen Quirk	Treasurer
Amanda Craft	Secretary
Lisa Smith	Parent Rep
Christine Schlendorf	Member

Brenda Daniels has served as the school director since June 2013.

INTRODUCTION

Canarsie Ascend Charter School opened its doors in September 2013, serving an average of 213 students in Kindergarten and grade 1 throughout the school year. The school is located in Community District 18 in the Canarsie neighborhood of Brooklyn. Ninety-one percent of students are black, and five percent are Hispanic or Latino. Seventy-four percent of students qualify for free or reduced-price lunch.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2011-12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012-13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	98	115	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	213

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Canarsie Ascend Charter School will meet grade level expectations in English.

Background

In the summer of 2013, the Ascend network of schools, including Canarsie Ascend Charter School, adopted a plan, based on an analysis of the network's 2013 results, to drive up results on the Common Core assessments in their second year of administration in New York State by ensuring that each school adhered more closely to the SABIS program and implemented it with high fidelity.

Under the "Better Fidelity" Initiative, Ascend identified precise measures taken within individual schools and by specific teachers which resulted in superior results, and implemented new initiatives based on these best practices so as to improve outcomes for all Ascend students. These practices include departmentalized teaching in all schools in some grades and subjects, stronger alignment between the SABIS curriculum and the expectations of the Common Core (which includes more time for response to literature), and more intensive preparation for the skills measured by the Common Core. All of these measures have been put in place at all of Ascend's schools in the 2013-2014 school year.

By midyear, ongoing periodic exams revealed that the strongest results were being obtained not in classrooms where the SABIS program was being implemented by the book, but rather where teachers were supplementing SABIS materials with Common Core-aligned material, such as those available from EngageNY, and making other adaptations to meet the Core's new expectations. The call for "Better Fidelity" had been simplistic.

Other initiatives that were implemented this school year include the radical improvement of questioning and prompting, which fosters independent thinking—a central focus of the new Common Core State Standards—and the adoption of the Responsive Classroom model to cultivate students' cooperation, assertiveness, responsibility, and empathy, and thereby strengthen the Ascend student culture.

This current school year, for both English language arts and mathematics, the SABIS curriculum's content, in-classroom practice questions, and weekly and periodic assessments underwent refinements to ensure that they were meeting the demands and rigor of the new Common Core State Standards. For example, reading comprehension assessments included unseen passages to better prepare scholars for the unfamiliar texts in New York's English language arts assessments.

Given the particularly strong emphasis on writing in the new English standards, Ascend's writing program was extensively redesigned to allow classroom writing exercises to flow from the content of the Anthology literature. In essence, the writing

curriculum moved away from stand-alone exercises based on personal experiences to writing activities in response to literature. Structurally, the Anthology curriculum had been stretched into the writing period to allow for adequate practice by scholars in drafting written responses that mindfully adhere to grammar and punctuation rules. In 2014-15, a new ELA curriculum strengthens writing instruction through a dedicated daily writing period, consisting of shared text study, writing in response to the text, and explicit grammar instruction.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.

Method

The school did not administer the New York State Testing Program English language arts assessment to because it does not yet serve state-tested grades.

Results

N/A

Performance on 2013-14 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

Evaluation

N/A

Additional Evidence

The SABIS periodic assessments measure students' proficiency in the skills taught throughout the school year. During the first 20 weeks of the school year, Canarsie Ascend's first-graders averaged English scores of 80.6 percent. The English scores are above the curriculum's passing score of 70 percent.

All students from Canarsie Ascend are administered the Renaissance Learning STAR Early Literacy tests. At the beginning of the year, first-graders were reading at grade level. By March, they were approximately 2 months ahead of grade level. Specifically, when last tested, their average grade placement (grade position in the year) was 1.58, as compared to their average grade-equivalent score of 1.78.

While the kindergarten STAR Early Literacy assessments do not present achievement in terms of national percentile or grade equivalent metrics, they do provide scale scores. Historically, kindergarten students have needed to advance approximately 160 scale score units by the end of the school year in order to remain at grade level. To date, kindergarten students have demonstrated increases in their scale scores at a rate of 20 points per month. If the scholars' scale score growth continues at its current rate, then they would achieve an average of 200 points by the end of the year, signifying literacy competency that is well above grade level.

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exams will meet the year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹

Results

N/A

Evaluation

N/A

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be

¹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

greater than that of all students in the same tested grades in the local community school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

Results

N/A

Evaluation

N/A

Additional Evidence

See “Additional Evidence” under the first Absolute Measure above.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6						
7						
8						
All						

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.³

² Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

³ The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Growth Measure⁴

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available.⁵

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Optional Measure N/A	
Method	N/A
Results	N/A
Evaluation	N/A

Summary of the English Language Arts Goal

N/A

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according	N/A

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

	to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
	Optional Measure	N/A

Action Plan

N/A

MATHEMATICS

Goal 2: Mathematics

Canarsie Ascend Charter School students will meet grade level expectations in math.

Background

See the background under the “English language arts” section.

In March 2014, the school launched “Math Stories” during which scholars spend an entire period studying a single state test-style math problem, constructing their own solutions, defending their thinking, and comparing their approaches. When they see the approaches other scholars devise, they learn that there isn’t one “right” way to solve a problem. When they then grasp the logic that bridges the several approaches, they deepen their understanding of essential concepts—and behold math’s beauty.

The SABIS curriculum has been replaced in the current school year with an assembly of instructional programs, some developed by Ascend and some by commercial publishers, whose products were carefully selected by Ascend and the school in spring 2014. Direct instruction continues as a primary pedagogy, but the new array of diverse curricula offers students and teachers a much broader range of pedagogical experiences, including cognitively-guided instruction (CGI) and inquiry/discovery learning.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school did not administer the New York State Testing Program mathematics assessment in April 2014 because it school does not yet serve state-tested grades.

