



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

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.

Phone: (518) 433-8277
 Fax: (518) 427-6510
 Web: www.newyorkcharters.org

FOR OFFICIAL USE ONLY: Received By: Date Received



Charter Schools Institute

The State University of New York

Proposal Summary Form

1. Charter School Name

Williamsburg Ascend Charter School

2. Charter School Location

Brooklyn, NY (Community School District 14)

3. Anticipated Opening Date

Sep 3, 2013

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	2013-2014	K-1	208
Year 5	2017-2018	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	Theodore Coburn	<p>With 30 years devoted to a corporate finance practice, Ted Coburn has worked in the following disciplines: developmental stage finance and growth capital, global capital markets and equity underwriting, securities marketing and distribution, and mutual fund development. Having established Coburn Greenberg Partners in 2009, Coburn's current activities include corporate finance and merger and acquisition advisory services and strategic advisory services. Additionally, he is working with various entrepreneurs who are pursuing public service initiatives.</p> <p>Throughout his career, Coburn has been active in the not-for-profit community and during the 1990s he worked in various social services settings with at-risk youth. He was a founding team member of one of the first state-appointed charter schools in Massachusetts and a Harvard-based intervention and after-school program.</p> <p>Coburn received his B.S. from the University of Virginia and an MBA from Columbia University. He received a M. Divinity, M. Ed in Counseling Psychology, and a Certificate of Advanced Studies in Cognitive Development from Harvard University. Among his academic and research interests is adolescent moral development, with a particular focus on psycho-socio developmental resilience.</p> <p>Coburn has served as a director for a variety of public and private companies. He is currently on the board of trustees for the Allianz Global Investors mutual fund complex and a director for Ramtron International Corporation.</p>
X	Stephanie Mauterstock	<p>Stephanie Mauterstock is co-director for business and operations of Manhattan Charter School. Having inherited a failing school, she managed its turnaround and growth; wrote the school's renewal application; and secured full, five-year charter renewal in July 2010. Mauterstock also provides consulting services on projects relating to charter schools, accountability, funding, and grants. She previously worked for Edison Schools, where she served as a grants compliance manager and later as a strategy and market research analyst. Mauterstock began her career as a program officer at the Institute of International Education. A graduate of Tufts University, she has also studied in Paris and the Yunnan Province of China.</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> <p>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.</p>
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X	Lorna Alleyne	<p>Longtime Brooklyn 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> <p>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.</p>
X	Amanda Craft	<p>Craft is a recruiting research analyst at Bridgewater Associates, an investment company that oversees \$120 billion in international investments for diverse clients, including foreign governments, university endowments, and charitable foundations.</p> <p>After graduating from Columbia University with a Bachelor’s degree in Russian language and literature, Craft began work as a regional recruitment fellow for Teacher For America (TFA) in New York City. Later, she served as the managing director of strategy in the Human Assets department, where she managed a team of five to facilitate human capital goal-setting and measurement processes. At the TFA Summer Institute in Atlanta, Craft worked as director of data management, devising systems for improving corps member training.</p> <p>Craft has also taught business English in St. Petersburg, Russia. In the New York community, Craft has worked for eight years as a youth group co-coordinator of the Village Church.</p>

Add New Trustee

9. Overview of the Proposed Program

The mission of Williamsburg 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 Williamsburg Ascend students will be from low-income families. Currently, most families have few, if any, affordable alternatives to the district public schools. Williamsburg 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.

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. Williamsburg 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.

1. Community Need

(a) Community Description

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

- **Community demographics;**
- **Rationale for selecting that community; and**
- **Existing educational options including local public (including charter) and private schools and their grade configurations.**

(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 the proposed charter school in the identified community, including the performance of the local schools and the extent to which that performance supports that need.

Explain any lack of quality public school alternatives for the community or the target population, and how access to the proposed charter school would provide a new alternative that would offer the greatest educational benefit to students.

Community Description

Offering a rigorous college-preparatory program, Williamsburg Ascend Charter School has been designed to serve the targeted neighborhoods of southeastern Williamsburg and northwestern Bushwick, 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 the target community, the applicants expect that many students will arrive to school performing 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 Hispanic and low-income.

The New York State Report Card Accountability and Overview Reports for 2010-2011, published April 20, 2012, provide the most recent student demographic profile of Community School Districts 14 and 32 where the target student population resides. According to these reports, of the 19,714 students enrolled in District 14 during the 2010-2011 school year, 83 percent qualified for free lunch and four percent qualified for reduced priced lunch; of the 14,994 students enrolled in District 32, 90 percent qualified for free or reduced-price lunch.¹ The percentage of people receiving some sort of government income assistance in Brooklyn Community Districts 1 (the borders of which align closely to CSD 14) increased from 32.9

percent in 2000 to 43.9 percent in 2010.ⁱⁱ Likewise, in Brooklyn Community District 4 (essentially, the same area as CSD 32), government income assistance increased from 36.6 to 51.6 percent.ⁱⁱⁱ On the whole, families in CSDs 14 and 32 are working hard to make ends meet, and the struggles of many have intensified with the recent economic downturn. Census data reveal a significant number of families living in poverty from 2005 to 2009 in the target census tracts.

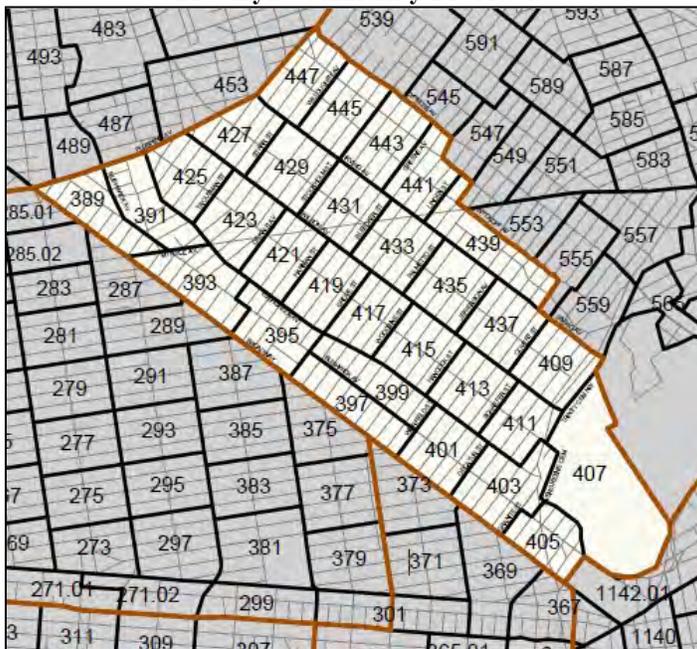
2005-2009 Poverty in Target Census Tracts^{iv}		
Brooklyn Community District 1		
Census Tract	Population in Poverty	Families in Poverty
487	24.7%	7.3%
489	54.6%	54.1%
491	32.3%	28.3%
493	41.3%	41.8%
505	30.6%	34.4%
511	36.5%	35.2%
Brooklyn Community District 4		
Census Tract	Population in Poverty	Families in Poverty
389	45.5	50.8
391	26.5	22.9
393	27.2	24.6
421	25.6	15.0
423	31.1	33.1
427	29.7	29.0
429	37.8	39.5
431	38.9	40.3
443	30.5	31.6

Brooklyn Community District 1



Department of City Planning, New York City

Brooklyn Community District 4



Department of City Planning, New York City

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 2010-11, Hispanics comprise 59 percent of the student population in District 14, African-Americans 29 percent, Caucasians eight percent, and Asians or Native Hawaiian/Other Pacific Islanders three percent. Twelve percent of the district’s students are also English language learners. In CSD 32, Hispanics comprise 74 percent of the student population, African-Americans 23 percent, Asians or Native Hawaiian/Other Pacific Islanders two percent, and Caucasians one percent. Twelve percent of the district’s students are also English language learners.^v According to the Special Education Integrated Services Center, the total percentage of students with Individualized Education Plans is 17.2 in CSD 14 and 12.8 in CSD 32.

For many adults in the target community, college has remained an unattainable goal. The district’s 2010-2011 Report Card indicates that the graduation rate for the 2006 cohort was 73 percent in CSD 14 and 57 percent in CSD 32, failing to meet the Board of Regents goal of a 95 percent graduation rate within five years of high school matriculation. 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, vibrant college-bound curriculum and culture that includes families and all members of the school community.

Target Population

The target population is children from the southeastern Williamsburg and northwestern Bushwick 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 founder has targeted southeastern Williamsburg and northwestern Bushwick, because of the underperformance of the district schools, the high rate of poverty in the community, and the dearth of charter schools in the target communities. The combination of these factors has left many families trapped in failing schools. In the target community for Williamsburg Ascend Charter School, there is currently one charter school, Williamsburg Charter High School,^{vi} which is facing closure by the New York Department of Education pending a ruling by the Brooklyn Supreme Court. There are also only a limited number of private school options in the target community. The three non-public schools are all parochial schools.^{vii} The public school population is 8,740.^{viii}

The following table lists the public schools of the target areas in Community School Districts 14 and 32, providing the grade configuration of each.

Local Public Schools and Grade Configurations (in Target Community)		
School Name	Grades Served	Transitional Grade(s)
The Brooklyn Latin School (CSD 14)	9-12	12
M.S. 582 (CSD 14)	6-8	8

Green School: An Academy for Environment Careers (CSD 14)	9-12	12
Lyons Community School (CSD 14)	6-12	8, 12
P.S. 018 Edward Bush (CSD 14)	PK-5	PK, 5
P.S. 147 Isaac Remsen (CSD 14)	PK-5	PK, 5
P.S. 196 Ten Eyck (CSD 14)	PK-5	PK, 5
P.S. 250 George H. Lindsay (CSD 14)	PK-5	PK, 5
P.S. 257 John F. Hylan (CSD 14)	PK-5	PK, 5
Young Women’s Leadership School of Brooklyn (CSD 14)	6-9	8
Bushwick Leaders High School for Academic Excellence (CSD 32)	9-12	12
EBC High School for Public Service—Bushwick (CSD 32)	9-12	12
I.S. 347 School of Humanities (CSD 32)	6-8	8
I.S. 349 Math, Science & Tech (CSD 32)	6-8	8
J.H.S. 383 Philippa Schuyler (CSD 32)	5-8	8
P.S. 086 The Irvington (CSD 32)	K-5	5
P.S. 274 Kosciusko (CSD 32)	PK-5	5
P.S. 376 (CSD 32)	K-5	5

In 2010-2011, CSD 14 and 32 students performed on average below the statewide average on both the New York State math and English language arts (ELA) exams, as illustrated in the following table:

2010-2011 New York State Test Results			
Performance Levels 3 and 4	CSD 14	CSD 32	Statewide
Mathematics, Grade 4	57%	48%	67%
Mathematics, Grade 8	42%	40%	60%
ELA, Grade 4	49%	38%	58%
ELA, Grade 8	27%	26%	47%

On the whole, in 2010-2011, some 7,982 students in grades 3-8 took the mathematics examination and 7,857 students took the ELA examination. In aggregate, just 39.6 percent of the students scored at Level 3 or higher on the ELA test, and 50.2 percent achieved this level in math.^{ix} In other words, over 4,700 students in District 14 performed below the state standards in English, and nearly 4,000 fell short of the state’s math standards.

Williamsburg Ascend Charter School has been designed specifically to serve the students of CSD 14, mainly economically disadvantaged children of color, who are caught in underperforming schools yet aspire to college and successful adulthood.

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- i. University of the State of New York, The New York State District Report Card: Accountability and Overview Report 2010-11: New York Geographic District 14, 3, <https://reportcards.nysed.gov/files/2010-11/AOR-2011-331400010000.pdf>; University of the State of New York, The New York State District Report Card: Accountability and Overview Report 2010-11: New York Geographic District 32, 3, <https://reportcards.nysed.gov/files/2010-11/AOR-2011-333200010000.pdf>.
 - ii. Department of City Planning, City of New York, Community District 1 (February 2012), 1. <http://www.nyc.gov/html/dcp/pdf/lucds/bk1profile.pdf>.
 - iii. Department of City Planning, City of New York, Community District 4 (February 2012), 1. <http://www.nyc.gov/html/dcp/pdf/lucds/bk4profile.pdf>.
 - iv. U.S. Census Bureau, Poverty Status in the Past 12 Months of Families: 2005-2009 American Community Survey 5-Year Estimates, <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.
 - v. University of the State of New York, The New York State District Report Card: Accountability and Overview Report 2010-11: New York Geographic District 14, 3, <https://reportcards.nysed.gov/files/2010-11/AOR-2011-331400010000.pdf>; University of the State of New York, The New York State District Report Card: Accountability and Overview Report 2010-11: New York Geographic District 32, 3, <https://reportcards.nysed.gov/files/2010-11/AOR-2011-333200010000.pdf>.
 - vi. New York City Charter School Center: Charter School Search, <http://www.nyccharterschools.org/charter-school-search>.
 - vii. 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>.
 - viii. New York City Charter School Center: Find A Charter School, <http://nyccharterschools.org/learn/about-charter-schools/maps-a-locations>.
 - ix. 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.

2. Addressing the Needs

(a) Mission and Vision

Provide the mission statement and vision for the proposed charter school.

The mission of Williamsburg 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.

(b) Addressing the Need

Explain how the proposed charter school will address the needs presented in Attachment 01 – Community Need.

As presented in Response 01, students in the target neighborhoods of southeastern Williamsburg and northwestern Bushwick are predominantly low-income, perform below state standards, and frequently have limited English proficiency and special education needs. The educational model of Williamsburg Ascend Charter School is designed primarily for such students. The 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 nearly every student on the path to college.

Steady advances in student outcomes can only be achieved if students’ knowledge is built, from the earliest grades, like a house, floor by floor, with the certainty that every precursor concept has been demonstrably mastered before the next is taught. American students, commonly promoted grade to grade without mastering essential skills at each level, rapidly fall behind their international peers. Learning gaps form that impair their acquisition of successively more difficult material. The syndrome is most acute in our large urban school systems. By the time students reach high school, many are disaffected with schooling and, in alarming numbers, drop out.

Sabis, an international operator of English-language schools, offers a remedy: a systematic approach to building skills and knowledge in each subject, where 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. Children of ordinary abilities master difficult material, feel successful in school, and gain the discipline and confidence that will carry them through college.

Most of the charter schools nationwide that are closing the achievement gap are deploying a 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, because to make excuses is to lower expectations of what students can achieve. By explicitly teaching classroom procedures and insisting on 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 conveys respect, confidence, and caring. As the year progresses, success builds on success, and students develop a new conception of themselves and their futures.

Ascend Learning’s Argo Humanities Program advances the teaching of literature, social studies, and the arts in grades 5-12 through advanced curricular and digital tools aligned with the new Common Core Standards. Inspired by the practices of top private schools, Argo’s products will foster close reading, critical thinking, and creative problem-solving skills. Argo’s interdisciplinary curriculum, honed in a top-performing charter school in New York City, will introduce students to the riches of literature and the arts, prepare students for the rigors of college, and demonstrably close the achievement gap of race and income.

The two program elements—the Sabis educational system and the No Excuses culture—are driving achievement of Ascend’s first schools. The network’s oldest students, now in the fifth grade, will post results this year on the New York State tests that will place the school among the top-performing charters in Brooklyn. Student attrition rates are very low, parent satisfaction rates very high, and wait lists for admission long.

English language learners (ELL)

Students with little or no English will rapidly acquire English language skills in a remedial-style classroom, taught by teachers with appropriate New York State 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. 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 English language learners. Other students with different diagnostic results may require placement in a Sabis Intensive class, which could include both ELL and non-ELL. 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. More detailed information regarding Williamsburg Ascend’s proposed structured English immersion program can be found in Response 08 (c).

Students with Disabilities

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. Jennifer Young,

Ascend’s director of student services, will be responsible for coordinating all services provided directly by the school as well as those provided by the local district, starting in the first year of operation. More detailed information regarding Williamsburg Ascend’s proposed services for students with special needs can be found in Response 08 (b).

(c) 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.

Programmatic Impact

The proposed school will deploy an educational approach that is highly distinct from that of the existing public schools in the target 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?

As reported in Response 01 (a-c), there are a limited number of private school options in the target community. The three non-public schools are all parochial schools.

The public school population in the target neighborhoods totals to 8,740. The following table lists the public schools of the target areas in Community School Districts (CSD) 14 and 32, providing the grade configuration of each.

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School Name	Grades Served	Transitional Grade(s)
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P.S. 018 Edward Bush (CSD 14)	PK-5	PK, 5
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P.S. 196 Ten Eyck (CSD 14)	PK-5	PK, 5
P.S. 250 George H. Lindsay (CSD 14)	PK-5	PK, 5
P.S. 257 John F. Hylan (CSD 14)	PK-5	PK, 5
Young Women’s Leadership School of Brooklyn (CSD 14)	6-9	8

Bushwick Leaders High School for Academic Excellence (CSD 32)	9-12	12
EBC High School for Public Service—Bushwick (CSD 32)	9-12	12
I.S. 347 School of Humanities (CSD 32)	6-8	8
I.S. 349 Math, Science & Tech (CSD 32)	6-8	8
J.H.S. 383 Philippa Schuyler (CSD 32)	5-8	8
P.S. 086 The Irvington (CSD 32)	K-5	5
P.S. 274 Kosciusko (CSD 32)	PK-5	5
P.S. 376 (CSD 32)	K-5	5

According to the New York State Report Card Accountability and Overview Reports for 2010-2011, there were 1,223 kindergartners and first-graders enrolled in public schools at the target Williamsburg Ascend neighborhoods for enrollment. Considering that there are currently 8 public elementary schools in the pertinent area, the opening of Williamsburg Ascend Charter School in September 2013 and its initial enrollment of 208 students in kindergarten and first grade would potentially reduce K-1 enrollment at each of the public schools by an average of 26 students. However, this estimated decrease in student enrollment across the target community does not take into account the likelihood of applications from other areas comprising Community School Districts 14 and 32. Considering only CSD 32, it is likely that Williamsburg Ascend will receive a significant number of student applications across the entire district when word of the school’s proposal spreads. Bushwick Ascend currently has an extensive, positive reputation among parents in CSD 32 as evidenced by its growing waiting list total of 837 students.

(d) 5% 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 proposed charter school will have a “significant educational benefit” to the students who attend that school.

Not applicable

(e) **Draft Accountability Plan.**

Included in the Guidance Handbook is additional detail and reference to an online template to assist the applicant in developing the required SUNY academic accountability plan. Institute staff will work with successful applicants in the first year of operation of the school to finalize the plan.

Accountability Plan for the Accountability Period 2013-2014 to 2017-2018

Overview

The Williamsburg Ascend Charter School will achieve the following goals:

- All students will obtain proficiency in English reading, comprehension, and verbal and written communication as the foundation for progress in all academic subjects.
- 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

All students will obtain proficiency in English reading, comprehension, and verbal and written communication as the foundation for progress in all academic subjects.

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 14.
- 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 consecutive years) will reduce the gap between the percentage 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 will 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 14.
- 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 two through five of the proposed charter, grade-level cohorts of the same students will reduce the gap between the percentage 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 will 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 national curve equivalent (NCE) in the previous year's math TerraNova and a NCE of 50 in the current year. If a grade-level cohort were to exceed a NCE of 50 in the previous year, the cohort would be 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 14.

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 earn the status of "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 14.

Measure

- Each year, the school will have an average daily student attendance rate of at least 95 percent, as recorded in Automate the Schools (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 tenth 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 “major” finding would indicate a deliberate act of wrongdoing or reckless conduct, cause a loss of confidence in the abilities or integrity of the school, or seriously jeopardize 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 and 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

Each year, faculty and staff 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

- Staff attendance at the school’s Summer Institute, held during the second week of August each year, will indicate the number of returning faculty.

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.

¹ Ascend Learning is experienced in the development and use of such instruments, having used them effectively in the schools it currently manages.

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

- The school will administer a survey designed to measure satisfaction in the spring of each year.

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.

3. Proposal History

(a) Applicant Information

Provide a brief description of the applicant(s) including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.

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 he 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.

(b) Founding Members

Describe how the founding group was formed and the relationship of its members to each other. 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 approved, e.g., school leader, teacher, board member, service provider, etc. Use the following table to list the active members of the founding group (including the applicants) who developed this proposal.

Wilson founded Ascend Learning in 2007, and today he manages four schools in Brooklyn, based on the same design as that proposed herein. Having established strong relationships in the community, Ascend engaged several local leaders and residents to join in founding a new school. Wilson and Ascend’s senior staff engaged those who shared their vision and philosophy and 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.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Steven F. Wilson	As president of Ascend Learning, Wilson is chief executive of an organization overseeing four charter schools in Brooklyn, collectively educating approximately 1,200 students in 2011-2012. Earlier, he founded	Manager

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
	another organization that grew to serve nearly 10,000 urban students. He is the author of two critically acclaimed books and many papers on school reform and effective school management practices.	

(c) Proposal Development

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

Plans for the Williamsburg Ascend Charter School arose from the evident need and desire for expanded educational opportunities in target neighborhoods of southeastern Williamsburg and northwestern Bushwick, to which Wilson is especially attuned given Ascend’s current involvement in Bushwick. Brooklyn Ascend Charter School, which opened in 2008 in East New York, has a waiting list of 3,594; 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 1,821; Bushwick Ascend Charter School, which opened in 2010, has a waiting list of 837.

Based on Ascend’s communications with parents, educators, and community and business leaders, Wilson believes 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 Williamsburg Ascend Charter School is a request to replicate the program offered at the three schools currently served by Ascend.

While Ascend works continuously to refine the model, the design for Williamsburg Ascend will be fundamentally the same as the other schools’. The schools’ early academic results and data from the first three schools’ parent surveys, detailed in Response 05, indicate the strength of the design.

In addition to Wilson, the primary individual involved in preparing this application for submission is Josue Cofresi, manager of regulatory affairs and planning at Ascend Learning, whose responsibilities include managing the organization’s grant-writing and charter application processes.

(d) Community Outreach

Explain:

- **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 the plan 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, if at all, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.**

To inform stakeholders in the target community about the proposed school, Hannah Njoku, Ascend Learning's community organizer, led an outreach effort to speak to parents and political and community leaders. Njoku met with several leaders in the community, including Bishop Julio Mercado, president of the Association of Hispanic Ministers 90th Precinct Clergy Council, and Nadine Witted, district manager of Community Board 4. In addition, she reached out to a large number of residents in the target neighborhoods of southeastern Williamsburg and northwestern Bushwick. This outreach was performed mostly at the grassroots level: Njoku canvassed the neighborhoods, visiting supermarkets, Laundromats, schools, parks, beauty parlors, and daycare centers. When speaking to parents and stakeholders in the community, Njoku distributed postcards inviting feedback about Williamsburg Ascend via e-mail and one-pager detailing the proposed school's education program and the academic success of Ascend current schools.

On June 7, 2012, Njoku marched in the Community Board 4's 7th Annual Community Parade. This year's theme was "Bushwick Stomps Out Bullying." While marching in the parade, Njoku approached community members to talk about the proposed school and distribute marketing materials. At the end of the parade she was stationed at a table along other community organizations where she interacted with more residents of the community.

On Sundays, Njoku visited several churches in the neighborhoods to speak about the proposed school. Among the churches visited were Central Baptist Church, Emmanuel Baptist Church, and Iglesia El Redentor. On June 16, she spoke at a meeting conducted by the Association of Hispanic Ministers where in attendance were at least 90 clergy members. Njoku spoke about the proposed school and the scheduled public meeting, asking them to convey news of the meeting to their respective congregations.

In late May 2012, the main page of the Ascend Learning website held a link to an announcement regarding the initiative to establish Williamsburg Ascend Charter School and solicit community feedback. In June 2012, Ascend Learning posted public meeting announcements on NY1 and News 12 Brooklyn, two of New York City's popular 24-hour local news channels. Njoku also posted fliers in English and Spanish regarding the meeting in local community convenience stores, day care centers, barber shops, beauty salons, non-profit organizations, and restaurants. As per the announcement, a public meeting was held on June 20, 2012 at the United Methodist Church in Bushwick.

As of June 25, 2012, Ascend Learning had received 69 letters of support from parents in the target neighborhoods. In the letter the parents acknowledged their awareness of and showed their support for the proposal to establish Williamsburg Ascend Charter School. (See Response 16 (d).) As of the same date, the e-mail account designated for feedback regarding the new school had only received two comments, one was a student enrollment

request at an Ascend school and the other was a request for a copy of the Letter of Intent submitted to the Charter Schools Institute on May 25, 2012.

Because the feedback from the community was overwhelmingly positive, especially toward the school model, the founder did not find it necessary to adjust their proposal. Ascend Learning also considers the long wait list this year of 837 students at Bushwick Ascend Charter School, located in Community School District 32, and the nearly universal satisfaction among Ascend parents (expressed through the 2011 NYCDOE School Surveys) as evidence of the strength of the design as currently structured.

(e) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

- **Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:**
 - **The name of the proposed charter school when previously submitted;**
 - **The date of the previous submission; and**
 - **A summary of what has changed in the proposal since its previous submission and the reasons therefore.**

Indicate whether the applicant and/or founding team has previously or currently have applied for a charter from a charter entity other than the SUNY Trustees. If yes, 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;**
- **The status of those applications; and**
- **If the application was withdrawn from consideration, provide the reasons for the withdrawal. If the application was granted, but the charter school is no longer in existence, please provide an explanation.**
- **If the application was denied by a charter entity other than the SUNY Trustees, include a copy of the letter or summary from the charter entity stating the reasons for denial.**

Not applicable. The proposal has not been previously submitted.

A proposal was submitted to establish Brooklyn Ascend Charter School to NYCDOE on September 4, 2007, and NYCDOE awarded the charter.

A proposal was submitted to establish Brownsville Ascend Charter School to NYCDOE on December 28, 2008, and NYCDOE awarded the charter.

A final revised proposal was submitted to establish Bushwick Ascend Charter School to NYCDOE on February 1, 2010, and NYCDOE awarded the charter.

[Redacted]

[Redacted]

[Redacted]

Education

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

Publications

“Rethinking Education Governance for the Twenty-First Century,” chapter in Paul Manna and Patrick McGuinn, eds., *Education Governance for the Twenty-First Century*, Brookings Institution Press, 2012

“The Efficient Use of Teachers,” chapter in Frederick M. Hess and Eric Osberg, eds., *Stretching the School Dollar: How Schools 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

3. Proposal History

(g) Evidence of Outreach

- **This response should include concrete evidence that community outreach was conducted.**

Exhibit A – Correspondence with Stakeholders

This set of documents shows dated correspondence between Hanna Njoku, the community organizer of Ascend Learning, and stakeholders in the target neighborhoods of southeastern Williamsburg and northwestern Bushwick. Njoku reached out to inform them about the proposed Williamsburg Ascend Charter School and solicit feedback. Each of the stakeholders received documents describing Ascend’s educational model, its current schools, and results. In the emails, Njoku invites them to attend a public meeting to welcome comments on the proposed school. Below is a list of the stakeholders, their position, and/or entity.

- Reverend Solorzano, reverend of United Methodist Church
- Yamenika Mena, chief of staff for Councilmember Diana Reyna
- Diana Reyna, councilwoman of New York City Council (District 34)
- Alexander Pena, executive secretary to Senator Martin Dilan
- Angelica Flores, representative to Senator Martin Dilan
- Nadine Whitted, district manager of Community Board #4
- Elizabeth Rodriguez, manager of Family Dynamics
- Janet Marcic, executive director of Ita Ford Center
- Alexandria Munoz, special projects manager of Coalition for Hispanic Family Services
- Heidi Blaser of Metro Ministries
- Wendy McClinton, president of Black Veterans for Social Justice
- John Coker, director of the John Coker Day Care Center
- Audrey Johnson, director of the Audrey Johnson Day Care Center
- Medina Rosanna, church elder of the Emmanuel Christian Church
- Sensei Mosquera and Sensei Bruno, co-founders of Ni Kai Karate Dojo
- New Life Head Start
- Rick Gallwey, director of Family Dynamics
- Damaris Santana, family assistant of Bushwick United Head Start/Daycare
- Evelyin Doughlin After School Project
- Kyle Wong, chief financial officer of Green Streets Salads
- Christina Rodriguez, director of Kreative Kare Day Care
- Irma Verner, Director of Horace Greene Day Care Center
- Bishop Julio Mercado, president of the Association of Hispanic Ministers: 90th Precinct Clergy Council

Exhibit B - Marketing Materials

The attached marketing materials were distributed by the community organizer when canvassing in the target neighborhood and meeting stakeholders and parents. In the postcard is provided an email address at which feedback can be directed.

Exhibit C – Website Announcement

In late May, the main page of the Ascend Learning website held a link to an announcement regarding the initiative to establish Williamsburg Ascend Charter School and solicit community feedback. The announcement, still on the website, describes the proposed location, target neighborhood, the enrollment plan, the school’s mission, and its proposed education model. Visitors are also welcomed to submit comments to an email provided.

Exhibit D – NY1 Public Meeting Announcement

An announcement similar to the one posted on the Ascend Learning website was also posted on the Community Calendar of NY1, New York City’s popular 24-hour news channel.

Exhibit E – Public Meeting Flyer

Njoku also posted fliers in English and Spanish regarding the public meeting in local community convenience stores and day care centers.

Exhibit F – Community Board 4’s 7th Annual Community Parade Announcement

On June 7, 2012, Njoku marched in the Community Board 4’s 7th Annual Community Parade. This year’s theme was “Bushwick Stomps Out Bullying.” Enclosed is the announcement of the parade.

Exhibit G – PowerPoint Presentation on School Design

A brief presentation in English and Spanish on the school design was prepared for the public meeting.

Exhibit H – Comment Cards

Comment cards were prepared for the public meeting on which community residents could leave feedback regarding the proposed school.

Exhibit A

ELECTED OFFICIALS (NO RESPONSE)

From: Hannah Njoku
Sent: Thursday, May 24, 2012 12:53 PM
To: areynoso@council.nyc.gov
Subject: Attn: Support proposed Williamsburg Ascend Charter School.

Dear Mr. Antonio,

My name is Hannah Njoku, community organizer at Ascend Learning. I recently spoke with your staff member Mr. Jonathan Worthy regarding our mission to open one of our Charter schools in southeast Williamsburg area and to solicit your support for this initiative.

Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently garnering support in form of letters from stakeholders in the community including parents, day care centers, community organizations and council members. I would appreciate a meeting with you or Honorable Diana Reyna to discuss our plans for the new school to be located in southeastern Williamsburg. We will also host an information event for the community in mid June and seek your representation at this meeting.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome.

Please write me at hnjoku@ascendlearning.org or call me at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

hnjoku@ascendlearning.org

(646) 525-2353

From: Hannah Njoku
Sent: Thursday, May 24, 2012 1:10 PM
To: y.mena@council.nyc.edu
Subject: Attn: Support proposed Williamsburg Ascend Charter School

Dear Ms. Mena,

My name is Hannah Njoku, community organizer at Ascend Learning. I recently spoke with your staff member Mr. Jonathan Worthy regarding our mission to open one of our Charter schools in the southeast Williamsburg area and to solicit from Honorable Diana Reyna for this initiative.

Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

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In the interim, your thoughts regarding the proposed school would be most welcome. Please write me at hnjoku@ascendlearning.org or call me at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

hnjoku@ascendlearning.org

(646) 525-2353

From: Hannah Njoku

Sent: Thursday, May 24, 2012 1:16 PM

To: apena@nysenate.gov

Subject: Attn: Support proposed Williamsburg Ascend Charter School

Dear Mr. Pena,

My name is Hannah Njoku, community organizer at Ascend Learning. I recently spoke with your staff member Ms. Angelica Flores regarding our mission to open one of our Charter schools in the southeast Williamsburg area and to solicit support from Council member Martin Dilan for this initiative.

Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently garnering support in form of letters from stakeholders in the community including parents, day care centers, community organizations and council members. I would appreciate a meeting with you or Council member Martin Dilan to discuss our plans for the new school to be located in southeastern Williamsburg. We will also host an information event for the community in mid June to request feedback and seek your representation at this meeting.

In the interim, your thoughts regarding the proposed school would be most welcome. Please write me at hnjoku@ascendlearning.org or call me at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

hnjoku@ascendlearning.org

(646) 525-2353

From: Hannah Njoku

Sent: Thursday, May 24, 2012 1:45 PM

To: y.mena@council.nyc.gov

Subject: Attn: Support proposed Williamsburg Ascend Charter School

Dear Ms. Mena,

My name is Hannah Njoku, community organizer at Ascend Learning. I recently spoke with your staff member Mr. Jonathan Worthy regarding our mission to open one of our Charter schools in the southeast Williamsburg area and to solicit from Honorable Diana Reyna for this initiative.

Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the

SUNY Trustees to open a new school Williamsburg Ascend Charter School next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

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In the interim, your thoughts regarding the proposed school would be most welcome. Please write me at hnjoku@ascendlearning.org or call me at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

hnjoku@ascendlearning.org

(646) 525-2353

COMMUNITY ORGANIZATIONS (NO RESPONSE)

From: Hannah Njoku

Sent: Thursday, May 24, 2012 2:24 PM

To: amunoz@hispanicsfamilyservicesny.org

Subject: Attn: Support proposed Williamsburg Ascend Charter School

Dear Ms. Munoz,

My name is Hannah Njoku, community organizer at Ascend Learning. I spoke with your staff member Ms. Minerva today regarding our mission to open one of our Charter schools in the southeast Williamsburg area and to solicit support from the the Coalition for Hispanics Family Services for this initiative.

Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently garnering support in form of letters from stakeholders in the community including parents, day care centers, community organizations and council members. I would appreciate a meeting with you to discuss our plans for the new school to be located in southeastern Williamsburg. We will also host an information event for the community in mid June to request feedback and seek your representation at this meeting.

In the interim, your thoughts regarding the proposed school would be most welcome. Please write me at hnjoku@ascendlearning.org or call me at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

hnjoku@ascendlearning.org

(646) 525-2353

From: Hannah Njoku
Sent: Thursday, May 24, 2012 2:50 PM
To: hblaser@metroministries.org
Subject: Attn: Support proposed Williamsburg Ascend Charter School

Dear Heidi,

My name is Hannah Njoku, community organizer at Ascend Learning. Thank you for speaking with me today regarding our intent to open a new charter school to serve Bushwick-Southeastern Williamsburg and providing me an opportunity to solicit feedback from Metro Ministries for this initiative. As I mentioned, Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School, next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently seeking support and feedback from community stakeholders, including parents, day care centers, community organizations and council members. I am excited at the possibility of gaining support from Metro Ministries through Director Penny Hollenbeck and Senior pastor Bill Wilson. We will also host an information event for the community in mid-June to request feedback and seek representation from Metro Ministries at this meeting.

Please note that, I welcome any feedback you have regarding the proposed school. I will contact you shortly to inquire if you need additional information or assistance with your letter. I can be reached by email at hnjoku@ascendlearning.org or cell at (646) 525-2353.

I look forward to hearing from you.

Regards,
Hannah Njoku
Community Organizer
Ascend Learning Inc
hnjoku@ascendlearning.org
(646) 525-2353

From: Hannah Njoku
Sent: Thursday, May 24, 2012 2:58 PM
To: ceo@bdsj.org
Subject: Attn: Support proposed Williamsburg Ascend Charter School.

Dear Ms. Mc Clinton,

My name is Hannah Njoku, community organizer at Ascend Learning. I spoke with Etoy Hairston today regarding our mission to open one of our Charter schools in Bushwick-Southeast Williamsburg area and to solicit support from Black Veteran for Social Justice for this initiative. Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently garnering support in form of letters from stakeholders in the community including parents, day care centers, community organizations and council members. I would appreciate a meeting with you to discuss our plans for the new school to be located in southeastern Williamsburg. We will also host an information event for the community in mid June and seek your representation at this meeting.

In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at hnjoku@ascendlearning.org or call me at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

hnjoku@ascendlearning.org

(646) 525-2353

From: Hannah Njoku

Sent: Thursday, May 24, 2012 3:19 PM

To: Heidi Blaser

Subject: RE: Attn: Support proposed Williamsburg Ascend Charter School

Great Heidi!

Thank you very much, I look forward to a response.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

hnjoku@ascendlearning.org

Dear Heidi,

My name is Hannah Njoku, community organizer at Ascend Learning. Thank you for speaking with me today regarding our intent to open a new charter school to serve Bushwick-Southeastern Williamsburg and providing me an opportunity to solicit feedback from Metro Ministries for this initiative.

As I mentioned, Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School, next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently seeking support and feedback from community stakeholders, including parents, day care centers, community organizations and council members. I am excited at the possibility of gaining support from Metro Ministries through Director Penny Hollenbeck and Senior pastor Bill Wilson. We will also host an information event for the community in mid-June to request feedback and seek representation from Metro Ministries at this meeting.

Please note that, I welcome any feedback you have regarding the proposed school. I will contact you shortly to inquire if you need additional information or assistance with your letter. I can be reached by email at hnjoku@ascendlearning.org or cell at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

hnjoku@ascendlearning.org

(646) 525-2353[attachment "Ascend Learning – Early Results.pdf" deleted by Heidi Blaser/MMI]
[attachment "Ascend Learning – Facts and Early Results.pdf" deleted by Heidi Blaser/MMI]

From: Heidi Blaser [HBlaser@metroministries.org]
Sent: Thursday, May 24, 2012 3:01 PM
To: Hannah Njoku
Subject: Re: Attn: Support proposed Williamsburg Ascend Charter School

Dear Hannah,

I will print off your documents and hand them to Penny Hollenbeck our executive director and as well for the attention of Pastor Bill Wilson.

Thank you,

Heidi Blaser
Metro Ministries

Assistant to Penny Hollenbeck
Office: 718-453-3352
Fax: 718-453-7177

From: Hannah Njoku <hnjoku@ascendlearning.org>
To: "hblaser@metroministries.org" <hblaser@metroministries.org>
Date: 05/24/2012 02:50 PM
Subject: Attn: Support proposed Williamsburg Ascend Charter School

From: Hannah Njoku
Sent: Thursday, May 24, 2012 4:19 PM
To: eshhermin@edcspin.org
Subject: Attn: Support proposed Williamsburg Ascend Charter School

Dear Mr. Shermin,

My name is Hannah Njoku, community organizer at Ascend Learning. Thank you for speaking with me today regarding our intent to open a new charter school to serve Bushwick-Southeastern Williamsburg and providing me an opportunity to solicit feedback from the Evelyn Douglin After School Project for this initiative.

As I mentioned, Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School, next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently seeking support and feedback from community stakeholders, including parents, day care centers, community organizations and council members. I am excited at the possibility of gaining your support on behalf of the Evelyn Douglin After-School Program and look forward to receiving your letter. We will also host an information event for the community in mid-June to request feedback and seek representation from your organization at this meeting.

Please note that, in your support letter, we welcome any feedback you have regarding the proposed school. I will contact you shortly to inquire if you need additional information or assistance with your letter. I can be reached by email at hnjoku@ascendlearning.org or cell at (646) 525-2353.

I look forward to hearing from you.

Regards,
Hannah Njoku
Community Organizer
Ascend Learning Inc
hnjoku@ascendlearning.org
(646) 525-2353

From: Hannah Njoku
Sent: Friday, May 25, 2012 1:39 AM
To: roeh2010@gmail.com
Subject: Attn: Support proposed Williamsburg Ascend Charter School

Dear Elder Medina,

My name is Hannah Njoku, community organizer at Ascend Learning. Thank you for speaking with me today regarding our intent to open a new charter school to serve Bushwick-Southeastern Williamsburg and providing me an opportunity to solicit feedback from Emmanuel Christian Church for this initiative. As I mentioned, Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School, next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently seeking support and feedback from community stakeholders, including parents, day care centers, community organizations and council members. I am excited to hear your church will consider supporting our proposal and appreciate your offer to send us a letter of support. We will also host an information event for the community in mid-June to request feedback and seek representation from the Emmanuel Christian Church at this meeting.

Please note that, in your support letter, we welcome any feedback you have regarding the proposed school. I will contact you again to inquire if you need additional information or assistance with your letter. I can be reached by email at hnjoku@ascendlearning.org or cell at (646) 525-2353.

I look forward to hearing from you.

Regards,
Hannah Njoku
Community Organizer
Ascend Learning Inc
hnjoku@ascendlearning.org
(646) 525-2353

DAY CARE CENTERS (NO RESPONSE)

From: Hannah Njoku
Sent: Thursday, May 24, 2012 3:54 PM
To: Audreyjo272@aol.com
Subject: Attn: Support proposed Williamsburg Ascend Charter School.

Dear Ms. Johnson,

My name is Hannah Njoku, community organizer at Ascend Learning. I am contacting you regarding our mission to open one of our Charter schools in Bushwick-Southeast Williamsburg area and to solicit support from Audrey Johnson Day Care Center for this initiative.

Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently garnering support in form of letters from stakeholders in the community including parents, day care centers, community organizations and council members. I would appreciate a meeting with you to discuss our plans for the new school to be located in southeastern Williamsburg. We will also host an information event for the community in mid June and seek your representation at this meeting. In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at hnjoku@ascendlearning.org or call me at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

hnjoku@ascendlearning.org

(646) 525-2353

From: Hannah Njoku

Sent: Thursday, May 24, 2012 3:51 PM

To: Johncoker75@aol.com

Subject: Attn: Support proposed Williamsburg Ascend Charter School.

Dear Ms. Hodge,

My name is Hannah Njoku, community organizer at Ascend Learning. I am contacting you regarding our mission to open one of our Charter schools in Bushwick-Southeast Williamsburg area and to solicit support from John Coker Day Care Center for this initiative.

Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently garnering support in form of letters from stakeholders in the community including parents, day care centers, community organizations and council members. I would appreciate a meeting with you to discuss our plans for the new school to be located in southeastern Williamsburg. We will also host an information event for the community in mid June and seek your representation at this meeting. In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at hnjoku@ascendlearning.org or call me at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

hnjoku@ascendlearning.org

(646) 525-2353

COMMUNITY ORGANIZATION (NEUTRAL RESPONSE)

From: Hannah Njoku
Sent: Friday, June 01, 2012 11:37 AM
To: nwhitted@cb.nyc.gov
Subject: Ascend Learning Charter School

Dear Ms. Whitted,

My name is Hannah Njoku, community organizer at Ascend Learning. Thank you very much for speaking with me on Wednesday and providing me with invaluable insights on maneuvering the Bushwick community; I left your office more knowledgeable and better prepared for my project.

On behalf of Ascend Charter Schools, I once more apologize for operating within the community without a formal introduction to your Community Board. We certainly meant no disrespect and feel remorseful for our behavior.

I spoke at length with our Director Steve Wilson and he would appreciate an opportunity to meet with you and officially present our school to the Board. I understand your busy schedule and limited immediate availability for a meeting. However, he is open to meet at anytime and would make himself available at your convenience.

In the interim, I have attached our school information and student performance statistics for your review. Your thoughts on this would be most welcome. I can be reached at hnjoku@ascendlearning.org or (646) 525-2353.

Thank you very much; I look forward to your response.

Regards,

Hannah Njoku
Community Organizer
Ascend Learning Inc
hnjoku@ascendlearning.org
(646) 525-2353

From: Hannah Njoku
Sent: Tuesday, June 12, 2012 5:20 PM
To: kreativekare@aol.com
Subject: Ascend Learning Charter School support letter template

Dear Ms. Rodriguez,

Thank you very much for speaking with me today about Ascend Learning Charter School. We are very excited that Kreative Kare DCC will consider supporting of our initiative to open Williamsburg Ascend

Charter School to serve the Bushwick - Williamsburg community. As we discussed, below is a support letter template, please feel free to customize it as you wish. I look forward to receiving your signed version on your letterhead.

Thank you again very very much for this support, especially for helping to publicize our Public Meeting. I will continue to check in with you and keep you posted on the progress of our School proposal.

Thank you.

Hannah Njoku
Community Organizer
Ascend Learning Charter School
T: 646-525-2353

*Susie Miller Barker
Interim Executive Director
Charter Schools Institute
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 Williamsburg Ascend Charter School.

Recently, I was made aware of the proposal to open Williamsburg Ascend Charter School, a college-preparatory charter school to be located in the southwestern Williamsburg community. I am the Director of ----- and believe that members of this community should have more public educational opportunities for the parents and students.

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 Williamsburg Ascend Charter School.

Sincerely,

Name

Street Address

Brooklyn, NY

COMMUNITY ORGANIZATIONS (PENDING RESPONSE)

From: Hannah Njoku
Sent: Thursday, May 24, 2012 3:49 PM
To: newlife178@verizon.net
Subject: Attn: Support proposed Williamsburg Ascend Charter School.

Dear Ms. Vera,

My name is Hannah Njoku, community organizer at Ascend Learning. I am contacting you regarding our mission to open one of our Charter schools in Bushwick-Southeast Williamsburg area and to solicit support from New Life Head Start for this initiative.

Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently garnering support in form of letters from stakeholders in the community including parents, day care centers, community organizations and council members. I would appreciate a meeting with you to discuss our plans for the new school to be located in southeastern Williamsburg. We will also host an information event for the community in mid June and seek your representation at this meeting. In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at hnjoku@ascendlearning.org or call me at (646) 525-2353.

I look forward to hearing from you.

Regards,
Hannah Njoku
Community Organizer
Ascend Learning Inc
hnjoku@ascendlearning.org
(646) 525-2353

From: Hannah Njoku
Sent: Monday, June 11, 2012 4:55 PM
To: horgreene6@aol.com
Subject: Ascend Learning Charter School support letter template

Dear Ms.Verner,

Thank you very much for speaking with me. We are very excited that Horace E. Greene is in support of our initiative to open Williamsburg Ascend Charter School to serve the bush wick-williamsburg community. As you have requested, below is a support letter template, please feel free to customize it as you wish. I look forward to receiving your signed version on your letterhead.

Thank you again very very much for this support; I will bring our public meeting flier to your center for your parents and keep you posted on our progress with the school.

Thank you.

Hannah Njoku
Community Organizer

Ascend Learning Charter School
T: 646-525-2353

*Susie Miller Barker
Interim Executive Director
Charter Schools Institute
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 Williamsburg Ascend Charter School.

Recently, I was made aware of the proposal to open Williamsburg Ascend Charter School, a college-preparatory charter school to be located in the southwestern Williamsburg community. I am the Director of ----- and believe that members of this community should have more public educational opportunities for the parents and students.

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 Williamsburg Ascend Charter School.

Sincerely,

Name

Street Address

Brooklyn, NY

From: Hannah Njoku
Sent: Thursday, May 31, 2012 10:32 AM
To: getsemanijulio@yahoo.com
Subject: Attn: Support proposed Williamsburg Ascend Charter School

Dear Bishop Mercado,

My name is Hannah Njoku, community organizer at Ascend Learning. Thank you very much for speaking with me yesterday regarding our mission to open one of our Charter schools in the southeast Williamsburg - Bushwick area and to solicit support for this project. Reverend Milgaros and Ms. Nadine

of Community Board 4 both highly recommended I meet with you.

As I mentioned, Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics for your review.

We are currently garnering support in form of letters from stakeholders in the community including parents, day care centers, community organizations, religious leaders and council members. I would appreciate a meeting with you to discuss our plans for the new school to be located in southeastern Williamsburg. We will also host an information event for the community in mid June to request feedback from the community and seek representation and council at this meeting. Please let me know of a good meeting time for next week, I will make myself available at your convenience.

In the interim, your thoughts regarding the proposed school would be most welcome. Please write me at hnjoku@ascendlearning.org or call me at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku
Community Organizer
Ascend Learning Inc
hnjoku@ascendlearning.org
(646) 525-2353

COMMUNITY ORGANIZATION (POSITIVE RESPONSE)

From: Hannah Njoku
Sent: Wednesday, May 30, 2012 1:21 AM
To: newjerusalemumc@verizon.net
Cc: servejesus@hotmail.com
Subject: Thank you for Supporting proposed Williamsburg Ascend Charter School

Dear Rev. Solorzano,

I cannot thank you enough for granting me your audience and hospitality at your church earlier. Our conversation reinforced in me the importance of our proposed Bushwick-Southeastern Williamsburg Charter school and I am thrilled about your feedback, resources and the keen interest you showed in our school.

As I promised, attached are more information on our school as well as some student performance statistics; we look forward to replicating our success in your community. As you may recall, I also requested a letter of support from your church addressed to our funders the SUNY trustees. I will give you a call tomorrow as we agreed to determine when you might have the letter ready(or feel free to email it according to your preference) and also to finalize space reservation for our public meeting in Mid-June.

Thank you again immensely for your resourceful contacts. I missed Ms. Nadine at the office but will return later today to seek her guidance on maneuvering the community. I will also initiate contacts with the Bishops and keep you posted on my meetings with them.

Thank you again for being a champion for our cause, I will speak with you in the later hours.

Regards,
Hannah Njoku
Community Organizer
Ascend Learning Inc
hnjoku@ascendlearning.org
(646) 525-2353

From: Hannah Njoku
Sent: Friday, May 25, 2012 1:59 AM
To: bertolini1956@yahoo.com
Subject: Attn: Support proposed Williamsburg Ascend Charter School

Dear Sensei Bruno

My name is Hannah Njoku, community organizer at Ascend Learning. Thank you for speaking with me regarding our intent to open a new charter school to serve Bushwick-Southeastern Williamsburg and providing me an opportunity to solicit feedback from your Karate School for this initiative.

As I mentioned, Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School, next year.

The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently seeking support and feedback from community stakeholders, including parents, day care centers, community organizations and council members. I am excited to hear your church will consider supporting our proposal and appreciate your offer to send us a letter of support. We will also host an information event for the community in mid-June to request feedback and seek representation from the Karate School at this meeting.

Please note that, in your support letter, we welcome any feedback you have regarding the proposed school and remember to express your interest in operating a Karate program in the school. I will contact you to remind you of our Saturday deadline and to inquire if you need additional information or assistance with your letter. I can be reached by email at hnjoku@ascendlearning.org or cell at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

hnjoku@ascendlearning.org

(646) 525-2353

From: Hannah Njoku

Sent: Friday, May 25, 2012 1:58 AM

To: ktaichikai@gmail.com

Subject: Attn: Support proposed Williamsburg Ascend Charter School

Dear Sensei Mosquera,

My name is Hannah Njoku, community organizer at Ascend Learning. Thank you for speaking with me regarding our intent to open a new charter school to serve Bushwick-Southeastern Williamsburg and providing me an opportunity to solicit feedback from your Karate School for this initiative.

As I mentioned, Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School, next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently seeking support and feedback from community stakeholders, including parents, day care centers, community organizations and council members. I am excited to hear your church will consider supporting our proposal and appreciate your offer to send us a letter of support. We will also host an information event for the community in mid-June to request feedback and seek representation from the Karate School at this meeting.

Please note that, in your support letter, we welcome any feedback you have regarding the proposed school and remember to express your interest in operating a Karate program in the school. I will contact you to remind you of our Saturday deadline and to inquire if you need additional information or assistance with your letter. I can be reached by email at hnjoku@ascendlearning.org or cell at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc
hnjoku@ascendlearning.org
(646) 525-2353

From: Hannah Njoku
Sent: Friday, May 25, 2012 1:45 AM
To: greenstreetssalads@gmail.com
Subject: Attn: Support proposed Williamsburg Ascend Charter School

Dear Kyle,

My name is Hannah Njoku, community organizer at Ascend Learning. Thank you for speaking with me regarding our intent to open a new charter school to serve Bushwick-Southeastern Williamsburg and providing me an opportunity to solicit feedback from the Evelyin Douglin After School Project for this initiative.

As I mentioned, Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School, next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently seeking support and feedback from community stakeholders, including parents, day care centers, community organizations and council members. I am excited that you have agreed to support our school on behalf of your restaurant and look forward to receiving your letter. We will also host an information event for the community in mid-June to request feedback and seek representation from you at this meeting.

Please note that, in your support letter, we welcome any feedback you have regarding the proposed school. In the event I do not receive your letter soon, I will contact you to inquire if you need additional information or assistance with your letter. I can be reached by email at hnjoku@ascendlearning.org or cell at (646) 525-2353.

I look forward to receiving your support letter.

Regards,
Hannah Njoku
Community Organizer
Ascend Learning Inc
hnjoku@ascendlearning.org
(646) 525-2353

From: Hannah Njoku
Sent: Thursday, May 24, 2012 3:50 PM
To: Bethesda@juno.com
Subject: Attn: Support proposed Williamsburg Ascend Charter School.

Dear Ms. Parker,

My name is Hannah Njoku, community organizer at Ascend Learning. I am contacting you regarding our mission to open one of our Charter schools in Bushwick-Southeast Williamsburg area and to solicit support from Bethesda Day Care Center for this initiative.

Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and

character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently garnering support in form of letters from stakeholders in the community including parents, day care centers, community organizations and council members. I would appreciate a meeting with you to discuss our plans for the new school to be located in southeastern Williamsburg. We will also host an information event for the community in mid June and seek your representation at this meeting. In the interim, your thoughts and feedback regarding the proposed school would be most welcome. Please write me at [hnpjoku@ascendlearning.org](mailto:hnjoku@ascendlearning.org) or call me at (646) 525-2353.

I look forward to hearing from you.

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

hnpjoku@ascendlearning.org

(646) 525-2353

From: Hannah Njoku

Sent: Friday, June 01, 2012 9:03 AM

To: Janet Marcic

Subject: RE: Letter of support, Thank you

Good Morning Ms. Marcic,

Thank you for your letter of support. It is exactly what we need. I will keep you updated with our progress and bring your constituencies an invitation to our public meeting.

Thank you again very much for your support, we are very grateful.

Regards,

Regards,

Hannah Njoku

Community Organizer

Ascend Learning Inc

T: (646) 525-2353

hnpjoku@ascendlearning.org

From: janet.henriquez@gmail.com [janet.henriquez@gmail.com] On Behalf Of Janet Marcic
[jmarcic@mcifc.org]

Sent: Wednesday, May 30, 2012 1:43 PM

To: Hannah Njoku

Subject: Re: Letter of support

Is this acceptable?

---Janet

--

Janet Marcic
Executive Director
Maura Clarke-Ita Ford (MCIF) Center
75 Lewis Avenue
Brooklyn NY 11206
Phone: 718-452-0167
Fax: 718-452-5173
www.mcifc.org<<http://www.mcifc.org>>
Donate Now<https://secure.qgiv.com/cps_donors/?key=MRLA9MY2YR3SDXPNW9PF>

On Thu, May 24, 2012 at 2:12 PM, Hannah Njoku
<hnjoku@ascendlearning.org<<mailto:hnjoku@ascendlearning.org>>> wrote:
Dear Ms. Marcic,

My name is Hannah Njoku, community organizer at Ascend Learning. Thank you for speaking with me today regarding our intent to open a new charter school to serve Bushwick-Southeastern Williamsburg and providing me an opportunity to solicit feedback from Ita Ford Center for this initiative.

As I mentioned, Ascend Learning is a Brooklyn-based charter school management organization that currently runs two schools in Brownsville and one school in Bushwick. In July, we intend to submit an application to the SUNY Trustees to open a new school Williamsburg Ascend Charter School, next year. The mission of Williamsburg Ascend Charter School is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. I have attached a brief overview of our organization and some student performance statistics.

We are currently seeking support and feedback from community stakeholders, including parents, day care centers, community organizations and council members. I am excited to hear you will consider supporting our proposal and appreciate your offer to send us a letter of support. We will also host an information event for the community in mid-June to request feedback and seek representation from Ita Ford Center at this meeting.

Please note that, in your support letter, we welcome any feedback you have regarding the proposed school. I will contact you shortly to inquire if you need additional information or assistance with your letter. I can be reached by email at hnjoku@ascendlearning.org<<mailto:hnjoku@ascendlearning.org>> or cell at (646) 525-2353<<tel:%28646%29%20525-2353>>.

I look forward to hearing from you.

Regards,
Hannah Njoku
Community Organizer
Ascend Learning Inc
hnjoku@ascendlearning.org<<mailto:hnjoku@ascendlearning.org>>
(646) 525-2353<<tel:%28646%29%20525-2353>>

From: Hannah Njoku
Sent: Friday, June 01, 2012 2:58 PM
To: dsantana33@verizon.net
Subject: Thank you for Supporting proposed Williamsburg Ascend Charter School

Hello Ms. Santana,

Thank you again for all your support. This is my email, I want to make sure you have the most accurate address.

Looking forward to receiving your letter.

Hannah Njoku
Community Organizer
Ascend Charter School
T: 646-525-2353

From: dsantana331@verizon.net [dsantana331@verizon.net]
Sent: Friday, June 01, 2012 3:57 PM
To: Hannah Njoku
Subject: Community Partnership

Hola Ms. Hannah

I do hope you are well when you receive this letter. It was a pleasure meeting you and allowing me the opportunity to help put the word out there.

Charter schools are here and they are here to stay. I do hope the letter fits your need. I wish you all the best during your expansion. If you feel I could be of help in any other way please, do not hesitate to ask.

Damaris Santana
Family Assistant

Bushwick United Head Start
331 Central Ave
Brooklyn New York 11221
(718) 453-9040
dsantana331@verizon.net

Ms. Njoku,
You're welcome. I look forward to feedback on your proposal.
Best

Rick Gallwey
Director, Family Dynamics

SCO Family of Services
613-619 Throop Ave., Brooklyn, NY 11216
t: 718.919.1226 x26 vm: 347.229.8742 f: 718.919.2017
www.sco.org
Extraordinary reach. Unconditional care.

-----Hannah Njoku <hnjoku@ascendlearning.org> wrote: -----
To: "rgallwey@sco.org" <rgallwey@sco.org>
From: Hannah Njoku <hnjoku@ascendlearning.org>
Date: 06/11/2012 03:58PM
Subject: RE: Williamsburg Ascend Charter School Proposal

Good evening Mr. Gallwey,

Thank you very much for showing your support to our school; we are grateful for this.

I have added your letter to our proposal package and will keep you informed of our proposal's approval in due time.

Thank you again.

Hannah Njoku
T:646-525-2353
www.ascendlearning.org

From: rgallwey@sco.org [rgallwey@sco.org]
Sent: Monday, June 11, 2012 12:27 PM
To: Hannah Njoku
Subject: Fw: Williamsburg Ascend Charter School Proposal

Good Afternoon Ms. Njoku,

Please see the attached email and document as previously requested and discussed. Thank you.

Rick Gallwey
Director, Family Dynamics

SCO Family of Services
613-619 Throop Ave., Brooklyn, NY 11216
t: 718.919.1226 x26 vm: 347.229.8742 f: 718.919.2017
www.sco.org

Extraordinary reach. Unconditional care.

----- Forwarded by Richard Gallwey/SCO on 06/11/2012 12:24 PM -----

From: Jazmin Jimenez/SCO
To: Richard Gallwey/SCO@SCO
Date: 06/11/2012 12:16 PM
Subject: Williamsburg Ascend Charter School Proposal

Please see attachment.

Jazmin Jimenez | Administrative Assistant

SCO Family of Services

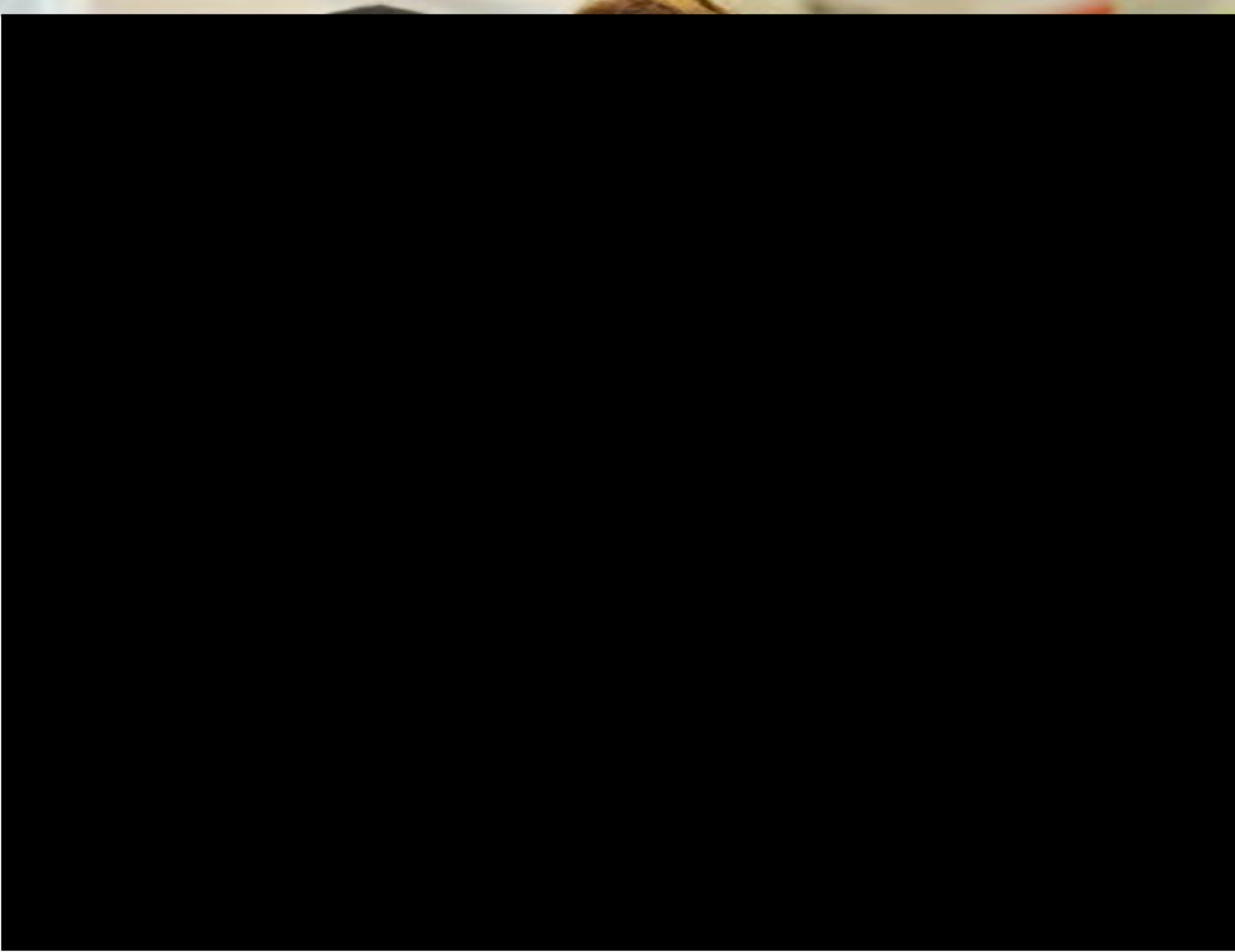
613-619 Throop Avenue, Brooklyn, NY 11216

Office: 718.919.1226 ext: 30 | Fax: 718.919.2017

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

(See attached file: Williamsburg Ascend Charter School Proposal.pdf)

Exhibit B



Williamsburg Ascend Charter School

In July '12, Ascend Learning intends to submit an application to the SUNY Trustees to establish Williamsburg Ascend Charter School in Brooklyn, NY.

- * **Intended Location.** Southeastern Williamsburg
- * **Target Student Population.** Children residing in southeastern Williamsburg and northwestern Bushwick.
- * **Proposed Grades and Enrollment.** K-1, 208 students in Year 1; K-12, 1,091 students at maturity.
- * **Mission.** The mission of our schools is to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Our 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 schools; and graduate as confident young adults, prepared to succeed as college students, citizens, and leaders in their chosen fields.

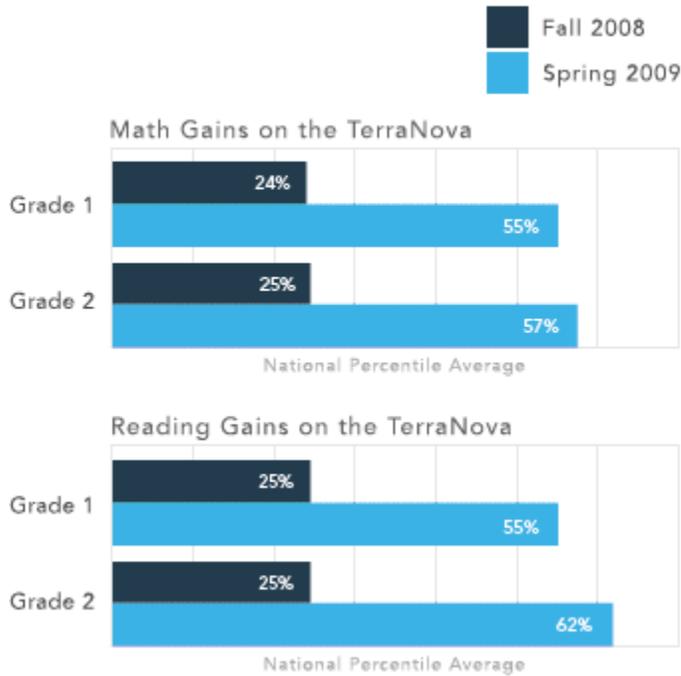
We invite parents and community leaders to submit comments to:

wacs@ascendlearning.org

Response 3(g)-27

Ascend Learning – Early Results

Brooklyn Ascend First-Year Gains



Scholars at Ascend’s other schools have made achievement gains at least as impressive. At the newest school in the network, Bushwick Ascend, which opened in September 2010, students climbed from the 22nd percentile in reading to the 52nd percentile in just eight months.

The student population at each Ascend school is almost entirely black and Hispanic, with the vast majority of students qualifying for free or reduced-priced lunch (77 percent at Brooklyn Ascend, 93 percent at Brownsville Ascend, and 87 percent at Bushwick Ascend).

New York State Tests

This year, our oldest students, now in the fifth grade at Brooklyn Ascend, are on pace to post among the highest scores in both subjects of all charter schools in Brooklyn, including some of the strongest programs in the city.

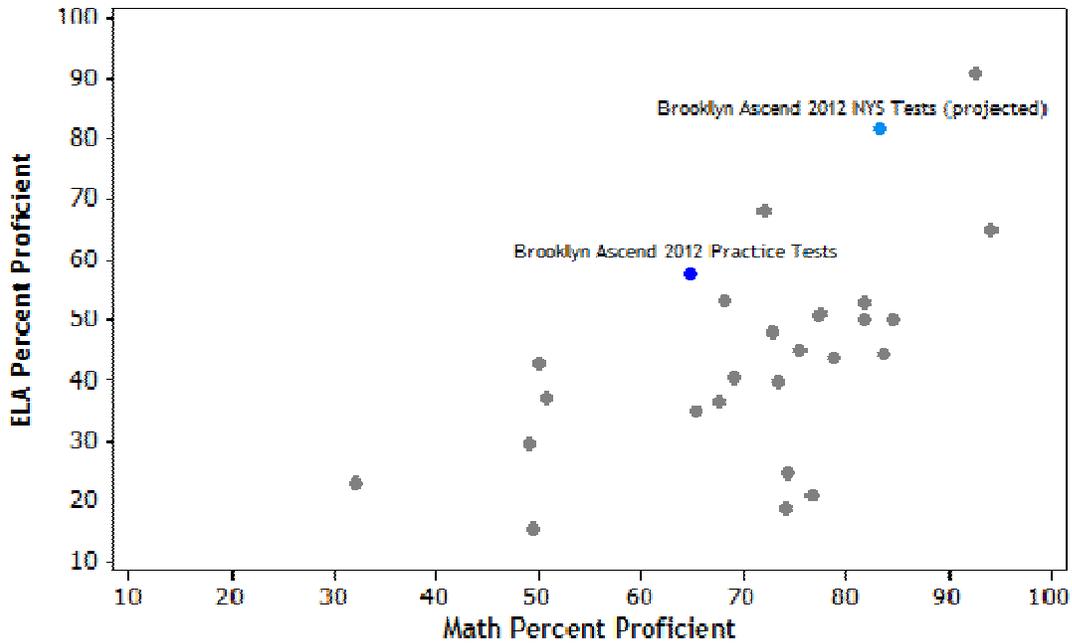
The diagram below shows the grade 5 scores of all the charter schools in Brooklyn on the 2011 state tests; the blue points represent Brooklyn Ascend Middle School’s practice test performance and its predicted performance this year. The vertical axis in the diagram is the percentage of students who score a Level 3 (proficient) or 4 (advanced) in English Language Arts; proficiency in math is plotted along the horizontal axis. If Brooklyn Ascend’s fifth-

grades perform as predicted, t
district in which the school is lo

ar
ave d e

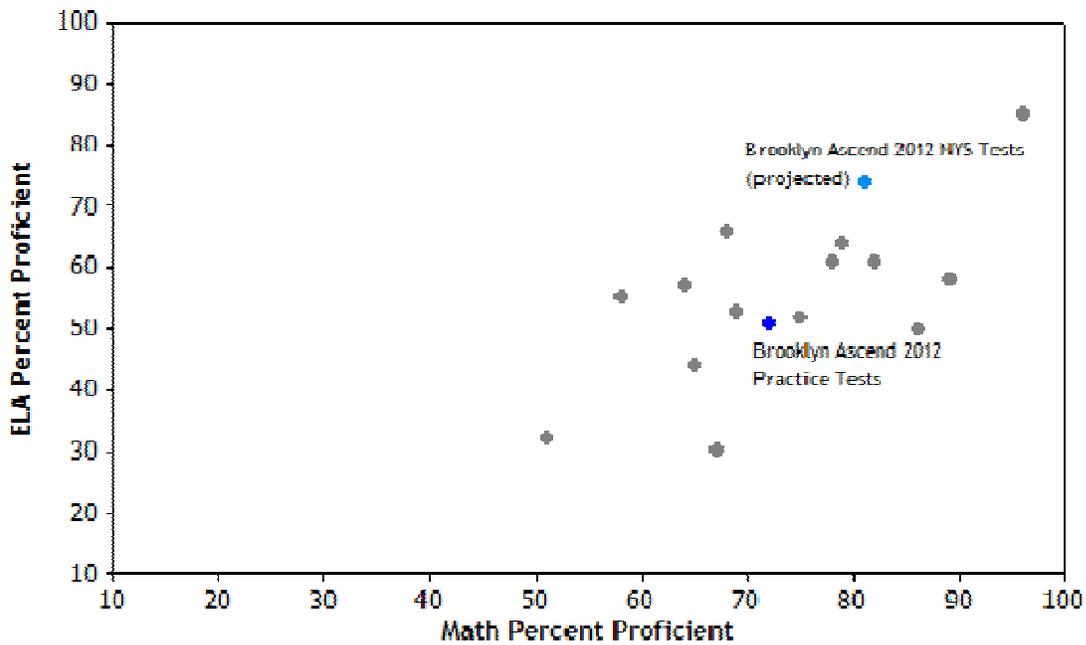
unity school
le average.

New York State Test: Grade 5 Performance in Brooklyn Charter Schools

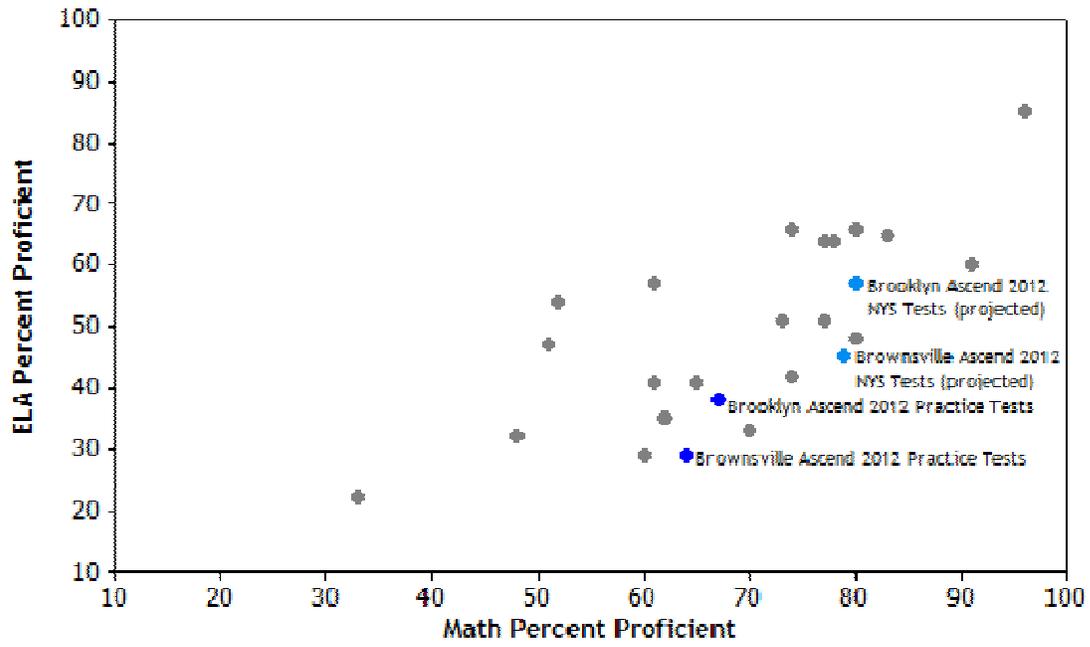


The
ol r ow
formance of grades 4 and 3, as Ascend's you ger scholars
make their achievement climb.

New York State Tests: Grade 4 Performance in Brooklyn Charter Schools



New York State Test: Grade 3 Performance in Brooklyn Charter Schools



Ascend Learning – Facts and Early Results

Overview of the Proposed Education Program

The mission of Williamsburg 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.

The SABIS educational system encompasses 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.

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.

Reading Gains

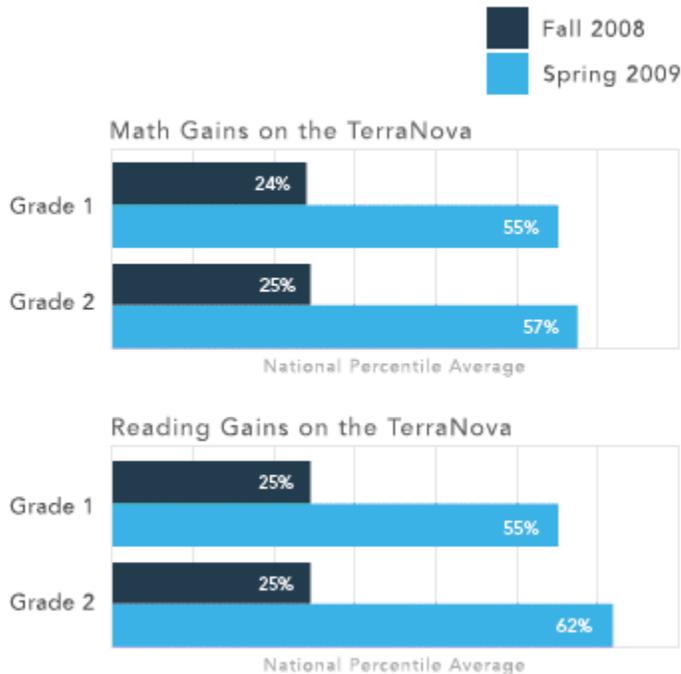
Early results from the first three Ascend schools evidence the power of the Ascend model. Consistently from year to year and across all schools, Ascend scholars are performing at or above grade level on average, despite their socioeconomic disadvantage. Our scholars’ strong reading performance is especially notable given the correlation between reading mastery in the early elementary grades and long-term academic achievement.

At each school, students arrived performing below 70 to 80 percent of their peers nationally—between the 20th and 30th percentile on the TerraNova, a respected, nationally normed reading test. By spring of their first year with Ascend, they surpassed the national average.

During the first year of operation at Brooklyn Ascend Charter School, every grade made gains of at least 30 percentile points in both reading and math. Second-graders arrived reading at the 24th percentile in the fall, and advanced to the 62nd percentile by the spring. In math, they jumped from the 24th percentile to the 55th percentile. Today, as fifth-graders, these students are reading *The Tempest* and excerpts from *The Odyssey* and Frederick Douglass’s autobiography (among other works) in a humanities course as challenging as offerings at the nation’s top private schools. They are on pace to post this spring among the highest scores of Brooklyn charter

schools on the state test of English Language Arts—nearly as high as students in Scarsdale, New York, where family income is on average *ten times* that of the Ascend community (see below).

Brooklyn Ascend First-Year Gains



Scholars at Ascend’s other schools have made achievement gains at least as impressive. At the newest school in the network, Bushwick Ascend, which opened in September 2010, students climbed from the 22nd percentile in reading to the 52nd percentile in just eight months.

The student population at each Ascend school is almost entirely black and Hispanic, with the vast majority of students qualifying for free or reduced-priced lunch (77 percent at Brooklyn Ascend, 93 percent at Brownsville Ascend, and 87 percent at Bushwick Ascend).

New York State Tests

Students’ performance climbs with each year that they remain in the Ascend program. Beginning in grade 3, the state tests all students in English Language Arts and math. Ascend administers a practice exam to familiarize students with the rigors of the exam and to gauge the efficacy of our program.

This year, our oldest students, now in the fifth grade at Brooklyn Ascend, are on pace to post among the highest scores in both subjects of all charter schools in Brooklyn, including some of the strongest programs in the city.

Parent Satisfaction

Annual independent surveys commissioned by the New York City Department of Education have found exceptionally high levels of parent satisfaction across Ascend’s three schools. In

2011, at least 97 percent of respondents at each school indicated they “strongly agreed” or “agreed” that:

- My child is learning what he or she needs to know to succeed in later grades or after graduating from high school
- The school has high expectations for my child
- I feel welcome in my child’s school
- My child is safe at school

Likewise, at least 97 percent of respondents at each school reported that they were “very satisfied” or “satisfied” with:

- The quality of their children’s teachers
- The level of assistance their children receive when they need extra help with classwork or homework
- The opportunities to be involved in their children’s education

Wait Lists

Burgeoning wait lists for admission also testify to the strength of the Ascend design. More than 6,200 children are on Ascend’s wait lists, and the number increases daily.

Exhibit C

[News](#)

2012

[May](#)[March](#)[January](#)

2011

[December](#)[November](#)[September](#)[August](#)[July](#)[May](#)

2010

[July](#)[February](#)

2009

[November](#)[September](#)[July](#)[June](#)[May](#)[April](#)[January](#)

2008

[December](#)[October](#)[September](#)[August](#)[May](#)[April](#)[March](#)[January](#)

2007

[November](#)[October](#)

Ascend Announces Intent to Establish Williamsburg Ascend Charter School and Solicits Community Feedback

23 May 2012

[Tweet](#) 1

Like

Sign Up to see what your friends like.

In July 2012, Ascend Learning intends to submit an application to the SUNY Board of Trustees to establish Williamsburg Ascend Charter School in the southeastern Williamsburg neighborhood of Brooklyn, New York. As conceived, the new school would serve 208 students in kindergarten and grade one during its first year, and grow by a grade each year thereafter to serve at maturity 1,091 students in kindergarten through grade 12.

Like all schools in the Ascend Learning network, the mission of Williamsburg Ascend Charter School would be to equip every student with the knowledge, confidence, and character to succeed in college and beyond. Students would, 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.

The Ascend Learning college-preparatory school design marries the SABIS educational system with the "No Excuses" school culture to fuel K-12 charter schools that 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. The SABIS educational system encompasses a tightly interlocking array of intellectual property, including books, weekly electronic assessments, pedagogical protocols, and advanced software. 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.

For detailed information about Ascend's school design [click here](#).

For detailed information about Ascend's early academic results [click here](#).

For detailed information about Ascend's current schools [click here](#).

"We actively invite parents and community leaders to submit comments regarding our intent to establish Williamsburg Ascend," said Steven F. Wilson, president of Ascend Learning. To submit comments, interested parties should email wacscomments@ascendlearning.org.

Exhibit D



COMMUNITY CALENDAR

NY1 News displays community events on the air at :25 and :55 minutes past each hour, and also lists them below.

SUBMIT AN EVENT

By default, events are displayed for the current week. You can click on a particular date in the calendar to view events for that day, or see events for an entire week by clicking the numbered box to the left of that week. Clicking on a date again will unselect it so events on that day will no longer be displayed in the listings.

To search for individual events, first select a date or dates then type a few letters into the search box to filter the listings. If there is no match, then all listings for those dates will appear.

TOP STORIES

NY1 MINUTE

WEATHER

- 7 Day Forecast
- Zoom Radar
- Forecast Video

TRAFFIC

PIC OF THE DAY

NEWS BEATS

- Politics
- NY1 Political ItCH
- Inside City Hall
- Decision 2012
- State of Politics Blog
- Transit
- Education
- Criminal Justice
- Business

THE CALL

- The Call Blog

NY1 LIVING

- Arts
- Cooking At Home
- Entertainment
- Health
- Let's Eat
- Money Matters
- Movie Reviews
- On Stage
- Parenting
- Real Estate
- Technology
- The App Wrap
- Theater Reviews
- Travel

<< Back to Listing Print Email

Event Information

ASCEND LEARNING CHARTER SCHOOL PUBLIC MEETING

Show Website

Description: Please join us to learn about our plans to open Williamsburg Ascend Charter School. A free college preparatory, public charter school to be located in a private building in southeastern Williamsburg. This School will serve parents and children in Southeastern Williamsburg and Northwestern Bushwick. We invite you to attend this meeting to learn more about our school and provide us with feedback to better serve your community.

Cost: 0

Dates:

- 6/20/2012 from 05:00 PM to 06:00 PM

Venue Information

UNITED METHODIST CHURCH

Exhibit E



Charter School Public Meeting Announcement

Please join us to learn about our plans to open the

Williamsburg Ascend Charter School.

A **free** college-preparatory, public charter school to be located in a private building in southeastern Williamsburg. This new school will serve parents and children in southeastern Williamsburg and northwestern Bushwick. We invite you to attend this meeting to learn more about our school and provide us with feedback to better serve your community.

Public Meeting Details:

DATE: Wednesday, June 20TH

TIME: 5:00 PM – 6:00 PM

VENUE: United Methodist Church

484 Knickerbocker Avenue (Between Menahan & Bleecker)
Brooklyn, NY 11237

You can also send us your comments on our proposed school at **wacscomments@ascendlearning.org**.

For more information on the public meeting, please contact:

Hannah Njoku, Community Organizer

Email: hnjoku@ascendlearning.org

Tel: (646) 525-2353



Charter School Anuncio de Reunión Pública

Favor de reunirse con nosotros para aprender acerca nuestros planes de abrir

Williamsburg Ascend Charter School.

Una escuela **gratis** que ofrecerá preparación universitaria y será situada en la comunidad sureste de Williamsburg. Esta nueva escuela servirá estudiantes en el sureste de Williamsburg y noroeste de Bushwick. Los invitamos a asistir esta reunión para aprender acerca nuestra escuela y para darles una oportunidad para hacer comentarios.

Detalles:

FECHA: Miércoles, 20 de Junio

TIEMPO: 5:00 PM – 6:00 PM

LUGAR: United Methodist Church

484 Knickerbocker Avenue (Entre Menahan y Bleecker)
Brooklyn, NY 11237

Favor de hacer comentarios acerca nuestra escuela a
wacscomments@ascendlearning.org.

Para más información acerca la reunión pública, favor de comunicarse con:

Hannah Njoku, Community Organizer

Email: hnjoku@ascendlearning.org

Tel: (646) 525-2353

Exhibit F

7th Annual Community Parade

BUSHWICK STOMPS OUT BULLYING

JOIN OUR MARCH AGAINST BULLYING

Date: Thursday, June 7, 2012

Location: Heckscher Playground
(Linden St. bet. Central Ave. & Wilson Ave.)
FORMATION: 10AM **MARCH:** 11AM
Community Barbeque afterwards-- Host Location
NEW JERUSALAM UNITED METHODIST CHURCH
484 KNICKERBOCKER AVE. (bet. Menahan /Bleecker Streets)

All Are Welcome!!
Schools, Churches, CBO, Day Care, Agencies, Organizations, etc.

|| ANYONE INTERESTED IN THIS MAGNIFICENT EVENT, PLEASE LET US KNOW BY COMPLETING THE INFORMATION FORM BELOW. PLEASE RETURN IT AS SOON AS POSSIBLE.

|| NAME _____ Title _____

|| ORGANIZATION/GROUP _____ # of Participants _____

|| MAILING ADDRESS _____

|| TELEPHONE: _____ FAX: _____ Email: _____

To Register or for further information Contact:
Community Board 4
315 Wyckoff Ave. 2nd Floor
Brooklyn, NY 11237
Tel: 718-628-8400 Fax: 718-628-8619
Email: Bk04@cb.nyc.gov
Website: www.nyc.gov/brooklyncb4
Chairperson: Julie Dent | Committee Chair: Elvena Davis

Exhibit G

Welcome Bienvenidos

Community Information Session
June 20, 2012

Charter Schools

- Public (free) school
- Open to all
- Accountable for results
- Not managed by NYC Department of Education

- Escuela publica (gratis)
- Todos pueden aplicar
- Queda abierta, si logra resultados positivos
- No operada por el Departamento de Educación de NYC

Our Schools / Nuestras Escuelas

Brooklyn Ascend Charter School

205 Rockaway Parkway, Brooklyn, NY 11212

Preference to students residing in CSD 18.

Kindergarten through 6th grade

Brownsville Ascend Charter School

123 East 98th Street

Moving to former Loews Pitkin Theatre

Preference to students residing in CSD 23.

Kindergarten through 4th grade

Bushwick Ascend Charter School

751 Knickerbocker Avenue, Brooklyn, NY 11221

Preference to students residing in CSD 32.

Kindergarten through 3rd grade

Canarsie Ascend Charter School

Location TBA

Preference to students residing in CSD 18.

Kindergarten & 1st Grade

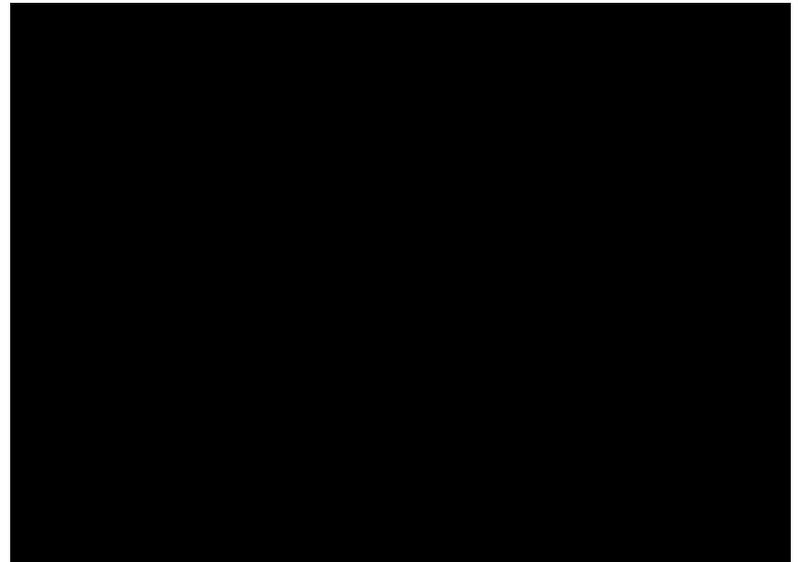
Our Mission / Nuestra Misión

Our mission is to equip students with the knowledge, confidence, and character to succeed in college and beyond. Our students will, from the earliest grades, steadily build a strong foundation of learning habits, critical thinking skills, and knowledge; excel academically in middle and high school; and graduate as confident young adults, prepared to succeed as college students, as citizens, and as leaders in their chosen fields.

La misión es proveer a sus estudiantes el conocimiento, la confianza y el carácter para progresar en la universidad y mucho más. Nuestros estudiantes, desde muy temprano establecerán excelentes prácticas de aprendizaje, formas de pensar críticamente, y conocimiento; se destacarán académicamente en la primaria y la secundaria, demostrando destreza en las matemáticas y en las ciencias de altos niveles; y se graduarán jóvenes seguros de sí mismos, preparados para poder progresar como estudiantes universitarios, ciudadanos, y líderes en sus campos de trabajo.

To accomplish our mission, we use:

1. A structured, standards-based curriculum
2. High Expectations
3. Excellent Teachers
4. A "No Excuses" Culture
5. Partnerships with Parents



Para realizar nuestra misión usamos:

1. Un currículo estructurado
2. Expectativas altas
3. Maestros excelentes
4. Cultura de "no excusas"
5. Relación con padres

Structured, Standards Based Curriculum

Our schools license the college preparatory SABIS® curriculum. SABIS® includes:

- Mastery-based direct instruction
 - English: Phonics, spelling, reading, writing
 - Math: Mastery-based direct instruction
 - World Language: Spanish
 - Hands-on Science program
 - Social Studies

Un currículo estructurado

- Inglés: fonética, lectura, escritura, caligrafía, y gramática
- Matemáticas, estudios sociales, español, ciencias

Structured, Standards Based Curriculum

- Frequent Assessments to measure growth
 - TerraNova
 - SABIS® Periodic Testing in grades 1 and up
 - SABIS® AMS Testing weekly in grades 3 and up in both English and Math
 - Mock state exams

- Exámenes frecuentes para medir el progreso académico
 - Exámenes semanales empezando en 3er grado en inglés y matemáticas
 - Práctica para el examen del estado

High Expectations Lead to COLLEGE.

To build our strong school culture that supports our core values we will...

- model and teach expected behaviors.
- reinforce positive academic and social behaviors.
- re-teach and practice when scholars make mistakes.
- ensure high behavioral and academic expectations in every classroom.
- communicate with parents and families frequently to achieve our common goal: college.

Expectativas altas que guían hacia la universidad

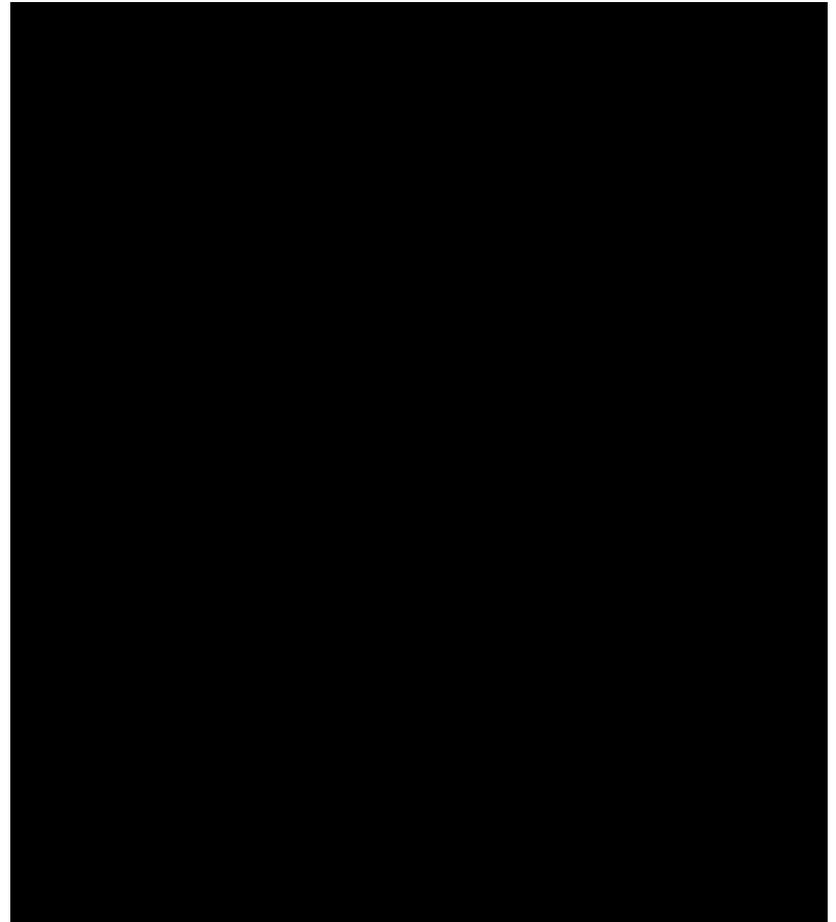
- Modelamos y enseñamos comportamientos sociales
- Reforzamos comportamiento positivo
- Enseñamos de nuevo cuando estudiantes cometen errores
- Aseguramos expectativas altas con respecto a el comportamiento y la académica
- Nos comunicamos con padres con frecuencia para realizar la misión: la universidad

Excellent Teachers

- Ascend teachers develop engaging academic lessons that challenge scholars to get them to college.
- All teachers spend three weeks each summer receiving professional development to prepare them for the upcoming year.
- Throughout the year, teachers attend differentiated professional development to help improve their practice.

Maestros Excelentes

- Maestros de Ascend crean lecciones que empujan estudiantes académicamente
- Maestros pasan tres semanas en el verano para desarrollar sus habilidades y conocimiento



No Excuses Culture

- Ascend Learning schools reject excuses for under-achievement and poor behavior, because to make excuses is to lower expectations of what students can achieve.
- We build classroom environments where learning is the focus by explicitly teaching classroom procedures and insist on 100% adherence to these practices.

Cultura de “no excusas”

- En nuestra escuela rechazamos excusas con respecto a comportamiento y notas malos porque excusas bajan expectativas
- A través de reglas estrictas en la clase, creamos ambientes en donde el aprendizaje es lo mas importante

Humanities Program

- Development of critical reading, writing, arts appreciation, and public speaking skills
- Development of individual voice and reading sensibility
- Cross-cultural selection of classic literature
 - Shakespeare and Langston Hughes
- Open discussion of literature

El programa de las humanidades

- Desarrollo de el leer analíticamente, la escritura, el reconocimiento de los artes, y la exposición publica
- Desarrollo de la voz individual
- Literatura transcultural: Shakespeare, Langostón Hughes
- Discusión abierta de literatura

Partnerships with Parents

- Snapshots are sent home to update families regarding homework, attendance and behavior.
- Report card nights every academic term.
- Periodic assessments and academic reports sent home.
- Open communication with teachers and Deans of Instruction.
- We will always be honest about your child's academic progress.

La relación con los padres

- Exámenes frecuentes y reportes a la casa
- Comunicación abierta con maestros y la administración
- Honestidad acerca el progreso académico de su hijo/hija

Important School Info/Información Importante

- Our school day begins at 8:00 am and ends at 4:30 pm, Monday through Thursday. Students dismiss at 2:00 pm every Friday.
- Students have homework every night.
- All students are required to wear uniforms.
- Our schools participate in the federal free and reduced lunch program.
- Yellow bus service is provided to eligible students.
- Clases empiezan a las 8 am y terminan a las 4:30 pm (lunes a jueves); terminan a las 2 pm cada viernes
- Hay tarea cada noche.
- Todos los estudiantes tienen que vestirse uniformes.
- Nuestras escuelas participan in el programa federal que provee almuerzo gratis o a precio reducido
- Servicio de autobús se provee a estudiantes elegibles

Kindergarten 2013-2014

- Your child must turn 5 on or before December 31st, 2013, in order to be eligible for Kindergarten.
- The last day to submit a form in order to be eligible for the lottery is April 1st, 2013 at 5:00 pm.
- Su hijo/a tiene que cumplir 5 años en o antes del 31 de diciembre 2013 para ser elegible para kindergarten.
- El ultimo día para entregar el formulario de inscripción a la lotería es el 1 de abril 2013.

Thank You / Gracias

The New Jerusalem United Methodist Church

Rev. Solorzano

Feedback / Comentarios

- Please provide us with feedback using the comment cards or via email at:
- Favor de dejar comentarios a través de una de nuestra cartas o email a:

wacscomments@ascendlearning.org

Exhibit H



Williamsburg Ascend Charter School

Please share with us your feedback about the proposed school.

Comments

About you (optional)

Your name: _____

Grade(s) of your child(ren): _____

Your phone number: _____

Your email address: _____



Williamsburg Ascend Charter School

Please share with us your feedback about the proposed school.

Comments

About you (optional)

Your name: _____

Grade(s) of your child(ren): _____

Your phone number: _____

Your email address: _____

4. School Enrollment

(a) Enrollment Plan and Rationale

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 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018
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

Provide the rationale for the enrollment plan, including 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 will open with just kindergarten and first grade. To qualify for admission to kindergarten, children will have to be five years of age on or before December 31 of their kindergarten year. 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 (described in Response 05). Each year, the school will add a grade as students are promoted. At maturity, the school will span K-12. The lower school will be composed of grades 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, Williamsburg 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 2010-2011 Community School District 14 enrolled 1,233 kindergarten students and an average of 1,340 students in each of grades 1 through 5. In other words, for every 100 kindergartners in CSD 14, there was an average of 108 students in each of the grades 1 through 5—an alignment variance of 4 students when compared to the proposed enrollment plan at Williamsburg 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 inconsistent 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 high dropout rates.

The founders believe that if the school pays attention to instructional gaps forming in the earliest grades, then all the students in the class would be ready to learn any 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 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 Response 05)

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 5.

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 uses the same programs as planned for Williamsburg 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 Response 08), 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.

In the event of student attrition, Williamsburg 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 the neighboring Community School District 32. This demand is evidenced by the waiting list at Ascend Learning's third school, Bushwick Ascend Charter School, which is also located in CSD 32 and currently serves students from kindergarten through the third grade. As of May 2, 2012, there were 837 students on its waiting list. Community School District 14 currently has four charter schools; the target communities of southeastern Williamsburg and northwestern Bushwick have one.