Results

N/A

Evaluation

N/A

Additional Evidence

The SABIS periodic assessments measure students’ proficiency in the skills taught throughout the school year. During the first 20 weeks of the school year, Canarsie Ascend’s first-graders averaged math scores of 84.8 percent. The math scores are above the curriculum’s passing score of 70 percent.

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet the year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁶

Results

N/A

Evaluation

N/A

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

Results

N/A

⁶ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁷ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁸

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

⁸ The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Goal 2: Growth Measure⁹

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available.¹⁰

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Optional Measure

N/A

Method N/A

Results N/A

Evaluation N/A

Summary of the Mathematics Goal

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

N/A

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	N/A
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
	Optional Measure	N/A

Action Plan

N/A

SCIENCE

Goal 3: Science

Canarsie Ascend Charter School students will meet grade level expectations in Science.

Background

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 used the *Exploring the World of Science Book Series*. The program offers an effective inquiry-based core science curriculum with three strands at each grade level: physical science, life science, and Earth and space. The program enables students to develop their skills of observation to gather evidence, interpret data, and draw sound scientific conclusions. The program includes workbooks and experiment kits to accompany each chapter for written and visual reinforcement of fundamental science concepts and assessment.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science exam.

Method

The school did not administer the New York State Testing Program science assessment in April 2014 because it does not yet serve the 4th or 8th grade.

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at or above proficiency on a state science exam will be greater than that of students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 3: Optional Measure

N/A

Method N/A

Results N/A

Evaluation N/A

Summary of the Science Goal

N/A

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A
	Optional Measure	N/A

Action Plan

N/A

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Thursday, July 31, 2014

Page 1

Charter School Name: 331800861033 CANARSIE ASCEND CS

B. Financial Information

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

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	3264351
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	216
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	15113

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

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

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	139462
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	201514
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	330976
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	216
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	1532

Thank you.



Charter Schools Institute
The State University of New York

Budget and Quarterly Report Template
for SUNY Authorized Charter Schools

Canarsie Ascend Lower School

Contact Name: Andrew Epstein
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Contact Phone: 347-464-7600 ext. 1006

Prior Year: 2013-14
Current Year: 2014-15

Canarsie Ascend Lower School
BALANCE SHEET
2014-15

	<u>Prior Year</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>
	<u>2013-14</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	\$-	\$-	\$-	\$-	\$-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	\$-	\$-	\$-	\$-	\$-
Accrued payroll and benefits	-	-	-	-	-
Dreferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

**Canarsie Ascend Lower School
Budget / Operating Plan
2014-15**

Total Revenue	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-	-
Total Expenses	-	1,007,876	-	-	1,007,876	-	-	1,007,876	-	-	1,007,876	-	-
Net Income	-	84,294	-	-	84,294	-	-	84,294	-	-	84,294	-	-
Actual Student Enrollment	-	248	-	-	248	-	-	248	-	-	248	-	-
Total Paid Student Enrollment	-	248	-	-	248	-	-	248	-	-	248	-	-
	Prior Year Actual 2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
REVENUE * If there are NO budget revisions at the time of quarterly submittal leave "CURRENT" Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 - New York City	13,777	854,174	-	-	854,174	-	-	854,174	-	-	854,174	-	-
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)	13,777	854,174	-	-	854,174	-	-	854,174	-	-	854,174	-	-
Special Education Revenue	-	67,537	-	-	67,537	-	-	67,537	-	-	67,537	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	40,000	-	-	40,000	-	-	40,000	-	-	40,000	-	-
DYCD (Department of Youth and Community Developm.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	4,928	-	-	4,928	-	-	4,928	-	-	4,928	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	966,639	-	-	966,639	-	-	966,639	-	-	966,639	-	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	2,718	-	-	2,718	-	-	2,718	-	-	2,718	-	-
Title I	-	21,327	-	-	21,327	-	-	21,327	-	-	21,327	-	-
Title Funding - Other	-	2,961	-	-	2,961	-	-	2,961	-	-	2,961	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	87,500	-	-	87,500	-	-	87,500	-	-	87,500	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	10,785	-	-	10,785	-	-	10,785	-	-	10,785	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	125,291	-	-	125,291	-	-	125,291	-	-	125,291	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations	-	155	-	-	155	-	-	155	-	-	155	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Entire Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	75	-	-	75	-	-	75	-	-	75	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Test Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	230	-	-	230	-	-	230	-	-	230	-	-
TOTAL REVENUE	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-	-

CBE:
This figure should be a
blended rate of all districts
under OTHER

**Canarsie Ascend Lower School
Budget / Operating Plan
2014-15**

6	Total Revenue	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-	-
7	Total Expenses	-	1,087,876	-	-	1,087,876	-	-	1,087,876	-	-	1,087,876	-	-
8	Net Income	-	84,284	-	-	84,284	-	-	84,284	-	-	84,284	-	-
9	Actual Student Enrollment	-	248	-	-	248	-	-	248	-	-	248	-	-
10	Total Paid Student Enrollment	-	248	-	-	248	-	-	248	-	-	248	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
14	EXPENSES													
15	ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
16	Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Instructional Management	1.00	-	30,913	-	-	30,913	-	-	30,913	-	-	30,913	-
18	Deans, Directors & Coordinators	2.00	-	46,369	-	-	46,369	-	-	46,369	-	-	46,369	-
19	CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
20	Operation / Business Manager	2.00	-	31,750	-	-	31,750	-	-	31,750	-	-	31,750	-
21	Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
22	TOTAL ADMINISTRATIVE STAFF	5.00	-	109,031	-	-	109,031	-	-	109,031	-	-	109,031	-
23	INSTRUCTIONAL PERSONNEL COSTS													
24	Teachers - Regular	12.00	-	175,991	-	-	175,991	-	-	175,991	-	-	175,991	-
25	Teachers - SPED	3.00	-	44,488	-	-	44,488	-	-	44,488	-	-	44,488	-
26	Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
27	Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
28	Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
29	Aides	3.00	-	43,991	-	-	43,991	-	-	43,991	-	-	43,991	-
30	Therapists & Counselors	2.00	-	28,723	-	-	28,723	-	-	28,723	-	-	28,723	-
31	Other	-	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000	-
32	TOTAL INSTRUCTIONAL	20.00	-	298,194	-	-	298,194	-	-	298,194	-	-	298,194	-
33	NON-INSTRUCTIONAL PERSONNEL COSTS													
34	Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
35	Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
36	Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
37	Security	-	-	-	-	-	-	-	-	-	-	-	-	-
38	Other	-	-	-	-	-	-	-	-	-	-	-	-	-
39	TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
40	SUBTOTAL PERSONNEL SERVICE COSTS	25.00	-	407,225	-	-	407,225	-	-	407,225	-	-	407,225	-
41	PAYROLL TAXES AND BENEFITS													
42	Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
43	Fringe / Employee Benefits	-	-	89,538	-	-	89,538	-	-	89,538	-	-	89,538	-
44	Retirement / Pension	-	-	2,443	-	-	2,443	-	-	2,443	-	-	2,443	-
45	TOTAL PAYROLL TAXES AND BENEFITS	-	-	91,981	-	-	91,981	-	-	91,981	-	-	91,981	-
46	TOTAL PERSONNEL SERVICE COSTS	25.00	-	499,206	-	-	499,206	-	-	499,206	-	-	499,206	-
47	CONTRACTED SERVICES													
48	Accounting / Audit	-	-	5,188	-	-	5,188	-	-	5,188	-	-	5,188	-
49	Legal	-	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
50	Management Company Fee	-	-	110,931	-	-	110,931	-	-	110,931	-	-	110,931	-
51	Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
52	Food Service / School Lunch	-	-	750	-	-	750	-	-	750	-	-	750	-
53	Payroll Services	-	-	1,350	-	-	1,350	-	-	1,350	-	-	1,350	-
54	Special Ed Services	-	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
55	Treatment Services (S.E. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
56	Other Purchased / Professional / Consulting	-	-	53,682	-	-	53,682	-	-	53,682	-	-	53,682	-
57	TOTAL CONTRACTED SERVICES	-	-	174,401	-	-	174,401	-	-	174,401	-	-	174,401	-
58	SCHOOL OPERATIONS													
59	Board Expenses	-	-	250	-	-	250	-	-	250	-	-	250	-
60	Classroom / Teaching Supplies & Materials	-	-	9,573	-	-	9,573	-	-	9,573	-	-	9,573	-
61	Special Ed Supplies & Materials	-	-	842	-	-	842	-	-	842	-	-	842	-
62	Textbooks / Workbooks	-	-	21,139	-	-	21,139	-	-	21,139	-	-	21,139	-
63	Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
64	Equipment / Furniture	-	-	79,000	-	-	79,000	-	-	79,000	-	-	79,000	-
65	Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
66	Technology	-	-	16,410	-	-	16,410	-	-	16,410	-	-	16,410	-
67	Student Testing & Assessment	-	-	1,850	-	-	1,850	-	-	1,850	-	-	1,850	-
68	Field Trips	-	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
69	Transportation (student)	-	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
70	Student Services - other	-	-	3,289	-	-	3,289	-	-	3,289	-	-	3,289	-
71	Office Expense	-	-	11,218	-	-	11,218	-	-	11,218	-	-	11,218	-
72	Staff Development	-	-	8,375	-	-	8,375	-	-	8,375	-	-	8,375	-
73	Staff Recruitment	-	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000	-
74	Student Recruitment / Marketing	-	-	2,125	-	-	2,125	-	-	2,125	-	-	2,125	-
75	School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
76	Travel (Staff)	-	-	750	-	-	750	-	-	750	-	-	750	-
77	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
78	Other	-	-	10,694	-	-	10,694	-	-	10,694	-	-	10,694	-
79	TOTAL SCHOOL OPERATIONS	-	-	173,025	-	-	173,025	-	-	173,025	-	-	173,025	-
80	FACILITY OPERATION & MAINTENANCE													
81	Insurance	-	-	5,498	-	-	5,498	-	-	5,498	-	-	5,498	-
82	Janitorial	-	-	3,000	-	-	3,000	-	-	3,000	-	-	3,000	-
83	Building and Land Rent / Lease	-	-	105,000	-	-	105,000	-	-	105,000	-	-	105,000	-
84	Repairs & Maintenance	-	-	9,750	-	-	9,750	-	-	9,750	-	-	9,750	-
85	Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
86	Security	-	-	-	-	-	-	-	-	-	-	-	-	-
87	Utilities	-	-	22,500	-	-	22,500	-	-	22,500	-	-	22,500	-
88	TOTAL FACILITY OPERATION & MAINTENANCE	-	-	145,748	-	-	145,748	-	-	145,748	-	-	145,748	-
89	DEPRECIATION & AMORTIZATION	-	-	6,200	-	-	6,200	-	-	6,200	-	-	6,200	-
90	RESERVES / CONTINGENCY	-	-	9,244	-	-	9,244	-	-	9,244	-	-	9,244	-
91	TOTAL EXPENSES	-	-	1,087,876	-	-	1,087,876	-	-	1,087,876	-	-	1,087,876	-
92	NET INCOME	-	-	84,284	-	-	84,284	-	-	84,284	-	-	84,284	-