The school will place older students from the waiting list in grades determined by their results on Sabis diagnostic tests on admission. As described above, this practice will ensure that every student is positioned to succeed academically from the outset. The school's success in acculturating older students who are new to Williamsburg Ascend will rest heavily on the strength of the No Excuses culture and the sense of community developed from the school's opening. Effective culture-building will be a key focus of the school's pre-service training and professional development sessions throughout the year. From the outset, school leaders, faculty, and staff members will be armed with the proven techniques identified by Doug Lemov. By starting small, the school will more easily unite all faculty around a common understanding of what it means to be a No Excuses school in the Ascend model, and how this shared vision can be achieved.

As at the other schools in the Ascend network, the process of acculturation will include the following features:

- *Introduction and welcome.* The school's Morning Meeting offers an excellent forum for introducing new students to the school community. During this time, a school leader or the classroom teacher may lead the students in a cheer to welcome the newcomer, and invite the student to share his or her background and interests. In this way, the school will communicate interest, excitement, and warmth, while demonstrating the cohesiveness of the community. The student council, which will be organized through the Student Life Organization in the higher grades, will also meet with new students to provide a student-based orientation and welcome.
- *Buddy system.* The new student's teacher will pair him or her with an exemplary scholar who will serve as a friendly companion and guide to aid in the student's adjustment.
- *Modeling.* In the Ascend model, older students are accustomed to modeling appropriate behavior and scholarship. Through the Student Life Organization, they tutor younger students, read to them, and discuss the challenges and opportunities awaiting Ascend scholars

in the older grades. Likewise, teachers will use models to help acculturate older students new to Williamsburg Ascend, especially in the first days, calling on experienced scholars to demonstrate school practices and procedures.

- *Structure.* The founders firmly believe that older students thrive best in a structured environment, and Williamsburg Ascend will offer just that. From the outset, new students will find well established routines. The adults in the school community will clearly communicate high expectations for academic performance and conduct, rewarding students and meting out consequences with utmost predictability.
- *Team-building.* During Morning Meeting, in the classroom, and through the Student Life Organization, the school will work continually to build a strong sense of community that engages and inspires new students while keeping longtime Ascend scholars energized and focused. There will be no outliers at Williamsburg Ascend, for regardless of the challenges facing students outside the school's walls or their experience at previous schools, at this school they will be treated as part of a family. Each new student's arrival will be cast as an opportunity to leverage that individual's strengths and passions to strengthen the team and move everyone further along the path to college and successful adulthood.
- *Explicit instruction.* The founders believe many older students become disaffected with school because it seems irrelevant to their lives and aspirations. At Williamsburg Ascend, teachers will not only set clear expectations but explain to students why their expectations are relevant and how meeting them will further their ambitions. The importance of college will be a constant refrain as faculty and staff make explicit links between students' current activities and their ultimate objectives.
- *Overwhelming positivity.* In developing a strong culture of achievement at Williamsburg Ascend, faculty and staff will avoid punitive measures and focus instead on the positive. To underscore the importance of diligence and perseverance, they will celebrate improvement and exceptional effort as well as the achievement of goals. Shortcomings and mistakes will not go unnoticed, but teachers will use them as learning opportunities. The founders believe that such positivity will greatly aid in the acculturation of older students, making it virtually impossible for them to resist the community's persistent embrace.

The power of the Ascend culture to engage newcomers is already evident at the three schools Ascend currently manages. Indeed, Bushwick Ascend Charter School, the newest school in the network, experienced a remarkably successful launch year, largely because school leaders focused on culture-building and applied the best practices identified through Ascend's early experience. Establishing the culture strongly in the first months of a new school, as achieved at Bushwick Ascend, is critical to acculturating new students for it offers incoming scholars defined expectations and a clear sense of unity. A weaker or fragmented culture would send mixed messages to incoming students and increase the risk that they would not meet the school's expectations for conduct and academic engagement.

An independent survey commissioned by the New York City Department of Education has found consistently high levels of parent satisfaction across Ascend's three schools, which evidences Ascend's success in culture-building. Survey results released at the close of the 2010-2011

school year revealed that at least 97 percent of respondents at each school “strongly agreed” or “agreed” that the school has high expectations for their children, their children are learning what they need to know to succeed in later grades or after graduating from high school, and that they feel welcome in their children’s school. Likewise, at least 97 percent of respondents at each school reported that they were “very satisfied” or “satisfied” with the opportunities to be involved in their children’s education. The schools also earned high marks for safety, communication, and responsiveness.

Perhaps the most compelling indicator of the schools’ strong culture is their high retention rates, for families disaffected or otherwise dissatisfied could choose alternative schooling options. At Brooklyn Ascend and Brownsville Ascend, 98 percent of students enrolled in the 2010-2011 school year returned in September. Long waiting lists at the schools indicate that the culture that will be replicated at Williamsburg Ascend not only keeps students engaged but attracts newcomers as well.

The success of the Sabis program in Springfield, Massachusetts, is compelling as it underscores the model’s effectiveness over the long term with a substantially larger and similarly diverse student population, including some students who arrived in the upper grades to backfill seats. 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 eleven years. In 2011, 90 percent of tenth-graders passed the English and math portion of the MCAS (considered among the most rigorous state tests in the nation). Compared to the Sabis school, the percentage of Springfield district tenth-graders found proficient on the exam was 30 percentage points lower in English and 49 percentage points lower in math. Still more impressive is that the Sabis school’s low-income and minority tenth-graders approached very high proficiency in reading and math, beating district and statewide averages and closing the achievement gap.

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 operated by the New York City Department of Education typically serve grades 6-8 in middle school, rather than the 5-8 configuration planned for Williamsburg Ascend Charter School. The founders believe, however, that fourth-graders prepared in the Williamsburg 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.

(b) 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 the applicant is requesting a waiver from the requirement that all employees must be deemed members of

separate negotiating units of the existing collective bargaining organizations in the school district where the charter school would be located.

N/A

5. Key Design Elements

Provide a clear and concise overview of the proposed charter school’s key design elements, i.e., those aspects of the school critical to its success. Provide any research, evidence of effectiveness or examples of existing programs that support the claims within the presentation of these elements.

If a proposal includes a component of online learning or blended learning as part of its design, the proposal must include an opinion letter, from an attorney duly licensed to practice law in the State of New York, that provides a legal justification of the permissibility and legality of the specific educational program being proposed. The legal opinion letter should concentrate, at a minimum, on the proposed educational program’s compliance with 8 NYCRR § 100.5(d)(10) (adopted July 13, 2011 and available at page 7 of <http://www.dos.state.ny.us/info/register/2011/jul13/pdfs/rules.pdf>), as well as the following statutes, to the extent applicable: Education Law §§ 101, 207, 208, 209, 305(1), 308, 309 and 3204(3). The legal opinion letter, if applicable, should be included in Response 26(b) – Supplemental Support Documents.

Overview

The college-preparatory design of Williamsburg 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 (AP) 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, take responsibility for their own learning, and prize academic excellence.

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 standard No Excuses school is driven by a radically distinct school culture, 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 Williamsburg 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.

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 eleven years. In 2011, 90 percent of tenth-graders passed the English and math portion of the MCAS (considered among the most rigorous state tests in the nation). Compared to the Sabis school, the percentage of Springfield district tenth-graders found proficient on the exam was 30 percentage points lower in English and 49 percentage points lower in math. Still more impressive is that the Sabis school's low-income and minority tenth-graders achieved very high proficiency in reading and math, beating district and statewide averages and closing the achievement gap. 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. In 2008, 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.

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 Response 06, 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.ⁱ

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 21 affiliated schools in New York and New Jersey. In 2011, on average across the network’s eleven New York schools tested by the state, 52 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 New York City District’s average of 44.ⁱⁱ In math, 85 percent of students achieved at this level, compared with 73 percent of white students statewide. Achievement First, which manages 20 schools in New York and Connecticut, has posted similar results at its New York schools: 70 percent of fourth-graders scored proficient or advanced in ELA and math, compared with 62 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).

KIPP has reported that 45 percent of the faculty members in Washington, D.C. 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.ⁱⁱⁱ

While these figures may represent an extreme, the Report on Interim Findings of The National Study of Charter School Management Organization (CMO) Effectiveness, published 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.

The use of student prefects, a key feature of the Sabis educational system, is one such tool. While it is impossible to gauge precisely the extent to which any one aspect of the system has contributed to Sabis’s effectiveness, teachers and school leaders at the first schools in the Ascend network credit the prefect model for supporting their scholars’ achievement gains, extending the teacher’s “reach,” and contributing to a cooperative learning environment.

Teachers designate as academic prefects scholars who have demonstrated that they rarely need additional help after the teacher’s initial teaching of a concept. Teachers also take into account students’ ability to interact positively and communicate effectively with their peers. Prefects play a critical role in the Teach-Practice-Check method of the Sabis system by guiding students in their practice of new skills and helping teachers quickly assess each student’s mastery of points just taught. Prefects typically work in pods of four, with one academic prefect and one group prefect assisting two additional scholars. Academic prefects focus on scholars’ academic skills,

helping with checking and re-teaching, while group prefects help keep their peers' focused on the task at hand, reminding them of the direction of the teacher or helping to find relevant pages in books.

After teaching a skill, the teacher checks the work of the academic prefects (approximately six students in the class); then each academic prefect checks the work of the three other students in his or her pod. The prefects report to the teacher the mastery rates of their pods. Explains Kelly O. Bowers, co-director of Brownsville Ascend Charter School: "A teacher can rarely check the work of 24 students effectively and quickly, but this crucial task can be accomplished through the help of prefects. Rather than walking around the class trying to see who has grasped the concept, teachers get reliable information on every scholar. We often use hand signals to expedite the mastery check process, or teachers may simply ask prefects, for example, 'Who was struggling?' or 'What did your group struggle with?'"

To further the teaching and learning in the classroom, academic prefects often assist students who are not mastering a concept. In this way, they extend the teacher's reach and make large class sizes manageable. With prefects, up to seven students in the classroom receive one-on-one instructional assistance while other students work independently. Prefects are trained in how to re-teach concepts and skills rather than simply give answers, which is helpful in deepening their own understanding as well as assisting their peers. Bowers comments on this dual benefit of the prefect model: "It has been said that you've never learned something better than when you've taught it yourself. Prefects deepen their own understanding of a teaching point because they must thoroughly examine the concept when teaching to another scholar. The analysis required to break down a concept or skill in order to teach it step by step or point by point is enormously beneficial for the prefect."

In terms of culture-building, prefects play a very important role. They model students helping students and instill the notion among their peers that letting other students fall behind or fail is not acceptable at the school. This cooperative culture becomes especially striking in the high school years, when disaffection with schooling is the greatest threat in conventional urban schooling. Teachers and scholars at schools in the Ascend network have also commented on the effectiveness of peer-to-peer communication (noting that young people are often more receptive to help from their peers) and the positive impact of the prefect model on the general culture of achievement at their schools. Because designation as a prefect is widely regarded as an honor, students strive to do their best.

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, reciprocally, 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 Williamsburg 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 Williamsburg 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, Williamsburg 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. Williamsburg 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 Ascend schools evidence the power of the Ascend model. Consistently from year to year and across all schools, Ascend scholars are performing at or above grade level on average, despite their socioeconomic disadvantage.

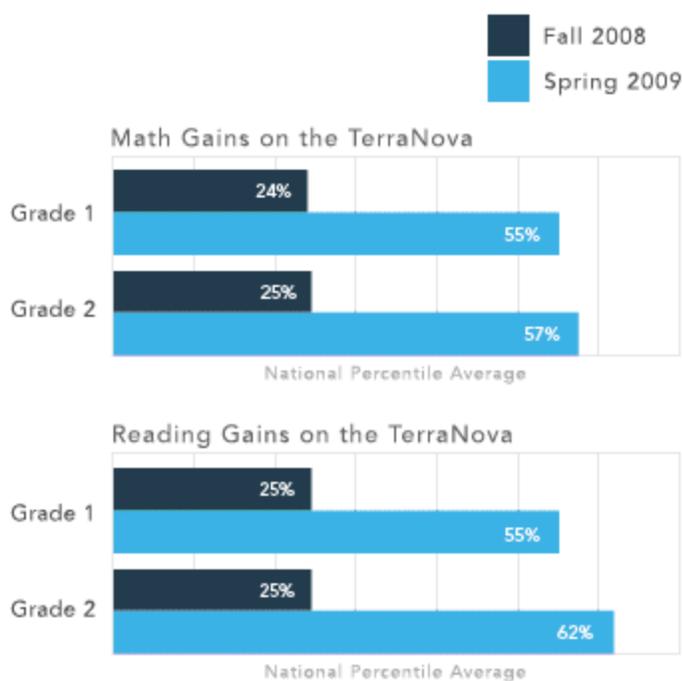
Reading Gains

Ascend school scholars’ strong reading performance is especially notable given the correlation between reading mastery in the early elementary grades and long-term academic achievement.

At each school, students arrived performing below 70 to 80 percent of their peers nationally—between the 20th and 30th percentile on the TerraNova, a respected, nationally normed reading test. By spring of their first year with Ascend, they surpassed the national average.

During the first year of operation at Brooklyn Ascend Charter School, every grade made gains of at least 30 percentile points in both reading and math. Second-graders arrived reading at the 24th percentile in the fall, and advanced to the 62nd percentile by the spring. In math, they jumped from the 24th percentile to the 55th percentile. As fifth-graders, these students read *The Tempest* and excerpts from *The Odyssey* and Frederick Douglass’s autobiography (among other works) in a humanities course as challenging as offerings at the nation’s top private schools. They were on pace to post this spring among the highest scores of Brooklyn charter schools on the state test of English Language Arts—nearly as high as students in Scarsdale, New York, where family income is on average ten times that of the Ascend community (see below).

Brooklyn Ascend First-Year Gains



Scholars at Ascend's other schools have made achievement gains at least as impressive. At the newest school in the network, Bushwick Ascend, which opened in September 2010, students climbed from the 22nd percentile in reading to the 52nd percentile in just eight months.

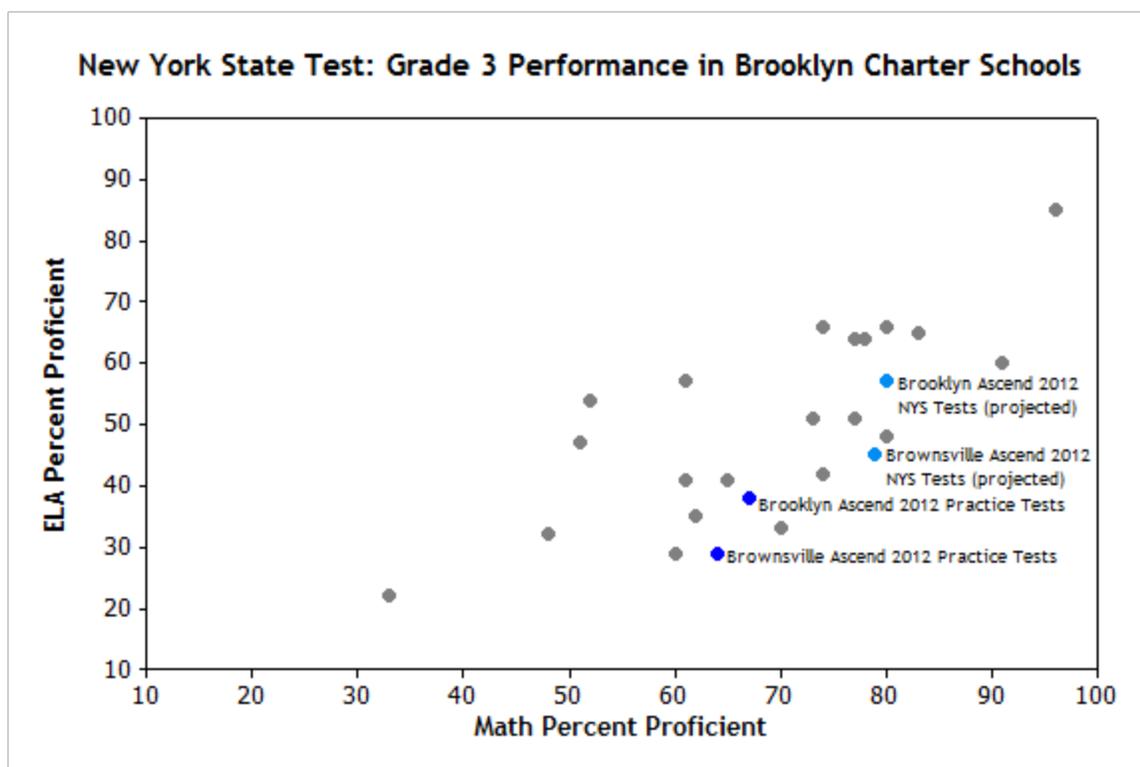
The student population at each Ascend school is almost entirely black and Hispanic, with the vast majority of students qualifying for free or reduced-priced lunch (77 percent at Brooklyn Ascend, 93 percent at Brownsville Ascend, and 87 percent at Bushwick Ascend).

New York State Tests

Students' performance climbs with each year that they remain in the Ascend program. Beginning in grade 3, the state tests all students in English Language Arts and math. Ascend administers a practice exam to familiarize students with the rigors of the exam and to gauge the efficacy of our program.

This past year, the oldest students in the network, fifth-graders at Brooklyn Ascend, were on pace to post among the highest scores in both subjects of all charter schools in Brooklyn, including some of the strongest programs in the city.

The diagram below shows the grade 5 scores of all the charter schools in Brooklyn on the 2011 state tests; the blue points represent Brooklyn Ascend Middle School's practice test performance and its predicted performance this year. The vertical axis in the diagram is the percentage of students who scored a Level 3 (proficient) or 4 (advanced) in English Language Arts; proficiency in math is plotted along the horizontal axis. If Brooklyn Ascend's fifth-graders performed as predicted, the results would far exceed that of the community school district in which the school is located, the citywide average, and the statewide average.



More details about the performance of charter schools in Brooklyn and citywide are available at the website of the New York City Charter School Center.

Parent Satisfaction

Annual independent surveys commissioned by the New York City Department of Education have found exceptionally high levels of parent satisfaction across Ascend’s three schools. In 2011, at least 97 percent of respondents at each school indicated they “strongly agreed” or “agreed” that:

- My child is learning what he or she needs to know to succeed in later grades or after graduating from high school
- The school has high expectations for my child
- I feel welcome in my child’s school
- My child is safe at school

Likewise, at least 97 percent of respondents at each school reported that they were “very satisfied” or “satisfied” with:

- The quality of their children’s teachers
- The level of assistance their children receive when they need extra help with class work or homework
- The opportunities to be involved in their children’s education

Wait Lists

Burgeoning wait lists for admission also testify to the strength of the Ascend design. More than 6,200 children are on Ascend's wait lists, and the number increases daily.

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. Williamsburg 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 Williamsburg Ascend Charter School is targeting similarly economically disadvantaged minority students, 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 humanities and arts 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. 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 an emphasis on developing individual written voices and interpretive skills will be a new experience for Ascend scholars entering the middle school. The focus 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, Williamsburg Ascend Charter School will include a lower, middle, and upper school; the upper school will offer a rigorous, common studies program (as implemented at other successful Sabis schools) and a focused offering of athletic and extracurricular programming.

ⁱ 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.

ⁱⁱ <http://www.uncommonschools.org/results>, accessed May 16, 2012.

ⁱⁱⁱ K.R. Woodworth, J.L. David, R. Guha, H. Wang, and A. Lopez- Torkos, *San Francisco Bay Area KIPP Schools*, p. 33, 35, 66.

6. Curriculum and Instructional Design

(a) Curriculum Selection and Processes

Summarize the school's curriculum, by subject, and the rationale for curriculum decisions. Be sure to include:

- **Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population;**
- **Discussion of how the school's curriculum is aligned to New York State standards (reflecting the adoption and adaption of the Common Core State Standards); and**
- **An explanation of how the curriculum furthers the school's specific mission and unique themes, if applicable.**
- **Include a timeline outlining the pre-opening curriculum selection and development process used to ensure that the school has a quality curriculum in place and ready for teachers to use upon commencement of instruction. Be sure to note the individuals involved in each step of the process.**
- **Discuss the process that will be used to further develop and implement the school's curriculum once the school is in operation.**
- **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 maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources.**
- **Describe the process and procedures the school will use to evaluate, review and revise the curriculum to ensure its effectiveness for all students, alignment to state standards and alignment from grade to grade. Describe who will be responsible for these processes and how teachers will be involved.**

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 Response 06 (f).

As expressed in Response 05, research demonstrates that career educators can deploy the Sabis tools to post achievement levels among students from educationally disadvantaged families that approach or equal those of their more affluent peers. 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. Beginning this year, Sabis will provide a sequencing of the learning points for each lesson so that teachers can focus on teaching each concept interactively by alternating oral work, individual written work, cooperative learning, and group checking. Included with the sequencing will be references to extra practice resources should they be needed. 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. For instance, this year, Sabis has undertaken a complete revision to its elementary science programs based on input presented by Ascend and its schools’ instructional leaders at a “summit” meeting between Ascend and Sabis this spring. That meeting also identified some 100 other changes, large and small, to Sabis pacing, curricula, instructional materials, and assessment items.

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. Williamsburg Ascend will also use outcomes on nationally normed tests, such as TerraNova, and state tests indicators of effective curriculum implementation.

Ascend Learning chose the Sabis curriculum, including all the Sabis programs in English language arts, mathematics, science, Spanish, and social studies, because of its efficacy in closing the achievement gap. As detailed in Attachment 8(b), when implemented faithfully as part of a system of instructional tools and resources, the Sabis curriculum has prepared thousands of students – many low-income and minority – for college acceptance.

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 in the spring of 2011, 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. As fifth graders, this cohort of students—Ascend's oldest—are expected this summer to post results that place Brooklyn Ascend's fifth grade among the top charter middle schools in Brooklyn in both English language arts and math.

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 Williamsburg 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, as it has established at the three schools it currently serves challenging, age-appropriate programming in these areas that meets the state standards.

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.

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 5 who do not have a 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.

Brooklyn Ascend Charter School, Ascend Learning’s flagship school, completed its first year of operation in 2009. In June, students 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 at Williamsburg Ascend, 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 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

Based on the average make-up of students in Community School Districts 14 and 32, it is expected that 15 percent of students enrolled at Williamsburg Ascend will have special education 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

Based on the make-up of students in Community School Districts 14 and 32, it is expected that 12 percent of students enrolled at Williamsburg Ascend will be English language learners (ELL). The school will serve English language learners 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.

The success of Bushwick Ascend Charter School, the newest school in the network, also evidences the efficacy of the program. The student of the school, which opened in September 2010, climbed from the 22nd percentile in reading to the 52nd percentile in just eight months.

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.

Timeline

The curriculum products that the request identifies have already been developed by Sabis, from which the school licenses the core of its educational program. 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 were adopted last summer to the *pacing charts* in kindergarten and grade 1 in these instances. In very limited instances, the new standards included content that was not included in the previous Sabis textbooks in these grades. The kindergarten and first grade *book series*, which is routinely reviewed and updated by the Sabis curriculum department, was therefore revised in 2011 to include new material to cover this content. New *test items* were also written for the test item bank to evaluate mastery of this content. Lastly, grade-level teachers wrote new *lesson plans* covering the content.

For three days in January 2012, Ascend Learning and instructional leadership team members of all three current Ascend schools met with the academic developers of the Sabis curriculum, including representatives from all core subjects, to painstakingly discuss key hindrances to

student academic gains in the current version of the educational program. Among the resulting action items, Sabis has agreed to re-pace the ELA and math curricula in kindergarten and first grade to teach more advanced state standards earlier. At Ascend’s schools, unlike Sabis’s own, nearly all first-graders have been instructed in Ascend’s kindergarten (other than in the school’s first year of operation), and the day is extended. These implementation differences call for an accelerated pacing of the ELA and math curricula. To reflect the diversity of literary genres in the New York State ELA exams, Sabis has also agreed to include more non-fiction passages in textbooks and assessments. Finally, Sabis has pledged to introduce major changes to two core subjects: (1) a new science curriculum that will supplement learning through experiments with more direct instruction, and (2) a revised social studies curriculum, which will alter the current scope and sequence, and tap more primary source materials.

Implementation of Sabis Curriculum Refinement

Task	Start Date	End Date	Person Responsible	Outcome
1 Realignment, and sequencing of Sabis Math curriculum for K and grade 1	February 1, 2012	August 1, 2012	Sabis Math Department	Math curriculum realigned to teach state standards earlier
2 Realignment and sequencing of Sabis English curriculum for K and grade 1 Sabis	February 1, 2012	August 1, 2012	Sabis English Department	English curriculum realigned to teach state standards earlier and shorten the period of review at the start of the year, which is unnecessary for our students, who have nearly all completed the Ascend kindergarten program.
3 Revision of Sabis science curriculum	June 1, 2010	August 1, 2012	Sabis Science Department	A revised science curriculum will supplement learning through experiments with more direct instruction—a key component of the Sabis education model

4	Revision of Sabis social studies curriculum	February 1, 2012	August 1, 2012	Sabis English Department	A revised social studies curriculum will tap more primary source materials and alter the scope and sequence
5	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
6	Lesson plans	August 1, 2013	June 1, 2014	Teachers in the 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

(b) Assessment System

Describe the diagnostic, formative and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- **Describe each assessment's purpose, design and format.**
- **Explain the rationale for the assessments that have already been selected.**
- **Describe key considerations in the selection or creation of any assessments that have not yet been selected or created.**
- **Describe how assessment results will be collected and analyzed.**
- **Explain how the school will ensure assessment results are valid and reliable.**
- **Describe who will be responsible for administering the assessments and collecting and analyzing the results.**
- **Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments.**

- **Explain how assessment results will be used by the following stakeholders:**
 - **Teachers**
 - **School leaders**
 - **The school's board of trustees**
 - **Students**
- **Describe how parents and students will be informed about academic achievement and progress.**

The following chart identifies the assessments planned for Williamsburg Ascend Charter School.

Student Assessment Schedule*			
Assessment	Frequency, Impact	Type	Rationale
New York State ELA Exam	Annually, grades 3-5	State	Required
New York State Mathematics Exam	Annually, grades 3-5	State	Required
New York State Science Exam	Annually, grade 4	State	Required
New York State Alternate Assessment	Annually, to special education students whose IEP recommends Alternative Assessment	State	Required
New York State ESL Achievement Test (NYSESLAT)	Annually, grade K-5	State	English language learners in grades K-12 take the New York State English as a Second Language Achievement Test annually in spring. The results are used to measure their progress in acquiring English and to determine the amount of English as a Second Language (ESL) and English Language Arts (ELA) instruction they are to receive daily.

Student Assessment Schedule*			
Assessment	Frequency, Impact	Type	Rationale
TerraNova	Annually, grades K-2	Commercial	The TerraNova assessment is a standardized test that measures a child's abilities in the areas of reading, language, mathematics, science and social studies, and grades them in each of these areas compared to other children of the same grade level, providing a percentile rank for our scholars.
Sabis Academic Monitoring System	Weekly, grades 3-5	Sabis-developed, multiple choice, laptop-administered	Sabis Academic Monitoring System exams are administered weekly to check that students have learned and retained the points covered in class during the last week. Each question on the exam assesses exactly one concept. Students know the exact concepts on which they will be tested before the exam; the concepts are clearly highlighted in Sabis textbooks.

Student Assessment Schedule*			
Assessment	Frequency, Impact	Type	Rationale
Sabis Continuous Assessment Tests and Periodic Tests	Monthly, grades 1-5	Sabis-developed, multiple choice, short answer, essay	Periodic exams assess concepts and skills that students have learned in a designated period of time. They assess multi-concept thinking and are administered several times throughout the year for each subject.
Sabis End-of-term Tests	Three times a year**, grades K-5	Sabis-developed, multiple choice, fill-in-the-blank, short answer, essay	An end-of-term exam assesses all material covered in one term.
Sabis End-of-year Tests	Annually	Sabis-developed, multiple choice, fill-in-the-blank, short answer, essay	An end-of-year exam assesses all material covered throughout the year.
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	The LAB-R is given to all eligible students (when their HLIS form indicates that their home language is not English) to assess their English ability and determine if they are eligible for ESL services.
ECLAS-2	K, multiple times a year	Measure of student literacy	

Student Assessment Schedule*			
Assessment	Frequency, Impact	Type	Rationale
Periodic Assessments and ELL Periodic Assessments***	Four times a year, grades 3-5	Formative assessment toward state and math tests	
NAEP (National Assessment of Educational Progress)	If students are selected for testing	National Report Card	NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

* The school will administer additional tests required by CSI, NYCDOE, or NYSED..

** The Sabis school year is composed of three terms.

*** If required by DOE

Williamsburg 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.

At the lesson level, teachers may create their own assessments or checks for understanding in the form of in-class quizzes or exit tickets. This form of assessments will be reviewed by the grade-level chair or dean of instruction to ensure that they are fair in evaluating student mastery and fully aligned to the lesson objective and, by extension, New York State standards.

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 key concepts from previous grades to determine whether the student has the knowledge essential 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 in English or mathematics
- Peer tutoring
- Summer school
- A full special course
- Repeat of a school 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.

Starting at the third-grade level when students are assessed through AMS, Sabis identifies so-called "essential concepts," and demonstrated mastery of these concepts is required for student promotion. It is important to note, however, that mastery of the essential concepts alone is not enough to pass a course. For example, a student who only knows the essential concepts in math for grade 3 would struggle in grade 4. The set of essential concepts is not sufficient for successful completion of a course; rather it is the most important subset of what is sufficient. The

skills and concepts identified in the curriculum frameworks, provided in Response 06 (f), represent the full scope of what students must know to succeed.

Summative Tests

School leaders work directly with the Sabis curriculum team to develop in-class exercises and periodic assessments that reflect the level of rigor and assessment design of the New York State 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. Grading practices are very consistent from teacher to teacher. To help ensure consistency, the dean of instruction meets with teachers to norm not only anticipated answers but also to norm the actual exams. Also, and very importantly, teachers do not grade their own classes independently. Instead, one teacher is designated to grade a subject exam (phonics, for example) for the entire grade. For short-answer writing assessments as well as the writing exam, rubrics designed by Sabis guide teachers' grading. 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.

Use of Assessment Results

As mentioned, teachers will use AMS to drive instruction of essential concepts. Each week that scholars are given the assessment, the teachers will use the results to make adjustments to their lesson plans for the following week of instruction. These weekly assessments help teachers drive students to mastery in logical and sequential steps, avoiding the development of gaps in knowledge.

Teachers will use STAR Learning reports to determine the proper use of guided reading time. Normally, students will spend up to three hours per week in guided reading sessions. These periods will be tailored to the instructional needs of the scholars according to the STAR assessment results. Periodic Continuous Assessment Tests (CAT) and end-of-term tests, which are summative assessments of scholars' mastery of a unit of study, will not be used to drive further instruction but rather to ensure that scholars are ready to move on to the next unit of study. Scholars who score below 75 on the end-of-term assessments will be recommended for Intensive classes or other remedial intervention plans to ensure that any knowledge gaps are filled immediately.

School leaders will use weekly assessments to determine if grade levels and/or classroom sections are making adequate progress on the concepts outlined in the Sabis pacing guide. Classes that fall behind mastery pace will be in jeopardy of not meeting the end-of-year academic goals. School leaders will use weekly, unit-level, and end-of-term assessments to ensure that all classes are meeting the annual academic goals.

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.

Starting as early as third grade, students will have access to My AMS, a component of the Sabis educational system which will allow students to access via computer a roster of weak or failed academic concepts. The system would then allow the students to access the instructional exposition of these concepts, study them independently, and respond to new test items. In this way, students independently improve their grasp of the material they are learning, either during the day at specific times or after school.

Culture of Data

In November 2010, Keli Swearingen, the founding director of Brownsville Ascend Charter School, joined Ascend Learning as the director of data and analytics to head up the initiative of founding a data culture in the Ascend network. As director, Swearingen is responsible for the full deployment of information systems at the schools and the network office, including the Sabis School Management System (SSMS), a comprehensive school management software; coordinating the development of new strategic data systems initiatives, including the lesson and resource bank project with Sabis; and, in conjunction with the schools' leadership teams, ensuring that the deans of instruction and faculties use academic data to adjust and improve their instructional practices. Upon joining Ascend, Swearingen began data mining, full rollout of SSMS, implementation of Sabis's Regional Management Software (SSMS's online variant), implementation of Sabis WebParent (a website for providing parents up-to-date information regarding their children's progress and performance), development of the lesson plan resource bank, and planning for the scholars' independent learning system, My AMS. Together, these initiatives have accelerated student achievement and strengthened the sustainability and scalability of the Ascend model.

In the 2011-12 school year, new frequent data meetings were scheduled. Ascend Learning and the leadership team members of Ascend's schools met monthly in order to develop and refine the plan for effectively collecting and using student data throughout the school year. Beginning this year, all three schools have started tracking Sabis continuous assessment test (CAT) data from kindergarten to the second grade.

When Williamsburg Ascend Charter School opens in September 2013, it will be equipped with sophisticated data tools and supported by a strong data and analytics team.

(c) Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum. This response should:

- **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,**

approaches to classroom management, approach to checks for understanding, etc.

- **Identify any research or existing models that support the use of these instructional methods, especially considering the school’s target population.**
- **Explain how these instructional methods will achieve the school’s mission and support implementation of any unique elements of the school’s design.**

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 Williamsburg 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 Williamsburg Ascend Teachers Will Teach

Sabis pacing charts, point sequences, 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 and point sequences 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 Williamsburg 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, Williamsburg 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 Williamsburg 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 exemplary lessons. In the first release of the system, a set of exemplary lessons will be available for English language arts and math for points covered throughout the school year. In this way, Williamsburg Ascend teachers will have access to model lessons to reduce teach workload, but also a resource for emulating advanced lesson planning.

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. In 2011, 90 percent of tenth-graders passed the English and math portion of the MCAS (considered among the most rigorous state tests in the nation). Compared to the Sabis school, the percentage of Springfield district tenth-graders found proficient on the exam was 30 percentage points lower in English and 49 percentage points lower in math. Still more impressive is that the Sabis school's low-income and minority tenth-graders approached very high proficiency in reading and math, beating district and statewide averages and closing the achievement gap. In 2008, *Newsweek* named the Sabis school one of three urban "top U.S. high schools" in Massachusetts.
- 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 109 schools nationally serving more than 33,000 students. A 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.

- Uncommon Schools has 21 affiliated schools in New York and New Jersey. In 2011, on average across the network's 11 New York schools tested by the state, 52 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 New York City Districts' average of 44.¹ In math, 85 percent of students achieved at this level, compared with 73 percent of white students statewide. Achievement First, which manages 20 schools in New York and Connecticut, has posted similar results at its New York schools: 70 percent of fourth-graders scored Proficient or Advanced in ELA and math, compared with 62 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 14, 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

Williamsburg Ascend Charter School will use Sabís'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.

(d) Course Overview

Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core, and non-core subject areas. This should include, at minimum, a general description of the content and skills that would be addressed in the course; if known, the curricular programs (e.g. Singapore Math, FOSS, etc.) that would be used in each course; and essential course specific assessments (e.g. the state's 3-8 assessments/Regents' exams, end of course portfolios or performances, etc.). For each course, provide some indication of the amount of time in which students will participate in the course. For high school courses, indicate the number of credits awarded for the successful completion of the course.

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, as it has established at the three schools it currently serves challenging, age-appropriate programming in these areas that meets the state standards.

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 to help scholars apply their developing reading skills, to promote the specific development of reading comprehension skills, and to assist teachers in assessing their students' mastery and tailoring their instruction to individual needs. Various defined by different educators, guided reading as applied in the Ascend design is a bridge between shared reading and independent reading. Working with small groups, Ascend teachers guide their scholars as they read books that closely match the students' needs, abilities, and interests. In this context, the teacher acts as a facilitator, using prompts and questioning strategies primarily to guide children to comprehension.

Using a book introduction, the teacher sets the scene, arouses student interest, and engages them. A skilled guided reading teacher is constantly asking questions that gauge and stimulate the scholars' comprehension, for example: What do you think will happen next? Why do think the

character thinks that? How do you think the character is feeling? Inference and prediction skills, essential to the scholars' development of reading comprehension, are powerfully developed in this setting. Indeed, while many phonics and other programs are effective at teaching decoding, comprehension has been much harder to foster in the upper elementary grades, thus guided reading is a critical supplement.

The needs of the students in the guided reading group will determine the teaching point for each guided reading session. By listening to their students read and answer comprehension questions, teachers will hone in on what scholars know how to do and what they need to be taught. Each guided reading session will address needs identified through the previous session, whether in the area of decoding, fluency, or comprehension.

Teachers will receive intensive training in effective guided reading techniques as part of the Summer Institute and during professional development sessions throughout the year, and school leaders will rigorously monitor their implementation.

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 *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 to accompany each chapter for 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-5 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.

Beginning in grade 5, students, will study the Ascend social studies program. The core text, *My World Geography*, published by Pearson, is supplemented by extensive primary sources, mock trails, recreation of historic debates, and other activities. The focus of grade 5 is on the Western Hemisphere, and of grade 6 belief systems, ancient civilizations, and cultures.

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-5 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 begin middle school in fifth grade, they have acquired the academic skills, mental stamina, and engagement in schooling required to participate in an uncommonly

ambitious course of study in the humanities, consisting of two linked classes in literature and the arts and in social studies. Excellent reading, writing, critical thinking, close reading, public speaking skills, and art and music appreciation are the primary goals of the program.

Developed by Ascend Learning and modeled on the practices of several of the nation's finest schools, the program develops the individual voices and reading sensibilities of each student by supplementing the Sabis reading materials with a customized syllabus that includes a cross-cultural selection of classic literature and primary historical documents. Many units connect thematically to museum-quality art reproductions that hang in hallways and specially designed gallery spaces throughout the middle school. Humanities classes use these spaces to examine and discuss a work of art relevant to a literary text or historical period they are studying or a writing assignment they are developing. For example, Aaron Douglas' paintings from the Harlem Renaissance 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 work with scholars on writing assignments.

Open-form discussion of literature is one of many new experiences the Humanities Program provides for scholars 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.

(e) Promotion and Graduation Policy

Explain the school's policies and standards for promoting students from one grade to the next. Address when and how the school would inform students and parents about promotion and graduation policies and decisions.

If the proposed school would serve students in the 12th grade within the proposed charter term, include the following:

- **A description of the types of diplomas offered including how students will, at least minimally, meet the requirements set forth by New York State for the granting of each type of diploma.**
- **If the school's specific requirements for graduation go *beyond* the basic requirements for the awarding of each type of New York State diploma, please describe these requirements and the rationale for their selection.**
- **Referring to courses found in the Course Overview (Response 6(d)), outline specific course sequences that would lead to graduation.**

Once students are enrolled, they will not be "socially promoted." In other words, students will not advance to the next grade by sole virtue of their age. In the Sabis program, promotion to the next level depends on demonstrated student proficiency. 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, e.g. English and math where students may be in a small pull-out Intensive class for one or the other but have the rest of their coursework with their regular class) will be mastery of the curriculum 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 75 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, or (3) post an overall average of 75 percent or above. (In cases where students have passed one subject but fallen short in another, they would likely be promoted but enrolled in the Intensive program to address the area in which they are struggling.) The school will provide students with every reasonable support, including remedial attention, to meet these criteria.

i <http://www.uncommonschools.org/results>, accessed May 16, 2012.

6. Curriculum and Instructional Design

Include the following in support of the narrative response:

- (f) **A curriculum framework 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 Common Core State Standards (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 to demonstrating alignment to state standards, the frameworks should also demonstrate how other key elements of the school’s academic program align to the school’s chosen curriculum. Please see relevant portions of the Guidance Handbook for a further discussion about the curriculum framework.**

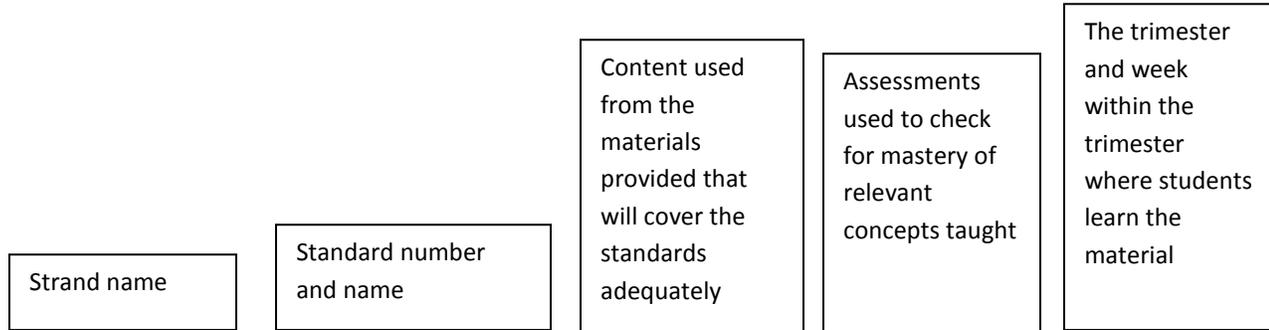
The following curriculum frameworks illustrate how the proposed program addresses all of the standards required by New York State for kindergarten and grade 1 in the subjects of English language arts, math, science, and social studies.

The documentation addresses each standard using the naming convention of the state and indicates where in the materials it is covered; how that standard is assessed; and when in the academic year it is expected to be covered, identifying the trimester and week within the trimester, based on the Sabis pacing charts.

As noted in the frameworks, the curriculum covers some of the standards through continuous exposure and not necessarily at a specific time, which is quite common with skills in English and science.

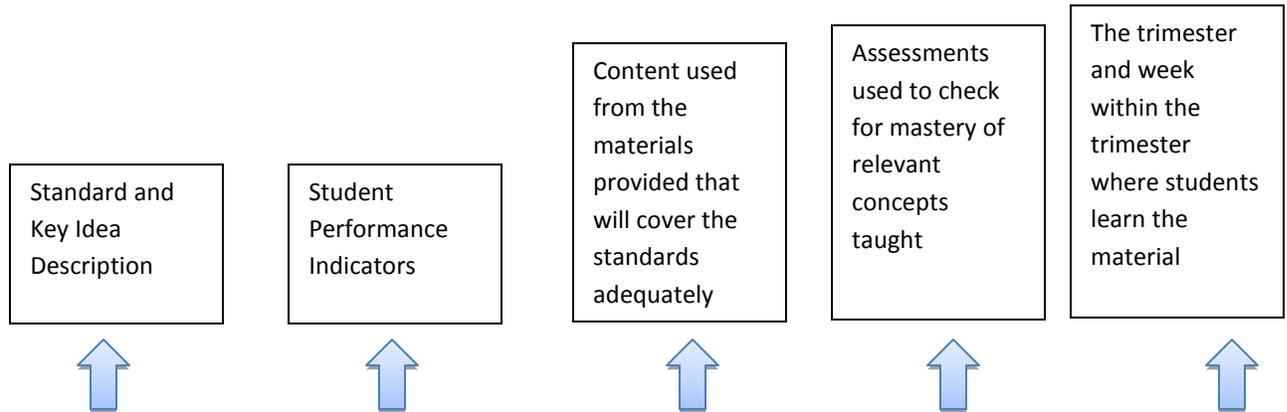
Keys for each curriculum framework are provided on the following pages.