**Canarsie Ascend Lower School
Budget / Operating Plan
2014-15**

6	Total Revenue	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-	-
7	Total Expenses	-	1,007,876	-	-	1,007,876	-	-	1,007,876	-	-	1,007,876	-	-
8	Net Income	-	84,304	-	-	84,304	-	-	84,304	-	-	84,304	-	-
9	Actual Student Enrollment	-	248	-	-	248	-	-	248	-	-	248	-	-
10	Total Paid Student Enrollment	-	248	-	-	248	-	-	248	-	-	248	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
158	ENROLLMENT - *School Districts Are Linked To Above Entries*													
161	School District 1 - New York City	-	248	-	-	248	-	-	248	-	-	248	-	-
162	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
163	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	248	-	-	248	-	-	248	-	-	248	-	-
178														
179	REVENUE PER PUPIL	-	4,604	-	-	4,604	-	-	4,604	-	-	4,604	-	-
180														
181	EXPENSES PER PUPIL	-	4,094	-	-	4,094	-	-	4,094	-	-	4,094	-	-

Canarsie Ascend Lower School Budget / Operating Plan 2014-15							DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	4,388,638	4,388,638	-	4,388,638	4,388,638	
7	Total Expenses	4,081,600	4,081,600	-	(4,081,600)	(4,081,600)	
8	Net Income	307,138	307,138	-	307,138	307,138	
9	Actual Student Enrollment						
10	Total Paid Student Enrollment						
11							
12							
67	EXPENSES						
68	ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
69	Executive Management	-	-	-	-	-	
70	Instructional Management	1.00	123,650	123,650	-	(123,650)	(123,650)
71	Deans, Directors & Coordinators	2.00	185,475	185,475	-	(185,475)	(185,475)
72	CFO / Director of Finance	-	-	-	-	-	
73	Operation / Business Manager	2.00	127,000	127,000	-	(127,000)	(127,000)
74	Administrative Staff	-	-	-	-	-	Ops Manager
75	TOTAL ADMINISTRATIVE STAFF	5.00	436,125	436,125	-	(436,125)	(436,125)
76	INSTRUCTIONAL PERSONNEL COSTS						
77	Teachers - Regular	12.00	703,964	703,964	-	(703,964)	(703,964)
78	Teachers - SPED	3.00	177,953	177,953	-	(177,953)	(177,953)
79	Substitute Teachers	-	-	-	-	-	
80	Teaching Assistants	-	-	-	-	-	
81	Specialty Teachers	-	-	-	-	-	
82	Aides	3.00	175,965	175,965	-	(175,965)	(175,965)
83	Therapists & Counselors	2.00	114,893	114,893	-	(114,893)	(114,893)
84	Other	-	20,000	20,000	-	(20,000)	Intervention Program
85	TOTAL INSTRUCTIONAL	20.00	1,192,775	1,192,775	-	(1,192,775)	(1,192,775)
86	NON-INSTRUCTIONAL PERSONNEL COSTS						
87	Nurse	-	-	-	-	-	
88	Librarian	-	-	-	-	-	
89	Custodian	-	-	-	-	-	
90	Security	-	-	-	-	-	
91	Other	-	-	-	-	-	
92	TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	
93	SUBTOTAL PERSONNEL SERVICE COSTS	25.00	1,628,900	1,628,900	-	(1,628,900)	(1,628,900)
94	PAYROLL TAXES AND BENEFITS						
95	Payroll Taxes	-	-	-	-	-	
96	Fringe / Employee Benefits	-	358,151	358,151	-	(358,151)	(358,151)
97	Retirement / Pension	-	3,773	3,773	-	(3,773)	(3,773)
98	TOTAL PAYROLL TAXES AND BENEFITS	-	367,925	367,925	-	(367,925)	(367,925)
99	TOTAL PERSONNEL SERVICE COSTS	25.00	1,996,825	1,996,825	-	(1,996,825)	(1,996,825)
100	CONTRACTED SERVICES						
101	Accounting / Audit	-	20,750	20,750	-	(20,750)	(20,750)
102	Legal	-	5,000	5,000	-	(5,000)	(5,000)
103	Management Company Fee	-	443,726	443,726	-	(443,726)	(443,726)
104	Nurse Services	-	-	-	-	-	
105	Food Service / School Lunch	-	3,000	3,000	-	(3,000)	Food services
106	Payroll Services	-	5,400	5,400	-	(5,400)	(5,400)
107	Special Ed Services	-	5,000	5,000	-	(5,000)	(5,000)
108	Treatment Services (i.e. Title I)	-	-	-	-	-	
109	Other Purchased / Professional / Consulting	-	214,729	214,729	-	(214,729)	Includes Substitutes
110	TOTAL CONTRACTED SERVICES	-	697,604	697,604	-	(697,604)	(697,604)
111	SCHOOL OPERATIONS						
112	Board Expenses	-	1,000	1,000	-	(1,000)	(1,000)
113	Classroom / Teaching Supplies & Materials	-	38,293	38,293	-	(38,293)	(38,293)
114	Special Ed Supplies & Materials	-	3,369	3,369	-	(3,369)	(3,369)
115	Textbooks / Workbooks	-	84,556	84,556	-	(84,556)	(84,556)
116	Supplies & Materials other	-	-	-	-	-	+ NYSTL, NYLIE
117	Equipment / Furniture	-	316,000	316,000	-	(316,000)	(316,000)
118	Telephone	-	-	-	-	-	Specials, Phys. Ed, Equip. Computers, Fum & Fixtures, Kingsbridge Lease
119	Technology	-	65,640	65,640	-	(65,640)	(65,640)
120	Student Testing & Assessment	-	7,440	7,440	-	(7,440)	(7,440)
121	Field Trips	-	5,000	5,000	-	(5,000)	(5,000)
122	Transportation (student)	-	5,000	5,000	-	(5,000)	(5,000)
123	Student Services - other	-	13,156	13,156	-	(13,156)	(13,156)
124	Office Expense	-	44,873	44,873	-	(44,873)	(44,873)
125	Staff Development	-	33,500	33,500	-	(33,500)	(33,500)
126	Staff Recruitment	-	20,000	20,000	-	(20,000)	(20,000)
127	Student Recruitment / Marketing	-	8,500	8,500	-	(8,500)	(8,500)
128	School Meals / Lunch	-	-	-	-	-	
129	Travel (Staff)	-	3,000	3,000	-	(3,000)	(3,000)
130	Fundraising	-	-	-	-	-	
131	Other	-	62,777	62,777	-	(62,777)	(62,777)
132	TOTAL SCHOOL OPERATIONS	-	692,104	692,104	-	(692,104)	(692,104)
133	FACILITY OPERATION & MAINTENANCE						
134	Insurance	-	21,990	21,990	-	(21,990)	(21,990)
135	Janitorial	-	12,000	12,000	-	(12,000)	(12,000)
136	Building and Land Rent / Lease	-	420,000	420,000	-	(420,000)	(420,000)
137	Repairs & Maintenance	-	39,000	39,000	-	(39,000)	(39,000)
138	Equipment / Furniture	-	-	-	-	-	
139	Security	-	-	-	-	-	
140	Utilities	-	90,000	90,000	-	(90,000)	(90,000)
141	TOTAL FACILITY OPERATION & MAINTENANCE	-	582,990	582,990	-	(582,990)	(582,990)
142	DEPRECIATION & AMORTIZATION	-	25,000	25,000	-	(25,000)	(25,000)
143	RESERVES / CONTINGENCY	-	36,977	36,977	-	(36,977)	(36,977)
144	TOTAL EXPENSES	-	4,081,600	4,081,600	-	(4,081,600)	(4,081,600)
145	NET INCOME	-	307,138	307,138	-	307,138	307,138
146							