English Language Arts



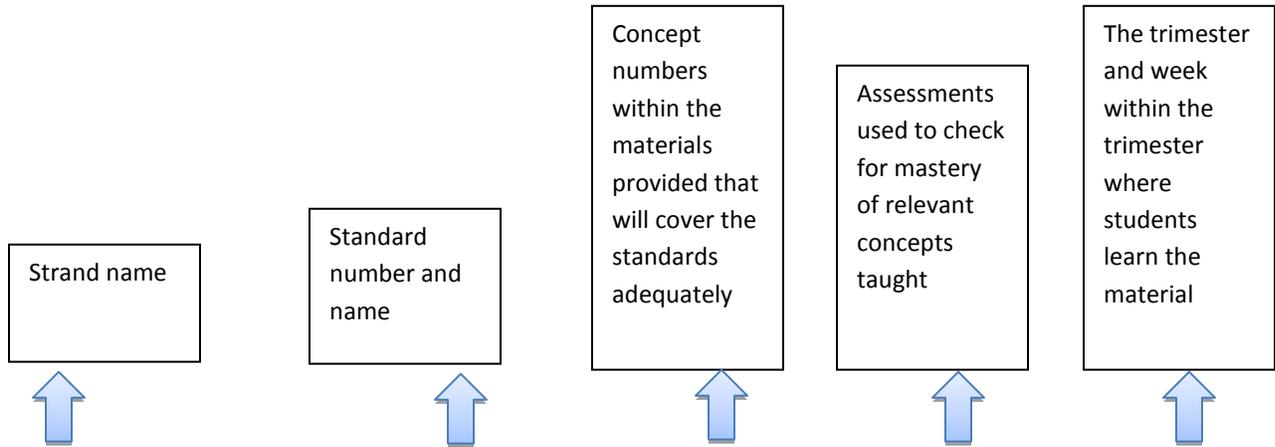
Strand	Standard	SABIS Text(s)	Assessments	AY Term / Week	
Foundational Reading Skills	PRINT CONCEPTS				
			SABIS [®] Word Cards & Posters Level B SABIS [®] Phonics Level B SABIS [®] Readers Level * follows and reinforces the phonic progression SABIS [®] Anthology KG • Big books • Little books • Workbook • pull-out Readables (word families)		
	1	Demonstrate understanding of the organization and basic features of print	All the texts above		
	a	g. 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
	b	g. Recognize that spoken words are represented in written language by specific sequences of letters.	(Hold right side up and read pages from front to back and read words from left to right and top to bottom). Discuss Reading direction and that print stands for spoken words/ language and convey meaning/ information [on PC]		Term 1 Week 1 and on
	c	g. Understand that words are separated by spaces in print.			Term 1 Week 1 and on
	d	g. 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).			
	a	g. 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 tank?) SABIS [®] Anthology KG Teachers' Guide and Theme A Genre study Poetry – Nursery/Mother Goose Rhyme Theme B Fairy's Friends Matching rhyming words Theme B 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

Social Studies



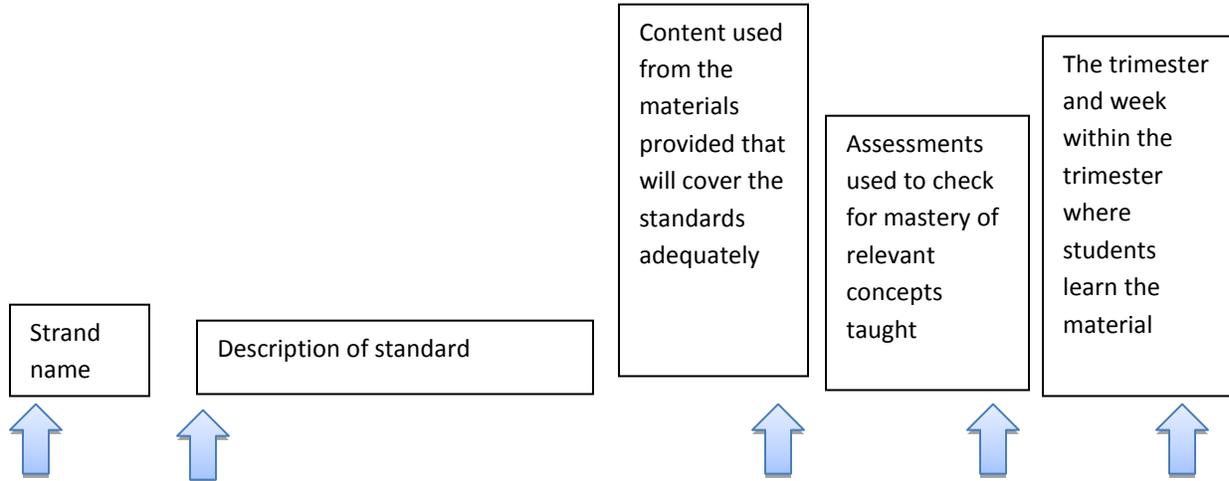
Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY12-13 Pacing Chart
Standard 1: History of the United States and New York				
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.				
Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions	1. know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it	Unit 1, Lesson 5: Moving to New Homes p. 60-65 Unit 2, Lesson 5: City, Suburb, Town p. 102-109 Unit 4, Lesson 2: The First Americans p. 184-189 Unit 4, Lesson 3: Family Life Past and Present p. 190-201	Term 1 assessment 2 Term 2 assessment 1 Term 2 assessment 3 Term 3 assessment 1	Term 1 Week 5 Term 2 Week 1 Term 2 Week 10 Term 3 Week 1
	2. understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents			
	3. explain those values, practices, and traditions that unite all Americans	Unit 1, Lesson 1: Families p. 22-35 Unit 1, Lesson 2: In Your Classroom p. 36-43	Term 1 assessment 1 Term 1 assessment 1	Term 1 Week 1 Term 1 Week 2

Mathematics



Mathematics Strands	Mathematics Standards	SABIS® Level B Mathematics	Assessments	Based on the AY1213 Pacing Chart
Counting and Cardinality K.CC	1. Count to 100 by ones and by tens.	22, 23, 45, 49, 55, 85, 99, 111, 113, 115, 124, 125	Term 1 assessment 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 7 Term 2 Week 2, 3, 5 Term 3 Week 2, 6, 9, 10, 11
	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	22, 23, 45, 49, 55, 85, 99, 111, 113, 115, 124, 125	Term 1 assessment 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 7 Term 2 Week 2, 3, 5 Term 3 Week 2, 6, 9, 10, 11
	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).	7, 8, 10, 11, 13, 14, 16, 17, 19, 20, 24, 25, 39, 40, 42, 43, 46, 47, 50, 51, 52, 53, 73, 74, 75, 76, 77, 78, 81, 82, 83, 84, 95, 96, 97, 98, 110, 112	Term 1 assessments 1 & 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 3 – 11 Term 2 Week 1–4, 9, 10 Term 3 Week 1, 2, 5, 6, 9
	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.	7, 8, 10, 11, 13, 14, 16, 17, 19, 20, 24, 25, 39, 40, 42, 43, 46, 47, 50, 51, 52, 53, 73, 74, 75, 76, 77, 78, 81, 82, 83, 84, 95, 96, 97, 98, 110, 112	Term 1 assessments 1 & 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 3 – 11 Term 2 Week 1–4, 9, 10 Term 3 Week 1, 2, 5, 6, 9

Science



New York Alignment of Grade 1 Curriculum				
Strand	Standard	SABIS Text(s)	Assessments	AY Term / Week
Science Scope and Sequence	Major Understandings			
	INQUIRY SKILLS Classifying – arranging or distributing objects, events, or information representing objects or events in classes according to some method or system Communicating – giving oral and written explanations or graphic representations of observations Comparing and contrasting – identifying similarities and differences between or among objects, events, data, systems, etc. Creating models – displaying information, using multisensory representations Gathering and organizing data – collecting information about objects and events which illustrate a specific situation Generalizing – drawing general conclusions from particulars Identifying variables – recognizing the characteristics of objects or factors in events that are constant or change Inferring – drawing a conclusion based on prior experiences Interpreting data – analyzing data that have been obtained and organized by determining apparent patterns or relationships in the data Making decisions – identifying alternatives and choosing a course of action from among the alternatives after basing the judgment for the selection on justifiable reasons Manipulating materials – handling or treating materials and equipment safely, skillfully, and effectively Measuring – making quantitative observations by comparing to a conventional or nonconventional standard Observing – becoming aware of an object or event by using any of the senses (or extensions of the senses) to identify properties Predicting – making a forecast of future events or conditions expected to exist	Science Inquiry skill standards are mentioned throughout SABIS® Exploring the World of Science Textbook and Workbook Level C	Part of the twice termly assessment	Inquiry skills were covered in the Explore activities such as p. 4 of SABIS® Exploring the World of Science Textbook Earth and Space Level C - Covered throughout the three terms

ASCEND LEARNING ENGLISH

Sabis® EDUCATIONAL SERVICES

New York 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). Discuss Reading direction and that print stands for spoken words/ language and convey meaning / information [on PC]		Term 1 Week 1 and on
	<i>b</i>	o Recognize that spoken words are represented in written language by specific sequences of letters.			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
<i>b</i>	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.	<p>Sabis® Anthology KG Teachers' Guide and wkbk</p> <p>Theme A -an word family flip book -an word family book</p> <p>-at word wheel -at word family book</p> <p>Theme B -et word wheel -et word family book</p> <p>-ill slide book -ill word family book</p> <p>Theme C -all slide book -all word family book</p> <p>-op word family -op word family book</p> <p>Theme D -e word family -e word family book</p> <p>-ay word family -ay word family book</p> <p>Theme D -ug/og word family -og word family book</p> <p>Theme E -ight word family -ight word family book</p>		<p>Theme A -an Term 1, Week 6</p> <p>-at Term 1, Week 7</p> <p>Theme B -et Term 1, Week 11</p> <p>-ill Term 2, Week 4</p> <p>Theme C -all Term 2, Week 11</p> <p>-op Term 2, Week 12</p> <p>Theme D -e Term 3, Week 4</p> <p>-ay Term 3, Week 7</p> <p>Theme D -ug/og Term 3, Week 9</p> <p>Theme E -ight Term 3, Week 14</p>
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/.)	<p>Sabis® Phonics wkbk 2 Level B Sabis® Anthology KG wkbk</p> <p>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”</p>		<p>Word building starts in Term 1 , week 3 the week after each vowel is introduced</p> <p>Term 2, Week 1 medial a</p> <p>Term 2, Week 2 medial e</p> <p>Term 2, Week 3 medial i</p> <p>Term 2, Week 4 medial o</p> <p>Term 2, Week 5 medial u</p>
e	o Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<p>Sabis® Anthology KG Teachers' Guide and wkbk</p> <p>Theme A -an word family flip book -at word wheel</p> <p>Theme B -et word wheel -ill slide book</p> <p>Theme C -all slide book -op word family</p> <p>Theme D -e family -ay word family</p> <p>Theme D -ug, og word family</p> <p>Theme E -ight word family</p>		<p>Theme A -an Term 1, Week 6</p> <p>-at Term 1, Week 7</p> <p>Theme B -et Term 1, Week 11</p> <p>-ill Term 2, Week 4</p> <p>Theme C -all Term 2, Week 11</p> <p>-op Term 2, Week 12</p> <p>Theme D -e Term 3, Week 4</p> <p>-ay Term 3, Week 7</p> <p>Theme D -ug/og Term 3, Week 9</p> <p>Theme E -ight Term 3, Week 14</p>
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 .	<p>Sabis® Word Cards & Posters Level B</p> <p>Sabis® Phonics Course Level B bk 1</p> <p>lesson 15 Word Endings (ck)</p> <p>lesson 17 Word Endings (ll, all)</p> <p>lesson 19 Word Beginnings & Endings (sh)</p> <p>lesson 20 Word Beginnings & Endings (th)</p> <p>lesson 21 Word Beginnings & Endings (ch)</p> <p>lesson 22 Word Beginnings & Endings (wh)</p>	Phonics -sounds, blending, and reading should be independently assessed at least twice per term	<p>Term 1 initial and final sounds</p> <p>lesson 15 Term 2, Week 7</p> <p>lesson 17 Term 2, Week 9</p> <p>lesson 19 Term 2, Week 11</p> <p>lesson 20 Term 2, Week 12</p> <p>lesson 21 Term 2, Week 13</p> <p>lesson 22 Term 2, Week 14</p>

	<i>b</i>	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
	<i>c</i>	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
	<i>d</i>	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 Reading Skills		KEY IDEAS AND DETAILS				
	1	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 Children Around the World Theme B Big book The Lion and the Mouse Theme C Big book The Templetons Theme D Big book Raindrops Theme E Big book Baby Caterpillar		Theme A Children Around the World Term 1 Theme B The Lion and the Mouse Term 1 - 2 Theme C The Templetons Term 2 Theme D Raindrops Term 3 Theme E Baby Caterpillar Term 3	
	2	2. With prompting and support, retell familiar stories , including key details.	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		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	
	3	3. With prompting and support, identify characters, settings, and major events in a story.	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		Children Around the World Term 1. week 2 My Little Garden Term 1. week 8 The Lion and the Mouse Term 1. week 11	
		CRAFT AND STRUCTURE				
	4	Ask and answer questions about unknown words in a text.	Vocabulary units linked to each story / poem (for example) I Am a Bunny • Vocabulary – multiple meanings Lion and Mouse • Vocabulary – use new words		Throughout the year Term 1. week 8 Term 1. week 11	
	5	Recognize common types of texts (e.g., storybooks, poems).	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		• 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	

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)</p> <p>Theme A "I am a Bunny" Author Ole Rimson Illustrator</p> <p>Richard Scarry "First Tomato" Author & Illustrator</p> <p>Rosemary Wells Theme B "Titch" Author & Illustrator Pat Hutchins</p> <p>Theme C "I hear, I see, I touch" Author & Illustrator Helen Oxenbury</p> <p>Theme D "Freight Train" Author & Illustrator Donald Crews</p> <p>Theme E "Good Night, Gorilla" Author & Illustrator Peggy Rathmann</p>		<ul style="list-style-type: none"> • 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
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).	<p>Anthology</p> <ul style="list-style-type: none"> • 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 		<p>Fairy Friends Term 2, Week 4</p> <p>The Little Friends Term 2, Week 5</p> <p>Baby Templeton .. Term 2, Week 11</p> <p>The Elf and Dormouse Term 3, Week 4</p> <p>Raindrops Term 3, Week 5</p> <p>A Little Boy's Walk Term 3, Week 7</p> <p>Good Night Gorilla Term 3, Week 12</p>
8	NOT APPLICABLE to Literature			
9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. a. With prompting and support, students will make cultural connections to text and self.	<p>Theme A I Am a Bunny • RC – compare / contrast</p> <p>Theme E Good Night Gorilla • Skill – compare/contrast</p> <p>Theme A Children Around the World TG Quick questions Pg 5-10</p>		<p>I Am a Bunny Term 2, Week 8</p> <p>Good Night Gorilla Term 3, Week 12</p>
RANGE OF READING & LEVEL OF TEXT COMPLEXITY				
10	Actively engage in group reading activities with purpose and understanding.	<p>Sabis® Anthology KG</p> <ul style="list-style-type: none"> • Theme A Children Around the World • Theme B Lion and Mouse • Theme C The Templetons • Theme D Raindrops • Theme E Baby Caterpillar 		Throughout the year
Stories	Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth			
Dramas	Includes staged dialogue and brief familiar scenes			
Poetry	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	<p>The Twentieth Century Children's Book Treasury</p> <p>Graded Readers [as used in Ascend]</p>		
Responding to Literature				
11	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	<p>Theme A Children Around the World TG Quick questions Pg 5-10</p>		

Strand	Standard	Sabis Text(s)	Assessments	AY Term / Week
		Sabis® Anthology KG • Big books • Little books • Workbook • pull-out Readables (word families) • posters		
Informational Text Reading Skills	KEY IDEAS AND DETAILS			
	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, Week8 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
	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.	Sabis® CCSS transitional Curriculum through journaling prompts		

	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			

Strand	Standard	Sabis Text(s)	Assessments	AY Term / Week	
Writing	TEXT TYPES AND PURPOSES				
	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.	Teacher's Manual Intro to journaling - Adults and subject prefects in the room offer feedback for improvement; add details to the Teacher's Manual and TGs T3 Five Senses posters p.21 partner/peer work		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.	Sabis® CCSS transitional Curriculum T3 Five Senses posters p.21 partner/peer work Students research information needed to create poster and publish writing associated with poster		
	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).	I Hear, I See, I Touch - Five Senses Walk exploration and writing Animal reports Who Am I? Freight Train - Donald Crews		
	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)			
Responding to Literature					
11	Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.	Each Theme has opportunities to address this area Theme A Children Around the World TG Quick questions pg 11 puppets TG KG Journal Topics pg11			

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. Se Anthology Teacher's Guide	Ongoing - standard established at the beginning of the year	
	<i>a</i>	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
	<i>b</i>	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
	<i>c</i>	<i>Seek to understand and communicate with individuals from different cultural backgrounds.</i>	Theme A Children Around the World TG Quick questions Pg 5-10		
	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 T1-5 Discussions before/during/after readings where students ask and answer questions		
	PRESENTATION OF KNOWLEDGE AND IDEAS				
	4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Journaling wkbk • 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
	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	
Language		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>).	HW bk Phonics readers 1-3			
	<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 " <i>fold up book</i> "why" used in quick questions <i>when Add to Seasons I am bunny....</i>			
	<i>e</i>	o Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	T1 to, T1 on, T4 down Phonics Readers include by, off, for, from, of, at, under, near, before, after, into, with formal activities in literature--i.e. in nursery rhyme study, can fill in sentences with "Humpty Dumpty sat ___ the wall" or "Jack and Jill went ___ the hill"		Term 3 week 8	
	<i>f</i>	o Produce and expand complete sentences in shared language activities.	Journal T2 What can I do with friends class writing T3 Five Senses poster and Five Senses walk writing T3 Animal riddles			
	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" <i>fold up book</i> 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
<i>a</i>	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
<i>b</i>	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	Phonics readers— English Manual suggests around Term II story "Socks" to touch on word endings such as <i>-s</i> and <i>-ed</i> . Words with these endings are common throughout Phonics Reader stories in Terms II and III. Explicit lessons and objectives surrounding word cards with endings.		
5	With guidance and support from adults, explore word relationships and nuances in word meanings.	Teachers Guide Quick questions Sabis Anthology KG		
<i>a</i>	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
<i>b</i>	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) T1 p.37 direction word opposites T2 pp.6-9 opposite word charting and writing		Term1, week 11 Term 3 week 8
<i>c</i>	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		
<i>d</i>	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.	Sabis CCSS Transitional Curriculum Nursery rhymes with charts of different verbs Acting out meaning of different action words in nursery rhyme context "Legend of Thunder Baby" "Talking" could be a good place to use word "chatter" "Raindrops" and words like scamper, cheer, journey, etc.		
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 * follows and reinforces the phonic progression	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	
	<i>a</i>	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 unit 1 exam, Unit 2 exam and re-tested through the year
	PHONOLOGICAL AWARENESS				
	2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	Sabis® Phonics Course Level C see details*		
	<i>a</i>	Distinguish long from short vowel sounds in spoken single-syllable words.	Sabis® Phonics wkbk Level C Lessons 4-5 CVC words 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
	<i>b</i>	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 Sabis® Spelling Level C corresponding spelling	Twice per term	Sabis® Phonics wkbk Level C Lesson 6 CVCe Words p.55-64
	<i>c</i>	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	Term 1 unit 1 exam, Unit 2 exam and re-tested through the year

<i>d</i>	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	Phonics -sounds, blending, and reading is independently assessed at least twice per term	Terms 1 - 3
<i>a</i>	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
<i>b</i>	Decode regularly spelled one-syllable words.	Sabis® Phonics and Readers Level C Sabis® Spelling Level C * follows and reinforces the phonic progression		Terms 1 - 3
<i>c</i>	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	
<i>d</i>	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
<i>e</i>	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
<i>f</i>	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 introduces HF words systematically Sabis® Spelling reinforces these words		
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	
		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 			
Literature Reading Skills	KEY IDEAS AND DETAILS				
	1	Ask questions about key details in a text.	All sub-subjects are tested twice per term along with an end of term exam.	Themes A - B - Term 1 Themes C - D - Term 2 Theme E - Term 3	
		Answer questions about key details in a text.			
	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.			throughout the year
	3	Describe characters in a story, using key details.			Themes A - B - Term 1 Themes C - D - Term 2 Theme E - Term 3
		Describe settings in a story, using key details.			
		Describe major events in a story, using key details.			
	CRAFT AND STRUCTURE				
4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	All sub-subjects are tested twice per term along with an end of term exam.		Themes A - B - Term 1 Themes C - D - Term 2 Theme E - Term 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.	Sabis anthology includes a variety of fiction and nonfiction text that Scholars are exposed to. Sabis workbook includes reading comprehension, literary skills, open response and theme connections that require students to identify and explain the differences in the genres.		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 Rose is Red, IF, The Purple Cow • Theme C Workbook From a Railway Carriage • Theme D Workbook The Star 		Theme A - Term 1 Theme D - Term 2
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, The Sun and the Wind • Theme B Workbook Chelsea's Family, The Wise Crow, The Elves and the Shoemaker • Theme D Workbook Emperors' Clothes, The Emperor's New Clothes 	All sub-subjects are tested twice per term along with an end of term exam.	Theme A - Term 1 Theme B - Term 1 Theme D - Term 2
8	NOT APPLICABLE to Literature			
9	Compare and contrast the adventures and experiences of characters in stories. a. With prompting and support, students will make cultural connections to text and self.	<ul style="list-style-type: none"> • Theme C Workbook Goldilocks and the Three Bears • Theme D Workbook Humpty Dumpty, The Star, The Emperor's New Clothes • End of Theme Connections (A-E) 		
RANGE OF READING & LEVEL OF TEXT COMPLEXITY				
10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Sabis® Anthology Level C 20th Century Children's Book Treasury Graded Readers [as used in Ascend]		Ongoing throughout the terms
Stories	Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth			
Dramas	Includes staged dialogue and brief familiar scenes			
Poetry	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem			
Responding to Literature				
11	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	End of Theme Connections		

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 Chapter 4 Opinion Sabis® Anthology Level C Open Response and Theme Connections Journaling prompts	Level C Writing is assessed during term 3 only. Only units paced during term 3 are assessed. Chapters 3-4, 6-7, & 10	
	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 • Chapter 3 Thank-you Letter • Chapter 4 Opinion 		
	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.	<ul style="list-style-type: none"> • Chapter 6 Narrative Texts Events - True Story • Chapter 6 Narrative Texts Fiction - Made up Story • Chapter 7 How To Texts • Chapter 10 A Story About You • Chapter 11 Book Report 		
		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 add details to strengthen writing as needed.	<ul style="list-style-type: none"> • Level C Journaling • Chapter 3 Thank-you Letter • Chapter 4 Opinion • Chapter 6 Narrative Texts Events - True Story • Chapter 6 Narrative Texts Fiction - Made up Story • Chapter 7 How To Texts • Chapter 10 A Story About You • Chapter 11 Book Report 	Level C Writing is assessed during term 3 only. Only units paced during term 3 are assessed. Chapters 3-4, 6-7, & 10	
	6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Sabis® Anthology Level C Research Report Sabis® Writing Level C		
		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 Chapter 7 How To Texts Chapter 11 Book Report Sabis® Anthology Open Response and Theme Connections	Level C Writing is assessed during term 3 only. Only units paced during term 3 are assessed. Chapters 3-4, 6-7, & 10	
	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)				
	Responding to Literature				
11	Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.	End of Theme Connections			

Strand	Standard	Sabis® Text(s)	Assessments	AY Term / Week	
Speaking & Listening		Sabis® Anthology Level C			
		COMPREHENSION AND COLLABORATION			
	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
	<i>a</i>	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 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 		Themes A - B - Term 1 Themes C - D - Term 2 Theme E - Term 3
	<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...		
	<i>c</i>	Ask questions to clear up any confusion about the topics and texts under discussion.	• Theme C Workbook Days of the Month (OR2ivw-scripted questions)		
<i>d</i>	Seek to understand and communicate with individuals from different cultural backgrounds.	Theme B SHARING Living with Others Homes Around the World Chelsea's Family Theme C Transportation Around the World			

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 <p>Internet/Website research is addressed in the Teacher Guide</p>		Themes A - B - Term 1 Themes C - D - Term 2 Theme E - Term 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) • Theme C Workbook Punky Dunk and the Gold Fish (OR3), Trip to Supermarket (OR2), 1C8 Trip to Park (OR1) • 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 (OR2), Fantastic Farm Animals (OR1,2,3,4), To the Zoo (OR3ivw, 5), Why the Rabbit's Fur. (OR3) 		Themes A - B - Term 1 Themes C - D - Term 2 Theme E - Term 3
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) • 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) 		Themes A - B - Term 1 Themes C - D - Term 2 Theme E - Term 3
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 <p>THEME CONNECTIONS 1C-TC2,5 THEME CONNECTIONS 1E-TC6,7 Act out scenes or information that builds upon ideas in text numerous pieces</p>	Term 3 through vocabulary, reading comprehension, and writing exams	Themes A - B - Term 1 Themes C - D - Term 2 Theme E - Term 3

Strand	Standard	Sabis® Text(s)	Assessments	AY Term / Week	
	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	Handwriting text - Terms 1 - 3 Theme A Wkbk - Term 1	
	<i>b</i>	Use common nouns.	• Theme A Workbook Clothes - grammar Sentences • Theme B Workbook Chelsea's Family - grammar naming words, The Wise Crow - grammar naming words and action words, When Little Bear Bragged - grammar naming words Sabis® Writing Level C	Grammar exams - three times per term Level C Writing is assessed during term 3 only. Only units paced during term 3 are assessed. Chapters 3-4, 6-7, & 10	Themes A - B - Term 1 Sabis® Writing Level C Throughout the year
		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		Theme C Grammar - Terms 2 & 3 Sabis® Writing Level C Throughout the year
		Use possessive nouns.	Sabis® Anthology Level C		Term 1
	<i>c</i>	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		Themes A - B - Term 1 Theme D - Term 2 Sabis® Writing Level C Throughout the year
	<i>d</i>	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 Sabis® Grammar CCCS Transitional Curriculum		Pronouns - Term 2 Sabis® Writing Level C Throughout the year
	<i>e</i>	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® Grammar CCCS Transitional Curriculum		Verbs - Tenses - Term 3 Sabis® Writing Level C Throughout the year
	<i>f</i>	Use frequently occurring adjectives.	• Theme D Workbook Old King Cole - grammar describing words & Word Study on adjectives Sabis® Writing Level C		Theme D - Term 2 Sabis® Writing Level C Throughout the year
	<i>g</i>	Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).	• Theme E Workbook The Four Seasons - grammar connecting words		Term 3

<i>h</i>	Use determiners (e.g., articles, demonstratives).	Sabis® Grammar CCCS Transitional Curriculum Sabis® Writing Level C		Determiners - Term 1 Sabis® Writing Level C Throughout the year
<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 Sabis® Grammar CCCS Transitional Curriculum		Theme E - Term 3 Prepositions - Term 3 Sabis® Writing Level C Throughout the year
<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) Sabis® Grammar CCCS Transitional Curriculum		Theme A - Term 1 Types of Sentences & Simple and Compound Sentences - Term 3 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		Theme A - Term 1 Themes C & D - Terms 2 Sabis® Writing Level C Throughout the year
<i>a</i>	Capitalize dates and names of people.	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		Theme C Grammar - Terms 2 Sabis® Writing Level C Throughout the year
<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		Theme A My Body Term 1 , week 2 The Gingerbread Man Term 1 , week 4 Sabis® Writing Level C Throughout the year
<i>c</i>	Use commas in dates and to separate single words in a series.	Sabis® Writing Level C <ul style="list-style-type: none"> • Theme C workbook A Trip to the Park - grammar months,/ dates Sabis® Grammar CCCS Transitional Curriculum		Sabis® Writing Level C Throughout the year Theme C Term 2 , week 2 Commas in a Series - Term 3
<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	Weekly Spelling Quiz Twice per term and an end of term	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
	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 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	Vocabulary exams - three times per term	Ongoing through the year
<i>a</i>	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
<i>b</i>	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, Word Study Prefixes and Suffixes • Theme D workbook The Emperor’s New Clothes Base word 		Term 1 & 2
<i>c</i>	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 2
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
<i>a</i>	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		Themes A - B - Term 1 Themes C - D - Term 2 Theme E - Term 3 Ongoing through the year
<i>b</i>	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)		
<i>c</i>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Sabis® Anthology Level C - Word Study		Term 2
<i>d</i>	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 Sabis® Anthology Level C - Word Study		Sabis® Writing Level C Throughout the year Term 2
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		

**New York State Common Core Learning Standards for Mathematics
as aligned to Sabis® Mathematics curriculum
Curriculum Framework Template
Williamsburg Ascend Charter School**

Subject Area: Mathematics **Grade Level:** Kindergarten

Mathematics Strands	Mathematics Standards	Sabis® Level B Mathematics	Assessments	Based on the AY1213 Pacing Chart
Counting and Cardinality K.CC	1. Count to 100 by ones and by tens.	22, 23, 45, 49, 55, 85, 99, 111, 113, 115, 124, 125	Term 1 assessment 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 7 Term 2 Week 2, 3, 5 Term 3 Week 2, 6, 9, 10, 11
	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	22, 23, 45, 49, 55, 85, 99, 111, 113, 115, 124, 125	Term 1 assessment 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 7 Term 2 Week 2, 3, 5 Term 3 Week 2, 6, 9, 10, 11
	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).	7, 8, 10, 11, 13, 14, 16, 17, 19, 20, 24, 25, 39, 40, 42, 43, 46, 47, 50, 51, 52, 53, 73, 74, 75, 76, 77, 78, 81, 82, 83, 84, 95, 96, 97, 98, 110, 112	Term 1 assessments 1 & 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 3 – 11 Term 2 Week 1–4, 9, 10 Term 3 Week 1, 2, 5, 6, 9
	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	7, 8, 10, 11, 13, 14, 16, 17, 19, 20, 24, 25, 39, 40, 42, 43, 46, 47, 50, 51, 52, 53, 73, 74, 75, 76, 77, 78, 81, 82, 83, 84, 95, 96, 97, 98, 110, 112	Term 1 assessments 1 & 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 3 – 11 Term 2 Week 1–4, 9, 10 Term 3 Week 1, 2, 5, 6, 9

Mathematics Strands	Mathematics Standards	Sabis® Level B Mathematics	Assessments	Based on the AY1213 Pacing Chart
	one number name and each number name with one and only one object.			

	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.	8, 11, 14, 17, 20, 22, 40, 43, 45, 47, 49, 51, 53, 55, 64, 74, 76, 78, 82, 84, 86, 96, 99, 111, 113	Term 1 assessments 1 & 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 3 – 11 Term 2 Week 1–4, 9, 10 Term 3 Week 1, 2, 5, 6, 9
	4c. Understand that each successive number name refers to a quantity that is one larger.	22, 23, 45, 52, 53, 55, 57, 100, 115	Term 1 assessment 2 Term 2 assessments 1 & 2 Term 3 assessment 2	Term 1 Week 7 Term 2 Week 2, 4, 5, 6 Term 3 Week 7, 10
	<i>4d*. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.</i>	<i>26, 56</i>	<i>Term 1 assessment 2</i> <i>Term 2 assessment 1</i>	Term 1 Week 8 Term 2 Week 5
	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.	8, 11, 14, 17, 20, 22, 40, 43, 45, 47, 49, 51, 53, 55, 64, 74, 76, 78, 82, 84, 86, 96, 99, 111, 113	Term 1 assessments 1 & 2 Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 1 Week 3 – 11 Term 2 Week 1–4, 9, 10 Term 3 Week 1, 2, 5, 6, 9
	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	27, 28, 37, 86	Term 1 assessment 2 Term 3 assessment 1	Term 1 Week 9, 11 Term 3 Week 3

	using matching and counting strategies. ² (² Include groups with up to ten objects.)			
	7. Compare two numbers between 1 and 10 presented as written numerals.	86	Term 3 assessment 1	Term 3 Week 3

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.	57, 58, 59, 60, 61, 62, 64, 79, 80, 87, 88, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 114	Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 2 Week 6–10 Term 3 Week 1, 3, 7–10
	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	57, 58, 59, 60, 61, 62, 64, 79, 80, 87, 88, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 114	Term 2 assessments 1 & 2 Term 3 assessments 1 & 2	Term 2 Week 6–10 Term 3 Week 1, 3, 7–10
	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 $5=4+1$).	64	Term 2 assessment 2	Term 2 Week 7
	4. For any number from 1 to 9, find the number that makes 10 when	64	Term 2 assessment 2	Term 2 Week 7

	added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Also a concept in the Mental Math book		
	5. Fluently add and subtract within 5.	57, 58, 59, 60, 61, 62, 64, 100, 101, 102, 103 Also a concept in the Mental Math book	Term 2 assessments 1 & 2 Term 3 assessment 2	Term 2 Week 6, 7 Term 3 Week 7, 8

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.	86, 114	Term 3 assessments 1 & 2	Term 3 Week 3, 10
Measurement and Data K.MD	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	89, 90, 91, 93, 94	Term 3 assessment 2	Term 3 Week 4, 5
	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>	89, 90, 91, 93, 94	Term 3 assessment 2	Term 3 Week 4, 5
	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	34, 35, 36, 37, 38, 67, 68	Term 2 assessments 1 & 2	Term 1 Week 10, 11 Term 2 Week 8, 9

	<i>(Limit category counts to be less than or equal to 10)</i>			
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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 of, behind,</i> and <i>next to</i> .	1, 4, 6, 29, 30, 34, 65, 66, 67, 68, 69	Term 1 assessments 1 & 2 Term 2 assessments 2	Term 1 Week 1, 2, 9, 10 Term 2 Week 8, 9
	2. Correctly name shapes regardless of their orientations or overall size.	34, 65, 66, 67, 68, 69	Term 2 assessments 1 & 2 Term 3 assessment 1	Term 1 Week 10 Term 2 Week 8, 9
	3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	34, 65, 66, 67, 68, 69	Term 2 assessments 1 & 2 Term 3 assessment 1	Term 1 Week 10 Term 2 Week 8, 9
	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).	34, 65, 66, 67, 68, 69	Term 2 assessments 1 & 2 Term 3 assessment 1	Term 1 Week 10 Term 2 Week 8, 9
	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 AY13-14 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>	70	Term 2 assessment 2	Term 2 Week 9
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The standards in bold and italic are the suggested New York State additions to the Math CCSS.

**Curriculum Framework Template
Williamsburg Ascend Charter School**

Subject Area: Mathematics **Grade Level:** Grade 1

Mathematics Strands	Mathematics Standards	Sabis® Level C Mathematics	Assessments	Based on the AY1213 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.	27, 49, 57, 78		Term 1 Week 6 Term 2 Week 1, 3, 9
	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.	77, 78		Term 2 Week 9
	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</i>	75, 77		Term 2 Week 8, 9

Mathematics Strands	Mathematics Standards	Sabis® Level C Mathematics	Assessments	Based on the AY1213 Pacing Chart
	<p><i>numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.</i> <i>(Associative property of addition.)</i> (Students need not use formal terms for these properties)</p>			
	<p>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></p>	15, 40, 41, 42, 74, 124, 151		Term 1 Week 4, 10 Term 2 Week 8 Term 3 Week 6, 11
	<p>5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p>	11, 12, 27, 59, 60		Term 1 Week 3, 6 Term 2 Week 4
	<p>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</p>	<p>11, 12, 13, 14, 15, 27, 28, 29, 30, 31, 32, 39, 40, 41, 42, 43, 52, 59, 60, 61, 62</p> <p>Mental Math exercises.</p>		Term 1 Week 3, 4, 6, 7, 9, 10 Term 2 Week 2, 4

Mathematics Strands	Mathematics Standards	Sabis® Level C Mathematics	Assessments	Based on the AY1213 Pacing Chart
	known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).			
	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, 125		Term 1 Week 3 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>	15, 40, 41, 42, 74, 75, 93, 124, 151		Term 1 Week 4, 10 Term 2 Week 8 Term 3 Week 3, 6, 11
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.	1, 2, 3, 4, 5, 6, 7, 8, 10, 33, 44, 46, 48, 50, 51, 53, 54, 59, 60, 61, 62, 64, 65, 66, 68, 69, 128, 129, 139, 140		Term 1 Week 1, 2, 3, 8, 11 Term 2 Week 1–7 Term 3 Week 7, 10
	2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the	8, 9, 34, 35, 45, 51, 64		Term 1 Week 2, 3, 8, 11 Term 2 Week 2, 5

Mathematics Strands	Mathematics Standards	Sabis® Level C Mathematics	Assessments	Based on the AY1213 Pacing Chart
	following as special cases:			
	2a. 10 can be thought of as a bundle of ten ones—called a “ten.”	8, 9		Term 1 Week 2, 3
	2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	34, 35, 44, 45		Term 1 Week 8, 11
	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).	8, 9, 44, 50, 64, 127		Term 1 Week 2, 3, 11 Term 2 Week 2, 5 Term 3 Week 6

	3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	16, 38, 47, 67, 126		Term 1 Week 5, 9 Term 2 Week 1, 6 Term 3 Week 6
	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.	72, 73, 92, 93, 94, 130, 131, 143 <i>Mental Math exercises are practiced daily.</i>		Term 2 week 7 Term 3 week 2, 3, 7, 8, 11
	5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	62, 68, 69		Term 2 Week 4, 6, 7
	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,	68, 116		Term 2 Week 6 Term 3 Week 4

	properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.			
Measurement and Data 1.MD	1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	117, 119		Term 3 Week 5
	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>	120		Term 3 Week 5
	3. Tell and write time in hours and half-hours using analog and digital clocks.	104, 105		Term 3 Week 4
	3* Recognize and identify coins, their names, and their value.	133, 134, 135		Term 3 Week 8, 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	87, 88, 89, 90		Term 3 Week 1, 2

	are in one category than in another.			
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.	23, 58, 80, 81, 82, 83		Term 1 Week 5 Term 2 Week 3, 10 Term 3 Week 1

	<p>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.”)</p>	24, 25, 83		<p>Term 1 Week 5 Term 3 Week 1</p>
	<p>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.</p>	63		Term 2 Week 5

The standards in bold and italic are the suggested New York State additions to the Math CCSS.

**New York State Learning Standards for Social Studies
as aligned to Houghton Mifflin *My World* (©2005) curriculum
Curriculum Framework Template
Williamsburg Ascend Charter School**

Subject Area: Social Studies **Grade Level:** Kindergarten

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY12-13 Pacing Chart
<p>Standard 1: History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p>			
<p>Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions</p>	<p>1. know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it</p>		
	<p>2. understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents</p>		
	<p>3. explain those values, practices, and traditions that unite all Americans</p>		
<p>Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions</p>	<p>1. gather and organize information about the traditions transmitted by various groups living in their neighborhood and community</p>	<p>Unit 1: Families and Friends p. 2-7 Unit 1: Friends at School p. 12-15 Unit 1: Leaders at Home and</p>	<p>Term 1 Week 1 Term 1 Week 3 Term 1 Week 4</p>

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY12-13 Pacing Chart
<p>from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p>		<p>School p. 16-19</p> <p>Columbus Day p. 136-137</p> <p>Veteran’s Day p. 138-139</p> <p>Thanksgiving p. 140-141</p> <p>Unit 2: Community Homes p. 44-47</p> <p>Martin Luther King, Jr. Day p. 144-145</p> <p>Black history</p> <p>Presidents’ Day</p> <p>Memorial Day p. 150-151</p> <p>Flag Day p. 152-153</p> <p>Unit 4: Our Leaders p. 104-107</p>	<p>Term 1 Week 6</p> <p>Term 1 Week 10</p> <p>Term 1 Week 11</p> <p>Term 2 Week 2</p> <p>Term 2 Week 4</p> <p>Term 2 Weeks 5-6</p> <p>Term 2 Week 9</p> <p>Term 3 Week 9</p> <p>Term 3 Week 10</p> <p>Term 3 Week 12</p>
	<p>2. recognize how traditions and practices were passed from one generation to the next</p>	<p>Unit 3: Family History p. 68-71</p> <p>Unit 3: Meeting Needs p.72-75</p>	<p>Term 3 Week 2</p> <p>Term 3 Week 3</p>
	<p>3. distinguish between near and distant past and interpret simple timelines</p>	<p>Unit 3: All About Time p. 64-67</p> <p>Unit 3: Family History p. 68-71</p> <p>Unit 3: Meeting Needs p.72-75</p>	<p>Term 3 Week 1</p> <p>Term 3 Week 2</p> <p>Term 3 Week 3</p>

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY12-13 Pacing Chart
		Unit 3: Communication p. 76-79 Unit 3: Transportation p. 80-83	Term 3 Week 4 Term 3 Week 5
Key Idea 3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	1. gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities		
	2. classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious		
	3. identify individuals who have helped to strengthen democracy in the United States and throughout the world		
Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing	1. consider different interpretations of key events and/or issues in history and understand the differences in these accounts		
	2. explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and		

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY12-13 Pacing Chart
interpretations of different historical developments.	state		
	3. view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.		
<p>Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives</p>			
Key Idea 1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	1. read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses		
	2. explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop		
	3. study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions		
Key Idea 2: Establishing timeframes, exploring	1. distinguish between past, present, and future time periods		

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY12-13 Pacing Chart
different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	2. develop timelines that display important events and eras from world history		
	3. measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BCE and CE as reference points		
	4. compare important events and accomplishments from different time periods in world history		
Key Idea 3: The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	1. understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities		
	2. gather and present information about important developments from world history		
	3. understand how the terms social, political, economic, and cultural can be used to describe human activities or practices		
Key Idea 4: The skills of historical analysis include the ability to investigate differing and	1. consider different interpretations of key events and developments in world history and understand the differences in		

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY12-13 Pacing Chart
competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	these accounts		
	2. explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world		
	3. view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts		

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY11-12 Pacing Charts

Standard 3: Geography
 Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface

Key Idea 1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six	1. study about how people live, work, and utilize natural resources	Unit 2: Our World’s Water p. 36-39	Term 1 Week 9
	2. draw maps and diagrams that serve as representations of places, physical features, and objects	Unit 2: Where Is It? p.28-31 Unit 2: Our World’s Land p. 32-35	Term 1 Week 7 Term 1 Week 8

elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.	3. locate places within the local community, state and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians		
	4. identify and compare the physical, human, and cultural characteristics of different regions and people	Unit 2: Our World's Land p. 32-35	Term 1 Week 8
	5. investigate how people depend on and modify the physical environment	Unit 2: Our World's Water p. 36-39 Unit 2: Seasons Bring Change p. 40-43 Earth Day p. 148-149	Term 1 Week 9 Term 2 Week 1 Term 3 Week 6

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY11-12 Pacing Chart
Key Idea 2: Geography requires the development and application of the skills of asking and answering geographic questions, analyzing theories of geography, and acquiring and organizing geographic information.	1. ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places		
	2. gather and organize geographic information from a variety of sources and display in a number of ways		
	3. analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data.		
<p>Standard 4: Economics</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms</p>			
Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of	1. know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources	Unit 2: People Have Wants and Needs p.48-51 Unit 2: People at Work p. 52-55 Unit 2: Savings p. 56-59	Term 2 Week 3 Term 2 Week 11 Term 2 Week 12

economic decision making, and the interdependence of economies and economic systems throughout the world.	2. explain how people's wants exceed their limited resources and that this condition defines scarcity		
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Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY11-12 Pacing Chart
	3. know that scarcity requires individuals to make choices and that these choices involve costs		
	4. study how the availability and distribution of resources is important to a nation's economic growth		
	5. understand how societies organize their economies to answer fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced?		
	6. investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal		

<p>Key Idea 2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.</p>	<p>1. locate economic information, using card catalogues, computer databases, indices, and library guides</p>		
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Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY11-12 Pacing Chart
	2. collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources		
	3. make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary		
	4. present economic information by developing charts, tables, diagrams, and simple graphs		
<p>Standard 5: Civics, Citizenship, and Government</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the United States and other nations, the United States Constitution, the basic civic values of American constitutional democracy, and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>			
Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance,	1. know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice		
	2. explain the probable consequences of the absence of government and rules		
	3. describe the basic purposes of government and the importance of civic life		

and law.	4. understand that social and political systems are based upon people's beliefs		
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Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY11-12 Pacing Chart
	5. discuss how and why the world is divided into nations and what kinds of government other nations have		
Key Idea 2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	1. explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States		
	2. understand the basic civil values that are the foundation of American constitutional democracy		
	3. know what the United States Constitution is and why it is important		
	4. understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government		
	5. understand the structure of New York State and local governments including executive, legislative, and judicial branches		

	6. identify their legislative and executive representatives at the local, state, and national governments		
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Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY11-12 Pacing Chart
Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	1. understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation	Unit 4: The Flag & the Bald Eagle p. 88-91 Unit 4: Other Symbols for Our Country p. 92-95 Unit 4: Our Country's People p. 96-99	Term 3 Week 7 Term 3 Week 8 Term 3 Week 9
	2. examine what it means to be a good citizen in the classroom, school, home, and community	Unit 4: Heroes Long Ago p. 100-103	Term 3 Week 11
	3. identify and describe the rules and responsibilities students have at home, in the classroom, and at school	Unit 1: Families and Friends p. 2-7 Unit 1: We Learn at School p. 8-11 Unit 1: Rules for Home and for School p. 20-23 Unit 3: All About Time p.64-67	Term 1 Week 1 Term 1 Week 2 Term 1 Week 5 Term 3 Week 1
	4. examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State		
	5. understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service	Unit 4: Our Leaders p. 104-107	Term 3 Week 12

	6. identify basic rights that students have and those that they will acquire as they age	Unit 4: Our Leaders p. 104-107	Term 3 Week 12
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Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Based on the AY11-12 Pacing Chart
<p>Key Idea 4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.</p>	<p>1. show a willingness to consider other points of view before drawing conclusions or making judgments</p>		
	<p>2. participate in activities that focus on a classroom, school, or community issue or problem</p>	<p>Unit 1: We Learn at School p. 8-11</p> <p>Unit 1: Rules for Home and for School p. 20-23</p>	<p>Term 1 Week 2</p> <p>Term 1 Week 5</p>
	<p>3. suggest alternative solutions or courses of action to hypothetical or historic problems</p>		
	<p>4. evaluate the consequences for each alternative solution or course of action</p>		
	<p>5. prioritize the solutions based on established criteria</p>		

	6. propose an action plan to address the issue of how to solve the problem		
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New York State Learning Standards for Social Studies
as aligned to Houghton Mifflin *School and Family* (©2005) curriculum
Curriculum Framework Template
Williamsburg Ascend Charter School

Subject Area: Social Studies **Grade Level:** Grade 1

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY12-13 Pacing Chart
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Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

<p>Key Idea 1:</p> <p>The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions</p>	<p>1. know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it</p>	<p>Unit 1, Lesson 5: Moving to New Homes p. 60-65</p> <p>Unit 2, Lesson 5: City, Suburb, Town p. 102-109</p> <p>Unit 4, Lesson 2: The First Americans p. 184-189</p> <p>Unit 4, Lesson 3: Family Life Past and Present p. 190-201</p>	<p>Term 1 assessment 2</p> <p>Term 2 assessment 1</p> <p>Term 2 assessment 3</p> <p>Term 3 assessment 1</p>	<p>Term 1 Week 5</p> <p>Term 2 Week 1</p> <p>Term 2 Week 10</p> <p>Term 3 Week 1</p>	
	<p>2. understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents</p>				
	<p>3. explain those values, practices, and traditions that</p>	<p>Unit 1, Lesson 1: Families p. 22-35</p>	<p>Term 1 assessment 1</p>	<p>Term 1 Week 1</p>	

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY12-13 Pacing Chart
	unite all Americans	Unit 1, Lesson 2: In Your Classroom p. 36-43	Term 1 assessment 1	Term 1 Week 2
Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.	1. gather and organize information about the traditions transmitted by various groups living in their neighborhood and community	Unit 2, Lesson 7: Our Country's Neighbors p. 116-121	Term 2 assessment 1	Term 2 Week 3
	2. recognize how traditions and practices were passed from one generation to the next	Unit 4, Lesson 2: The First Americans p. 184-189	Term 2 assessment 3	Term 2 Week 10
		Unit 4, Lesson 3: Family Life Past and Present p. 190-201 Unit 4, Lesson 4: Going to School Long Ago	Term 3 assessment 1 Term 3 assessment 1	Term 3 Week 1 Term 3 Week 2
3. distinguish between near and distant past and interpret simple timelines	Unit 4, Lesson 1: Learning about the Past p. 176-183 Unit 4, Lesson 3: Family Life Past and Present p. 190-201 Unit 4, Lesson 4: Going to School Long Ago p. 202-207 Unit 4, Lesson 5: Moving People and Things p. 208-215 Unit 4, Lesson 6: Sharing News and Ideas p. 216-219	Term 2 assessment 3 Term 3 assessment 1 Term 3 assessment 1 Term 3 assessment 1	Term 2 Week 9 Term 3 Week 1 Term 3 Week 2 Term 3 Week 3	

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY12-13 Pacing Chart
		Unit 5, Lesson 2: Government and Leaders p. 236-243	Term 3 assessment 3 Term 3 assessment 2	Term 3 Week 4 Term 3 Week 6
Key Idea 3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	1. gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities	Unit 4, Lesson 2: The First Americans, p. 184-189	Term 2 assessment 3	Term 2 Week 10
	2. classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious			
	3. identify individuals who have helped to strengthen democracy in the United States and throughout the world	Unit 5, Lesson 2: Government and Leaders p. 236-243	Term 3 assessment 2	Term 3 Week 6
Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence,	1. consider different interpretations of key events and/or issues in history and understand the differences in these accounts			

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY12-13 Pacing Chart
understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.	2. explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state	Unit 1, Lesson 4: A Community p. 54-59 Unit 1, Lesson 5: Moving to New Homes p. 60-65 Unit 3, Lesson 4: All Kinds of Jobs p. 152-157 Unit 4, Lesson 1: Learning about the Past p. 176-183	Term 1 assessment 2 Term 1 assessment 2 Term 2 assessment 2 Term 2 assessment 3	Term 1 Week 4 Term 1 Week 5 Term 2 Week 6 Term 2 Week 9
	3. view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.			

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives

Key Idea 1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the	1. read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses	Unit 1, Lesson 4: A Community p. 54-59 Unit 2, Lesson 2: Our Land, Our Water p. 82-87 Unit 4, Lesson 3: Family Life Past and Present p. 190-201	Term 1 assessment 2 Term 1 assessment 3 Term 3 assessment 1	Term 1 Week 4 Term 1 Week 8 Term 3 Week 1
	2. explore narrative accounts of important events from world history to learn about different accounts of the past to begin to			

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY12-13 Pacing Chart
connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	understand how interpretations and perspectives develop			
	3. study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions	Unit 2, Lesson 7: Our Country's Neighbors p. 116-121	Term 2 assessment 1	Term 2 Week 3
Key Idea 2: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	1. distinguish between past, present, and future time periods	Unit 4, Lesson 1: Learning about the Past p. 176-183 Unit 4, Lesson 3: Family Life Past and Present p. 190-201	Term 2 assessment 3 Term 3 assessment 1	Term 2 Week 9 Term 3 Week 1
	2. develop timelines that display important events and eras from world history			
	3. measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BCE and CE as reference points			
	4. compare important events and accomplishments from different time periods in world history			
Key Idea 3: The study of the major social, political, cultural, and	1. understand the roles and contributions of individuals and groups to social, political,	Unit 3, Lesson 4: All Kinds of Jobs p. 152-157 Unit 4, Lesson 5: Moving	Term 2 assessment 2	Term 2 Week 6

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY12-13 Pacing Chart
religious developments in world history involves learning about the important roles and contributions of individuals and groups.	economic, cultural, scientific, technological, and religious practices and activities	People and Things p. 208-215 Unit 4, Lesson 6: Sharing News and Ideas p. 216-219	Term 3 assessment 1	Term 3 Week 3
	2. gather and present information about important developments from world history		Term 3 assessment 3	Term 3 Week 4
	3. understand how the terms social, political, economic, and cultural can be used to describe human activities or practices			
Key Idea 4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over	1. consider different interpretations of key events and developments in world history and understand the differences in these accounts			
	2. explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world	Unit 4, Lesson 4: Going to School Long Ago p. 202-207 Unit 4, Lesson 5: Moving People and Things, p. 208-215 Unit 4, Lesson 6: Sharing News and Ideas p. 216-219	Term 3 assessment 1 Term 3 assessment 1 Term 3 assessment 3	Term 3 Week 2 Term 3 Week 3 Term 3 Week 4

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY12-13 Pacing Chart
time.	3. view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts			

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY11-12 Pacing Charts
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Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface

<p>Key Idea 1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>	<p>1. study about how people live, work, and utilize natural resources</p>	<p>Unit 1, Lesson 1: Families p. 22-35</p> <p>Unit 2, Lesson 2: Our Land, Our Water p. 82-87</p> <p>Unit 2, Lesson 3: Natural Resources p. 88-95</p> <p>Unit 3, Lesson 5: Getting Food to Market p. 158-167</p> <p>Unit 5, Lesson 3: Citizens p. 244-249</p>	<p>Term 1 assessment 1</p> <p>Term 1 assessment 3</p> <p>Term 1 assessment 3</p> <p>Term 2 assessment 2</p> <p>Term 3 assessment 2</p>	<p>Term 1 Week 1</p> <p>Term 1 Week 8</p> <p>Term 1 Week 9</p> <p>Term 2 Week 7</p> <p>Term 3 Week 7</p>
	<p>2. draw maps and diagrams that serve as representations of places, physical features, and objects</p>	<p>Unit 2, Lesson 1: Our Earth p. 74-77</p>	<p>Term 1 assessment 3</p>	<p>Term 1 Week 7</p>

	<p>3. locate places within the local community, state and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians</p>	<p>Unit 2, Lesson 6: Our Country p. 110-115</p>	<p>Term 2 assessment 1</p>	<p>Term 2 Week 2</p>
	<p>4. identify and compare the physical, human, and cultural characteristics of different regions and people</p>	<p>Unit 2, Lesson 2: Our Land, Our Water p. 82-87 Unit 2, Lesson 4: Weather and Seasons p. 96-101</p>	<p>Term 1 assessment 3 Term 1 assessment 3</p>	<p>Term 1 Week 8 Term 1 Week 10</p>
	<p>5. investigate how people depend on and modify the physical environment</p>	<p>Unit 2, Lesson 2: Our Land, Our Water p. 82-87 Unit 2, Lesson 3: Natural Resources p. 88-95</p>	<p>Term 1 assessment 3 Term 1 assessment 3</p>	<p>Term 1 Week 8 Term 1 Week 9</p>

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY11-12 Pacing Chart
Key Idea 2: Geography requires the development and application of the skills of asking and answering geographic questions, analyzing theories of geography, and acquiring and organizing geographic information.	1. ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places	Unit 1, Lesson 3: Leaders and Rules p. 44-53	Term 1 assessment 1	Term 1 Week 3
	2. gather and organize geographic information from a variety of sources and display in a number of ways			
	3. analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data.	Unit 2, Lesson 4: Weather and Seasons p. 96-101	Term 1 assessment 3	Term 1 Week 10
<p>Standard 4: Economics</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms</p>				
Key Idea 1: The study of economics requires an understanding of major economic	1. know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources			

concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	2. explain how people's wants exceed their limited resources and that this condition defines scarcity			
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Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY11-12 Pacing Chart
	3. know that scarcity requires individuals to make choices and that these choices involve costs			
	4. study how the availability and distribution of resources is important to a nation's economic growth			
	5. understand how societies organize their economies to answer fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced?			