2	Canarsie Ascend Lower School					DESCRIPTION OF ASSUMPTIONS	
3	Budget / Operating Plan						
4	2014-15						
5							
6	Total Revenue	4,388,638	4,388,638	-	4,388,638	4,388,638	
7	Total Expenses	4,031,600	4,031,600		(4,031,600)	(4,031,600)	
8	Net Income	357,138	357,138	-	357,138	357,138	
9	Actual Student Enrollment						
10	Total Paid Student Enrollment						
11							
12							
13		Original	Total Year Current	Variance	VARIANCE Original vs. PY Current vs. PY		
14	ENROLLMENT - *School Districts Are Linked To Above Entries*						
15	School District 1 - New York City						
16	School District 2 (Enter Name)						
17	School District 3 (Enter Name)						
18	School District 4 (Enter Name)						
19	School District 5 (Enter Name)						
20	School District 6 (Enter Name)						
21	School District 7 (Enter Name)						
22	School District 8 (Enter Name)						
23	School District 9 (Enter Name)						
24	School District 10 (Enter Name)						
25	School District 11 (Enter Name)						
26	School District 12 (Enter Name)						
27	School District 13 (Enter Name)						
28	School District 14 (Enter Name)						
29	School District 15 (Enter Name)						
30	School District - ALL OTHER						
31	TOTAL ENROLLMENT						
32	REVENUE PER PUPIL						
33	EXPENSES PER PUPIL						

**Canarsie Ascend Lower School
Budget / Operating Plan
2014-15**

Total Revenue	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-	-	1,082,180
Total Expenses	-	1,007,876	-	-	1,007,876	-	-	1,007,876	-	-	1,007,876
Net Income	-	84,284	-	-	84,284	-	-	84,284	-	-	84,284
Actual Student Enrollment	-	248	-	-	248	-	-	248	-	-	248
Total Paid Student Enrollment	-	248	-	-	248	-	-	248	-	-	248

* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

1st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd Quarter - 1/1 - 3/31

4th Quarter - 4/1 - 6/30

Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
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REVENUE

* When entering in Actuals, ORANGE cells must be entered in EACH SECTION in order to generate variance analysis.

REVENUES FROM STATE SOURCES

Per Pupil Revenue	GY Per Pupil Rate										
School District 1 - New York City	13,777	-	854,174	-	-	854,174	-	-	854,174	-	-
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)	13,777	-	854,174	-	-	854,174	-	-	854,174	-	-
Special Education Revenue		-	67,537	-	-	67,537	-	-	67,537	-	-
Grants		-	-	-	-	-	-	-	-	-	-
Stimulus		-	40,000	-	-	40,000	-	-	40,000	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-
Other		-	4,928	-	-	4,928	-	-	4,928	-	-
TOTAL REVENUE FROM STATE SOURCES		-	966,639	-	-	966,639	-	-	966,639	-	-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	2,718	-	-	2,718	-	-	2,718	-	-	2,718
Title I	-	21,327	-	-	21,327	-	-	21,327	-	-	21,327
Title Funding - Other	-	2,961	-	-	2,961	-	-	2,961	-	-	2,961
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-
Grants		-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	87,500	-	-	87,500	-	-	87,500	-	-	87,500
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	10,785	-	-	10,785	-	-	10,785	-	-	10,785
	-	125,291	-	-	125,291	-	-	125,291	-	-	125,291