	6. investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal	Unit 3, Lesson 3: Buy, Trade, and Save p. 144-151	Term 2 assessment 2	Term 2 Week 5
Key Idea 2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	1. locate economic information, using card catalogues, computer databases, indices, and library guides			

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY11-12 Pacing Chart
	2. collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources			
	3. make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary			
	4. present economic information by developing charts, tables, diagrams, and simple graphs	Unit 3, Lesson 3: Buy, Trade, and Save p. 144-151	Term 2 assessment 2	Term 2 Week 5

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental system of the United States and other nations, the United States Constitution, the basic civic values of American constitutional democracy, and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and	1. know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice	Unit 5, Lesson 3: Citizens p. 244-249	Term 3 assessment 2	Term 3 Week 7
	2. explain the probable consequences of the absence of government and rules			

place regarding power, authority, governance, and law.	3. describe the basic purposes of government and the importance of civic life	Unit 5, Lesson 1: People Need Laws p. 230-235	Term 3 assessment 2	Term 3 Week 5
	4. understand that social and political systems are based upon people's beliefs			

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY11-12 Pacing Chart
	5. discuss how and why the world is divided into nations and what kinds of government other nations have			
Key Idea 2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.	1. explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States			
	2. understand the basic civil values that are the foundation of American constitutional democracy			
	3. know what the United States Constitution is and why it is important	Unit 5, Lesson 2: Government and Leaders p. 236-243	Term 3 assessment 2	Term 3 Week 6
	4. understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government			

	<p>5. understand the structure of New York State and local governments including executive, legislative, and judicial branches</p>			
	<p>6. identify their legislative and executive representatives at the local, state, and national governments</p>	<p>Unit 5, Lesson 2: Government and Leaders p.236-243</p>	<p>Term 3 assessment 2</p>	<p>Term 3 Week 6</p>

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY11-12 Pacing Chart
Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.	1. understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation	Unit 5, Lesson 5: Symbols of Our Country p. 258-265	Term 3 assessment 3	Term 3 Week 9
	2. examine what it means to be a good citizen in the classroom, school, home, and community	Unit 1, Lesson 2: In Your Classroom p. 36-43	Term 1 assessment 1	Term 1 Week 2
		Unit 1, Lesson 4: A Community, p. 54-59	Term 1 assessment 2	Term 1 Week 4
		Unit 5, Lesson 3: Citizens p. 244-249	Term 3 assessment 2	Term 3 Week 7
		Unit 5, Lesson 4: Heroes in Our Country p. 250-257	Term 3 assessment 2	Term 3 Week 8
3. identify and describe the rules and responsibilities students have at home, in the classroom, and at school	Unit 1, Lesson 3: Leaders and Rules p. 44-53	Term 1 assessment 1	Term 1 Week 3	
4. examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State				

	5. understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service	Unit 5, Lesson 3: Citizens p. 244-249	Term 3 assessment 2	Term 3 Week 7
	6. identify basic rights that students have and those that they will acquire as they age	Unit 5, Lesson 3: Citizens p. 244-249	Term 3 assessment 2	Term 3 Week 7

Social Studies Standards and Key Ideas	Student Performance Indicators (Elementary)	Content	Assessments	Based on the AY11-12 Pacing Chart
Key Idea 4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.	1. show a willingness to consider other points of view before drawing conclusions or making judgments	Unit 4, Lesson 5: Moving People and Things p. 208-215	Term 3 assessment 1	Term 3 Week 3
	2. participate in activities that focus on a classroom, school, or community issue or problem	Unit 5, Lesson 1: People Need Laws p. 230-235	Term 3 assessment 2	Term 3 Week 5 Response 6(f)-79

	3. suggest alternative solutions or courses of action to hypothetical or historic problems			
	4. evaluate the consequences for each alternative solution or course of action			
	5. prioritize the solutions based on established criteria			
	6. propose an action plan to address the issue of how to solve the problem			

ASCEND LEARNING

SCIENCE

Sabis® EDUCATIONAL SERVICES

New York Alignment of Kindergarten Curriculum

Strand	Standard	Sabis Text(s)	AY (2012-2013) Term / Week
	Major Understandings INQUIRY SKILLS		

Science Scope and Sequence

*INQUIRY SKILLS – BASED ON
NYS MST STANDARDS 1, 2, 6,
and 7*

- Classifying – arranging or distributing objects, events, or information representing objects or events in classes according to some method or system
- Communicating – giving oral and written explanations or graphic representations of observations
- Comparing and contrasting – identifying similarities and differences between or among objects, events, data, systems, etc.
- Creating models – displaying information, using multisensory representations
- Gathering and organizing data – collecting information about objects and events which illustrate a specific situation
- Generalizing – drawing general conclusions from particulars
- Identifying variables – recognizing the characteristics of objects or factors in events that are constant or change
- Inferring – drawing a conclusion based on prior experiences
- Interpreting data – analyzing data that have been obtained and organized by determining apparent patterns or relationships in the data
- Making decisions – identifying alternatives and choosing a course of action from among the alternatives after basing the judgment for the selection on justifiable reasons
- Manipulating materials – handling or treating materials and equipment safely, skillfully, and effectively
- Measuring – making quantitative observations by comparing to a conventional or nonconventional standard
- Observing – becoming aware of an object or event by using any of the senses (or extensions of the senses) to identify properties
- Predicting – making a forecast of future events or conditions expected to exist

PROCESS SKILLS

Science Inquiry skill standards are mentioned throughout Sabis® Exploring the World of Science Textbook and Workbook Level B

Inquiry skills were covered in the Explore activities such as p. 2-3 of Sabis® Exploring the World of Science Textbook Life Science Level B - **Covered throughout the three terms**

*PROCESS SKILLS – BASED ON
NYS MST STANDARD FOUR*

Science is an ongoing process. Most often there is a question or problem that initiates an investigation searching for a possible solution or solutions. There is no single prescribed scientific method to govern an investigation. It is important that students practice the skills outlined below. For younger students, the emphasis is on discovery. For older students, the emphasis is on formulating and investigating their own questions. Note: The use of “e.g.” denotes examples that may be used for in-depth study. The terms “for example” and “such as” denote material that is testable. Items in parentheses denote further definition of the word(s) preceding the item and are testable.

General Skills

- i. Follow safety procedures in the classroom, laboratory, and field.
- ii. Safely and accurately use the following tools:
 - hand lens
 - ruler (metric)
 - balance
 - gram weights
 - spring scale
- iii. Develop an appreciation of and respect for all learning environments (classroom, laboratory, field, etc.).
- iv. Manipulate materials through teacher direction and free discovery.
- v. Use information systems appropriately.
- vi. Select appropriate standard and nonstandard measurement tools for measurement activities.
- vii. Estimate, find, and communicate measurements, using standard and nonstandard units.
- viii. Use and record appropriate units for measured or calculated values.
- ix. Order and sequence objects and/or events.
- x. Classify objects according to an established scheme.
- xi. Generate a scheme for classification.
- xiii. Observe, analyze, and report observations of objects and events.
- xiv. Observe, identify, and communicate patterns.
- xv. Observe, identify, and communicate cause-and-effect relationships.

Process skills are mentioned throughout Sabis® Exploring the World of Science Textbook and Workbook Level B

Covered throughout the three terms

Process skills were covered throughout the book such as p. 36-37 of Sabis® Exploring the World of Science Textbook Life Science Level B -

		<p>xvi. Generate appropriate questions (teacher- and student-based) in response to observations, events, and other experiences.</p> <p>xvii. Observe, collect, organize, and appropriately graph data, then accurately interpret results.</p> <p>xviii. Collect and organize data, choosing the appropriate representation:</p> <ul style="list-style-type: none"> • journal entries • graphs • drawings/pictorial representations <p>xix. Make predictions based on prior experiences and/or information.</p> <p>xx. Compare and contrast organisms/objects/events in the living and physical environments.</p> <p>xxi. Identify and control variables/factors.</p> <p>xxii. Plan, design, and implement a short-term and long-term investigation based on a student- or teacher-posed problem.</p> <p>xxiii. Communicate procedures and conclusions through oral and written presentations.</p> <p>* In grades 5-8 the process skills are content-specific and are integrated into the units of study.</p> <p>Major Understandings Focused On Health</p> <p>The following Major Understandings from the NYS Elementary Science Core Curriculum should be covered in grades K-4:</p> <p>LE 5.3a Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.</p> <p>LE 5.3b Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet;</p>		
		<p>UNIT 1 (Previously Unit 2) TREES THROUGH THE SEASONS</p>		
		<p>The Living Environment</p>	<p>Sabis® Exploring the World of Science</p>	

	<p>LE 1.1b LE 1.2a LE 4.2a LE 5.1a</p>	<p>o Identify the basic needs of organisms to live and thrive: • Needs of plants to live and thrive (e.g., air, water, light) • Living things grow and change.</p>	<p>Textbook and Workbook Level B</p>	<p>• Life Science Chapter 1 Lesson 4- Term 1/ Week 1-3 • Life Science Chapter 2 Lesson 1,2 7- Term 1/ Week 5-7</p>
	<p>LE 3.1b</p>	<p>o Observe and compare the different structures that enable each plant to live and thrive: • Roots, leaves, stems, flowers, seeds</p>		<p>• Life Science Chapter 4 Lesson 1,2 -Term 2/ Week 1-3</p>
	<p>LE 3.1c LE 5.2a</p>	<p>o Observe adaptations of plants: • Plants respond to changes in the environment including seasonal changes such as: – Leaves falling in autumn and forming in springtime – Flowers blooming</p>		<p>• Life Science Chapter 5 Lesson 6 -Term 2/ Week 5-7</p>
	<p>UNIT 2 (Previously Unit 1) EXPLORING PROPERTIES</p>			
	<p>2</p>	<p>The Physical Setting</p>	<p>Sabis® Exploring the World of Science Textbook and Workbook Level B</p>	
	<p>PS 3.1b,c</p>	<p>o Observe and describe physical properties of objects using all of the appropriate senses: • Size, shape, texture, weight, color, etc. • Determine whether objects are alike or different</p>		<p>• Physical Science Chapter 1, Lesson 4 -Term 1/ Week 1-3 Chapter 2, Lessons 4 and 5 -Term 1/ Week 4-7 Chapter 3, Lessons 1 and 3 -Term 1/ Week 9-10</p>

	<p><i>PS 3.1c,d,e,g</i></p>	<p>o Observe and describe physical properties of objects using appropriate tools:</p> <ul style="list-style-type: none"> • Hot/cold (thermometer) • Weight (pan balance) • Measurement (nonstandard units) including bigger/smaller, more/less, capacity of liquids • Observations (hand lenses) 		<ul style="list-style-type: none"> • Earth and Space Chapter 3 Lesson 1 (thermometer) - • Physical Science Chapter 3 Lessons 1 , 2 and 3- Term 1/ Week 9-10 • Physical Science Chapter 2 Lesson 3 - Term 1/ Week 9-10
	<p><i>PS 3.1b,c,e</i></p>	<p>o Observe, describe, and identify the properties of materials (e.g., wood, plastic, metal).</p>		<ul style="list-style-type: none"> • Physical Science Chapter 1 Lesson 1- Term 3/ Week 1-3
	<p><i>PS 3.1f</i></p>	<p>o Sort or group objects according to their properties:</p> <ul style="list-style-type: none"> • Texture, color, shape, etc. • Sink and float 		<ul style="list-style-type: none"> • Physical Science Chapter 2 Lessons 2-5-6 Term 2/ Week 4-7 • Physical Science Chapter 3 Lesson 4- Term 3/ Week 8-10
	<p>UNIT 1 (Previously Unit 2)</p> <p>TREES THROUGH THE SEASONS</p>			
	<p>What are some changes we see in trees during the year?</p>			
	<p><i>LE 1.1b</i></p> <p><i>LE 1.2a</i></p> <p><i>LE 4.2a</i></p> <p><i>LE 5.1a</i></p>	<p>o Identify the basic needs of organisms to live and thrive:</p> <ul style="list-style-type: none"> • Needs of plants to live and thrive (e.g., air, water, light) • Living things grow and change. 	<p>Sabis® Exploring the World of Science Textbook and Workbook Level B</p>	<ul style="list-style-type: none"> • Life Science Chapter 1 Lesson 4- Term 3/ Week 1-3 • Life Science Chapter 2 Lesson 2- Term 3/ Week 4-6

<i>LE 3.1b</i>	<ul style="list-style-type: none"> ○ Observe and compare the different structures that enable each plant to live and thrive: <ul style="list-style-type: none"> • Roots, leaves, stems, flowers, seeds 		<ul style="list-style-type: none"> • Life Science Chapter 4 Lesson 1- Term 3/ Week 7-9
<i>LE 3.1c</i> <i>LE 5.2a</i>	<ul style="list-style-type: none"> ○ Observe adaptations of plants: <ul style="list-style-type: none"> • Plants respond to changes in the environment including seasonal changes such as: <ul style="list-style-type: none"> – Leaves falling in autumn and forming in springtime – Flowers blooming 		<ul style="list-style-type: none"> • Life Science Chapter 5 Lesson 6- Term 3/ Week 10-12
UNIT 3 (Same) ANIMALS			
3	What are animals?	Sabis® Exploring the World of Science Textbook and Workbook Level B	
<i>LE 1.1a</i> <i>LE 1.2a</i> <i>LE 4.1g</i> <i>LE 4.2a</i> <i>LE 5.1a</i>	<ul style="list-style-type: none"> ○ Identify the basic needs of organisms to live and thrive: <ul style="list-style-type: none"> • Needs of animals to live and thrive (e.g., air, water, food, shelter) • Living things grow and change. 		<ul style="list-style-type: none"> • Life Science Chapter 1 Lesson 4- Term 3/ Week 1-3 • Life Science Chapter 2 Lesson 1,2- Term 1/ Week 5-6
<i>LE 3.1a</i>	<ul style="list-style-type: none"> ○ Observe and compare the different structures that enable each animal to live and thrive: <ul style="list-style-type: none"> • Wings, legs, fins, eyes, nose, ears, tongue, skin, claws, etc. 		<ul style="list-style-type: none"> • Life Science Chapter 1 Lesson 3- Term 3/ Week 1-3 • Life Science Chapter 4 Lesson 3 - Term 3/ Week 1-3
<i>LE 1.1c,d</i>	<ul style="list-style-type: none"> ○ Make clear that nonliving things do not live and thrive. 		<ul style="list-style-type: none"> • Life Science Chapter 1 Lesson 3- Term 3/ Week 1-3
<i>LE 2.2a</i>	<ul style="list-style-type: none"> ○ Recognize that living things have offspring and that offspring closely resembles its parents: <ul style="list-style-type: none"> • Dogs /puppies, cats/kittens, cows/ calves, ducks/ducklings, frogs/tadpoles 		<ul style="list-style-type: none"> • Life Science Chapter 2 Lesson 4- Term 3/ Week 4-6

	<p><i>LE 5.2e</i></p>	<p>o Observe physical animal characteristics that are influenced by changing environmental conditions such as:</p> <ul style="list-style-type: none"> • Coat thickness in winter, rabbits changing fur color, shedding of fur 		<ul style="list-style-type: none"> • Life Science Chapter 5 Lesson 4- Term 3/ Week 10-12
	<p><i>LE 5.2f</i></p>	<p>o Observe that some animal behaviors are influenced by environmental conditions:</p> <ul style="list-style-type: none"> • Nest building, hibernation, migration 		<ul style="list-style-type: none"> • Life Science Chapter 5 Lesson 4 - Term 3/ Week 10-11

New York Alignment of Grade 1 Curriculum

Strand	Major Understandings	Standard	Sabis Text(s)	Assessments	AY Term / Week
Science Scope and Sequence	INQUIRY SKILLS				
	<i>INQUIRY SKILLS – BASED ON NYS MST STANDARDS 1, 2, 6, and 7</i>	Classifying – arranging or distributing objects, events, or information representing objects or events in classes according to some method or system Communicating – giving oral and written explanations or graphic representations of observations Comparing and contrasting – identifying similarities and differences between or among objects, events, data, systems, etc. Creating models – displaying information, using multisensory representations Gathering and organizing data – collecting information about objects and events which illustrate a specific situation Generalizing – drawing general conclusions from particulars Identifying variables – recognizing the characteristics of objects or factors in events that are constant or change Inferring – drawing a conclusion based on prior experiences Interpreting data – analyzing data that have been obtained and organized by determining apparent patterns or relationships in the data Making decisions – identifying alternatives and choosing a course of action from among the alternatives after basing the judgment for the selection on justifiable reasons Manipulating materials – handling or treating materials and equipment safely, skillfully, and effectively Measuring – making quantitative observations by comparing to a conventional or nonconventional standard Observing – becoming aware of an object or event by using any of the senses (or extensions of the senses) to identify properties Predicting – making a forecast of future events or conditions expected to exist	Science Inquiry skill standards are mentioned throughout Sabis® Exploring the World of Science Textbook and Workbook Level C	Part of the twice termly assessment	Inquiry skills were covered in the Explore activities such as p. 4 of Sabis® Exploring the World of Science Textbook Earth and Space Level C - Covered throughout the three terms

	PROCESS SKILLS			
<p><i>PROCESS SKILLS – BASED ON NYS MST STANDARD FOUR</i></p>	<p>Science is an ongoing process. Most often there is a question or problem that initiates an investigation searching for a possible solution or solutions. There is no single prescribed scientific method to govern an investigation. It is important that students practice the skills outlined below. For younger students, the emphasis is on discovery. For older students, the emphasis is on formulating and investigating their own questions.</p> <p>Note: The use of “e.g.” denotes examples that may be used for in-depth study. The terms “for example” and “such as” denote material that is testable. Items in parentheses denote further definition of the word(s) preceding the item and are testable.</p> <p>General Skills</p> <ol style="list-style-type: none"> i. Follow safety procedures in the classroom, laboratory, and field. ii. Safely and accurately use the following tools: <ul style="list-style-type: none"> • hand lens • ruler (metric) • balance • gram weights • spring scale iii. Develop an appreciation of and respect for all learning environments (classroom, laboratory, field, etc.). iv. Manipulate materials through teacher direction and free discovery. v. Use information systems appropriately. vi. Select appropriate standard and nonstandard measurement tools for measurement activities. vii. Estimate, find, and communicate measurements, using standard and nonstandard units. viii. Use and record appropriate units for measured or calculated values. ix. Order and sequence objects and/or events. x. Classify objects according to an established scheme. xi. Generate a scheme for classification. xiii. Observe, analyze, and report observations of objects and events. xiv. Observe, identify, and communicate patterns. xv. Observe, identify, and communicate cause-and-effect 	<p>Science process skill standards are mentioned throughout Sabis® Exploring the World of Science Textbook and Workbook Level C</p>	<p>Part of the twice termly assessment</p>	<p>Process skills were covered throughout the book such as p. 4 of Sabis® Exploring the World of Science Textbook Earth and Space Level C - Covered throughout the three terms</p>

	<p>relationships.</p> <p>xvi. Generate appropriate questions (teacher- and student-based) in response to observations, events, and other experiences.</p> <p>xvii. Observe, collect, organize, and appropriately graph data, then accurately interpret results.</p> <p>xviii. Collect and organize data, choosing the appropriate representation:</p> <ul style="list-style-type: none"> • journal entries • graphs • drawings/pictorial representations <p>xix. Make predictions based on prior experiences and/or information.</p> <p>xx. Compare and contrast organisms/objects/events in the living and physical environments.</p> <p>xxi. Identify and control variables/factors.</p> <p>xxii. Plan, design, and implement a short-term and long-term investigation based on a student- or teacher-posed problem.</p> <p>xxiii. Communicate procedures and conclusions through oral and written presentations.</p> <p>* In grades 5-8 the process skills are content-specific and are integrated into the units of study.</p> <p>Major Understandings Focused On Health</p> <p>The following Major Understandings from the NYS Elementary Science Core Curriculum should be covered in grades K-4:</p> <p>LE 5.3a Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.</p> <p>LE 5.3b Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet;</p>				
Level C	<p>UNIT 1 (Previously Unit 3) ANIMAL DIVERSITY</p>				
1	How are animals alike and different?		Sabis® Exploring the World of Science	Part of the twice termly assessment	

	LE 3.1a	o Identify, describe, and compare the physical structures of animals (e.g., body coverings, sensory organs, appendages, beaks).	Textbook and Workbook Level C		• Life Science Chapter 2 Section 2.2, 2.3 - Term 3/ Week 7-8
	LE 1.1a LE 3.1a	o Identify, in animals, the relationship between the physical structures and the functions of those structures (e.g., obtaining food and water, protection, movement, support).		• Life Science Chapter 2 Section 2.2, 2.3- Term 3/ Week 7-8	
	LE 3.1a	o Compare and contrast the physical characteristics in animals.		• Life Science Chapter 2 Section 2.2, 2.3 - Term 3/ Week 7-8	
	LE 3.1a LE 3.1c	o Describe how physical traits help a species to survive (e.g., giraffe’s neck, turtle’s shell).		• Life Science Chapter 2 Section 2.2, - Term 3/ Week 7	
	LE 2.2a LE 2.1a LE 2.2b	o Observe how animals grow and change in predictable ways: • Animals closely resemble their parents and other individuals in their species. • Some traits of living things have been inherited (e.g., number of limbs).		• Life Science Chapter 2 Section 2.4 - Term 3/ Week 7 and 10	
	LE 4.1a,e,f,g	o Describe animal life cycles and life spans (e.g., baby/adult, puppy to dog).		• Life Science Chapter 2 Section 2.4 - Term 3/ Week 7 and 10	
	UNIT 2 (Previously Unit 1) PROPERTIES OF MATTER				
2	What are some properties of solids, liquids, and gases?		Sabis® Exploring the World of Science Textbook and Workbook Level C	Part of the twice termly assessment	
PS 3.2a	o Observe and describe the three states of matter: • Liquids take the shape of the containers they are in. • Air does not have a definite shape. • Solids have a definite shape.				• Physical Science Chapter 2 Section 2.1 - Term 2/ Week 6-7

	<p><i>PS 2.1c</i> <i>PS 3.2c</i></p>	<p>o Observe and describe how water evaporates when left in an open container (liquid water changes into gas as it moves into the air).</p>			<ul style="list-style-type: none"> Physical Science Chapter 2 Section 2.2- Term 2/ Week 8
	<p><i>PS 3.1e</i></p>	<p>o Observe that the material(s) of which an object is made determines some specific properties of the object (sinking/floatation, solubility).</p>			<ul style="list-style-type: none"> Physical Science Chapter 1 Section 1.4 - Term 2/ Week 4 Physical Science Chapter 2 Section 2.3- Term 2/ Week 1-5
	<p><i>PS 3.1f</i> <i>PS 3.2c</i></p>	<p>o Predict, observe, and examine different substances to determine their ability to mix with water (e.g., oil, water; sugar, water; sand, water).</p>			<ul style="list-style-type: none"> Physical Science Chapter 2 Section 2.3- Term 2/ Week 9
	<p><i>PS 3.1e</i></p>	<p>o Use tools such as hand lenses, rulers, thermometers, and balances to observe and measure the properties of materials.</p>			<ul style="list-style-type: none"> Earth and Space Chapter 2 Section 2.2- Term 1/ Week 3 / Physical Science Chapter 1 Sections 1.2 and 1.3- Term 2/ Weeks 2-3
	<p><i>PS 3.1e,f</i></p>	<p>o Test objects to determine whether they sink or float:</p> <ul style="list-style-type: none"> Different materials (plastic, rubber, etc.) Different shapes Boat design 			<ul style="list-style-type: none"> Physical Science Chapter 1 Section 1.4- Term 2/ Week 4
	<p><i>PS 3.1c,d,e,g</i></p>	<p>o Observe, and describe the change of objects when placed in different environments.</p> <ul style="list-style-type: none"> Hot and cold Lighting and shadows Color Wet and dry 			<ul style="list-style-type: none"> Physical Science Chapter 4 Section 4.3 - Term 2/ Week 3 Physical Science Chapter 4 Section 4.5 - Term 2/ Week 5
	<p>UNIT 3 (Previously Unit 2) WEATHER AND SEASONS</p>				
3	<p>What are some of the changes we notice between seasons?</p>				
	<p><i>PS 1.1a</i></p>	<p>o Observe and describe weather conditions</p>	<p>Sabis® Exploring the World of Science Textbook and Workbook</p>	<p>Part of the twice termly assessment</p>	<ul style="list-style-type: none"> Earth and Space Chapter 2 Section

	that occur during each season.	Level C		2.5 - Term 1/ Week 1-2
<i>PS 2.1a,b</i>	o Observe, measure, record, and compare weather data throughout the year (e.g., cloud cover, cloud types, wind speed and direction, precipitation) by using thermometers, anemometers, wind vanes, and rain gauges.			<ul style="list-style-type: none"> • Earth and Space Chapter 2 Section 2.1 - Term 1/ Weeks 1-5 • Earth and Space Chapter 2 Section 2.2- Term 1/ Week 3 • Earth and Space Chapter 2 Section 2.3- Term 1/ Week 4
<i>PS 1.1a</i> <i>PS 3.1g</i>	o Compare temperatures in different locations (e.g., inside, outside, in the sun, in the shade). Compare day and night temperatures.			<ul style="list-style-type: none"> • Earth and Space Chapter 2 Section 2.2 - Term 1/ Week 3
<i>PS 1.1a</i>	o Illustrate and describe how the sun appears to move during the day. Illustrate and describe how the moon changes appearance over time (phases of the moon).			<ul style="list-style-type: none"> • Earth and Space Chapter 3 Section 3.3 - Term 1/ Weeks 10-11
<i>PS 1.1b</i>	o Describe the 24 hour day/night cycle(time).			<ul style="list-style-type: none"> • Earth and Space Chapter 3 Section 3.1 - Term 1/ Weeks 10-11
<i>PS 1.1c</i>	o Observe and record the changes in the sun's and other stars' position, and the moon's appearance relative to time of day and month, and note the pattern of this change.			<ul style="list-style-type: none"> • Earth and Space Chapter 3 Section 3.3 - Term 1/ Week 10-11
<i>PS 4.2a</i>	Recognize that the sun's energy warms the air.			<ul style="list-style-type: none"> • Earth and Space Chapter 3 Section 3.3 - Term 1/ Weeks 10-11
<i>PS 4.2a</i>	Recognize that the sun's energy warms the air.			<ul style="list-style-type: none"> • Earth and Space Chapter 3 Section 3.2 - Term 1/ Weeks 9

7. 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

Williamsburg 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, end-of-year exams will cover material taught over the full academic year.

Draft Calendar

Following is a draft annual calendar. Because the Williamsburg 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 will be September 3, 2013. The last day is tentatively scheduled for June 25, 2014. A summer school program is likely to be offered for students who are below grade level.

Williamsburg Ascend Charter School

Academic Year 2013-2014

August 28-29	Scholar Orientation (Kindergarten & 1 st Grade Only)
September 30-31	Scholar Orientation (<u>All Grades</u>)
September 3	First Day of School
September 5-6	Rosh Hashanah, no school
October 14	Columbus Day, no school
November 5	Election Day, no school (Staff Professional Development)
November 11	Veteran's Day, no school
November 27	2:00 Dismissal
November 28-29	Thanksgiving Break, no school
December 2	Classes resume
December 12	Parent Teacher Conferences (2PM dismissal for scholars)
December 26-January 2	Winter Break, no school
January 2	Classes resume
January 20	Martin Luther King Day, no school
February 17-21	Midwinter Recess, no school
February 24	Staff Professional Development (no school for scholars)
March 27	Parent Teacher Conferences (2PM dismissal for scholars)
April 4-11	Spring Break, no school
April 14	Classes resume
May 26	Memorial Day, no school
May 27	Classes resume
June 25	Last day of classes

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.

(b) Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide a sample student schedule for a typical week of instruction.

Provide a narrative that clearly explains the length of the school day (including the approximate start and dismissal times for the school day), explicitly noting times that are part of the core academic day as opposed to time devoted to supplementary activities (such as before or after school electives and remediation). The applicant may include a brief scenario describing a typical student's day or week in addition to the schedule(s).

For schools that will ultimately include all or select grades within the Kindergarten through 8th grade range, state 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.). Total instructional time for any given grade may be no less than required of other public schools. See the Guidance Handbook for more information.

(c) Sample Teacher Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide a sample teacher schedule for a typical week of instruction.

Provide a narrative that clearly explains the length of the work day, explicitly identifying times devoted to the teacher's core teaching assignments, planning, and other activities as applicable (such as before or after school electives and remediation). The applicant may include a brief scenario describing a typical teacher's day or week in addition to the schedule(s).

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 in grades K-4 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 (Grades K-4): 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 (Grades K-4): 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 (K-4)

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 Continuous Assessment Test 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 (Grades K-4)

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				

Starting in grade 5, the first year of the middle school, students at Williamsburg Ascend will begin their instructional day at 8:00 am and end at 4:40 pm. As in the lower school, Friday afternoons will be devoted to teachers’ professional development, so students will be dismissed at 1:50 pm that day. Notable additions to the middle-school schedule include an advisory period four days a week, when students will meet with faculty advisors to discuss their personal aspirations, educational and career goals, challenges, and progress; daily studies in the humanities (described in Response 06 (d)); and a daily period devoted to the Student Life Organization (SLO). A key feature of the Sabis educational system, the SLO develops significantly at the middle-school level, helping students develop their academic, managerial, organizational, and leadership skills through a variety of academic and non-academic activities. Currently at the Brooklyn Ascend Middle School, students choose learning activities that include chess, English and math tutoring, theater, art, and puzzles (problem-solving). As the school expands in grades, additional activities will be offered to include athletic activities and social

events; community service projects; and such school-based organizations as the student council and the school's newspaper or literary blog/magazine.

Typical Daily Schedule for Students (Grade 5)

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:05-8:25	Advisory	Advisory	Advisory	Advisory	Advisory
8:30-9:10	Math	Math (AMS)	Math	Math	Math
9:15-9:55	Humanities	Humanities	Humanities	Humanities	Math
10:00-10:40	Spanish	Spanish	Spanish	Spanish	PE
10:45-11:25	Science	Social Studies	Science	Social Studies/ Science	Humanities
11:30-12:10	Science	Social Studies	Social Studies	Computing	English
12:15-12:55	Math	Math	Math	Math	English
1:00-1:40	Lunch	Lunch	Lunch	Lunch	Lunch
1:45-2:25	English	English	English (AMS)	English	Dismissal
2:30-3:10	PE	Art	PE	Art	---
3:15-3:55	English	English (AMS)	English	English	---
4:00-4:40	SLO/Tutoring	SLO/Tutoring	SLO/Tutoring	SLO/Tutoring	---
4:40-4:50	Dismissal	Dismissal	Dismissal	Dismissal	---

The following table illustrates a sample schedule for teachers in grade 5:

Sample Teacher's Schedule (Grade 5)

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:05-8:25	Community Meeting	Advisory	Advisory	Advisory	Advisory
8:30-9:10	Section A	Section C	Section A	Section C	Section A
9:15-9:55	Section A	Section C	Section A	Section C	Section C
10:00-10:40	Common Planning	Common Planning	Common Planning	Common Planning	Common Planning
10:45-11:25	Humanities	Humanities	Humanities	Humanities	Humanities
11:30-12:10	Recess	Recess	Section B	Recess	Section B
12:15-12:55	Lunch	Lunch	Lunch	Lunch	Section B
1:00-1:40	SLO/Tutoring	SLO /Tutoring	SLO /Tutoring	SLO /Tutoring	Lunch
1:45-2:25	Prep	Prep	Prep	Prep	Staff PD
2:30-3:10	Section B	Section A	Section C	Section B	Staff PD
3:15-	Section B	Section A	Section C	Section B	Staff PD

3:55					
4:00-4:40	Advisory	Advisory	Advisory	Advisory	

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 a 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. Williamsburg 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 faculty might use these 50-minute periods 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 Schools
 - 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 the following week. 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 addressing questions.

8. Specific Populations

(a) 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, describe:

- **How the school will determine and identify which students are struggling, including within the context of a Response to Intervention (RtI) program. The applicant should clearly define the term “struggling student” as it would be applied in the school;**
- **The strategies, programs and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.**
- **Any research or evidence that supports the appropriateness of the proposed approach; 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 Sabis Continuous Assessment Tests (CAT) and end-of-term tests (EOT), described in Response 06 (b), will also identify a student as struggling.

Beginning in grade 3, Sabis’s weekly Academic Monitoring System (AMS) tests, also described in Response 06 (b), 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 test results; end-of-term test results; and beginning in the third grade, weekly AMS reports; behavior records; and teacher observations) the team will develop academic and/or behavioral interventions tailored to the specific needs of the struggling child 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 English language arts (ELA), mathematics, or both (where a dedicated Intensive teacher provides small-group instruction 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 1-5 who do not have a definable disability but who are working below grade level in ELA 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, the school may establish a Saturday morning peer tutoring program in which students with strong academic achievement will assist their peers in mastering specific concepts in ELA and math.

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 below.

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 93.2 percent of students are enrolled in the free and reduced-priced lunch program and 99.3 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 March, students in kindergarten were reading at the first-grade level of students nationally in December; first-graders were reading at the second-grade level of the average student nationally in September, and students in grade 2 (who had received only part of their education at the school) were reading above grade level. Although 15 percent of students in grade 1 received some instruction in the Intensive program, only zero percent of students were below seven months behind grade level.

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 they 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's dashboard.

(b) 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. Please refer Appendix D – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate by references the assurances found in this document. In answering, describe:

- **The proposed charter school’s process for identifying students with disabilities (child find), especially within the context of the school’s RtI process;**
- **The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.);**
- **The services or settings that will be provided by the school district of the student’s residency or through a third party contract;**
- **Any research or evidence that supports the appropriateness of the school’s approach to serving students with disabilities;**
- **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.**
- **Specific professional development for identifying, supporting and evaluating the progress of special education students including the implementation of RtI and behavioral intervention plans in the classroom.**

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. The pull-out Intensive Program provides small-group instruction for a limited time each day, depending on scholars’ needs; for example, if a student is struggling in English language arts but keeping pace with his peers in math, he or she would be pulled out for Intensive English instruction (when the rest of the class is also in an English language arts period), but spend the rest of the day in the regular classroom. By contrast, scholars in the full Intensive program would receive Intensive English language arts and math instruction in lieu of instruction in the regular classroom (including science and social studies instruction, since the design establishes the primacy of math and English language arts). Students in the full Intensive program return to the regular classroom when the results of diagnostic assessments indicate their readiness.

If students are unable to meet the academic pacing and standards then they will be referred to the student support team, composed of Ascend’s director of student services, special education teachers, school counselor or social worker, dean of students, dean of instruction, and the student’s teachers. As detailed below, the student support team will meet to develop a plan of

action, which the team will share with parents, inviting their insights and feedback. The plan will be monitored and amended as needed and given a significant amount of time before the team evaluates its success. If the plan is not successful the team and the family would meet to discuss alternatives such as special education services. If deemed appropriate and the family is in agreement, the child would be evaluated by the Committee on Special Education to determine if there is a disability.

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.

Jennifer Young, Ascend's director of student services, will be responsible for coordinating all services provided directly by the school as well as those provided by the local district, starting in the first year of operation. Having formerly served as director of special education at Brooklyn Ascend Charter School, Young now works with the leadership teams and faculties at all schools in the Ascend network to provide the structure and support services needed to help every student succeed. She coaches teachers in filling students' learning gaps quickly through the Sabis Intensive Program, and oversees the provision of additional services required by students with special needs and/or limited English proficiency. Young was director of curriculum and instruction and special education coordinator at another charter school in Brooklyn before joining Ascend. Previously, she taught students with special needs in Public School 5 in the borough. Young holds a bachelor's degree from Baruch College, a master's degree in elementary/special education from Long Island University, and an administrative license in school building leadership and school district leadership through the Center for Integrated Teacher Education at the College of Saint Rose.

Ascend's director of student services position requires a master's degree in special education and preferably a school administrative license and at least five years of experience. The qualifications of the school-based position with whom the director will work will be equally suitable. The school-level director of special education, which will be filled in year 4, will require a master's degree in special education and at least five years of experience. Because the dean of instruction plays an integral role in directly overseeing the provision of services required in students' Individualized Education Plans, candidates for this position must have:

- A clear record of elevating student achievement in an urban classroom, with a strong understanding of pedagogy that drives results
- Demonstrated success using data to drive instruction
- Strong analytical and problem-solving skills
- Strong communication skills (written and oral)
- Excellent skills of organization and follow-through

- A bachelor's degree (master's or higher preferred)

Special education teachers providing Special Education Teacher Support Services (SETSS) and overseeing instruction of all special needs students must have special education certification and preferably a master's degree and three to five years of experience. Similar experience will be sought in hiring the school's social worker, and New York certification will be required (master's degree preferred). State certification will also be required for any related service providers, for example, speech, occupational, and physical therapists. As at all schools in the Ascend network, preference will be given to applicants who speak Spanish to facilitate communication with English language learners and parents who use Spanish exclusively.

Of course, the precise nature of the services that will be provided at Williamsburg Ascend cannot be known before students enroll and the particular complement of student Individualized Education Programs 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 all IEP of students 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. Ascend's director of student services and the school's special education teachers will be responsible for coordinating all interactions with the CSE, including:

- Notifying the chairperson of the CSE at least annually that he or she is the designated contact person and liaison to the CSE and that he or 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 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 IEP are faithfully implemented as written through frequent reviews of student services and documentation of such services

The dean of instruction and the director of special education (starting in year 4) 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.

Ascend's director of student services will be responsible for delivering the general professional development and training on special education provided to the school's leadership team and 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 the CSE; confidentiality and student records; and discipline of students with disabilities. With appropriate support from the director of student services, the school's 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' IEP. A New York State certified special education teacher(s) employed by the school will provide SETSS as well as pull-out and push-in services as specified in the IEP. Counseling services will be provided by a certified social worker or counselor on the school's staff; this individual will be responsible for overseeing all mandated reporting and assisting in managing all student support team meetings. Certain other services, such as licensed speech pathologists, occupational therapists, physical therapists, and paraprofessionals will be provided through third-parties contracted by the district and requested by the school as needed. 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 multisensory pedagogy for select students.

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, which will carefully review the data on the child including but not limited to such academic data from the Sabis School Management System as periodic test results; end-of-term test results; and beginning in the third grade, weekly Academic Monitoring System reports; behavior records; and teacher observations. Based on this data, the team will develop academic and/or behavioral interventions tailored to the specific needs of the struggling child 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 a dedicated Intensive teacher provides small-group instruction 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. As noted 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 or director to list the interventions the school has already attempted to maintain the student in his or her current educational setting. The form also allows the teacher or 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 of 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 (AMS, CAT, EOT, and EOY, as described in Response 06 (b)). Each term, or three times a year, as mandated by the Committee on Special Education with jurisdiction over the school, each teacher of a student with an IEP and each of the student's related service providers will 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 students with special needs, which will be monitored by Ascend's director of student services, who oversees special education in schools managed by Ascend. Ascend's chief operating officer and the school's board of trustees will regularly review the director's report and findings. 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.

At Brooklyn Ascend and Brownsville Ascend Charter Schools, which have implemented programs identical to that proposed, a number of students have shed special education designation and the need for special services. Over the course of the 2010-2011 school year at Brooklyn Ascend, 20 percent of the school's special education population (ten students) was decertified. Last year at Brownsville Ascend, two students were decertified, representing nine percent of the school's initial special education population.

Recruitment and Retention

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. Using such a strategy, each of the three schools managed by Ascend Learning has attracted students with special needs in percentages comparable to the resident Community School District. 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.

Faculty and staff at Williamsburg Ascend will 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 will 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) will provide 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.

As at other schools in the Ascend network, the culture at Williamsburg Ascend will be one of caring and compassion, such that students too will value one another's differences, cheer for their peers who are struggling, and celebrate progress. In the Ascend network, 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 Ascend schools. The founders expect similarly high rates of retention at Williamsburg Ascend.

In addition to its ongoing communications and marketing efforts, Williamsburg 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. This documentation will guide school leaders in adjusting their strategies should they experience difficulty meeting their enrollment targets; it will also help them identify patterns or trends in enrollment and attrition.

The three schools Ascend Learning currently manages in East New York have employed the same recruitment and retention strategies planned for the new school with great success, and each has amassed a waiting list and experienced very high levels of student retention. The following table illustrates the percentage of students who have reenrolled from year to year, including students with special needs.

Student Retention Data for Schools Currently Managed by Ascend Learning

School	2008-09	2009-10	2010-11
Brooklyn Ascend	94%	95%	99.5%
Brownsville Ascend	N/A	92%	99.5%
Bushwick Ascend	N/A	N/A	98%

Professional Development

Barring a high-priority need to hold a school-level session, Williamsburg Ascend’s student services team will join the Ascend network special education personnel on a weekly basis to participate in professional development sessions. The weekly meetings, currently run by Ascend Learning’s director of student services, typically last two hours. Topics have included the creation and implementation of school systems, content knowledge of disabilities, best practices, and child study teams. Professional development sessions have also been conducted by an individual school’s dean of students, special education personnel, general education staff, and third-party agencies and programs. The content is chosen by the director of student services, but heavily driven by the needs of the staff. Attendees include special education teachers, social workers, and school counselors. When appropriate, general education staff, paraprofessionals, and other personnel are also invited.

(c) **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 students whose first language is not English and the methods for determining the scope of assistance that these students may need, including how the school will ensure that they are not inappropriately identified as students with special education needs;**
- **The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of English language learners (both within general education classrooms and in other settings);**
- **Any research or evidence that supports the appropriateness of this approach;**
- **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.**
- **How the school will make after school and other extra-curricular programming available to English language learners.**

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), for English as a Second Language (ESL).

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.

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. Careful tracking by the student support team will allow the school to ensure that English language learners are not inappropriately designated as having special education needs. When the student support team is determining whether or not a student is ELL, they will document how long the child has been in the country and investigate whether any language issues are related to typical ELL stages of development.

Based on the demographics of Community School Districts 14 and 32, the applicants anticipate that approximately eleven percent of students will require ELL services.

Structured English Immersion

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 New York State ESL 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. 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 ELL. Other students with different diagnostic results may require placement in a Sabis Intensive class, which could include both ELL and non-ELL. 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 ESL 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 ESL teacher work with all ELL 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 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 with limited English proficiency 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.

Williamsburg Ascend's ESL program will complement the world language program, an essential component of the school's curriculum. It will be fully integrated, moreover, into the school's general climate of cooperative learning and mutual respect. While English language learners whose home language is Spanish undertake intensive studies in English language arts, their peers will receive daily Spanish lessons starting in kindergarten. Teachers will regularly engage Spanish-speaking ELL to assist their classmates in acquiring the skills of their native tongue and vice versa. Such cooperative learning will validate each scholar's strengths and underscore the value of diverse experiences, traditions and customs, and points of view.

Staffing

The school will hire at least one individual with appropriate state ESL 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 ESL services, and will also assist the school director in recruiting the initial ESL committee. The acquisition of textbooks and resources for ESL 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 ESL program.

Exit

The school will measure the English proficiency of each identified ELL 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. 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. In keeping with NCLB, the school will deem students who score high enough to exit the program no longer in need of ESL services, but will keep such students on the monitoring list for two years. 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 ESL 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 ELL 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 ESL teacher, the school director or another administrator, and the English language learners' classroom teachers, will regularly monitor the progress of individual ELL. The committee will perform all duties required to identify, place, serve, and monitor ELL. 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 English language learners
- Communicating all placement, new designations, and exit decisions to parents or guardians
- Reviewing ELL placements on an annual basis
- Analyzing the school's assessment data to monitor student progress
- Analyzing the progress of former ELL 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, Williamsburg 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.

Recruitment and Retention

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. In the event that the school falls short of its enrollment target for English language learners, this documentation will help the board and the leadership team in reviewing efforts to date and adapting the school's strategy as necessary.

As described above, the school's strong culture of achievement, respect, and compassion will enfold all students—including English language learners—in a powerful embrace, which is expected to promote retention. As noted, faculty and staff will 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) will provide 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.

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. Such has been the case at the other schools Ascend manages. Last year, at Brooklyn Ascend and Brownsville Ascend Charter Schools, students previously designated as ELL exited the program after demonstrating proficiency.

As noted, the three schools Ascend Learning currently manages in East New York have experienced very high levels of student retention, including of English language learners.

Student Retention Data for Schools Currently Managed by Ascend Learning

School	2008-09	2009-10	2010-11
Brooklyn Ascend	94%	95%	99.5%
Brownsville Ascend	N/A	92%	99.5%
Bushwick Ascend	N/A	N/A	98%

More details about the enrollment targets and recruitment and retention strategies planned for the new school are provided in Response 17 (a-b).

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 Williamsburg 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 Williamsburg, 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 ELL in the Sabis Accelerated English Program, 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.

Extracurricular Programming

Williamsburg Ascend will hire a large number of Spanish-speaking personnel, including teachers, operational staff, and specialty teachers. The school will translate all written materials, including any regarding extracurricular programming, into Spanish. Translators will also be available on site as needed. During any extracurricular sessions, English language learners will be paired with bilingual students to open communication lines. As is the case in schools currently managed by Ascend Learning, Williamsburg Ascend's extracurricular activities will engage multiple learning styles, such as visual and kinesthetic, to ensure that all students can fully participate.

(d) Gifted and Advanced Students

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served. In answering, describe:

- **How the school will determine and identify which students are advanced and/or gifted. 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 and/or gifted (both within general education classrooms and in other settings);**
- **The resources the school will devote to serving advanced students and/or gifted (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 and/or gifted 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.

Deepening Understanding through Teaching

Advanced students will be 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.

ⁱⁱ Supreme Court of the United States, June 25, 2009, *Horne, Superintendent, Arizona Public Instruction vs. Flores et al.*

9. Instructional Leadership

(a) Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation. This response should:

- **Identify and describe the specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school.**
- **Explain how instructional leaders will monitor the effectiveness of the academic program.**

(b) On-going Teacher Supervision and Support

Describe the school's approach to individual teacher supervision and support.

(c) Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals. This response should:

- **Describe how and when professional development will be delivered;**
- **Describe who will be responsible for providing professional development;**
- **Describe how professional development topics will be identified and the professional development priorities would be over the course of the first five years of operation;**
- **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.**

(d) Teacher Evaluation and Accountability

- **Explain how expectations for teacher performance and student achievement will be established and communicated to and instilled in staff.**
- **Describe the school's process and criteria for evaluating teacher performance and how teachers will be held accountable for student achievement.**

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.

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 Williamsburg 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 have a positive impact on 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 of the director of student life in year three, 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

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: Sabis History and Philosophy, 100% and Without Apology, Warm-Strict, Do It Again, Teach-Practice-Check Cycle, Positive Framing, Strong Voice, Sweating the Details, Writing a Strong Lesson Plan, Joy Factor, Our Sense of Urgency, Who Are We: Mission Core Values, Building Community in the Classroom, Strong Classroom Procedures, Right is Right, No Opt Out, Classroom Management System, Morning Meeting Breakouts, Morning Motivation, Vision for Special Education, Academic Prefects, Parent Communication, Student Life, Homework and Reading Log, Lesson Plan Expectations, Subject- and Grade-specific Overviews, Classroom Environment Expectations, Classroom Set-up, School-wide Procedures, Scholar Orientation Planning, Library Procedures and Establishing Independent Reading, and School Safety Plan.