LOCAL AND OTHER REVENUE

Contributions and Donations	-	155	-	-	155	-	-	155	-	-	155
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Estate Reimbursement	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	75	-	-	75	-	-	75	-	-	75
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES	-	230	-	-	230	-	-	230	-	-	230

TOTAL REVENUE	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-	-	1,082,180
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**Canarsie Ascend Lower School
Budget / Operating Plan
2014-15**

Total Revenue	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-
Total Expenses	-	1,007,876	-	-	1,007,876	-	-	1,007,876	-	-	1,007,876	-
Net Income	-	84,284	-	-	84,284	-	-	84,284	-	-	84,284	-
Actual Student Enrollment	-	248	-	-	248	-	-	248	-	-	248	-
Total Paid Student Enrollment	-	248	-	-	248	-	-	248	-	-	248	-
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
EXPENSES												
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions											
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	30,913	-	-	30,913	-	-	30,913	-	-	30,913	-
Deans, Directors & Coordinators	-	46,369	-	-	46,369	-	-	46,369	-	-	46,369	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	31,750	-	-	31,750	-	-	31,750	-	-	31,750	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	109,031	-	-	109,031	-	-	109,031	-	-	109,031	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	175,991	-	-	175,991	-	-	175,991	-	-	175,991	-
Teachers - SPED	-	44,488	-	-	44,488	-	-	44,488	-	-	44,488	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	43,991	-	-	43,991	-	-	43,991	-	-	43,991	-
Therapists & Counselors	-	28,723	-	-	28,723	-	-	28,723	-	-	28,723	-
Other	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000	-
TOTAL INSTRUCTIONAL	-	298,194	-	-	298,194	-	-	298,194	-	-	298,194	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	407,225	-	-	407,225	-	-	407,225	-	-	407,225	-
PAYROLL TAXES AND BENEFITS												
Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	89,538	-	-	89,538	-	-	89,538	-	-	89,538	-
Retirement / Pension	-	2,443	-	-	2,443	-	-	2,443	-	-	2,443	-
TOTAL PAYROLL TAXES AND BENEFITS	-	91,981	-	-	91,981	-	-	91,981	-	-	91,981	-
TOTAL PERSONNEL SERVICE COSTS	-	499,206	-	-	499,206	-	-	499,206	-	-	499,206	-
CONTRACTED SERVICES												
Accounting / Audit	-	5,188	-	-	5,188	-	-	5,188	-	-	5,188	-
Legal	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Management Company Fee	-	110,931	-	-	110,931	-	-	110,931	-	-	110,931	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	750	-	-	750	-	-	750	-	-	750	-
Payroll Services	-	1,350	-	-	1,350	-	-	1,350	-	-	1,350	-
Special Ed Services	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Treatment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	53,682	-	-	53,682	-	-	53,682	-	-	53,682	-
TOTAL CONTRACTED SERVICES	-	174,401	-	-	174,401	-	-	174,401	-	-	174,401	-
SCHOOL OPERATIONS												
Board Expenses	-	250	-	-	250	-	-	250	-	-	250	-
Classroom / Teaching Supplies & Materials	-	9,573	-	-	9,573	-	-	9,573	-	-	9,573	-
Special Ed Supplies & Materials	-	842	-	-	842	-	-	842	-	-	842	-
Textbooks / Workbooks	-	21,139	-	-	21,139	-	-	21,139	-	-	21,139	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	79,000	-	-	79,000	-	-	79,000	-	-	79,000	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	16,410	-	-	16,410	-	-	16,410	-	-	16,410	-
Student Testing & Assessment	-	1,860	-	-	1,860	-	-	1,860	-	-	1,860	-
Field Trips	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Transportation (student)	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Student Services - other	-	3,289	-	-	3,289	-	-	3,289	-	-	3,289	-
Office Expense	-	11,218	-	-	11,218	-	-	11,218	-	-	11,218	-
Staff Development	-	8,375	-	-	8,375	-	-	8,375	-	-	8,375	-
Staff Recruitment	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000	-
Student Recruitment / Marketing	-	2,125	-	-	2,125	-	-	2,125	-	-	2,125	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	750	-	-	750	-	-	750	-	-	750	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	10,634	-	-	10,634	-	-	10,634	-	-	10,634	-
TOTAL SCHOOL OPERATIONS	-	173,026	-	-	173,026	-	-	173,026	-	-	173,026	-
FACILITY OPERATION & MAINTENANCE												
Insurance	-	5,498	-	-	5,498	-	-	5,498	-	-	5,498	-
Janitorial	-	3,000	-	-	3,000	-	-	3,000	-	-	3,000	-
Building and Land Rent / Lease	-	105,000	-	-	105,000	-	-	105,000	-	-	105,000	-
Repairs & Maintenance	-	9,750	-	-	9,750	-	-	9,750	-	-	9,750	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	22,500	-	-	22,500	-	-	22,500	-	-	22,500	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	145,748	-	-	145,748	-	-	145,748	-	-	145,748	-
DEPRECIATION & AMORTIZATION	-	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-
RESERVES / CONTINGENCY	-	9,244	-	-	9,244	-	-	9,244	-	-	9,244	-
TOTAL EXPENSES	-	1,007,876	-	-	1,007,876	-	-	1,007,876	-	-	1,007,876	-
NET INCOME	-	84,284	-	-	84,284	-	-	84,284	-	-	84,284	-

**Canarsie Ascend Lower School
Budget / Operating Plan
2014-15**

Total Revenue	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-	-	1,082,180	-
Total Expenses	-	1,007,876	-	-	1,007,876	-	-	1,007,876	-	-	1,007,876	-
Net Income	-	84,284	-	-	84,284	-	-	84,284	-	-	84,284	-
Actual Student Enrollment	-	248	-	-	248	-	-	248	-	-	248	-
Total Paid Student Enrollment	-	248	-	-	248	-	-	248	-	-	248	-
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual			Current Budget			Variance			Actual		
ENROLLMENT - *School Districts Are Linked To Above Entries*	-	248	-	-	248	-	-	248	-	-	248	-
School District 1 - New York City	-	-	-	-	-	-	-	-	-	-	-	-
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	-	248	-	-	248	-	-	248	-	-	248	-
REVENUE PER PUPIL	-	4,404	-	-	4,404	-	-	4,404	-	-	4,404	-
EXPENSES PER PUPIL	-	4,084	-	-	4,084	-	-	4,084	-	-	4,084	-

**Canarsie Ascend Lower School
Budget / Operating Plan
2014-15**

Total Revenue	-	-	-	4,388,838	(4,388,838)	-	-	4,388,838	(4,388,838)	-
Total Expenses	-	-	-	4,031,600	4,031,600	-	-	4,031,600	4,031,600	-
Net Income	-	-	-	357,138	(357,138)	-	-	357,138	(357,138)	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-

* Enrollment, Revenue and Expenditure Data in the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual Budget TY	vs. Original Budget TY	PY Actual No. of COMPLETED Actual CY Quarters
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue											
CY Per Pupil Rate	13,777										
School District 1 - New York City	-	-	-	3,416,696	(3,416,696)	-	-	3,416,696	(3,416,696)	-	-
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)	13,777	-	-	3,416,696	(3,416,696)	-	-	3,416,696	(3,416,696)	-	-
Special Education Revenue				270,148	(270,148)	-	-	270,148	(270,148)	-	-
Grants											
Stimulus	-	-	-	160,000	(160,000)	-	-	160,000	(160,000)	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	19,711	(19,711)	-	-	19,711	(19,711)	-	-
TOTAL REVENUE FROM STATE SOURCES				3,866,555	(3,866,555)	-	-	3,866,555	(3,866,555)	-	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs	-	-	-	10,870	(10,870)	-	-	10,870	(10,870)	-	-
Title I	-	-	-	85,310	(85,310)	-	-	85,310	(85,310)	-	-
Title Funding - Other	-	-	-	11,843	(11,843)	-	-	11,843	(11,843)	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation	-	-	-	350,000	(350,000)	-	-	350,000	(350,000)	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES				501,163	(501,163)	-	-	501,163	(501,163)	-	-
LOCAL and other REVENUE											
Contributions and Donations	-	-	-	620	(620)	-	-	620	(620)	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
State Reimbursement	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	300	(300)	-	-	300	(300)	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				920	(920)	-	-	920	(920)	-	-
TOTAL REVENUE				4,388,838	(4,388,838)	-	-	4,388,838	(4,388,838)	-	-

[illegible]

TOTALS AND VARIANCE ANALYSIS

Completed		Actual vs. Current Budget		Actual vs. Current Budget TY		Actual vs. Original Budget		Actual vs. Original Budget TY		PY Actual (PY TY) / No. of COMPLETED Actual CY Quarters	
		Actual	Current Budget (Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	Original Budget (Current Quarter)	Original Budget	Original Budget - TY	Original Budget TY	
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
	No. of Positions										
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	123,650	-	-	123,650	-	123,650
CFO / Director of Finance	-	-	-	-	-	185,475	-	-	185,475	-	185,475
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	127,000	-	-	127,000	-	127,000
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	436,125	-	-	436,125	-	436,125
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	-	-	703,964	-	-	703,964	-	703,964
Teachers - SPED	-	-	-	-	-	177,953	-	-	177,953	-	177,953
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	175,965	-	-	175,965	-	175,965
Therapists & Counselors	-	-	-	-	-	114,893	-	-	114,893	-	114,893
Other	-	-	-	-	-	20,000	-	-	20,000	-	20,000
TOTAL INSTRUCTIONAL	-	-	-	-	-	1,192,775	-	-	1,192,775	-	1,192,775
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS											
	-	-	-	-	-	1,628,900	-	-	1,628,900	-	1,628,900
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	358,151	-	-	358,151	-	358,151
Retirement / Pension	-	-	-	-	-	9,273	-	-	9,273	-	9,273
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	367,925	-	-	367,925	-	367,925
TOTAL PERSONNEL SERVICE COSTS											
	-	-	-	-	-	1,996,825	-	-	1,996,825	-	1,996,825
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	-	-	20,750	-	-	20,750	-	20,750
Legal	-	-	-	-	-	5,000	-	-	5,000	-	5,000
Management Company Fee	-	-	-	-	-	443,726	-	-	443,726	-	443,726
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	3,000	-	-	3,000	-	3,000
Payroll Services	-	-	-	-	-	5,400	-	-	5,400	-	5,400
Special Ed Services	-	-	-	-	-	5,000	-	-	5,000	-	5,000
Talentment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	214,729	-	-	214,729	-	214,729
TOTAL CONTRACTED SERVICES	-	-	-	-	-	697,604	-	-	697,604	-	697,604
SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	1,000	-	-	1,000	-	1,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	38,293	-	-	38,293	-	38,293
Special Ed Supplies & Materials	-	-	-	-	-	3,369	-	-	3,369	-	3,369
Textbooks / Workbooks	-	-	-	-	-	84,556	-	-	84,556	-	84,556
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	316,000	-	-	316,000	-	316,000
Telephone	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	65,640	-	-	65,640	-	65,640
Student Testing & Assessment	-	-	-	-	-	7,440	-	-	7,440	-	7,440
Field Trips	-	-	-	-	-	5,000	-	-	5,000	-	5,000
Transportation (student)	-	-	-	-	-	5,000	-	-	5,000	-	5,000
Student Services - other	-	-	-	-	-	13,156	-	-	13,156	-	13,156
Office Expense	-	-	-	-	-	44,873	-	-	44,873	-	44,873
Staff Development	-	-	-	-	-	33,500	-	-	33,500	-	33,500
Staff Recruitment	-	-	-	-	-	20,000	-	-	20,000	-	20,000
Student Recruitment / Marketing	-	-	-	-	-	8,500	-	-	8,500	-	8,500
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	3,000	-	-	3,000	-	3,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	42,777	-	-	42,777	-	42,777
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	692,104	-	-	692,104	-	692,104
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	-	-	21,990	-	-	21,990	-	21,990
Janitorial	-	-	-	-	-	12,000	-	-	12,000	-	12,000
Building and Land Rent / Lease	-	-	-	-	-	420,000	-	-	420,000	-	420,000
Repairs & Maintenance	-	-	-	-	-	39,000	-	-	39,000	-	39,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	90,000	-	-	90,000	-	90,000
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	582,990	-	-	582,990	-	582,990
DEPRECIATION & AMORTIZATION											
	-	-	-	-	-	25,000	-	-	25,000	-	25,000
RESERVES / CONTINGENCY	-	-	-	-	-	36,977	-	-	36,977	-	36,977
TOTAL EXPENSES											
	-	-	-	-	-	4,831,609	-	-	4,831,609	-	4,831,609
NET INCOME											
	-	-	-	-	-	337,138	-	-	337,138	-	337,138