Experts in ELL and special education will train teachers in how to work with students with special needs and ELL 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. The dean of students will plan professional development sessions for the year, but leave every other Friday open to address the evolving strengths and weaknesses in instruction as assessed during weekly meetings by the leadership team. Sessions will cover topics 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 the teacher's 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. In the past, the staff at Ascend schools has visited the North Star Elementary in Newark, New Jersey, for this purpose.

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 from detailed surveys of the faculty.

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 Response 06) 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, should the school's board elect to establish a bonus program for the school year (and allocate 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 Williamsburg 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.

10. School Culture and Discipline

(a) Explain how the school will establish and maintain a culture that supports learning and achievement. This response should address:

- The school’s general approach to school culture and rationale for this approach;
- How the school will maintain a safe and orderly environment;
- The school’s approach to behavior management and discipline; and
- If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford them.

Williamsburg 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 Williamsburg 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

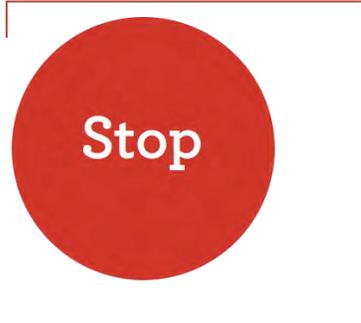
1. Achieve with integrity. We aim high. We always take the high road. We achieve with integrity.

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 Williamsburg 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 possession of 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.

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, Williamsburg Ascend will hire a student management coordinator, reporting to the dean, who will primarily handle office referrals and recordkeeping.

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.

10. School Culture and Discipline

(b) Discipline Policy (for general education students);

As described in Response 10 (a), 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 Williamsburg Ascend Charter School: those that lead to pre-suspension consequences (Category I), generally applied in the classroom as described in Response 10 (a); 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 possession of 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.

Suspensions

The school director will have the authority to impose short-term suspensions, which are ten 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, and arrangements for alternate instruction pending the long-term suspension/expulsion hearing. 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 board chair 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 shall have the right to appeal the school's decision and disciplinary consequence. The student or his or her parent 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 or pupil to present the student's perspective and hear the charges and the school's evidence. When 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 speaks a language other than English, the school would provide for a translator at both the informal conference and any formal hearing. In advance of any formal hearing, the school director or the board chair would notify the parent or guardian in writing regarding the parent'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 to make such arrangements, and will be accountable for ensuring that the student receives the instruction, understanding that parents may never waive their children's right to alternate instruction. After any formal hearing, the school director or the board chair would notify the parent in writing regarding the decision, and any alternate instruction arrangements, including a reasonable amount of alternate instruction until the student can re-enroll in the district in the case of an expulsion.

These due process steps will precede any suspension or expulsion except in those cases whereby the student presents a danger to himself or herself, 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 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 whose students are models of exemplary behavior as well as with parents of students who struggle to follow the school's rules. If initial conversations do not resolve the issue, the parent 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 send a written explanation of the matter and a request for remedy to the school office.

Students who receive notice that a long-term suspension or expulsion may be imposed shall be notified in writing of further due process hearing rights including: the right to be represented by an attorney at the parent's expense; the right to confront or cross-examine school witnesses; the right to present evidence, the right to challenge school evidence and the right to present witnesses.

Staff Training

All faculty and staff will attend Summer Institute, a three-week training program in August 2013 and every year thereafter. During Summer 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 Individualized Education Plan and have yet to be evaluated by the Committee on Special Education but who the school knows may be eligible for referral to the Committee.

10. School Culture and Discipline

(c) Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act (IDEA))

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 procedural safeguard provisions of the Individuals with Disabilities Education Act and regulations (34 CFR 300.530-300.536), and Section 50f of the Rehabilitation Act of 1973 will apply.

In such cases, Ascend's director of special services or another school leader will contact the chair of the Committee on Special Education (CSE) of the student's district of residence and request a Functional Behavior Assessment and the possible development of, or modification to, a Behavior Improvement Plan, which will be aligned with the student's Individualized Education Plan (IEP) (which may also be modified by the CSE to include behavioral goals).

In cases involving suspension of more than ten days of any of the situations giving rise to a change in placement under 34 CFR 300.536, 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 a MDR. In addition, the school shall contact the CSE to conduct a MDR in cases that fall under the removal to an interim alternative educational setting for weapon or drug offenses or serious bodily injury to others pursuant to 34 CFR 300.530(g). The school acknowledges that the CSE has sole authority to approve an interim alternative educational setting.

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 services 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. However, 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 alternative instruction shall be made within 24 hours of the suspension or expulsion. In accordance with 34 CFR 300.530(h), the school director will be responsible for ensuring that the CSE provides notice of procedural safeguards to the parent on the expulsion decision date.

In accordance with 34 CFR 300.535, nothing in the school's Special Education Discipline Policy would prohibit the school from reporting a crime committed by a child with a disability to appropriate authorities provided that the school transmits copies of the special education and disciplinary records for consideration by said authorities and the transmittal of records is performed in accordance with the Family Educational Rights and Privacy Act.

10. School Culture and Discipline

(d) Dress Code Policy

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). The school will 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 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, nameplates, etc.)
- Jewelry depicting religious symbols must be worn under clothing.
- Hoop or 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 Response 10 (a). As described, 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.

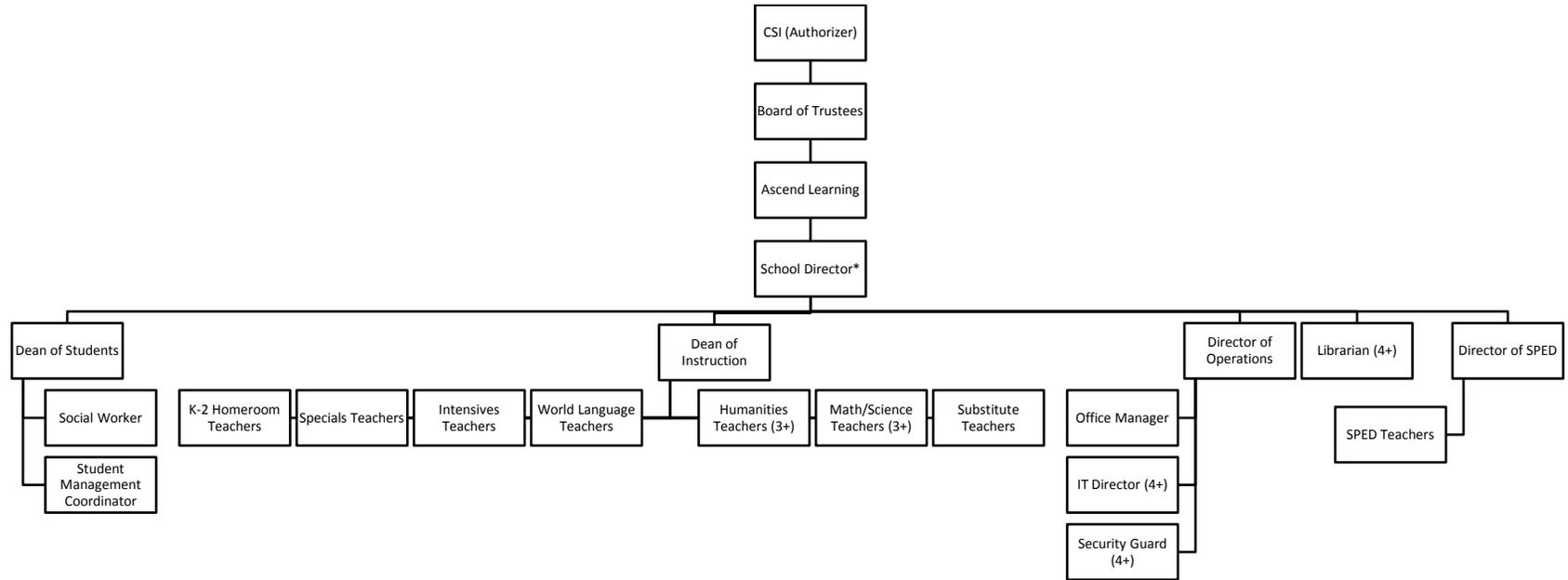
11. Organizational Chart

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, the rationale for choosing this structure, and the roles of any management or partner organizations.**

An organizational chart for the school is provided on the following page. The chart includes all positions planned for the school by the end of the first charter term (year 5), indicating in parentheses as appropriate the year certain positions will be added.

Williamsburg Ascend Charter School (Year 5)



*The school director will serve at the pleasure of the board of trustees, reporting directly to Ascend Learning.

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, broad policy, and 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 as 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 as well as sound operational, financial, and regulatory compliance practices.

12. Personnel

(a) 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 the 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	436	548	660
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 grade, 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 Response 07. 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 of 208 scholars, three are enough to meet the proposed number of instructional periods for subsequent years.

For every 400 students, Williamsburg 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 Intensive 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 Leadership and Management Structure

Describe the qualifications required for the school leader.

- **If the founding team has 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, include a resume or brief biography for this person in this response.**
- **If the founding team has 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 and/or partner organization(s), if any) in the process.**

Explain the management structure of the school. This 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 and processes for staff in management positions.**

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 recently hired director of talent and recruitment will develop, test, and employ 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:

- 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
- 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
- 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.

Management Structure

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 leadership team, faculty, and staff.

The board will have ultimate responsibility for the school, broad policy, and managing and evaluating Ascend. Accountable to the authorizer for the achievement of the school's goals set out in the charter application and 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, the school's progress toward its performance goals, and 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 a monthly oral progress report, 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 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 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, Ascend's 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 instructional leader.

Data amassed and analyzed through the 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 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.

(c) Staff Recruitment, Retention and Input

Describe how the school will recruit and retain staff, particularly high quality teachers. This response should provide:

- **The qualifications required of teachers and other staff;**
- **The process used to recruit and hire teachers and other staff; and**
- **The strategies used to retain high quality teachers.**

Describe how staff will be involved in the charter school, in particular, in the governance and management of the charter school.

Staff Recruitment and Retention

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 online. These descriptions will serve as a guide in all hiring decisions. For prospective candidates, they will clearly delineate the school's high expectations and standards for performance.

To teach at Williamsburg 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
- Preferably, candidates will also have certification in the subject area to be taught.

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
- Be hard-working and willing to absorb feedback by engaging 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.

Staff Input

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 believe 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 retaining staff.

(d) Personnel Policies

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. 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 discriminate, including on the basis of gender, in compliance with 34 C.F.R. § 106.9 and Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641).

Employees will be selected, retained, and promoted solely on the basis of their qualifications and job performance. 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 regardless of certification will meet the requirements of the NCLB and, as applicable, the 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 former 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.

13. Partner Organizations

(a) Partner Description(s) and Nature of Relationship(s)

Describe any partner organizations that will have a significant relationship with the proposed school. For each partner organization provide the following:

- **Name of the organization;**
- **Description of the nature and purpose of the proposed school's relationship with the organization;**
- **Letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization will be involved in the charter school and the terms and extent of its involvement; and**
- **Name of a contact person for the partner organization, along with the address, phone number, and e-mail of such contact person for the partner organization.**

As noted in Section II of this RFP, SUNY specifically welcomes proposals that include a partnership with a SUNY college or university to engage in activities promoting high quality teacher preparation and/or that advance the proposed academic program. Please see the information for this Request in the Guidance Handbook for further details.

(b) Partner Selection Process

Describe of the process and criteria used to select the partner organization(s), including other organizations considered.

Note: If the Institute deems, in its sole discretion, that a partner organization's relationship with the proposed school is significant, it reserves the right to require the submission of that organization's business plan in accordance with the requirements set for in Appendix A. In those cases, the Institute will contact the lead applicant to request such information, and the failure to timely respond to such a request will render the proposal incomplete and it will not be advanced for further review.

Not applicable

14. Management Organization

(a) Management Organization Description and Purpose of Relationship

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; and
- Description of the role of the management organization in selecting proposed members of the school's board of trustees.

(b) Management Organization Selection Process

Describe the process and criteria used to select the management organization, including other organizations that were considered, and the rationale for selecting this organization.

Note: Management organizations must submit a Business Plan in accordance with the requirements set forth in Appendix A and submit it under separate cover at the same time proposals are due.

Ascend Learning

Williamsburg 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 Williamsburg Ascend Charter School and recruited those who will serve as the founding trustees. The trustees, therefore, did not choose Ascend Learning from a field of management organizations. Rather, Ascend approached trustees of other charter schools that it manages in Brooklyn and invited them to serve as trustees of the proposed new school.

Theodore Coburn, Allison Jack, and Lorna Alleyne serve on the board of Canarsie Ascend Charter School, Ascend Learning's fourth school, scheduled to open in September 2013; Theodore Coburn and Stephanie Mauterstock currently serve on the board of Brownsville Ascend Charter School, Ascend's second school; and Amanda Craft serves on the board of Brooklyn Ascend Charter School, Ascend's flagship school.

Ascend Learning's president, Steven Wilson, was familiar with Theodore Coburn when both served as executive vice presidents at Edison Schools. Since being elected by the trustees of Brownsville Ascend as president of the board two years ago, Coburn has served as an assertive, independent leader of the school, and holds phone calls each week with one or both of the schools two co-directors, without by involvement by, or coordination with Wilson or Ascend Learning.

Stephanie Mauterstock joined the Brownsville Ascend board after Zvia Schoenberg, Ascend Learning's director of strategic planning and legal affairs, consulted with Coburn. Wilson, Schoenberg, and Coburn had worked with Stephanie at Edison Schools and they recognized that she possesses a deep understanding of charter school finances and operations, and the statutory obligations of charter schools and trustees. Mauterstock accepted the position because she is supportive of the mission of the school.

Lorna Alleyne met Jana Reed, the former chief operating officer, at a potluck dinner at Bushwick Ascend Charter School. She was impressed by the attendance at the event (400 adults gathered, approximately twice the school's enrollment), and witnessed firsthand the work of Ascend and the organization's authentic connection to families.

During Reed's previous work with Building Excellent Schools, she met Allison Jack, who was working at the time for Arnie Duncan, then Superintendent of Chicago Public Schools. Their paths continued to cross as their careers developed and their interests in reform strategies coincided. Jack visited Brooklyn Ascend Charter School when it was the only school in the Ascend network and was sufficiently impressed to remain abreast of Ascend's developments.

Reed and Schoenberg met Amanda Craft at a board matching event sponsored by Charter School Business Management. Craft supports the No Excuses model and was specifically looking to serve on the board of a No Excuses charter network. Furthermore, she wanted to find a way to give back to her community of Brooklyn. She agreed to serve on the Brooklyn Ascend board because of the recommendations from her friends who have worked at Ascend schools.

With the exception of Coburn, before each trustee agreed to serve on the board of their first Ascend school, each toured and visited classes at at least one school currently managed by Ascend. Prior to joining one of the boards, in-depth discussions with these individuals focused on the Ascend educational model, the academic results achieved at the schools managed by Ascend, and the relationship between the schools and Ascend. Before meeting with trustees to discuss the Ascend model in detail, Ascend sends marketing materials and links to the schools' website. The trustees review performance data and consult third parties familiar with the field of charter management organizations active in New York City and with Ascend Learning specifically.

The prospective trustees agreed to serve on the board based on the strength of Ascend's proposal and the successful startup and operations of Ascend's first schools. In learning about the organization, they developed an appreciation for Ascend's competitive advantages vis a vis other management organizations, most notably the sustainability and scalability of the Ascend design, but they did not engage in a thorough comparison of CMOs. The five prospective trustees also

agreed to join the board of Williamsburg Ascend Charter School with the understanding that each of the Ascend's school boards have agreed to merge under the SUNY-approved school, Canarsie Ascend Charter School, after the Williamsburg Ascend proposal review process is complete.

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. One of the prospective trustees, C. Allison Jack, has extensive experience in the charter school realm and is deeply familiar with the performance of other charter management organizations (CMOs) and education management organizations (EMOs). Coburn has been active in the not-for-profit community and during the 1990s he worked in various social services settings with at-risk youth. He was a founding team member of one of the first state-appointed charter schools in Massachusetts and a Harvard-based intervention and after-school program. The trustees 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 Williamsburg Ascend Charter School.

Given their experience serving on other Ascend boards, 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 a new 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; services for students with limited English proficiency; 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 educational 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 System (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

Early results from the first three Ascend schools evidence the power of the Ascend model. Consistently from year to year and across all schools, Ascend scholars are performing at or above grade level on average, despite their socioeconomic disadvantage.

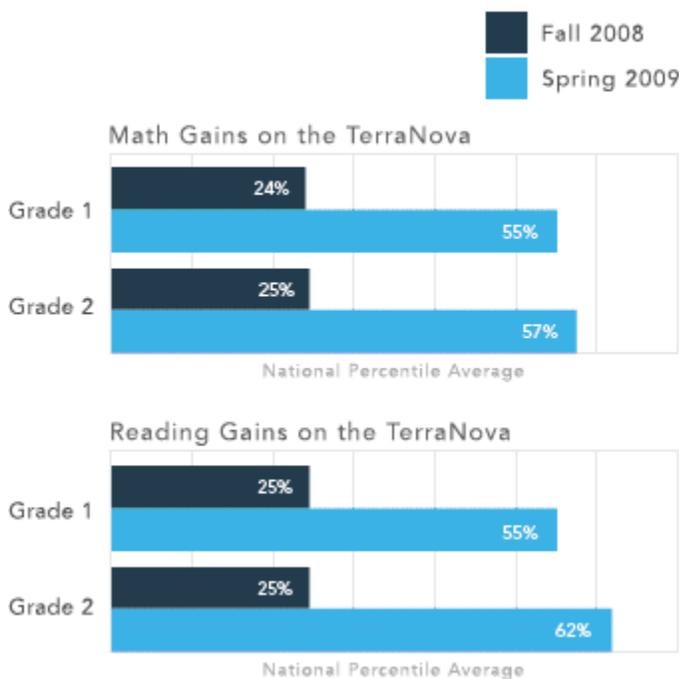
Reading Gains

Our scholars' strong reading performance is notable given the correlation between reading mastery in the early elementary grades and long-term academic achievement.

At each school, students arrived performing below 70 to 80 percent of their peers nationally—between the 20th and 30th percentile on the TerraNova, a respected, nationally normed reading test. By spring of their first year with Ascend, they surpassed the national average.

During the first year of operation at Brooklyn Ascend Charter School, every grade made gains of at least 30 percentile points in both reading and math. Second-graders arrived reading at the 24th percentile in the fall, and advanced to the 62nd percentile by the spring. In math, they jumped from the 24th percentile to the 55th percentile. Today, as fifth-graders, these students are reading *The Tempest* and excerpts from *The Odyssey* and Frederick Douglass's autobiography (among other works) in a humanities course as challenging as offerings at the nation's top private schools. They were on pace to post this spring among the highest scores of Brooklyn charter schools on the state test of English Language Arts—nearly as high as students in Scarsdale, New York, where family income is on average ten times that of the Ascend community (see below).

Brooklyn Ascend First-Year Gains



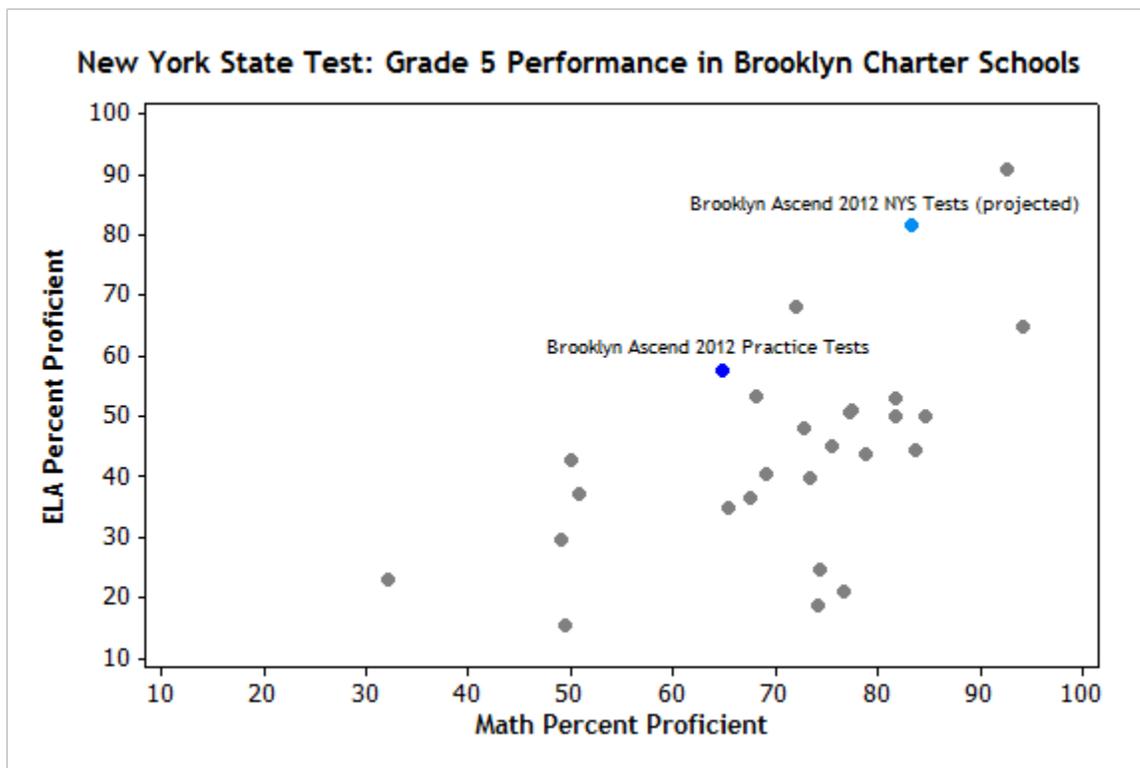
Scholars at Ascend's other schools have made achievement gains at least as impressive. At the newest school in the network, Bushwick Ascend, which opened in September 2010, students climbed from the 22nd percentile in reading to the 52nd percentile in just eight months.

New York State Tests

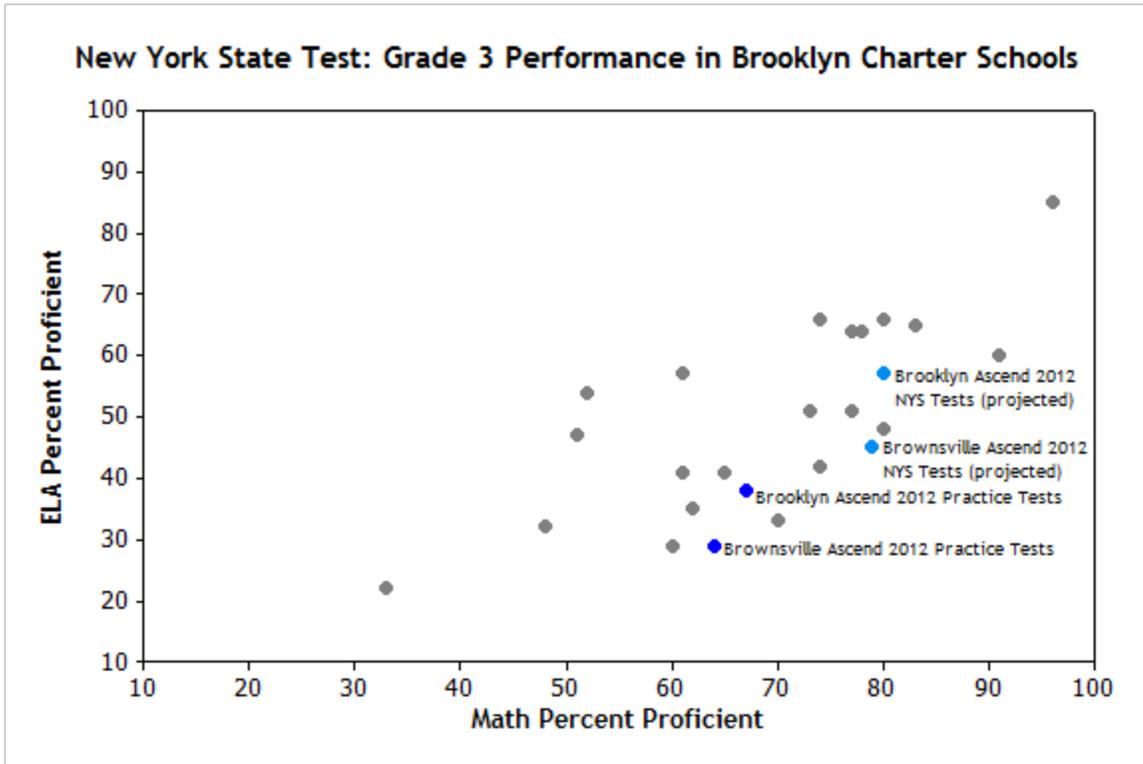
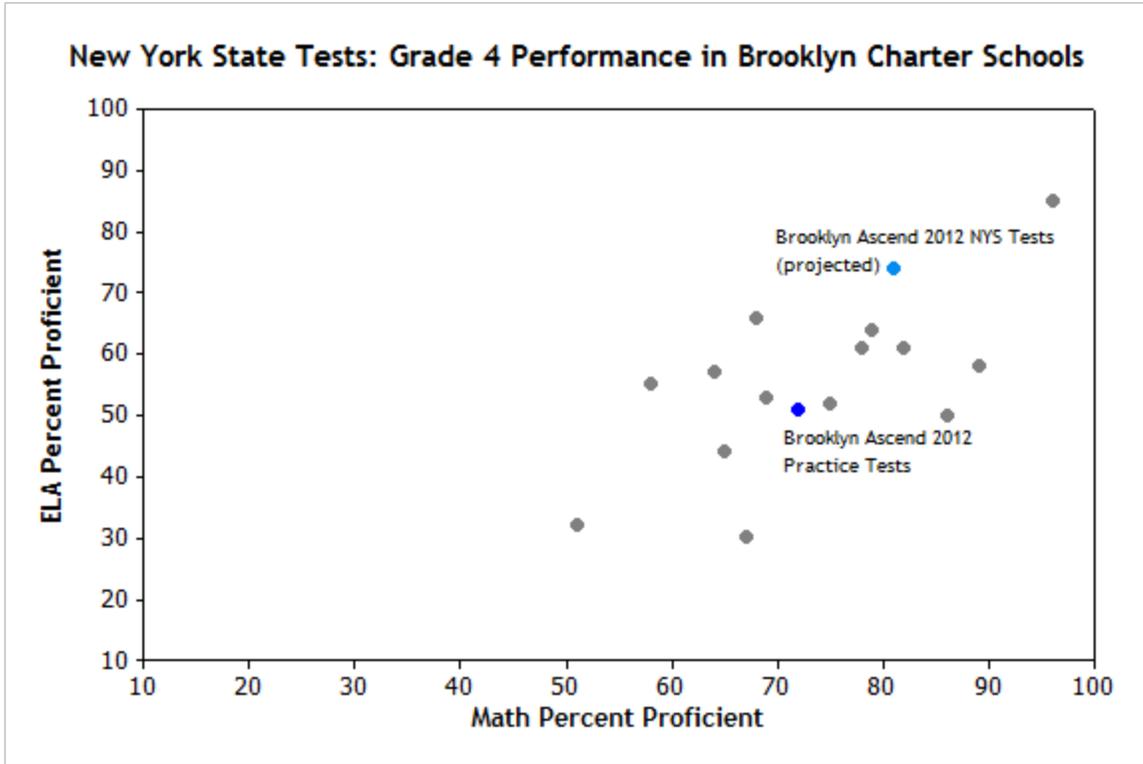
Students' performance climbs with each year that they remain in the Ascend program. Beginning in grade 3, the state tests all students in English Language Arts and math. Ascend administers a practice exam to familiarize students with the rigors of the exam and to gauge the efficacy of the program.

This year, the oldest students in the network, fifth-graders at Brooklyn Ascend, were on pace to post among the highest scores in both subjects of all charter schools in Brooklyn, including some of the strongest programs in the city.

The diagram below shows the grade 5 scores of all the charter schools in Brooklyn on the 2011 state tests; the blue points represent Brooklyn Ascend Middle School's practice test performance and its predicted performance this year. The vertical axis in the diagram is the percentage of students who scored a Level 3 (proficient) or 4 (advanced) in English Language Arts; proficiency in math is plotted along the horizontal axis. If Brooklyn Ascend's fifth-graders performed as predicted, the results would far exceed that of the community school district in which the school is located, the citywide average, and the statewide average.



The following graphs show the performance of grades 4 and 3, as Ascend's younger scholars made their achievement climb.



More details about the performance of charter schools in Brooklyn and citywide are available at the website of the New York City Charter School Center.

Parent Satisfaction

Annual independent surveys commissioned by the New York City Department of Education have found exceptionally high levels of parent satisfaction across Ascend's three schools. In 2011, at least 97 percent of respondents at each school indicated they "strongly agreed" or "agreed" that:

- My child is learning what he or she needs to know to succeed in later grades or after graduating from high school
- The school has high expectations for my child
- I feel welcome in my child's school
- My child is safe at school

Likewise, at least 97 percent of respondents at each school reported that they were "very satisfied" or "satisfied" with:

- The quality of their children's teachers
- The level of assistance their children receive when they need extra help with classwork or homework
- The opportunities to be involved in their children's education

Wait Lists

Burgeoning wait lists for admission also testify to the strength of the Ascend design. More than 6,200 children are on Ascend's wait lists, and the number increases daily.

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 eleven years. In 2011, 90 percent of tenth-graders passed the English and math portion of the MCAS (considered among the most rigorous state tests in the nation). Compared to the Sabis school, the percentage of Springfield district tenth-graders found proficient on the exam was 30 percentage points lower in English and 49 percentage points lower in math. Still more impressive is that the Sabis school's low-income and minority tenth-graders approached very high proficiency in reading and math, beating district and statewide averages and closing the achievement gap. In 2008, *Newsweek* named the Sabis school one of three urban "top U.S. high schools" in Massachusetts.

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 the Brooklyn Ascend Lower School's permanent facility at 205 Rockaway Parkway, a new six-floor structure. Construction was completed on time and on budget. 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 also identified and developed the Brooklyn Ascend Middle School's permanent facility at 123 E. 98th Street, a new four-floor structure that was finished for incubation by Brownsville Ascend in the 2011-2012 school year. Ascend is now 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. It has managed the critical transition to year two for all three schools, as well as Brooklyn Ascend's expansion to the middle-school level. Working in partnership with Building Excellent Schools, Ascend has conducted Summer Institutes annually from 2008 to 2011 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 its students' progress to college.

15. Governance

(a) School Board Roles and Responsibilities

Describe the roles and responsibilities of the school's board of trustees. This response should 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 them 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 Response 02 (e) 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 Response 15 (b) below.

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 the 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: 03/26/2012		
Opened	Grades		Race/Ethnicity						FRPL			
2010	K-2		AA / Black	American Native	Asian/Pacific Is.	Hispanic/Latino	White	Multi	Other	87.5%		
			51%	0%	0%	44%	0%	4%	0%			
Operating Measures												
Enrollment		Budget	Actual	Variance	Daily Attendance			Goal	Current	Variance		
		249	248	1				95%	96%	1%		
Enrollment By Grade		Kg	Gr1	Gr2	Wait List	Kg	Gr1	Gr2	Total			
		51	100	97		163	60	30	253			
Academic Performance												
Star Literacy (1-4) and Star Early Literacy (KG)												
	GP	NPR	NCE	GE	% ≥ GP	% 0.1 - 0.3 < GP	% 0.4 - 0.6 < GP	% 0.7 - 0.9 < GP	% > 1.0 below GP			
Kg	0.48	NA	NA	1.09	88%	13%	0%	0%	0%			
Gr1	1.48	70.0	60.9	1.84	82%	13%	3%	0%	2%			
Gr2	2.47	56	56	2.55	53%	18%	13%	12%	3%			
Sabis * Periodic / End-of-Term Exams												
	ELA					Math						
	T1C1	T1C2	EOT1	T2C1	T2C2	EOT2	T1C1	T1C2	EOT1	T2C1	T2C2	EOT2
Gr1	90%	86%	86%	84%	87%	82%	94%	85%	88%	91%	85%	87%
Gr2	77%	84%	85%	87%	86%	86%	79%	81%	88%	76%	91%	91%
	Science					Social Studies						
Gr1	89%	73%	86%	77%	83%	87%	91%	87%	91%	83%	82%	80%
Gr2	81%	63%	87%	66%	84%	90%	84%	86%	83%	91%	85%	88%
Student Attrition				Student Suspensions (Term 2)								
From Sept 7, 2011 to March 21, 2012				Bus Suspensions		1 week	1 month	Removal				
Students	Reason			Kg	3	0	0					
0	Lack of transportation			Gr1	9	3	1					
4	Geographic reason (e.g., moved)			Gr2	14	1	0					
1	Special Education (more restrictive environment)			Other Suspensions		OSS	ISS	Early Dismiss	Tardy			
10	Parental choice (e.g., closer to home)			Kg	2 1-day	1	0	3 (1st time)				
0	Undetermined			Gr1	3 1-day							
0	Accepted into another Ascend school				1 2-day	3	5	2 (1st time)				
15	Total				1 3+-day							
				Gr2	14 1-day	0	0	2 (2nd time)				
					1 2-day			1 (3rd time)				
Financial Performance												
P&L Highlights		February	Budget	Variance	F/U	YTD	Budget YTD	Variance	F/U			
Student Revenues		\$291,505	\$283,435	\$8,070	F	\$2,309,074	\$2,267,480	\$41,594	F			
Public Grants		\$77,713	\$12,792	\$64,921	F	\$175,306	\$78,672	\$96,634	F			
Other Income		\$24	\$133	(\$109)	U	\$382	\$1,064	(\$682)	U			
Total Revenues		\$370,470	\$296,360	\$74,110	F	\$2,485,991	\$2,347,216	\$138,775	F			
Personnel Expense		\$153,554	\$164,931	(\$11,377)	F	\$1,065,891	\$1,230,603	(\$164,712)	F			
Non-Personnel Expense		\$131,105	\$128,213	\$2,892	U	\$1,178,899	\$1,035,704	\$143,195	U			
Total Expense		\$284,659	\$293,144	(\$8,485)	F	\$2,244,790	\$2,266,307	(\$21,517)	F			
Profit/Loss		\$85,811	\$3,216	\$82,595	F	\$241,201	\$80,909	\$160,292	F			
Major Variances												
Balance Sheet Highlights		YTD Rev/Spending Variance			F/U	\$	Description					
Cash		\$626,251	Personnel Expense		F	(\$164,712)	Late hiring of LT members					
A/R		\$87,009	Nonpersonnel Expense		U	\$143,195	Professional services					
A/P		\$1,485,372	Public Grants		F	\$96,634	E-Rate grant					
Key	FRPL – enrollment in the federal free and reduced-priced lunch program, based on family income											
	GP – Grade Placement, a numeric representation of a student's grade and the month (0.0 = September, 0.1 = October, etc.)											
	NPR – National Percentile Rank; 50 is the average of all students nationally											
	NCE – Normal Curve Equivalent											
	GE – Grade Level Equivalent – the grade at which the student is performing											
	STAR – a test measuring a student's reading ability											
	SABIS Periodic Test – a test of knowledge and skills taught over the last month											
	F/U – Favorable variance/unfavorable variance											
T1C1 – Term #, Continuous Academic Testing #. These numbers change throughout the year.												
OSS – out of school suspension, ISS – in-school suspension												

Selecting, Evaluating and Holding Accountable the School Leader

Ascend Learning will be responsible for recruiting exceptional candidates for the school director and recommending such candidates to the board for hire. The board will have the sole authority to select and hire a candidate. However, 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 and divided into the broad categories of education, operations and finance. 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; and
- examine data from surveys of staff, parents 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.

(b) School Board Design

Describe and provide the rationale for the proposed design of the school's board of trustees. This response should address:

- **Number of trustees;**
- **Qualifications to be a trustee;**
- **Trustee recruitment and selection process and criteria;**
- **New trustee orientation process;**
- **Officer positions;**
- **Standing committees (if any);**
- **Ex-officio members (voting and non-voting);**
- **Frequency of board and committee meetings;**
- **Information to be received from the CMO, school leadership, staff or contractors as applicable;**
- **Delegation of authority;**
- **Procedures for publicizing and conducting school board meetings and taking and maintaining board and committee meeting minutes;**
- **Procedures for handling complaints, including from staff and parents;**
- **Board training and development.**

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's community organizer, 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, and Paul T. O'Neill. 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 Williamsburg 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 Williamsburg 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 1,312 students in grades K-12.

Organization Description

Williamsburg 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, citizens, and 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; and
- 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, Williamsburg 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 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.

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 Williamsburg 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 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; and
- **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; and
- 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 Williamsburg Ascend Charter School, you have accepted the privilege and responsibility of working to close the achievement gap and prepare Williamsburg Ascend 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 Charter Management Organization:** The board is responsible for managing the charter management organization, 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. (In circumstances where persons affiliated with a CMO will serve on the school board, more than five trustees must be identified when the proposal is submitted. Please see the Guidance Handbook for more details.)

Please note that paid employees of the school may generally not serve as voting members of the board or count toward a quorum when considering attendance, including administrators and teachers, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Theodore J. Coburn	X	<input type="checkbox"/>		
Stephanie T. Mauterstock	X	<input type="checkbox"/>		
C. Allison Jack	X	<input type="checkbox"/>		
Lorna O. Alleyne	X	<input type="checkbox"/>		
Amanda E. Craft	X	<input type="checkbox"/>		

Explain the capacity of the founding board to govern the proposed school and ensure that its mission is met including the relevant skill sets and experiences of the proposed board members.

Each of the founding board members—Theodore Coburn, Stephanie Mauterstock, Allison Jack, Lorna Alleyne, and Amanda Craft—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.

Theodore Coburn

With 30 years devoted to a corporate finance practice, Ted Coburn has worked in the following disciplines: developmental stage finance and growth capital, global capital markets and equity underwriting, securities marketing and distribution, and mutual fund development. Having established Coburn Greenberg Partners in 2009, Coburn’s current activities include corporate finance and merger and acquisition advisory services and strategic advisory services. Additionally, he is working with various entrepreneurs who are pursuing public service initiatives.

Throughout his career, Coburn has been active in the not-for-profit community and during the 1990s he worked in various social services settings with at-risk youth. He was a founding team member of one of the first state-appointed charter schools in Massachusetts and a Harvard-based intervention and after-school program.

Coburn received his B.S. from the University of Virginia and an MBA from Columbia University. He received a M. Divinity, M. Ed in Counseling Psychology, and a Certificate of Advanced Studies in Cognitive Development from Harvard University. Among his academic and research interests is adolescent moral development, with a particular focus on psycho-socio developmental resilience.

Coburn has served as a director for a variety of public and private companies. He is currently on the board of trustees for the Allianz Global Investors mutual fund complex and a director for Ramtron International Corporation.

Stephanie Mauterstock

Stephanie Mauterstock is co-director for business and operations of Manhattan Charter School. Having inherited a failing school, she managed its turnaround and growth; wrote the school’s renewal application; and secured full, five-year charter renewal in July 2010. Mauterstock also provides consulting services on projects relating to charter schools, accountability, funding, and grants. She previously worked for Edison Schools, where she served as a grants compliance manager and later as a strategy and market research analyst. Mauterstock began her career as a program officer at the Institute of International Education. A graduate of Tufts University, she has also studied in Paris and the Yunnan Province of China.

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.

Lorna Alleyne

Longtime Brooklyn 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.

Amanda Craft

Craft is a recruiting research analyst at Bridgewater Associates, an investment company that oversees \$120 billion in international investments for diverse clients, including foreign governments, university endowments, and charitable foundations.

After graduating from Columbia University with a Bachelor's degree in Russian language and literature, Craft began work as a regional recruitment fellow for Teacher For America (TFA) in New York City. Later, she served as the managing director of strategy in the Human Assets department, where she managed a team of five to facilitate human capital goal-setting and measurement processes. At the TFA Summer Institute in Atlanta, Craft worked as director of data management, devising systems for improving corps member training.

Craft has also taught business English in St. Petersburg, Russia. In the New York community, Craft has worked for eight years as a youth group co-coordinator of the Village Church.

15. Governance

Include the following in support of the narrative response:

(d) By-laws

The following are the proposed by-laws of the school.

WILLIAMSBURG ASCEND CHARTER SCHOOL
(a New York State Education Corporation)

BY-LAWS

I.

NAME, CERTIFICATE OF INCORPORATION AND CHARTER

The name of the corporation is the Williamsburg Ascend Charter School (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 or approval by operation of law. 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 Article 56 of 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 as amended, 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, citizens, and 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 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. 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 School Director, or employees or agents 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 Chair, the Secretary, or to a meeting of the Board of Trustees. The resignation shall be effective upon receipt unless a later date is specified.

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 Chair, 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 Chair 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 but not more than ten days prior to such meeting, addressed to such Trustee at such Trustee's usual or last known business or residence address.

A Trustee may waive any notice (or specify alternate, lesser 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, and sent to a media contact at least 72 hours before each meeting scheduled at least one week in advance, or, for all other meetings, 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 whole number of Trustees 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

see and 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 separately constitute a Finance Committee and an Education/Accountability Committee.

The Board of Trustees, by vote of a majority of the whole number of Trustees, may at any time appoint from their number three or more Trustees to other standing committees.

Each standing 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 subject to repeal
- (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 School Director 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 or her successor is elected and qualified, or until he or she 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 present when there is a quorum, may appoint an Executive Director or Headmaster, the "School Director," 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 Chair, a Treasurer, a Secretary, and such other officers, which may include a Controller, one or more Vice Chairs, 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 Chair 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 Chair, 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.

Each officer shall hold office until the next annual meeting of the Board of Trustees and until his or her successor is elected or appointed and qualified, or until he or she sooner dies, resigns, is removed, or becomes disqualified. Each agent shall retain his or her 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. Chair. The Chair 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 Chair 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 Chair. Any Vice Chair shall have such duties and powers as shall be designated from time to time by the Board of Trustees, and in any case, shall be responsible to and shall report to the Chair. In the absence or disability of the Chair, the Vice Chair, or if there be more than one, the Vice Chair s in the order of their seniority or as otherwise designated by the Board of Trustees, shall have the powers and duties of the Chair.

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 or her 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.

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 Chair 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 Chair 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.

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 Chair, 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 entire Board of Trustees, remove from office the Chair, the Secretary, the Treasurer or any other officer or agent of the School in the same manner as it may remove a Trustee.

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 whole number of Trustees. 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 when a quorum is present, none of whom are interested Trustees; or (b) by a majority of the Trustees when a quorum is present, 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 or her 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 Chair 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 and the General Municipal Law. 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 concluding 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, provided that material changes to these By-Laws must be approved by Board of Trustees of the State University of New York or its designee.

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.

15. Governance

(e) 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 also to officers and employees of the school in conformity with the General Municipal Law.

The founding trustees plan to adopt and abide by the following code of ethics in governing Williamsburg Ascend Charter School.

**WILLIAMSBURG 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 provision 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.

WILLIAMSBURG 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 provision, 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 that is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment would not be directly affected as a result of such contract and the duties of such employment would 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 were entered into prior to the time he/she were 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, were not to 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 provision 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.

(f) Complaint Policy

Williamsburg 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, 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 SUNY Board of Regents, which also has the right to issue remedial orders. This structure establishes a two-step appeals process for complaints and grievances.

Initial Complaint or Grievance

Any individual may bring a written complaint to the Williamsburg Ascend board of trustees. The complainant may leave the complaint or grievance at the school's main office to the attention of the board chair.

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 the complainant is seeking from the board of trustees; and (4) the 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 must be called. This decision is made at the sole discretion of the board chair.

Prior to the board meeting, the board chair 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 of 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 proceed by either writing a decision letter and sending it to the 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.

Theodore J. Coburn

[REDACTED] Street, New York, NY 10021

[REDACTED]

[REDACTED]

Professional Experience

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted]

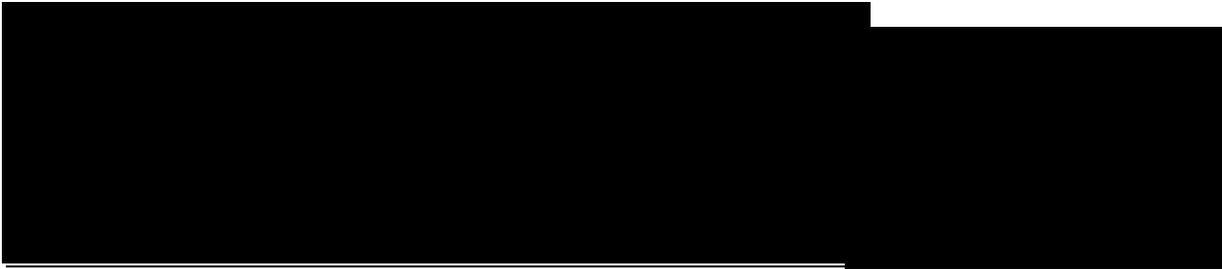
[Redacted]

Experience—Social Services and Education

[Redacted]

[Redacted]

[Redacted]



Board Memberships

Brownsville Ascend Charter School, Trustee and Treasurer	2009 -Present
Ramtron International Corp., Director	2005-Present

Education

Harvard University Graduate School of Education, Cambridge, MA Certificate of Advanced Study in Human Development and Psychology	1996
Harvard University Divinity School, Cambridge, MA Master of Divinity	1994
Harvard University Graduate School of Education, Cambridge, MA M. Ed. in Counseling Psychology	1993
Columbia University Graduate School of Business, New York, NY MBA, Beta Gamma Sigma (Phi Beta Kappa analogous)	1978
University of Virginia, Charlottesville, VA B.S. Economics and Finance	1975

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. Williamsburg Ascend Charter School
2. Full name: **Theodore J. Coburn**
Home Address: [REDACTED] New York, NY 10013
Business Name and Address: **Coburn Greenberg Partners, 285 West Broadway, Suite 200, New York, NY 10013**
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: **tj@coburng.com**
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, I currently serve as the board president of Brownsville Ascend Charter School. Previously, I served as board treasurer of Brooklyn Ascend Charter School. I also served on the board of Federated Dorchester Neighborhood Housing and as board treasurer of the Neighborhood House Charter School, also in the Dorchester community of Boston.
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, I know Stephanie Mauterstock, a fellow trustee of Brownsville Ascend Charter School.**
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.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
X Yes, I know Steven F. Wilson, president of Ascend Learning, and Zvia Schoenberg, director strategic planning and legal affairs at Ascend Learning, through by role as a trustee of Brownsville Ascend Charter School. I know and have previously worked with Steven F. Wilson. I and my wife and I see Steven socially from time to time. I know and have previously worked with Zvia Schoenberg. I see both Zvia and her husband socially.
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. **X 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. **X 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. None. **X Yes, I serve as a trustee on the Brownsville Ascend Charter School board.**

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 work to resolve it, which would either entail (1) having such board member eliminate the conflict or (2) removing the board member from the board.**

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. **N/A.**

Certification

I, **Theodore J. Coburn**, 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 **Williamsburg Ascend Charter School** is true and correct in every respect.

Signature



Date

6/14/2012

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

Stephanie T. Mauterstock

[REDACTED]
New York, NY 10013 [REDACTED]

Experience

[REDACTED]

[REDACTED]

[REDACTED]

Education

B.A., Economics, International Relations; Graduated *Cum Laude* in both majors

Columbia University at Reid Hall, Paris, France 1/00-5/00
French studies in the Humanities and Social Sciences

School for International Training, Yunnan Province, China 9/99-12/99

- Publications O'Neill, Paul. Charter School Law Deskbook, 2nd ed. Charlottesville, VA: Lexis Nexis Publications, 2009. (contributing author).
- O'Neill, Paul, Christian Johnson and Stephanie Mauterstock. No Child Left Behind Compliance Manual. 2nd ed. Horsham, PA: LRP Publications, 2007.
- Mauterstock, Stephanie. "Yubeng: A Case Study of Rural Tibetan Education in Diqing Prefecture." Ethnic Minority Issues in Yunnan. Ed. Sam Mitchell. Kunming: Yunnan Fine Arts Publishing House, 2004. 238-263.
- Affiliations Board Member, Brownsville Ascend Charter School, established in 2008. Brooklyn, New York.
- Recent Speaking Engagements
- "The Realities, Risks and Rules that Can Sink Charter Schools" presentation at the National Charter Schools Conference, Minneapolis, Minnesota, June 21, 2012
- "Charter School Accountability," guest lecturer at *Designing Charter Schools* class at Teachers College, Columbia University, November 2011, 2010, 2009
- "Telling the Story of Your School with Data," presentation at the National Charter Schools Conference, Chicago, Illinois, June 30, 2010
- "Developing a Leadership Dashboard," presentation at the New York City Charter School Center, New York, New York, May 5, 2010
- "Management Companies (E/CMOs) and Mom and Pops: Level Playing Field?," presentation at the National Charter Schools Conference, Washington D.C., June 23, 2009
- "Grant Money and Charter Schools: What Authorizers Need to Know," presentation at the National Association of Charter School Authorizers national conference, Savannah, Georgia, October 23, 2007
- "Supporting Charter Schools with Grant Money," presentation at the National Charter Schools Conference, Albuquerque, New Mexico, April 26, 2007
- Languages Fluent French and proficient Mandarin

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. Williamsburg Ascend Charter School
2. Full name: **Stephanie Mauterstock**
Home Address: [REDACTED], New York, NY 10013
Business Name and Address: [REDACTED], New York, NY 10002
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, Brownsville Ascend Charter School.
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. I / we do not know any such trustees. **X Yes, I know Theodore J. Coburn, a fellow trustee of Brownsville Ascend Charter School.**
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.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
X Yes, I know Steven F. Wilson, president of Ascend Learning, and Zvia Schoenberg, director strategic planning and legal affairs at Ascend Learning, through by role as a trustee of Brownsville Ascend Charter School.
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. **X 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. **X 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. None. **X Yes, I serve as a trustee on the Brownsville Ascend Charter School board.**
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 publicly share the issue with other trustees at a board meeting and discuss the matter openly. I would expect that the board would work to eliminate the conflict and any appearance of a conflict.**

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. **N/A.**

Certification

I, **Stephanie Mauterstock**, 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 **Williamsburg Ascend Charter School** is true and correct in e

Signature



Date

6/15/12

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

C. Allison Jack

Brooklyn, New York 11225

[REDACTED]

[REDACTED]

Veteran education leader working in school reform for the past 20 years. Experienced project manager, staff developer, grant manager, charter authorizer, policy analyst, teacher, and lobbyist. Strong relationships throughout education sector.

Work Experience

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



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

P r e s e n t a t i o n s

National Charter School Schools Conference	2000, 2002, 2008, 2009, 2010, 2011
National Association of Charter School Authorizers Conference	2007

V o l u n t e e r A c t i v i t i e s

- Current member, founding board, Canarsie Ascend Charter School, Brooklyn
- Founding board, Lefferts Gardens Charter School, Brooklyn
- Former Board Vice President and Co-Founder, Namaste Charter School, Chicago
- Founding Board Member, Teach For America Chicago Advisory Board
- Former Member, Local School Council, Agassiz Elementary, Chicago

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. Williamsburg Ascend Charter School
2. Full name: **C. Allison Jack**
Home Address: [REDACTED]
Business Name and Address: **New Leaders for New Schools, 30 W. 26th Street, New York, NY 10010**
Home telephone No.: [REDACTED]
Work telephone: [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, Canarsie Ascend Charter School.
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. I / we do not know any such trustees. **X Yes, I know Lorna O. Alleyne, a fellow trustee of Canarsie Ascend Charter School.**
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.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
X Yes, I know Steven F. Wilson, president of Ascend Learning, and Zvia Schoenberg, director strategic planning and legal affairs at Ascend Learning, through by role as a trustee of Canarsie Ascend Charter School.
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. **X 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. **X 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. None. **X Yes, I serve as a trustee on the Canarsie Ascend Charter School board.**
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 of the evidence uncovered with Ascend Learning. 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 board member in conflict.**

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. **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 **Williamsburg Ascend Charter School** is true and correct in every respect.



June 15, 2012
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

LORNA O. ALLEYNE

[REDACTED] • BROOKLYN, NY 11236 • [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[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

**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. Williamsburg Ascend Charter School
2. Full name: **Lorna O. Alleyne**
Home Address: [REDACTED] Brooklyn, NY 11236
Business Name and Address:
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, Canarsie Ascend Charter School, Urban & Global Mission Alliance
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, I know C. Allison Jack, a fellow trustee of Canarsie Ascend Charter School.**
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

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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.
 Not applicable because the school does not contract with a management company or charter management organization.
 I / we do not know any such persons.
X Yes, I know Steven F. Wilson, president of Ascend Learning, and Zvia Schoenberg, director strategic planning and legal affairs at Ascend Learning, through by role as a trustee of Canarsie Ascend Charter School.
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. **X 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. **X 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. None. **X Yes, I serve as a trustee on the Canarsie Ascend Charter School board.**
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

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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. **I have no additional information that is pertinent in assisting the review at this time.**

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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 **Williamsburg Ascend Charter School** is true and correct in every respect.



6/20/2012
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

AMANDA E. CRAFT

[REDACTED]
Brooklyn, NY 11238

[REDACTED]
([REDACTED]

EDUCATION

Columbia University, Columbia College New York, NY

Sept. 00-May 04

B.A. Russian Language and Literature; GPA 3.5

Attended School of Engineering and Applied Science: 2000-2002

Extensive Coursework in Visual Arts and Mathematics

Honors: Dean's List, Advanced Standing, Departmental Honors for Senior Thesis

WORK EXPERIENCE

[REDACTED]

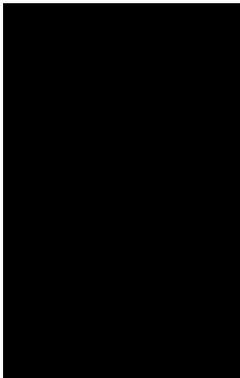
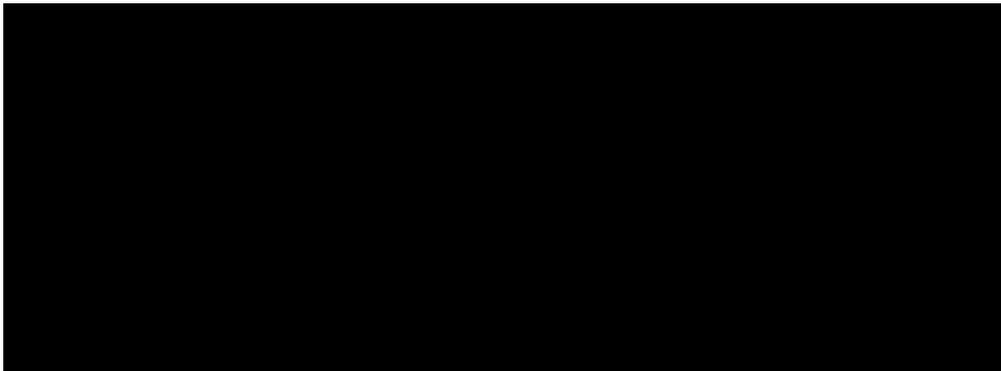
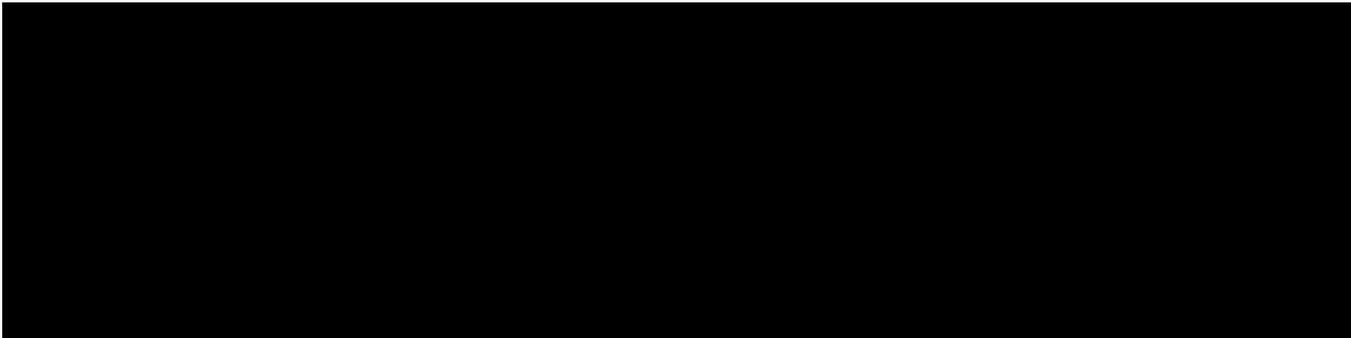
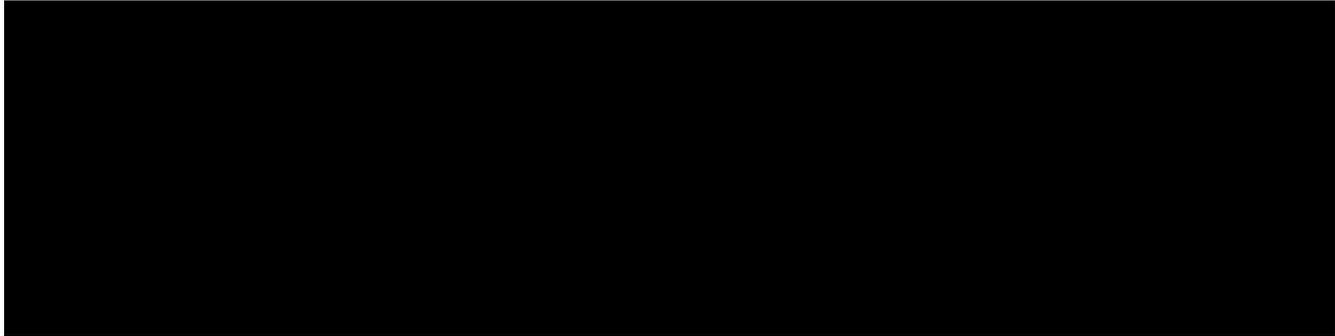
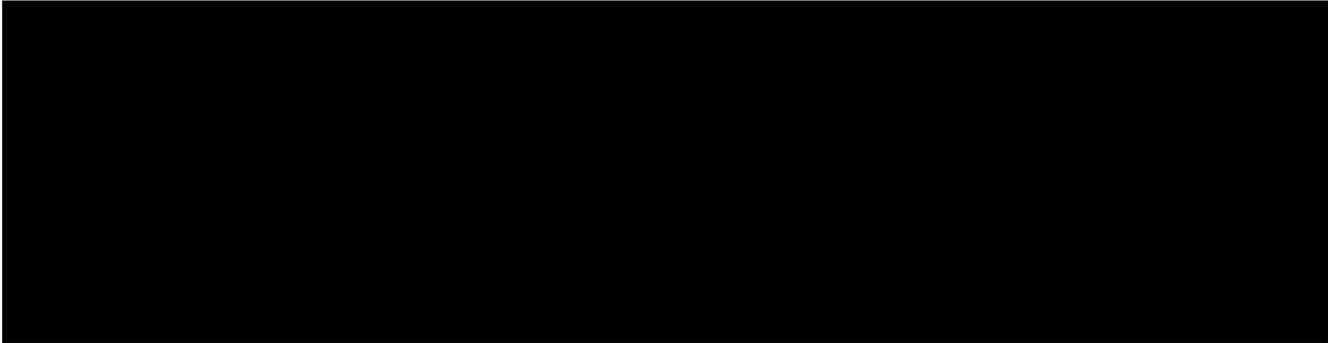
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



SKILLS AND INTERESTS

Language: Conversational Fluency in Russian, Reading Knowledge of French and Ukrainian
Computer: Adobe Acrobat, Adobe Pagemaker, Microsoft Office, HTML, Photoshop, SalesLogix, Workday,
Interests: Education Reform, Christian Theology, Visual Art, International Traveling

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. Williamsburg Ascend Charter School
2. Full name: **Amanda Craft**
Home Address: [REDACTED] Brooklyn, NY 11238
Business Name and Address: Teach For America; 315 w. 36th Street; 9th floor, New York, NY 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). Does not apply to me.
X Yes, Brooklyn Ascend Charter School.
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

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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.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
X Yes, I know Steven F. Wilson, president of Ascend Learning, and Zvia Schoenberg, director strategic planning and legal affairs at Ascend Learning, through my role as a trustee of Brooklyn Ascend Charter School.
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. **X 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. **X 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. None. **X Yes, I serve as a trustee on the Brooklyn Ascend Charter School board.**
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 approach the other board member in order to understand the situation better and to gauge whether or not the board member was working for their own benefit. If I found this to be the case, I would raise this matter with the chair of the board, other members of the board, and the charter management organization so that we could, as a group, confront the board member to rectify the situation.**

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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. **I have no further information to share that would be pertinent to the Department of Education's Review.**

Revised May 21, 2007

Certification

I, **Amanda Craft**, 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 **Williamsburg Ascend** Charter School is true and



6/20/2012
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

Revised May 21, 2007

16. Community Relations

(a) Parent Relations

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 or 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 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 problem-solving.

Family Association

After the school opens, it will coordinate a Family Association to advance the following goals:

- Facilitate communication between parents 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, and 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 used uniform sales and scholarships
- 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

Per the history of parent-sponsored events at Ascend's current schools, the founder will recommend events at Williamsburg Ascend, including Fitness Night by Fit for Life, scholar end-of-year celebration at a local amusement park, teacher appreciation boat cruise, summer activities, child safety with a police officer and fireman as guest speakers, Pajama Story Night, theater productions, food drive, Career Day, dance party fundraiser, and grade-level trips to museums, colleges, a local zoo, and a local aquarium.

Visiting Classrooms

Williamsburg 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 Williamsburg Ascend Charter School will benefit from Sabis WebParent software, a website specific to Williamsburg Ascend 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 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 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 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 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*.

Annual Survey

Every year, parents will be invited to participate in a survey conducted by the New York City Department of Education. The four main topics covered in the survey are academic expectations communication, engagement, and safety and respect.

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.

(b) District Relations

Describe any explicit support for the proposed school from the school district in which the school intends to be located and provide supporting evidence within the response.

Also, describe the school's intended strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

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.

Ascend Learning's community organizer, Hannah Njoku, sent an email to Community School District 14 Superintendent Donald Conyers in order to discuss plans to establish Williamsburg 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 Hannah Njoku will call the district office.

In our early meetings with the school district regarding the opening of Williamsburg 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 District.

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 14 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.

(c) Community Relations

Describe any explicit support for this proposal from community stakeholders or others.

Describe any known opposition to this proposal including the individuals or organizations and their rationale for opposing the school, and explain any efforts the founding team has made to address or respond to their concerns. Indicate whether opposition to the school could impede its ability to successfully implement the school's program and, if so, how the founding team and school intend to overcome those challenges.

Ascend Learning's community organizer, Hannah Njoku, identified and initiated contacts with stakeholders in the target community for Williamsburg Ascend Charter School to inform them of our plans to open the school and give them background information on our existing schools. These stakeholders included directors of day care centers and non-profit organizations, local business owners, and religious leaders.

Njoku established a warm relationship with Grace Parker, director of the Bethesda Day Care Center (BDCC). BDCC serves over 100 children and parents and has been in operation for more than eight years. Parker is a recognized supporter of charter schools and has lobbied the local government for funding to improve standards of day care centers and head start programs to better prepare children in the community for the high expectations of charter school. In a meeting with Njoku, Parker proudly displayed a list of children from her day care, who have been accepted to or currently attend an Ascend charter school. In addition to providing a letter of support, she offered Ascend an invitation to return in 2013 and speak with parents if the Williamsburg Ascend proposal is approved.

Njoku also received support from Bushwick United Head Start's director, Damaris Santana. Bushwick United Head Start is a network of five day care centers that serve upwards of 700 community children of two to six years of age. For the past five years, Santana has advocated for charter schools within the community. In her day care center, she conducts workshops to raise awareness about the choice of charter schools to parents of school-age children, encouraging and assisting them with the application process. After learning about Williamsburg Ascend's education model, Damaris provided Njoku with a list of other local day care centers and distributed Williamsburg Ascend's public meeting flier to parents in her day care center network. Three children from her day care were recently admitted to Bushwick Ascend Charter School.

Among the churches reached, Njoku created a strong relationship with religious leader Reverend Milagros B. Solorzano. Rev. Solorzano heads the New Jerusalem United Methodist Church in Bushwick. She is also a prominent member of the 83rd Precinct Clergy Council and an outspoken supporter of charter schools. After meeting with Njoku and learning about the proposed Williamsburg Ascend Charter School, she immediately offered to host the planned public meeting at her church at no cost to Ascend and directed Njoku to prominent religious leaders in the community, such as Bishop Julio Mercado, president of the Association of Hispanic Ministers: 90th Precinct Clergy Council; Nadine Whitted, district manager of Community Board 4; and Bishop Michael Clark, president of the 83rd Precinct Clergy Council. In her letter of support, she stressed the importance of having education choices in the community.

The directors of two community-based organizations provided letters of support for Williamsburg Ascend. The first was, Janet Marcic, director of The Maura Clarke-Ita Ford Center, which provides language, leadership development, and entrepreneurship workshops to adults from economically disadvantaged families. The other director who supported the proposal was Rick Gallwey director of the Bushwick branch of Family Dynamics, an organization that offers programs in developmental disability services, homeless services, family counseling and community services, early childhood, foster care and adoption, youth services, and mental health services at 102 locations in New York City.

Njoku visited Sensei Bruno Bertolini, founder and senior instructor at the dojo of the Ni Kai Karate Traditional Association in southeastern Williamsburg. Ni Kai Karate is a community-focused karate studio that serves children from the community. Sensei Bruno is notable for running karate programs in public and charter schools in the community. He offered to implement one of his programs in the proposed Williamsburg Ascend Charter School if approved and provided us with a letter expressing his support for the new school.

Njoku also successfully reached Kyle Wong who is the co-owner of Green Streets Salad, a gourmet restaurant which has been in operation since 2007. Green Streets Salad is located close to two public schools and a community park and often frequented by parents and teachers. Wong wrote a letter of support for Williamsburg Ascend, stating that he welcomes the establishment of more schools in the community because of its positive effect on his business. Wong permitted Njoku to post fliers of the planned public meeting in his restaurant window and to distribute post cards and school information on tables for his customers.

Finally, parents have demonstrated strong support for the school. Ascend Learning requested parents of children enrolled in public schools in the target community to sign a letter acknowledging their awareness of, and showing support for, the proposal to establish Williamsburg Ascend Charter School. As of June 25, 2012, Ascend Learning had received 48 letters.

On June 16, Njoku met a board member from Community Board 4 in Bushwick who was opposed to establishing charter schools in the community. The trustee argued that charter schools negatively affects public schools by draining human and capital resources. He also asserted that the lottery-based system of charter school enrollment is an unfair practice. He requested that

Ascend Learning submit to a query by Community Board 4 members during their upcoming general meeting in September.

Njoku encountered one other instance of opposition from a public school teacher who argued that charter schools jeopardized the fate of public schools. She claimed that charter schools are responsible for the recent public school closures and widespread staff lay-offs. Even so, she stated that charter schools are her preferred choice for her grandchildren.

Given the political and ideological nature of the opposition encountered in the two instances above, the founder feels that it would be unhelpful to address or respond to these types of concerns. For the same reason, the founder also believes that such opposition could not impede its ability to successfully implement the school's education program, to which there was no direct opposition.

16. Community Relations

(d) Evidence of community support

Attached as evidence of community support are 69 parent letters of support and seven stakeholder letters of support.

Parent Letters of Support

May 22, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Querida Ms. Barker,

Con mucho gusto entrego esta carta apoyando el establecimiento de Williamsburg Ascend Charter School

Recientemente, recibí noticias acerca la aplicación para abrir Williamsburg Ascend Charter School, una escuela que ofrecerá preparación universitaria y será situada en la comunidad sureste de Williamsburg. Como padre con un hijo/a que asiste una escuela pública, yo creo que necesitamos más oportunidades educativas para los padres y estudiantes en nuestra comunidad.

Creo que nuestra comunidad merece una escuela de buena calidad—una la cual ayudará *todos* estudiantes para la universidad y mucho más. Favor de considerar la aprobación de la aplicación para establecer Williamsburg Ascend Charter School.

Atentamente,

Sofia Felfia

Nombre


Dirección

11206

Brooklyn, NY

May 22, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Querida Ms. Barker,

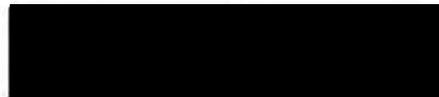
Con mucho gusto entrego esta carta apoyando el establecimiento de Williamsburg Ascend Charter School

Recientemente, recibí noticias acerca la aplicación para abrir Williamsburg Ascend Charter School, una escuela que ofrecerá preparación universitaria y será situada en la comunidad sureste de Williamsburg. Como padre con un hijo/a que asiste una escuela pública, yo creo que necesitamos más oportunidades educativas para los padres y estudiantes en nuestra comunidad.

Creo que nuestra comunidad merece una escuela de buena calidad—una la cual ayudará *todos* estudiantes para la universidad y mucho más. Favor de considerar la aprobación de la aplicación para establecer Williamsburg Ascend Charter School.

Atentamente,

Maria Diaz
Nombre



11206
Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

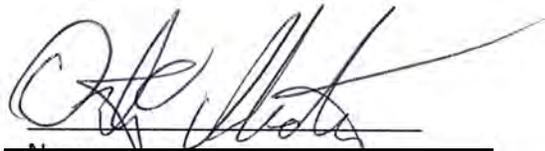
Dear Ms. Barker,

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Recently, I was made aware of the proposal to open Williamsburg Ascend Charter School, a college-preparatory charter school to be located in the southwestern Williamsburg community. As a parent of a child enrolled in a public school, and a local resident, 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 Williamsburg Ascend Charter School.

Sincerely,



Street Address

11213

Brooklyn, NY

May 22, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Querida Ms. Barker,

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Atentamente,

HUGO YAU CAN

Nombre


Direccion

BROOKLYN NY 11206

Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Laura Avila

Name


Street Address

Brooklyn NY 11221
Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
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 Williamsburg Ascend Charter School.

Sincerely,

Michelle Bracco

Name


Street Address

11237

Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

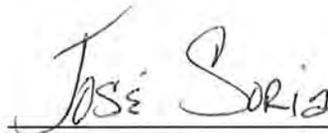
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Sincerely,



Name



Street Address

11237

Brooklyn, NY

May 22, 2012

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

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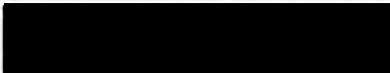
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Atentamente,

Norma Coguano
Nombre


Direccion

11206
Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,


Name


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Brooklyn, NY

May 22, 2012

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

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Atentamente,

Rayo Coyotl
Nombre


[Redacted]
Dirección

11237
Brooklyn, NY

May 22, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Atentamente,

Sonia Velez

Nombre



112

Brooklyn, NY 11237

May 22, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Querida Ms. Barker,

Con mucho gusto entrego esta carta apoyando el establecimiento de Williamsburg Ascend Charter School

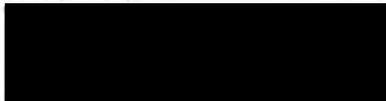
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Atentamente,



Nombre


Dirección

11221
Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
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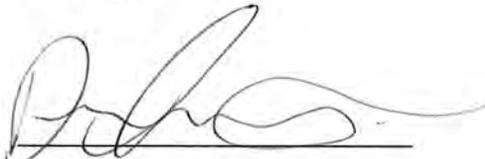
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Sincerely,



Name

Street Address

11206
Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
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

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Albany, New York 12207

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Sincerely,

Chakera Lugo

Name



Street Address

11237

Brooklyn, NY

May 21, 2012

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

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Sincerely,

Joshua Morales

Name


Street Address

11221
Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

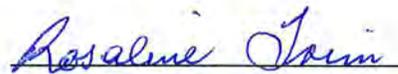
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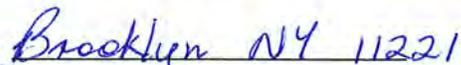
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Name


Street Address



Brooklyn, NY

May 22, 2012

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Interim Executive Director
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State University of New York
41 State Street, Suite 700
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Atentamente,



Nombre

Dirección

11221

Brooklyn, NY

May 21, 2012

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

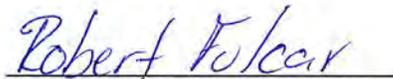
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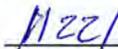
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Name

Street Address



Brooklyn, NY

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Sincerely,



Name


Street Address

Brooklyn, NY

May 21, 2012

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

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Sincerely,

Gloria Martinez

Name


Street Address

11221.

Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Loxanne Sotelo

Name

[Redacted]

Street Address

Brooklyn, NY

Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,



Name


Street Address

11237

Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Aiela Diaz

Name



Street Address

11237

Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker,

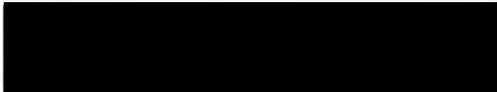
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Sincerely,

Elizabeth Herrera
Name


Street Address

11237
Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

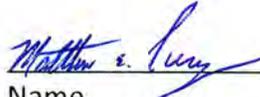
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Sincerely,


Name


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Sincerely,

Marisel Torres

Name

[REDACTED]

Street Address

B'klyn N.Y. 11221

Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

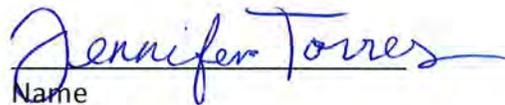
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Sincerely,


Name


Street Address

11225
Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Hollis Romanichuk

Name

Street Address

44 Hume Fg USA NY

Brooklyn, NY

May 21, 2012

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

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Sincerely,

Patricia Anala

Name

[REDACTED]

Street Address

NY 11206

Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

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Sincerely,

Sophie L. Karnes
Name


Street Address

Brooklyn 11237
Brooklyn, NY



May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
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 Williamsburg Ascend Charter School.

Recently, I was made aware of the proposal to open Williamsburg Ascend Charter School, a college-preparatory charter school to be located in the southwestern Williamsburg community. As a parent of a child enrolled in a public school, and a local resident, 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 Williamsburg Ascend Charter School.

Sincerely,



Name



Street Address

Brooklyn, NY

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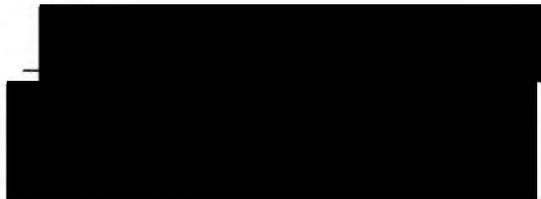
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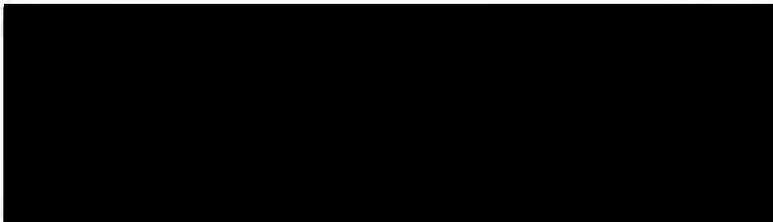
Sincerely,



Name



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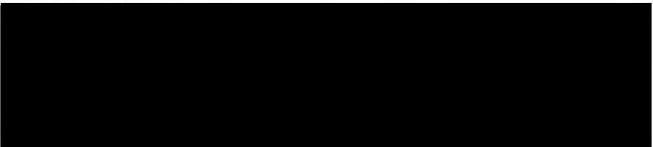
ARTURO ARANGO

Name


Street Address

BROOKLYN NY 11237

Brooklyn, NY



May 21, 2012

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

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Sincerely,

Kelly Rivera
Name


Street Address

Brooklyn, NY

May 21, 2012

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State University of New York
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Sincerely,

ALEXANDER SANTIAGO

Name

Street Address

May 21, 2012

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Albany, New York 12207

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Sincerely,

Julia Dominguez
Name


Street Address

Brooklyn
Brooklyn, NY

May 21, 2012

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State University of New York
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Albany, New York 12207

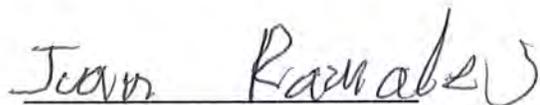
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Sincerely,

Emily Jasieniecki
Name


Street Address

11237, Bushwick
Brooklyn, NY

May 21, 2012

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State University of New York
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Albany, New York 12207

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Sincerely,

Asia Dwyer

Name

[Redacted]

Street Address

Blk 1, N.Y. 11237

Brooklyn, NY

[Redacted]

May 21, 2012

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Interim Executive Director
Charter Schools Institute
State University of New York
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Albany, New York 12207

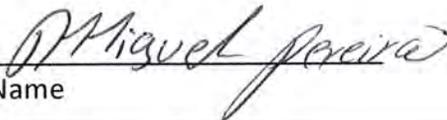
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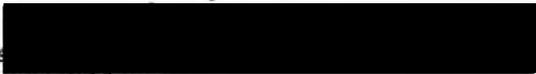
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Sincerely,


Name


Street Address

11237
Brooklyn, NY

May 21, 2012

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Charter Schools Institute
State University of New York
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Sincerely,



Ricky Anderson

Name

Street Address

11237

Brooklyn, NY

May 21, 2012

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Charter Schools Institute
State University of New York
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Albany, New York 12207

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Sincerely,

Michael Rodriguez

Name



Street Address

Bushwick

Brooklyn, NY

May 21, 2012

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Interim Executive Director
Charter Schools Institute
State University of New York
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Albany, New York 12207

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Sincerely,

CHRISTOPHER TONKO

Name



Street Address

Brooklyn

Brooklyn, NY

May 21, 2012

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Interim Executive Director
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State University of New York
41 State Street, Suite 700
Albany, New York 12207

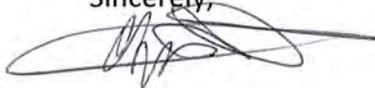
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Sincerely,



Christopher M. Botto
Name

[REDACTED]
Street Address

Brooklyn
Brooklyn, NY

May 21, 2012

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State University of New York
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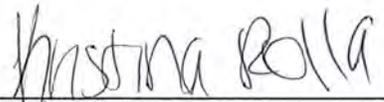
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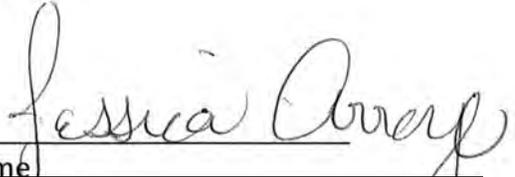
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Sincerely,



Name



Brooklyn, NY 11237

Brooklyn, NY



May 22, 2012

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

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Atentamente,

AMAURY DIAZ

Nombre

[Redacted Address]

Dirección

11213

Brooklyn, NY

May 22, 2012

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State University of New York
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Albany, New York 12207

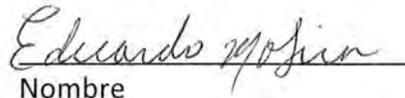
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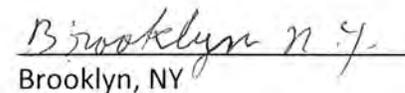
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Nombre



Dirección



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Atentamente,

Antonio B Lopez

Nombre

[REDACTED]

Dirección

Bob

Brooklyn, NY

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Atentamente,

Cristina Ramirez

Nombre


Dirección

Brooklyn, NY

May 22, 2012

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Albany, New York 12207

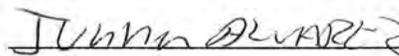
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Nombre



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Atentamente,

Jennifer Jerez

Nombre

[Redacted]

Dirección

Brooklyn, NY

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Atentamente,

Joseette Alicea

Nombre


Dirección

Brooklyn 11221
Brooklyn, NY

May 22, 2012

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Interim Executive Director
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State University of New York
41 State Street, Suite 700
Albany, New York 12207

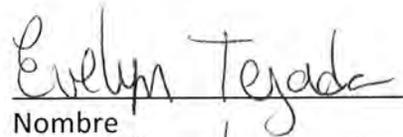
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Atentamente,



Nombre


Dirección

11221
Brooklyn, NY

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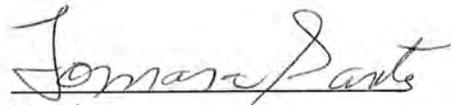
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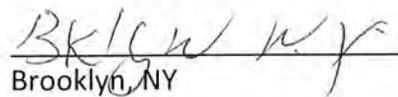
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Nombre



Dirección



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Atentamente,

EMMA KROGAN
Nombre


Direccion

11237
Brooklyn, NY

May 22, 2012

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Interim Executive Director
Charter Schools Institute
State University of New York
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Albany, New York 12207

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Atentamente,

maria

Nombre



Dirección

11237

Brooklyn, NY

May 22, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Querida Ms. Barker,

Con mucho gusto entrego esta carta apoyando el establecimiento de Williamsburg Ascend Charter School

Recientemente, recibí noticias acerca la aplicación para abrir Williamsburg Ascend Charter School, una escuela que ofrecerá preparación universitaria y será situada en la comunidad sureste de Williamsburg. Como padre con un hijo/a que asiste una escuela pública, yo creo que necesitamos más oportunidades educativas para los padres y estudiantes en nuestra comunidad.

Creo que nuestra comunidad merece una escuela de buena calidad—una la cual ayudará *todos* estudiantes para la universidad y mucho más. Favor de considerar la aprobación de la aplicación para establecer Williamsburg Ascend Charter School.

Atentamente,



Nombre



Dirección

1121

Brooklyn, NY

May 22, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Querida Ms. Barker,

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Atentamente,



Nombre



Dirección

11221

Brooklyn, NY

May 22, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Querida Ms. Barker,

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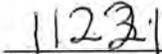
Atentamente,



Nombre



Dirección



Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
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 Williamsburg Ascend Charter School.

Recently, I was made aware of the proposal to open Williamsburg Ascend Charter School, a college-preparatory charter school to be located in the southwestern Williamsburg community. As a parent of a child enrolled in a public school, and a local resident, 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 Williamsburg Ascend Charter School.

Sincerely,

Jennifer Thompson
Name


Street Address

 11221
Brooklyn, NY

May 22, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Querida Ms. Barker,

Con mucho gusto entrego esta carta apoyando el establecimiento de Williamsburg Ascend Charter School

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Creo que nuestra comunidad merece una escuela de buena calidad—una la cual ayudará *todos* estudiantes para la universidad y mucho más. Favor de considerar la aprobación de la aplicación para establecer Williamsburg Ascend Charter School.

Atentamente,

Teresa
Nombre


Dirección

11237
Brooklyn, NY

May 22, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Querida Ms. Barker,

Con mucho gusto entrego esta carta apoyando el establecimiento de Williamsburg Ascend Charter School

Recientemente, recibí noticias acerca la aplicación para abrir Williamsburg Ascend Charter School, una escuela que ofrecerá preparación universitaria y será situada en la comunidad sureste de Williamsburg. Como padre con un hijo/a que asiste una escuela pública, yo creo que necesitamos más oportunidades educativas para los padres y estudiantes en nuestra comunidad.

Creo que nuestra comunidad merece una escuela de buena calidad—una la cual ayudará *todos* estudiantes para la universidad y mucho más. Favor de considerar la aprobación de la aplicación para establecer Williamsburg Ascend Charter School.

Atentamente,

Janny Bauza

Nombre


Dirección

11221
Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
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 Williamsburg Ascend Charter School.

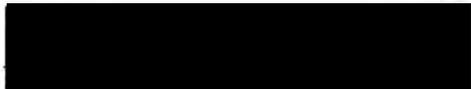
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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Williamsburg Ascend Charter School.

Sincerely,



Name


Street Address

Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

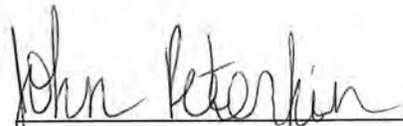
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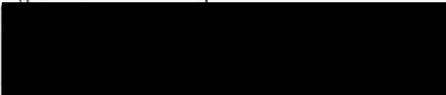
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I believe that our community deserves a high-quality school that focuses on preparing *all* students for college and beyond. Please consider approving the proposal for the Williamsburg Ascend Charter School.

Sincerely,



Name



Street Address

11237

Brooklyn, NY

May 22, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

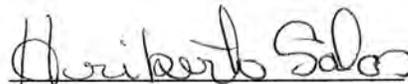
Querida Ms. Barker,

Con mucho gusto entrego esta carta apoyando el establecimiento de Williamsburg Ascend Charter School

Recientemente, recibí noticias acerca la aplicación para abrir Williamsburg Ascend Charter School, una escuela que ofrecerá preparación universitaria y será situada en la comunidad sureste de Williamsburg. Como padre con un hijo/a que asiste una escuela pública, yo creo que necesitamos más oportunidades educativas para los padres y estudiantes en nuestra comunidad.

Creo que nuestra comunidad merece una escuela de buena calidad—una la cual ayudará *todos* estudiantes para la universidad y mucho más. Favor de considerar la aprobación de la aplicación para establecer Williamsburg Ascend Charter School.

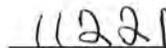
Atentamente,



Nombre



Dirección



Brooklyn, NY

May 21, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
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 Williamsburg Ascend Charter School.

Recently, I was made aware of the proposal to open Williamsburg Ascend Charter School, a college-preparatory charter school to be located in the southwestern Williamsburg community. As a parent of a child enrolled in a public school, and a local resident, 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 Williamsburg Ascend Charter School.

Sincerely,

Marilyn Nesmith

Name

Street Address

Brooklyn, NY

11207

Stakeholder Letters of Support

**NI KAI KARATE
TRADITIONAL ASSOCIATION**

**53 Irving Avenue
Brooklyn, NY 11237
(347)422-3466
(718)738-4401**

May 29, 2012

To Whom It May Concern:

Ni Kai Karate Dojo strongly supports the opening of a new charter school in the Bushwick-Southeastern Williamsburg area of Brooklyn. It is our belief that high scholastic standards combined with building a foundation of strong character and discipline are important traits to instill in young students. Ni Kai Karate supports high standards in school and in our Dojo, and will assist in any way so that the charter school can succeed and flourish. Please feel free to contact us.



Kioshi Vietor Mosquera
Chief Instructor


Sensei Bruno Bertolini
Instructor

Bethesda Day Care Center

319 Stanhope Street, Brooklyn, N.Y 11237

Tel: 718 381-8900

Fax: 718 417-3781

Susie Miller Barker

Interim Executive Director

Charter Schools Institute

State University of New York

41 State Street, Suite 700

Albany, New York 12207

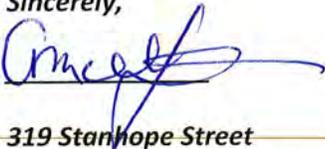
Dear Ms. Barker,

It is with pleasure that I respectfully submit this letter of support for Williamsburg Ascend charter School.

Recently, I was made aware of the proposal to open Williamsburg Ascend Charter School, a college – preparatory charter school to be located in the southwestern Williamsburg community. I operate a business in the community and believe that members of this community should have more public educational opportunities for the parents and students.

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 Williamsburg Ascend Charter School.

Sincerely,



319 Stanhope Street

Brooklyn, N.Y 11237



Dear Ms. Barker,

It is with pleasure that I respectfully submit this letter of support for Williamsburg Ascend Charter School.

Recently, I was made aware of the proposal to open Williamsburg Ascend Charter School, a college-preparatory charter school to be located in the southwestern Williamsburg community. I operate a business in the community and believe that members of this community should have more public educational opportunities for the parents and students.

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 Williamsburg Ascend Charter School.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kyle Wong", is written over a horizontal line. The signature is fluid and cursive.

Kyle Wong, CFO

GreenStreets Salads
67 Irving Avenue
Brooklyn NY 11237

NEW YORK ANNUAL CONFERENCE



New Jerusalem United Methodist Church
Iglesia Metodista Unida Nueva Jerusalem
484 Knickerbocker Avenue; Brooklyn, NY 11237

Rev. Milagros B. Solorzano
Pastora

newjerusalemumc@verizon.net
(718) 452-2050

June 5, 2012

SUNY Trustees
Albany, NY

RE: Williamsburg Ascend Charter School

Dear Madam/Sir:

After meeting with Ms. Hannah Njoku in reference to the above referenced school that will be made available to Williamsburg and this section of Bushwick, our church is more than happy to give her our support and approval. Ms. Njoku should be commended for her sincerity and true desire to help our children.

This community is in need of such an educative system since the schools we have now are overly crowded. Exceptional education is always welcome in this community as our children are our future leaders and it would be irresponsible for any house of faith or organization not to approve this needed and blessed venture.

Thank you for giving our children the hope of a better tomorrow.

If you need any further assistance, please do not hesitate in contacting the undersigned.

Sincerely yours,

Pastor

Cc: Office



Family Dynamics

Extraordinary reach.
Unconditional care.

June 11, 2012

Susie Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Subject: Williamsburg Ascend Charter School Proposal

Dear Ms. Barker,

It is with pleasure that I respectfully submit this letter of support for Williamsburg Ascend Charter School.

Recently, I was made aware of the proposal to open Williamsburg Ascend Charter School, a college-preparatory charter school to be located in the southwestern Williamsburg community. I am the Director of SCO Family of Services/Family Dynamics and believe that members of this community should have more public educational opportunities for the parents and students.

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 Williamsburg Ascend Charter School.

Sincerely,

Richard Gallwey, Director of Family Dynamics

A handwritten signature in black ink that reads "Richard Gallwey". The signature is written in a cursive style with a large, stylized "R" and "G".

May 30, 2012

Hannah Njoku, Community Organizer
Ascend Learning Inc.
205 Rockaway Parkway
Brooklyn, New York, 11212

RE: Letter of Support to the Ascend Learning Center, Inc. Williamsburg Charter School

Dear Ms. Njoku:

We are writing to support Ascend Learning in their goal to open a charter school in the Williamsburg, Brooklyn area. The Maura Clarke-Ita Ford Center supports your application to the SUNY Trustees and believes that a new charter school will allow children and their families more opportunities in receiving a high quality education in the community.

It is our understanding that this program will “equip every student with the knowledge, confidence, and character to succeed in college and beyond.” Every child deserves such an opportunity, especially those that face many challenges and the underserved student populations in the Williamsburg area.

The Maura Clarke-Ita Ford (MCIF) Center was approached and asked if they would support such a school and we feel it is a much needed educational institution. We look forward to working with Ascend Learning in developing and maintaining a strategic alliance if you are awarded a favorable decision.

Please feel free to contact the undersigned should you require any additional information.

Sincerely,

Janet Marcic
Executive Director



BUSHWICK UNITED HEAD START/DAYCARE

Aida Caraballo, Board Chairman

José R. Gonzalez, Administrative Director

Administrative Office

136 Stanhope Street

Brooklyn, NY 11221
Phone: (718) 443-0134
Fax: (718) 443-0935

77 Wilson Ave

Brooklyn, NY 11237
Phone: (718) 821-2345
Fax: (718)821-3926

331 Central Ave

Brooklyn, NY 11221
Phone: (718) 453-9040
Fax: (718) 443-0839

152 Manhattan Ave

Brooklyn, NY 11206
Phone: (718) 388-4298
Fax: (718) 388- 5598

178 Leonard Street

Brooklyn, NY 11206
Phone: (347) 296-8152
Fax: (347) 296-8150

June 1, 2012

To Whom It May Concern,

My name is Damaris Santana; I work for Bushwick United Head start as a family assistant in the Bushwick community. I support the proposed Williamsburg Ascend charter schools in our community, because I believe charter schools are a better choice for our children and families. I have been advocating for the charter schools in this community for the past couple of years. During our school year, we plan a transition workshop for our turning five children. It is during this time that we encourage our parent's to fill out applications for the charter schools in this community. Many of our parents are not aware of the charter schools and they feel they don't know enough. It is for this reason that we invite our community partners in education to help our families understand that there are choices in regards to the early education of their children. I look forward to continuing our partnership in the near future. If any other information is needed, please feel free to call.

Sincerely,

Damaris Santana
Family Assistant

17. Student Demand, Recruitment and Retention

(a) General Student Population

Describe the student demand for the school that would allow the school to meet the intended enrollment figures.

Plans for the Williamsburg Ascend Charter School arose from the evident demand for expanded educational opportunities in the neighborhoods of southeastern Williamsburg and northwestern Bushwick, to which Ascend Learning is especially attuned its current involvement in the Bushwick community. Brooklyn Ascend Charter School, which opened in 2008 in East New York, has a wait list of 3,594 students; Brownsville Ascend Charter School, which opened in its temporary facility in Community School District (CSD) 18 in 2009 and which serves many residents of the district, has a wait list of 896 children; Bushwick Ascend Charter School, which opened in 2010 in Bushwick, has a wait list of 837 students.

According to the New York State Report Card Accountability and Overview Reports for 2010-2011, there were 1,223 kindergartners and first-graders enrolled in public schools in the neighborhoods Williamsburg Ascend would target in its enrollment campaign. Considering that there are currently eight public elementary schools in the pertinent area, the opening of Williamsburg Ascend Charter School in September 2013 and its initial enrollment of 208 students in kindergarten and first grade would potentially reduce K-1 enrollment at each of the public schools by an average of 26 students. However, this estimated decrease in student enrollment across the target community does not take into account the likelihood of applications from other areas comprising Community School Districts 14 and 32. It is likely that Williamsburg Ascend will receive a significant number of student applications across CSD 32 when word spreads of the school's opening. Bushwick Ascend, located in this district, has established a positive reputation in the community, as evidenced by its growing wait list of 837 students.

(b) Target Populations

Explain how the proposed school will meet or exceed the *enrollment* and *retention* targets established by the SUNY Trustees for students with disabilities, English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program. The response should address:

- **The recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);**
- **Any at-risk admissions factors or preferences the school would offer that would increase the likelihood of enrolling targeted students; and**
- **A brief explanation of the efforts, resources, structures or programs that the school will take to retain these students and how the efficacy of such efforts will be monitored.**

- **Be sure to clearly delineate how the school would address each individual subgroup.**

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 who 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 students from low-income families.

The school's recruitment materials will make clear that the school welcomes students with disabilities as well as English language learners.

Based on the student demographic data of the target community, it is expected that a significant number of students will come from homes where Spanish is spoken as the primary language. The school will therefore have all marketing materials translated into 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 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

Williamsburg 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 wait list. The school will constantly evaluate its recruitment strategies by evaluating data on enrolled students. The school will also 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 Districts 14 and 32. Bushwick Ascend Charter School, which is located in CSD 32, offers the same program as that proposed for Williamsburg Ascend; it has a low-income student population of 87.5 percent. 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, that is, full enrollment, an extensive wait list, and a diverse and representative student population.

The school will not offer admission preference to at-risk students. Most students in the target neighborhoods are from low-income families and, as the school's marketing campaign will focus on these communities, most students in the school will likely be at-risk academically.

(c) Evidence of Demand

Evidence of student demand (e.g. petitions that clearly indicate that signers have students of age to enroll in the school and would consider enrolling in the school).

Important Note: If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any evidence of community support also explicitly demonstrates student demand.

Student demand in the target community is evidenced by the letters of support from parents with school-age children found in Response 16 (d) and the kindergarten wait list of 314 students at Bushwick Ascend Charter School following the lottery in April 2012. Bushwick Ascend is located in Community School District (CSD) 32 and covers part of the Williamsburg Ascend target community for student enrollment. It is likely that Williamsburg Ascend will receive a significant number of student applications across CSD 32 when word spreads of the school's opening. Bushwick Ascend has established a positive reputation in the community, as evidenced by its growing wait list of 837 students. Included in this Response is the current Kindergarten wait list for Bushwick Ascend. These students would be eligible as first graders in September 2013 to enroll at Williamsburg Ascend.

17. Student Demand, Recruitment and Retention

(d) Admissions Policy

Describe the admissions policy for the school including any at-risk designations and how the school intends to apply the statutory preferences for returning students, siblings and students residing in the school district or CSD of location of the charter school in accordance with the Act.

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 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 director of school operations 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 that parents 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 would 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 traditional means, such as direct mail or media buys that 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 and seek permission to leave marketing materials at local daycare centers (including Head Start facilities) and local businesses such as convenience stores, Laundromats, barber shops, and salons.

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 target communities of southeastern Williamsburg and northwestern Bushwick. 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 Bushwick, 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 at these locations flyers in English, Spanish, and other languages 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 Response 08 (a-d) 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 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 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. If the parent is unable to sign, 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 English or at all as the case may be, 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 through close of business on April 1 of each year. Applicants will indicate whether or not they are requesting transportation from the Office of Pupil Transportation and do so prior to April 1 in accordance with the Education 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 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 making that seat available and drawing from the waiting list. The school will carefully document all such contacts. The waiting 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 would do so, note the date, time, and reason of the parent's withdrawal, and would 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 who 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.