[illegible]

TOTALS AND VARIANCE ANALYSIS

[illegible]

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	
Total Expenses	-	
Net Income	-	
Actual Student Enrollment		
Total Paid Student Enrollment		
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		
	Actual CY vs. Actual py	
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	CY Per Pupil Rate	
School District 1 - New York City	13,777	-
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)	13,777	-
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		-
Estate Reimbursement		-
Earnings on Investments		-
Interest Income		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		-

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	
Total Expenses	-	
Net Income	-	
Actual Student Enrollment		
Total Paid Student Enrollment		
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		
	Actual CY vs. Actual py	
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		
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		
RESERVES / CONTINGENCY		-
TOTAL EXPENSES		
NET INCOME		

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	
Total Expenses	-	
Net Income	-	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	
<p>* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>		
	Actual CY vs. Actual PY	
<p>ENROLLMENT - *School Districts Are Linked To Above Entries*</p>		
School District 1 - New York City	-	
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	-	



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools

Canarsie Ascend Lower School

Administrative expenditures
per pupil: **\$0.00**

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

Appendix E: Disclosure of Financial Interest Form

Created Thursday, July 24, 2014

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331800861033 CANARSIE ASCEND CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Wednesday, July 23, 2014

Updated Friday, August 01, 2014

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331800861033 CANARSIE ASCEND CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Christine Schlendorf	Member	Yes	Education, architecture	7-1-2013 to present	
2	Lisa Smith	Parent Rep	Yes	Education	7-1-2013 to present	
3	Amanda Craft	Secretary	Yes	Human assets, data management	7-1-2013 to present	
4	Stephanie Mauterstock	Chair/President	Yes	Charter schools, education, operations, grants	5-9-2013 to present	
5	Kathleen Quirk	Treasurer	Yes	Business, operations, policy	5-9-2013 to present	

2. Total Number of Members Joining Board during the 2013-14 school year

4

3. Total Number of Members Departing the Board during the 2013-14 school year

1

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

21

5. How many times did the Board meet during the 2013-14 school year?

10

6. How many times will the Board meet during the 2014-15 school year?

12

Thank you.

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

Recruitment and Retention of SPED Students

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

Recruitment:

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

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

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

As an example of our outreach efforts, in the 2013-2014 school year, the director of student services visited an early childhood center for students with autism in Community School District 75 to learn about the center, meet with its leaders, and share Ascend marketing materials.

Retention:

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

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

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

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

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

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

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

The school's most effective recruitment and retention tool is our parent body. The school closely works with parents to ensure they are getting the support they need, and that they are satisfied with the education and services that their children are receiving. Evidence of parent satisfaction and parent demand can be seen in our annually rolling wait list. As of July 7, 2014, Canarsie Ascend has a waiting list of 874 students for the 2014-2015 school year.

Recruitment and Retention of ELL Students

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

The school employs an outreach strategy to cultivate relationships with businesses and other organizations serving minority language communities in the district. For example, the school targets

stores that are owned by members of minority-language communities or are frequented by non-English speakers, *e.g.*, ethnic grocery stores and restaurants, as well as churches and daycare centers that serve minority-language populations. The school drops off and distributes dual-language flyers at these locations. The school documents all outreach efforts.

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

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

Special Population	2013-2014
SPED	13% (16 students)
In Progress	3
District	15%
ELL	0% (0 students)
District	5%

Recruitment and Retention: FRPL

As shown in the table below, Canarsie Ascend Charter School has serves a similar proportion of students who are eligible for free or reduced price lunch as that of the community school district in which the school is located. As a result, the school will not make any additions to its current student recruitment strategies to attract more students who are eligible applicants for the free and reduced price lunch program. According to school records, 74 percent of Canarsie Ascend students applied for free or reduced price lunch in the 2013-2014 school year.

FRPL	
Canarsie Ascend (2013-2014)	74%
Community School District 18 (2012-2013)	86%

Appendix I: Teacher and Administrator Attrition

Created Thursday, July 31, 2014

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Charter School Name: 331800861033 CANARSIE ASCEND CS

Instructions for completing the Teacher and Administrator Attrition Tables
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
0	14	4

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
0	11	4

Thank you