Wait List Process

After all of the available seats have been filled by the lottery, the school will continue drawing names of those applicants who applied by the April 1 deadline and create a wait list based on the order drawn. The names of applicants who applied after the April 1 deadline will be added to the bottom of the wait list(s) for each grade in the order received. The school will maintain a wait list year to year.

The school will fill seats from the wait list for the first two entry grades but not other grades unless the school publicly announces those grades through a lottery.

Applications may be accepted for grades for which the school does not intend to hold a lottery. In the event the school desires to fill seats in such a grade it will publicize that fact, regardless of whether or not such lottery is after the lottery described above, and hold a lottery to determine which applicants may be accepted.

The school will fill available seats from the wait list throughout the school year.

18. 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 the school design and academic program. This 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 English language learner 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 southeastern part of Williamsburg, Brooklyn. The number of required general education classrooms in years one through five 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 will be dedicated to the Integrated Testing and Learning hall (where students take AMS, CAT, and other tests of curriculum mastery), 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 Ascend Learning’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 the school’s 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.**
- **Address how the proposed facility will be able to meet New York State Education Department specifications by when the school would commence instruction.**
- **If a facility has not been identified, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets New York State Education Department specifications). Also, explain 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. Such plans must include an explanation about the extent to**

which the lack of public space impacts the school's proposed budget, including demonstrating an awareness of the costs of private facility space. As is outlined in Request 24(f), if the applicant proposes to be located in facility space provided by the school district of location two separate budgets must be presented; one that assumes the district facility space at the anticipated costs and one that assumes that district facility space is unavailable and private space is therefore required.

Ascend Learning has identified a facility that it considers suitable for Williamsburg Ascend Charter School. The building, located at 198 Varet Street is a state-of-the-art school building completed in 2010 and is the current site of the Williamsburg Charter High School (WCHS), which had been scheduled to close in June 2012. We first learned of this property when we were approached by a broker representing the landlord, in February of 2011, during the first lease year of WCHS.

The 116,000 square foot facility includes classrooms, offices, a full dining room and kitchen, a gymnasium, and an exercise room. The building has been well maintained since opening, but would require minor alterations including cosmetic refurbishment and construction of permanent partitions to replace movable partitions between certain classrooms.

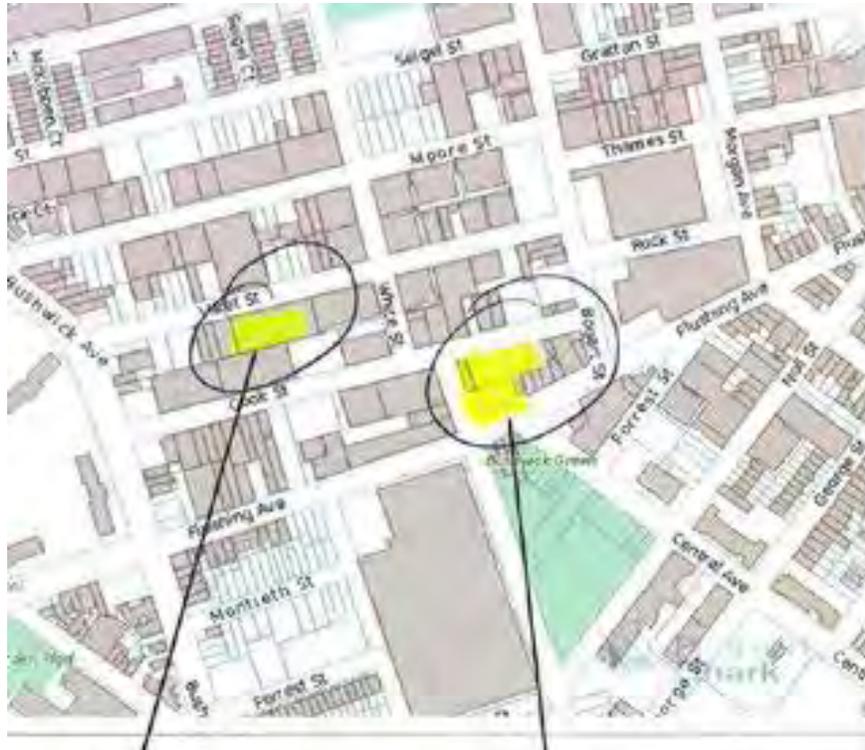
Classroom at 198 Varet Street (4/13/12)



The facility would house the entire school at maturity, when it consists of 1,312 students in Kindergarten through grade 12. We met with the landlord, toured the building and had discussions about the required modifications and timetable. We have since learned that the

current tenant, Williamsburg Charter High School, has mounted a legal challenge to the decision to revoke its charter, and that the outcome of this matter and the availability of the building is currently uncertain.

As a contingency plan, we have investigated an alternate site owned by the same landlord who owns the 198 Varet Street facility. This property is located about one block south and one block east of WCHS, between Cook Street and Flushing Avenue, and near the intersection of Flushing and Central Avenues.



198 Varet Street

Flushing Avenue Alternate Location

The landlord has expressed interest in building a completely new school building for the Williamsburg Ascend Charter School at this location. Negotiations on this possibility are under way.

As an additional contingency plan, Ascend would consider the temporary use of space in a public school.

(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. Note that in such cases the

Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers.

The applicant team anticipates no conflicts of interest with respect to the school's potential facility. The school would lease the 198 Varet Street facility or a newly constructed building at Flushing Avenue from the landlord in a transaction negotiated at arm's length. 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 or relationship to the builder-landlord.



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February 17, 2011

Jeff Kinzler
Lawbuilder Consultants, Inc.
393 Old Country Road
Carle Place, NY 11514
Via e-mail

Dear Jeff,

Pursuant to our conversation regarding Ascend Learning / The Bushwick Ascend Charter School and their interest in 198 Varet Street, I've spoken to the owner regarding a walk through next week and he is available to walk them through the building. Please let me know at your earliest convenience what day and time works for everyone and I will arrange it. Regarding Jana's concern that Eddie might recognize her we have a full set of pictures and complete plans on the building if she would like to meet and view those as well.

Below is a brief description of the site.

198 Varet Street, Brooklyn NY 11206
Eight story 116,000 foot
Brand New Construction
Fully built out state of the art school facility
Currently occupied by The Williamsburg Charter High School
Completed August 2010

Thank you for your interest. I feel this can be a great opportunity for Ascend Learning and The Bushwick Ascend Charter School and I look forward to meeting with you and the school at your earliest convenience.

Best Regards,

Jeff Unger
Kalmon Dolgin Affiliates, Inc

cc: nad / kd

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19. 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 adopt and vigorously promote a wellness policy, as required by the USDA Child Nutrition Program, to reduce childhood obesity and promote 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.

20. 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 documentation 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, 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 parents hold 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 Williamsburg Ascend Charter School.

The school will be located in Community School District 14 in New York City, and as such, is eligible for a nurse from the city's Department of Health and Mental Hygiene (DHMH). However, in the first and second years of operation, the total enrollment will be too few for the school to qualify to receive services from a DHMH-provided nurse. Instead, the school's budget includes funding for a part-time licensed health services professional. Not until the third year of operation will the school 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 petition DHMH to employ him or her.

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 an appropriate and fully enclosed space with hot and cold water, adequate storage space, and a private screening area is provided for the nurse's office.

21. 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 sending school districts.

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 the 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 current general policy of NYCDOE 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. As the school's calendar will be aligned with that of the NYCDOE, district-provided transportation will be available at all times the charter school is in session.

22. 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 and any school owned or leased vehicles.

The Williamsburg Ascend Charter School will carry insurance coverage by Austin & Company, Inc. The following table shows coverage limits based on the amounts for Bushwick Ascend Charter School by the same company when the school enrolled 249 students in 2011-2012. Williamsburg Ascend Charter School will enroll 249 students in its second year, or 2014-2015. The school will not own or lease any vehicles.

Insurance Comparison

For: Bushwick Ascend Charter School					
Coverage		Expiring		Proposed/Renewal	
		July 1, 2010	to July 1, 2011	July 1, 2011	to July 1, 2012
		Limits	Premium ⁽¹⁾	Limits	Premium ⁽¹⁾
1	Hartford Property - Choice Form Business Personal Property Replacement Cost & Agreed Value Private School SPICE Equipment Breakdown <i>Property Deductible: 1,000</i> <i>Wind Deductible: N/A</i>	360,000	\$1,960 <i>(Annualized)</i>	400,000	\$2,170
2	Hartford Business Interruption Business Income with Extra Expense	250,000	Incl. in 1	250,000	Incl. in 1
3	Hartford Inland Marine Computerized Business Equipment Hardware/Software	Included in BPP Definition	Incl. in 1	Included in BPP Definition	Incl. in 1
4	Hartford Crime Employee Dishonesty Forgery Computer Fraud	250,000	Incl. in 1	250,000	Incl. in 1
		250,000		250,000	
		250,000		250,000	
5	Hartford Automobile Liability Hired & Non-Owned Liability	1,000,000	Incl. in 1	1,000,000	Incl. in 1
6	United Educators General Liability Any One Occurrence Annual Aggregate Limit Abuse & Molestation Coverage Employee Benefits Liability <i>Each Claim: 1,000,000</i> <i>Aggregate: 1,000,000</i> <i>Student Enrollment: 206</i>	1,000,000	\$8,058	1,000,000	\$8,934
		3,000,000		3,000,000	
		Included		Included	
		Included		Included	
		1,000,000		1,000,000	
1,000,000	1,000,000				
206	249				
7	Great American Directors & Officers Including Educators Legal Liability Employment Practices Liability <i>Deductible: 5,000</i> Fiduciary Liability <i>Deductible: 1,000</i>	1,000,000	\$2,895 <i>(Annualized)</i>	1,000,000	\$3,395
		Shared Limit		1,000,000	
		5,000		5,000	
		1,000,000		1,000,000	
1,000	1,000				
8	United Educators Umbrella Liability Each Occurrence General Aggregate <i>Attach to Directors & Officers: Yes</i> <i>Attach to Abuse & Molestation Coverage: Yes</i> Fiduciary Liability <i>Retention: 10,000</i> Limit Increased to \$15M effective 9/27/11	5,000,000	\$4,219	15,000,000	\$5,488 <i>(Annualized)</i>
		5,000,000		15,000,000	
		Yes		Yes	
		Yes		Yes	
		2,000,000		2,000,000	
		10,000		10,000	
Total Annual Estimated Premium			\$17,132		\$19,987

This Insurance Comparison does not constitute a contract between the issuing Insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.

Insurance Comparison

For: Bushwick Ascend Charter School					
Coverage		Expiring		Proposed/Renewal	
		July 1, 2010	to July 1, 2011	July 1, 2011	to July 1, 2012
		Limits	Premium ⁽¹⁾	Limits	Premium ⁽¹⁾
9	Hartford Workers' Compensation & Employers' Liability Experience Modification Payroll: Class 8868 - School Professional/Clerical Class 9101 - School/All Other <i>Workers' Compensation Policy Subject to Audit.</i>	N/A	\$9,143	N/A	\$11,176
		1,300,000 If Any		1,582,610 If Any	
10	Disability Coverage Written Through Austin & Co., Inc - Benefits Department:				
11	CBE Student Accident Accident Medical Expense Accident Dental Expense <i>Deductible</i> Accidental Death Accidental Dismemberment ⁽²⁾ AD&D Aggregate, Per Accident Benefit Period Type of Coverage Emergency Medical Evacuation Territory - Domestic Repatriation of Remains	25,000	\$536 <i>(Annualized)</i>	25,000	\$647
		Included		Included	
		0		0	
		15,000		15,000	
		50,000		50,000	
		500,000		500,000	
		3 years		3 years	
		Excess		Excess	
25,000	25,000				
25,000	25,000				
12	CBE Catastrophic Student Accident 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	\$300	1,000,000	\$300
		30,000		30,000	
		Included		Included	
		25,000		25,000	
		2 years		2 years	
		10 years		10 years	
Excess	Excess				

Page 2 of 2

This Insurance Comparison does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.

⁽¹⁾ Premiums shown are before any applicable dividends.

⁽²⁾ Dismemberment benefits vary based on "Schedule of Covered Losses" up to the maximum shown above.

23. Programmatic Audits

Describe planned annual program audits to be initiated by the school including the area(s) to be audited and the purpose, objectives and timing of the audits, which must be similar in scope to the audits of other public schools.

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 which the school will license its 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 will require that the school adhere to certain principles of operation, including among other requirements diagnostic tests; placement guidelines; course design; pacing charts; the "point" system; seating charts; use of class prefects; promotion requirements; and use of AMS, CAT, and EOT exams.

Ascend also monitors and audits the schools it manages on an ongoing basis, including the 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.

24. Fiscal Soundness

(a) Budget

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that there would be sufficient start-up funds available to the proposed school. Provide the rationale for, or source of the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the 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 one and two 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 1,312 students, including an upper school with 416 students (assuming attrition in the higher grades).

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 (SPED) 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 rate of \$19,049 per pupil is for students who receive special education for 60 or more of their instructional days. The applicant assumes that 12

percent of students will be SPED. This is a conservative underestimation compared to the averaged SPED percentage of 15 percent in Community School Districts (CSD) 14 and 32. (See Response 01 (a-c).)

3. In CSDs 14 and 32, an average of eighty-nine 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 the target student community as detailed in Response 01 (a-c). 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. The school will apply for a \$500,000 Federal Charter Schools Program (CSP) Grant from the New York State Education Department to cover start-up expenses in the pre-opening, year one, and year two periods.
5. Although it is not reflected in the budget, the school will apply for a \$100,000 facilities grant from the Charter Schools Institute (CSI) from the state's Charter School Stimulus Program.
6. The school will also apply for federal E-rate funding. All schools managed by Ascend have obtained E-rate funding.
7. 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 its three first schools.

The first-year budget shows total revenues of 3,771,154.

Soft Money

Other than the CSP Grant, CSI Stimulus Program facilities grant, and the Achelis Foundation start-up grant, Williamsburg Ascend does not rely on private grants. These grants will cover start-up expenses in the pre-opening, year one, and year two periods. Funding will be allocated to instructional materials and supplies, student furniture, student computers, student recruitment expenses, teacher recruitment expenses, books, real estate consulting, architectural services, and leadership team training on the Ascend educational model.

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 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 the Sabis School Management System), 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 \$3,446,870.

Net Income

The school generates a surplus in the first year of operation of \$324,284.

Cash Flow

The budget conservatively assumes that the school begins its first operating year (FY14) with a zero cash balance. The school ends its first academic year with a positive cash balance of approximately \$512,184.

Start-up Year

The bulk of start-up expenses will be covered by the Planning Period allocations of the CSP Grant. Ascend will also pay for the costs of certain start-up expenses. Accordingly, these expenses are not shown in the school's budget in the "Pre-Opening Period Budget" worksheet.

(b) Financial Planning

Explain the process the school will use to develop its annual budget. This 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 chief financial officer (CFO). 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 CFO 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 the incurring of expense variances made affordable by the enhanced revenues.

(c) 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 (which should be consistent with Responses 4(a-b) 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 school district of location; and**
- **Projected impact as a percentage of dollars of each sending 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)
2013 – 2014	208	\$13,527 (Note 1)	\$2,813,616	\$443,268	\$3,094,978	\$19,700,000,000 (Note 2)	0.02%
2014 – 2015	249	\$13,527	\$3,368,223	\$382,707	\$3,705,045	\$19,700,000,000	0.02%
2015 – 2016	436	\$13,527	\$5,897,772	\$677,097	\$6,487,549	\$19,700,000,000	0.03%
2016 – 2017	548	\$13,527	\$7,412,796	\$883,170	\$8,154,076	\$19,700,000,000	0.04%
2017 – 2018	660	\$13,527	\$8,927,820	\$1,059,804	\$9,820,602	\$19,700,000,000	0.05%

Note 1. Assumes a zero percent annual increase from the 2011-2012 average per pupil Allocated Operating Expenses (AOE) of \$13,527.

Note 2. Assumes a zero percent annual increase from the 2012-2013 New York City Department of Education (NYCDOE) budget base of \$19.7 billion.

The total fiscal impact of the charter school on the New York City public schools in the fifth year of the charter, 2017-2018, is projected to be \$9.8 million. This sum represents 0.05% 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.

(d) Fiscal Audits

Describe the school’s plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State.

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.

(e) 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 closure, 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 closure 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 Community School District.

Immediately preceding the first public meeting, the school director will have a meeting with school staff notifying them of the closure 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 the Community School District of the charter school 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 Community 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 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 or 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 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.

Upon dissolution, all net school assets will be transferred to another charter school or to the Community School District.

In accordance with Section 2851(2)(t) of the charter law, the school will maintain \$75,000 in a segregated account to defray the costs of any such dissolution. The balance of the escrow account will be \$25,000 by April 1 of year one of the school's operation. By April 1 of year two, the balance will be \$50,000, and by April 1 of year three it will be \$75,000. Upon notice from the SUNY Charter Schools Institute, the school will escrow such funds with a third party in accordance with the school's charter agreement. Thereafter, the school will implement the SUNY Charter Schools Institute's Closure Plan.

Ascend's Role in Dissolution

Ascend Learning will fully cooperate in the dissolution process and may assist the school, as appropriate and as set forth in the management contract, in dissolution activities. Ascend's level of participation will depend on the reason for closure of the school.



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	ELLCOTTVILLE	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

* 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
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

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
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

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
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	FREEMPORT	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	JERICO	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	BALDWINVILLE	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	GLBTSVLL-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	RENSSELAER	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	CONNETHQUOT	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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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	COBLESKL-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	CONNETOQUOT	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	FREEMPORT	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	MANCHSTR-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	REMSSEN	11,110	13,154	13,154	14,790
506	580901	REMSSENBURG	28,044	29,102	29,102	36,414
507	491200	RENSSELAER	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

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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

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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	WALLKILL	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	WATERVLIET	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

Williamsburg Ascend Charter School

Contact Name: Steven F. Wilson

Contact Email:

Contact Phone:

Examples

Pre-Opening Period January 1, 2013 to June 30, 2013

Operational Year ONE July 1, 2013 to June 30, 2014

**Williamsburg Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2013 to June 30, 2013**

Total Revenue	166,667
Total Expenses	166,667
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	166,667
Other	-
Other	-

TOTAL REVENUE FROM FEDERAL SOURCES	166,667
---	---------

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	-
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TOTAL REVENUE	166,667
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**Williamsburg Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2013 to June 30, 2013**

Total Revenue	166,667
Total Expenses	166,667
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	2.00	60,000	Teacher recruiter and student recruiter
TOTAL ADMINISTRATIVE STAFF	2.00	60,000	

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

2.00	60,000
------	--------

PAYROLL TAXES AND BENEFITS

Payroll Taxes	4,950
Fringe / Employee Benefits	15,000
Retirement / Pension	2,700
TOTAL PAYROLL TAXES AND BENEFITS	22,650

TOTAL PERSONNEL SERVICE COSTS

2.00	82,650
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CONTRACTED SERVICES

Accounting / Audit	50,000	Charter School Business Management
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	50,000	

SCHOOL OPERATIONS

Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	1,200	Cell phones for teacher recruiter and student recruiter
Technology	3,000	Copier for student recruitment office
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	-	
Staff Recruitment	-	
Student Recruitment / Marketing	8,817	Student recruitment: direct mail and Kinkos 2-page 20,000-piece mailing to target community
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	13,017	

FACILITY OPERATION & MAINTENANCE

Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	21,000	Rent for student recruitment office
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	21,000	

DEPRECIATION & AMORTIZATION

	-
--	---

DISSOLUTION ESCROW & RESERVES / CONTIGENCY

	-
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TOTAL EXPENSES

166,667

NET INCOME

-

**Williamsburg Ascend Charter School
 PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
 January 1, 2013 to June 30, 2013**

Total Revenue	166,667	DESCRIPTION OF ASSUMPTIONS
Total Expenses	166,667	
Net Income	-	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	

**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	-
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EXPENSES PER PUPIL	-
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Williamsburg Ascend Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2013 to June 30, 2013

Total Revenue	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-

	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
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	-	-	-	-	-	-	-

Williamsburg Ascend Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2013 to June 30, 2013

	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							
	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	-	-	-	-	-	-	-
Titelment 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							
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	-	-	-	-	-	-	-

Williamsburg Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2013 to June 30, 2014

Total Revenue	3,298,846	382,308	-	-	90,000	3,771,154
Total Expenses	1,520,048	139,454	507,645	-	1,279,724	3,446,870
Net Income	1,778,798	242,854	(507,645)	-	(1,189,724)	324,284
Actual Student Enrollment	184	24				208
Total Paid Student Enrollment	184	24				208

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (New York City)	13,527	2,813,616	353,268	-	-	3,166,884
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	353,268	-	-	3,166,884
Special Education Revenue		-	-	-	-	-
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		90,000	-	-	-	90,000
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,903,616	353,268	-	-	3,256,884
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	29,040	-	-	29,040
Title I		103,000	-	-	-	103,000
Title Funding - Other		16,000	-	-	-	16,000
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		166,667	-	-	-	166,667
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		285,667	29,040	-	-	314,707
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		43,031	-	-	90,000	133,031
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		16,532	-	-	-	16,532
OTHER		50,000	-	-	-	50,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		109,563	-	-	90,000	199,563
TOTAL REVENUE		3,298,846	382,308	-	90,000	3,771,154

Williamsburg Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2013 to June 30, 2014

Total Revenue	3,298,846	382,308	-	-	90,000	3,771,154
Total Expenses	1,520,048	139,454	507,645	-	1,279,724	3,446,870
Net Income	1,778,798	242,854	(507,645)	-	(1,189,724)	324,284
Actual Student Enrollment	184	24				208
Total Paid Student Enrollment	184	24				208

	No. of Positions	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	1.00	-	-	110,000	-	-	110,000
Instructional Management	2.00	-	-	150,000	-	-	150,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	75,000	-	-	75,000
Administrative Staff	1.00	-	-	35,000	-	-	35,000
TOTAL ADMINISTRATIVE STAFF	5.00	-	-	370,000	-	-	370,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	10.00	625,000	-	-	-	-	625,000
Teachers - SPED	1.00	-	62,500	-	-	-	62,500
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	2.00	125,000	-	-	-	-	125,000
Aides	4.00	160,000	-	-	-	-	160,000
Therapists & Counselors	1.00	60,000	-	-	-	-	60,000
Other	1.00	-	35,000	-	-	-	35,000
TOTAL INSTRUCTIONAL	19.00	970,000	97,500	-	-	-	1,067,500
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	970,000	97,500	370,000	-	-	1,437,500
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		74,205	7,459	28,305	-	-	109,969
Fringe / Employee Benefits		263,840	26,520	100,640	-	-	391,000
Retirement / Pension		9,700	975	3,700	-	-	14,375
TOTAL PAYROLL TAXES AND BENEFITS		347,745	34,954	132,645	-	-	515,344
TOTAL PERSONNEL SERVICE COSTS	24.00	1,317,745	132,454	502,645	-	-	1,952,844
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	67,000	67,000
Legal		-	-	-	-	10,000	10,000
Management Company Fee		-	-	-	-	287,633	287,633
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	3,168	3,168
Special Ed Services		-	-	-	-	-	-
Titelment Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	191,755	191,755
TOTAL CONTRACTED SERVICES		-	-	-	-	559,557	559,557
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	5,000	5,000
Classroom / Teaching Supplies & Materials		26,303	-	-	-	-	26,303
Special Ed Supplies & Materials		-	2,000	-	-	-	2,000
Textbooks / Workbooks		108,000	-	-	-	-	108,000
Supplies & Materials other		5,000	-	-	-	-	5,000
Equipment / Furniture		31,000	-	-	-	-	31,000
Telephone		-	-	-	-	12,225	12,225
Technology		-	-	-	-	131,842	131,842
Student Testing & Assessment		8,000	-	-	-	-	8,000
Field Trips		2,500	-	-	-	-	2,500
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-
Office Expense		-	-	-	-	9,000	9,000
Staff Development		15,000	5,000	5,000	-	-	25,000
Staff Recruitment		4,000	-	-	-	-	4,000
Student Recruitment / Marketing		2,500	-	-	-	-	2,500
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		-	-	-	-	2,500	2,500
Fundraising		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		202,303	7,000	5,000	-	160,567	374,870
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	-	22,000	22,000
Janitorial		-	-	-	-	30,000	30,000
Building and Land Rent / Lease		-	-	-	-	345,600	345,600
Repairs & Maintenance		-	-	-	-	25,000	25,000
Equipment / Furniture		-	-	-	-	12,000	12,000
Security		-	-	-	-	25,000	25,000
Utilities		-	-	-	-	60,000	60,000
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	519,600	519,600
DEPRECIATION & AMORTIZATION							
		-	-	-	-	15,000	15,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY							
		-	-	-	-	25,000	25,000
TOTAL EXPENSES		1,520,048	139,454	507,645	-	1,279,724	3,446,870
NET INCOME		1,778,798	242,854	(507,645)	-	(1,189,724)	324,284

Williamsburg Ascend Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2013 to June 30, 2014

Total Revenue	3,298,846	382,308	-	-	90,000	3,771,154
Total Expenses	1,520,048	139,454	507,645	-	1,279,724	3,446,870
Net Income	1,778,798	242,854	(507,645)	-	(1,189,724)	324,284
Actual Student Enrollment	184	24				208
Total Paid Student Enrollment	184	24				208

	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	TOTAL
School District 1 (New York City)	184	24	-	208
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	184	24	-	208

REVENUE PER PUPIL	17,929	15,930	-	18,131
EXPENSES PER PUPIL	8,261	5,811	-	16,571

Williamsburg PROJECTED BUDGET / (C) July 1, 20	DESCRIPTION OF ASSUMPTIONS																																				
Total Revenue Total Expenses Net Income Actual Student Enrollment Total Paid Student Enrollment																																					
REVENUE																																					
REVENUES FROM STATE SOURCES																																					
Per Pupil Revenue <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 20%; text-align: center;">CY Per Pupil Rate</th> </tr> </thead> <tbody> <tr> <td>School District 1 (New York City)</td> <td style="text-align: center;">13,527</td> </tr> <tr> <td>School District 2 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 3 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 4 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 5 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 6 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 7 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 8 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 9 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 10 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 11 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 12 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 13 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 14 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District 15 (Enter Name)</td> <td style="text-align: center;">-</td> </tr> <tr> <td>School District - ALL OTHER</td> <td style="text-align: center;">-</td> </tr> <tr> <td>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</td> <td style="text-align: center;">13,527</td> </tr> </tbody> </table>		CY Per Pupil Rate	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 Pupil Funding)	13,527	208 total students, 12% SPED, half 20-60%, half <60%
	CY Per Pupil Rate																																				
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)	-																																				
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School District 12 (Enter Name)	-																																				
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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																																				
Special Education Revenue Grants Stimulus DYCD (Department of Youth and Community Developmt.) Other Other TOTAL REVENUE FROM STATE SOURCES	Based on actuals form other schools in network																																				
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	Based on actuals form other schools in network Based on actuals form other schools in network																																				
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	IT infrastructure, internal telephones, staff cellphones and internet service Assumption of low-interest rate environment NYSTL, NYSSL, NYSLIBL Achelis & Bodman Foundation																																				
TOTAL REVENUE																																					

Williamsburg PROJECTED BUDGET / () July 1, 20		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		
Actual Student Enrollment		
Total Paid Student Enrollment		
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
	No. of Positions	
Executive Management	1.00	School director
Instructional Management	2.00	Dean of instruction, Dean of students
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	1.00	Director of Operations
Administrative Staff	1.00	Office manager
TOTAL ADMINISTRATIVE STAFF	5.00	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	10.00	
Teachers - SPED	1.00	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	2.00	Art, music, PE
Aides	4.00	Instructional assistants
Therapists & Counselors	1.00	Social worker
Other	1.00	Student management coordinator
TOTAL INSTRUCTIONAL	19.00	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		7.65% (SS, Medicaid)
Fringe / Employee Benefits		All other benefits and personnel costs
Retirement / Pension		Small match to 403b plan budgeted
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	24.00	
CONTRACTED SERVICES		
Accounting / Audit		Includes audit and financial services, provided by separate companies
Legal		
Management Company Fee		9% of total general education per-pupil, special education (SPED), and IDEA revenues
Nurse Services		
Food Service / School Lunch		Food program provided by NYCDOE SchoolFood Program
Payroll Services		Paychex
Special Ed Services		
Titelment Services (i.e. Title I)		
Other Purchased / Professional / Consulting		SABIS, 6% of general education per-pupil, SPED, IDEA; Architectural
TOTAL CONTRACTED SERVICES		
SCHOOL OPERATIONS		
Board Expenses		Board meeting food and planning expenses
Classroom / Teaching Supplies & Materials		Includes classroom computers
Special Ed Supplies & Materials		
Textbooks / Workbooks		Sabis instructional materials and classroom books
Supplies & Materials other		Library books and materials
Equipment / Furniture		Furniture, non-capital and leased; leased equipment
Telephone		Telephone, cellphones, and fax
Technology		Copier, staff computers, software, internet, IT infrastructure hardware
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		Estimates from insurance provider
Janitorial		
Building and Land Rent / Lease		
Repairs & Maintenance		
Equipment / Furniture		
Security		
Utilities		
TOTAL FACILITY OPERATION & MAINTENANCE		
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		
TOTAL EXPENSES		
NET INCOME		

<p style="text-align: right;">Williamsburg PROJECTED BUDGET / (July 1, 20</p>	<p style="text-align: center;">DESCRIPTION OF ASSUMPTIONS</p>
<p>Total Revenue Total Expenses Net Income Actual Student Enrollment Total Paid Student Enrollment</p>	
<p>ENROLLMENT - *School Districts Are Linked To Above Entries* 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</p>	
<p>TOTAL ENROLLMENT</p>	
<p>REVENUE PER PUPIL</p>	
<p>EXPENSES PER PUPIL</p>	

Williamsburg Ascend Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2013 to June 30, 2014

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	527,814	-	527,814	-	527,814	-	527,814	-	692,386	-	527,814	43,031	3,374,487
Total Expenses	223,490	175,551	272,162	221,557	269,496	221,557	269,496	224,223	272,162	221,557	269,496	221,557	2,862,303
Net Income	304,324	(175,551)	255,652	(221,557)	258,318	(221,557)	258,318	(224,223)	420,223	(221,557)	258,318	(178,526)	512,184
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	304,324	128,773	384,425	162,868	421,186	199,630	457,948	233,724	653,948	432,391	690,709	-
Net Income	304,324	128,773	384,425	162,868	421,186	199,630	457,948	233,724	653,948	432,391	690,709	512,184	512,184
* 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'.													
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 (New York City)	468,936	-	468,936	-	468,936	-	468,936	-	468,936	-	468,936	-	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												
Special Education Revenue	58,878	-	58,878	-	58,878	-	58,878	-	58,878	-	58,878	-	353,268
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	527,814	-	527,814	-	527,814	-	527,814	-	527,814	-	527,814	-	3,166,884
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	29,040	-	-	-	29,040
Title I	-	-	-	-	-	-	-	-	103,000	-	-	-	103,000
Title Funding - Other	-	-	-	-	-	-	-	-	16,000	-	-	-	16,000
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	148,040	-	-	-	148,040
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	43,031	43,031
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	16,532	-	-	-	16,532
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	16,532	-	-	43,031	59,563
TOTAL REVENUE	527,814	-	527,814	-	527,814	-	527,814	-	692,386	-	527,814	43,031	3,374,487

Williamsburg Ascend Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

Total Revenue	527,814	-	527,814	-	527,814	-	527,814	-	692,386	-	527,814	43,031	3,374,487
Total Expenses	223,490	175,551	272,162	221,557	269,496	221,557	269,496	224,223	272,162	221,557	269,496	221,557	2,862,303
Net Income	304,324	(175,551)	255,652	(221,557)	258,318	(221,557)	258,318	(224,223)	420,223	(221,557)	258,318	(178,526)	512,184
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	304,324	128,773	384,425	162,868	421,186	199,630	457,948	233,724	653,948	432,391	690,709	-
Net Income	304,324	128,773	384,425	162,868	421,186	199,630	457,948	233,724	653,948	432,391	690,709	512,184	512,184

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
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EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
	No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Executive Management	1.00	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	9,166.67	110,000
Instructional Management	2.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	150,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	6,250.00	75,000
Administrative Staff	1.00	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	2,916.67	35,000
TOTAL ADMINISTRATIVE STAFF	5.00	30,833	370,000											

INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	10.00	52,083.33	52,083.33	52,083.33	52,083.33	52,083.33	52,083.33	52,083.33	52,083.33	52,083.33	52,083.33	52,083.33	52,083.33	625,000
Teachers - SPED	1.00	5,208.33	5,208.33	5,208.33	5,208.33	5,208.33	5,208.33	5,208.33	5,208.33	5,208.33	5,208.33	5,208.33	5,208.33	62,500
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00	10,416.67	10,416.67	10,416.67	10,416.67	10,416.67	10,416.67	10,416.67	10,416.67	10,416.67	10,416.67	10,416.67	10,416.67	125,000
Aides	4.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	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	5,000.00	5,000.00	60,000
Other	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	19.00	72,708	872,500											

NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	103,542	1,242,500											

PAYROLL TAXES AND BENEFITS														
Payroll Taxes		9,164.06	9,164.06	9,164.06	9,164.06	9,164.06	9,164.06	9,164.06	9,164.06	9,164.06	9,164.06	9,164.06	9,164.06	109,969
Fringe / Employee Benefits		32,583.33	32,583.33	32,583.33	32,583.33	32,583.33	32,583.33	32,583.33	32,583.33	32,583.33	32,583.33	32,583.33	32,583.33	391,000
Retirement / Pension		1,197.92	1,197.92	1,197.92	1,197.92	1,197.92	1,197.92	1,197.92	1,197.92	1,197.92	1,197.92	1,197.92	1,197.92	14,375
TOTAL PAYROLL TAXES AND BENEFITS		42,945	515,344											
TOTAL PERSONNEL SERVICE COSTS	24.00	146,487	1,757,844											

CONTRACTED SERVICES														
Accounting / Audit		-	-	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	67,000
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		47,938.86	-	47,938.86	-	47,938.86	-	47,938.86	-	47,938.86	-	47,938.86	-	287,633
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		264.00	264.00	264.00	264.00	264.00	264.00	264.00	264.00	264.00	264.00	264.00	264.00	3,168
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titelment Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	19,175.54	19,175.54	19,175.54	19,175.54	19,175.54	19,175.54	19,175.54	19,175.54	19,175.54	19,175.54	191,755
TOTAL CONTRACTED SERVICES		48,203	264	74,078	26,140	549,557								

SCHOOL OPERATIONS														
Board Expenses		-	-	500	500	500	500	500	500	500	500	500	500	5,000
Classroom / Teaching Supplies & Materials		-	-	2,630	2,630	2,630	2,630	2,630	2,630	2,630	2,630	2,630	2,630	26,303
Special Ed Supplies & Materials		-	-	200	200	200	200	200	200	200	200	200	200	2,000
Textbooks / Workbooks		-	-	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	10,800	108,000
Supplies & Materials other		-	-	500	500	500	500	500	500	500	500	500	500	5,000
Equipment / Furniture		-	-	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	3,100	31,000
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	2,666.67	-	-	-	-	2,666.67	2,666.67	-	-	-	8,000
Field Trips		-	-	250	250	250	250	250	250	250	250	250	250	2,500
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development		-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Staff Recruitment		-	-	400	400	400	400	400	400	400	400	400	400	4,000
Student Recruitment / Marketing		-	-	250	250	250	250	250	250	250	250	250	250	2,500
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	22,797	20,130	20,130	20,130	20,130	22,797	22,797	20,130	20,130	20,130	209,303

FACILITY OPERATION & MAINTENANCE														
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		28,800.00	28,800.00	28,800.00	28,800.00	28,800.00	28,800.00	28,800.00	28,800.00	28,800.00	28,800.00	28,800.00	28,800.00	345,600
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		28,800	345,600											

DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-

TOTAL EXPENSES		223,490	175,551	272,162	221,557	269,496	221,557	
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**Williamsburg 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.**

	3,771,154	4,150,094	6,954,153	8,727,228	10,469,576
Total Revenue					
Total Expenses	3,446,870	3,927,807	6,323,441	8,650,777	10,422,253
Net Income (Before Cash Flow Adjustments)	324,284	222,287	630,713	76,451	47,323
Actual Student Enrollment	208	249	436	548	660
Total Paid Student Enrollment	208	249	436	548	660
	Year 1	Year 2	Year 3	Year 4	Year 5
	2014	2015	2016	2017	2018
	*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 (New York City)	13,527	2,813,616	3,368,223	5,897,772	7,412,796
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	3,368,223	5,897,772	7,412,796
Special Education Revenue	353,268	382,707	677,097	883,170	1,059,804
Grants					
Stimulus					
DYCD (Department of Youth and Community Developmt.)	90,000	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	3,256,884	3,750,930	6,574,869	8,295,966	9,987,624
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	29,040	32,670	56,870	84,700	107,690
Title I	103,000	109,062	190,968	190,968	190,968
Title Funding - Other	16,000	17,916	31,370	31,370	31,370
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	166,667	166,667	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	314,707	326,315	279,208	307,038	330,028
LOCAL and OTHER REVENUE					
Contributions and Donations					
Fundraising					
Erate Reimbursement	133,031	53,059	65,423	80,668	99,467
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	16,532	19,791	34,653	43,555	52,457
OTHER	50,000	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	199,563	72,849	100,076	124,223	151,923
TOTAL REVENUE	3,771,154	4,150,094	6,954,153	8,727,228	10,469,576

**Williamsburg 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.**

		3,771,154	4,150,094	6,954,153	8,727,228	10,469,576
Total Revenue						
Total Expenses		3,446,870	3,927,807	6,323,441	8,650,777	10,422,253
Net Income (Before Cash Flow Adjustments)		324,284	222,287	630,713	76,451	47,323
Actual Student Enrollment		208	249	436	548	660
Total Paid Student Enrollment		208	249	436	548	660
		Year 1	Year 2	Year 3	Year 4	Year 5
		2014	2015	2016	2017	2018
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	No. of Positions					
Executive Management	1.00	110,000	113,300	116,699	120,200	123,806
Instructional Management	2.00	150,000	154,500	159,135	245,864	337,653
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	75,000	77,250	79,568	81,955	84,413
Administrative Staff	1.00	35,000	36,050	37,132	38,245	39,393
TOTAL ADMINISTRATIVE STAFF	5.00	370,000	381,100	392,533	486,264	585,265
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	10.00	625,000	772,500	1,359,278	2,117,159	2,673,083
Teachers - SPED	1.00	62,500	64,375	132,613	136,591	140,689
Substitute Teachers	-	-	19,313	39,784	40,977	126,620
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	2.00	125,000	193,125	198,919	204,886	211,033
Aides	4.00	160,000	82,400	169,744	262,254	270,122
Therapists & Counselors	1.00	60,000	61,800	63,654	131,127	135,061
Other	1.00	35,000	36,050	74,263	114,736	118,178
TOTAL INSTRUCTIONAL	19.00	1,067,500	1,229,563	2,038,255	3,007,730	3,674,786
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	45,000	46,350
Custodian	-	-	-	-	-	-
Security	-	-	-	-	35,000	36,050
Other	-	-	-	-	85,000	87,550
TOTAL NON-INSTRUCTIONAL	-	-	-	-	165,000	169,950
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	1,437,500	1,610,663	2,430,788	3,658,994	4,430,001
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		109,969	123,216	185,955	279,913	338,895
Fringe / Employee Benefits		391,000	438,100	661,174	995,246	1,204,960
Retirement / Pension		14,375	16,107	48,616	73,180	132,900
TOTAL PAYROLL TAXES AND BENEFITS		515,344	577,423	895,745	1,348,339	1,676,755
TOTAL PERSONNEL SERVICE COSTS	24.00	1,952,844	2,188,086	3,326,533	5,007,334	6,106,756
CONTRACTED SERVICES						
Accounting / Audit		67,000	69,010	71,080	73,213	75,409
Legal		10,000	12,330	15,204	18,746	23,115
Management Company Fee		287,633	340,524	596,857	754,260	908,578
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		3,168	3,906	4,817	5,939	7,323
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		191,755	227,016	397,904	502,840	605,719
TOTAL CONTRACTED SERVICES		559,557	652,787	1,085,861	1,354,998	1,620,144
SCHOOL OPERATIONS						
Board Expenses		5,000	5,150	5,305	5,464	5,628
Classroom / Teaching Supplies & Materials		26,303	32,432	39,990	49,309	60,799
Special Ed Supplies & Materials		2,000	2,466	3,041	3,749	4,623
Textbooks / Workbooks		108,000	133,167	164,199	202,462	249,641
Supplies & Materials other		5,000	6,165	7,602	9,373	11,557
Equipment / Furniture		31,000	38,224	47,131	58,114	71,656
Telephone		12,225	15,074	18,586	22,918	28,258
Technology		131,842	39,262	48,411	59,693	73,603
Student Testing & Assessment		8,000	9,864	12,163	14,997	18,492
Field Trips		2,500	3,083	3,801	4,687	5,779
Transportation (student)		-	-	-	-	-
Student Services - other		-	-	-	-	-
Office Expense		9,000	11,097	13,683	16,872	20,803
Staff Development		25,000	30,826	38,009	46,866	57,787
Staff Recruitment		4,000	4,932	6,081	7,499	9,246
Student Recruitment / Marketing		2,500	3,083	3,801	4,687	5,779
School Meals / Lunch		-	-	-	-	-
Travel (Staff)		2,500	3,083	3,801	4,687	5,779
Fundraising		-	-	-	-	-
Other		-	-	-	-	-
TOTAL SCHOOL OPERATIONS		374,870	337,907	415,604	511,375	629,431
FACILITY OPERATION & MAINTENANCE						
Insurance		22,000	27,127	33,448	41,242	50,853
Janitorial		30,000	36,991	45,611	56,239	69,345
Building and Land Rent / Lease		345,600	490,000	1,183,476	1,451,794	1,697,896
Repairs & Maintenance		25,000	40,000	60,000	61,800	63,654
Equipment / Furniture		12,000	12,360	12,731	13,113	13,506
Security		25,000	25,750	26,523	27,318	28,138
Utilities		60,000	61,800	63,654	65,564	67,531
TOTAL FACILITY OPERATION & MAINTENANCE		519,600	694,028	1,425,442	1,717,070	1,990,922
DEPRECIATION & AMORTIZATION						
		15,000	30,000	45,000	60,000	75,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
		25,000	25,000	25,000	-	-
TOTAL EXPENSES		3,446,870	3,927,807	6,323,441	8,650,777	10,422,253
NET INCOME		324,284	222,287	630,713	76,451	47,323

**Williamsburg 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.**

Total Revenue	3,771,154	4,150,094	6,954,153	8,727,228	10,469,576
Total Expenses	3,446,870	3,927,807	6,323,441	8,650,777	10,422,253
Net Income (Before Cash Flow Adjustments)	324,284	222,287	630,713	76,451	47,323
Actual Student Enrollment	208	249	436	548	660
Total Paid Student Enrollment	208	249	436	548	660

Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018
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ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (New York City)	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	18,131	16,667	15,950	15,926	15,863
EXPENSES PER PUPIL	16,571	15,774	14,503	15,786	15,791

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES					
Example - Add Back Depreciation	15,000	30,000	45,000	60,000	75,000
Other	-	-	-	-	-
Total Operating Activities	15,000	30,000	45,000	60,000	75,000
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	(25,000)	(55,000)	(125,000)	(115,000)	(105,000)
Other	-	-	-	-	-
Total Investment Activities	(25,000)	(55,000)	(125,000)	(115,000)	(105,000)
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	(10,000)	(25,000)	(80,000)	(55,000)	(30,000)
NET INCOME	314,284	197,287	550,713	21,451	17,323
Beginning Cash Balance	-	314,284	511,570	1,062,283	1,083,734
ENDING CASH BALANCE	314,284	511,570	1,062,283	1,083,734	1,101,057

PROJECTED BUDGET / OPERATING

DESCRIPTION OF ASSUMPTIONS

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will
 this Tab Should Be For the Firs

Total Revenue
Total Expenses
Net Income (Before Cash Flow Adjustments)
Actual Student Enrollment
Total Paid Student Enrollment

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate
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 Pupil 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
 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

Williamsburg Asc		DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING		
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will this Tab Should Be For the First		
Total Revenue		
Total Expenses		
Net Income (Before Cash Flow Adjustments)		
Actual Student Enrollment		
Total Paid Student Enrollment		
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
	No. of Positions	
Executive Management	1.00	
Instructional Management	2.00	
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	1.00	
Administrative Staff	1.00	
TOTAL ADMINISTRATIVE STAFF	5.00	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	10.00	
Teachers - SPED	1.00	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	2.00	
Aides	4.00	
Therapists & Counselors	1.00	
Other	1.00	
TOTAL INSTRUCTIONAL	19.00	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		7.65% (SS, Medicaid)
Fringe / Employee Benefits		All other benefits and personnel costs
Retirement / Pension		403b plan match
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	24.00	
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		IT infrastructure costs excluded in outgoing years
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 / CONTIGENCY		
TOTAL EXPENSES		
NET INCOME		

<p style="text-align: center;">Williamsburg Asc PROJECTED BUDGET / OPERATING</p>	<p style="text-align: center;">DESCRIPTION OF ASSUMPTIONS</p>
<p style="background-color: #f4a460; padding: 2px;">*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will this Tab Should Be For the Firs</p> <p>Total Revenue Total Expenses Net Income (Before Cash Flow Adjustments) Actual Student Enrollment Total Paid Student Enrollment</p>	
<p>ENROLLMENT - *School Districts Are Linked To Above Entries*</p> <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</p> <p>TOTAL ENROLLMENT</p> <p>REVENUE PER PUPIL</p> <p>EXPENSES PER PUPIL</p>	
<p>CASH FLOW ADJUSTMENTS</p> <p>OPERATING ACTIVITIES</p> <p style="background-color: #d9e1f2;">Example - Add Back Depreciation</p> <p style="background-color: #d9e1f2;">Other</p> <p>Total Operating Activities</p> <p>INVESTMENT ACTIVITIES</p> <p style="background-color: #d9e1f2;">Example - Subtract Property and Equipment Expenditures</p> <p style="background-color: #d9e1f2;">Other</p> <p>Total Investment Activities</p> <p>FINANCING ACTIVITIES</p> <p style="background-color: #d9e1f2;">Example - Add Expected Proceeds from a Loan or Line of Credit</p> <p style="background-color: #d9e1f2;">Other</p> <p>Total Financing Activities</p> <p>Total Cash Flow Adjustments</p> <p>NET INCOME</p> <p>Beginning Cash Balance</p> <p>ENDING CASH BALANCE</p>	

24. Fiscal Soundness

(g) Letters of Commitment

Letters of commitment for any funding sources from private contributions, grant funds or other philanthropic funds in the school budget detailing the amounts and uses for the funding.

Not applicable

(h) Non-SUNY Authorized Financial and Management Forms

Applicants seeking to replicate non-SUNY charter schools by forming a new education corporation to operate one or more charter schools must provide copies of, or electronic links to, all IRS Form 990s filed by the original education corporation in each of the last three years *and* by any other education corporation for every New York school presently part of the same network as the original education corporation.

Furthermore, such applicants must provide copies of, or electronic links to, all audited financial statements of the original education corporation and all management letters issued during the previous three years by one or more independent auditors who prepared the audited financial statements. In addition, the same information must be provided for all New York education corporations presently part of the same network as the original education corporation.

Not applicable

Functional Task List

New York City Charter School Development

Functional Area	Start Date	Due date	Person(s) Responsible*
Enrollment			
Mass student recruitment mailing prepared (via DOE/Vanguard Direct)	January-13	February-13	DSO
Submit Student Application for admission to Institute	November-12	December-12	MRAP
Define application period and set lottery date	December-12	January-12	DSO
Hold lottery	April-13	April-13	DSO
Notify parents and guardians of the results of the lottery	April-13	May-13	DSO
Complete Application and Admission Summary and submit to Institute	April-13	May-13	MRAP
Enter students into ATS	May-13	June-13	DSO
Obtain student records	May-13	June-13	DOO
Arrange for separate locked storage for student academic/health records	July-13	August-13	DOO
Plan student orientation	June-13	July-13	SD/DSO
Student diagnostic testing	July-13	August-13	DOI
Parent orientation	July-13	August-13	SD/DOO/DSO
Student orientation	July-13	August-13	SD/DOI/DOS/DOO
ELL			
Home language surveys to all students	May-13	September-13	DSO
Language Assessment Battery Revised (LAB-R)	September-13	October-13	DOI
Facilities			
Secure certificate of occupancy for site	January-13	May-13	DSPL
Facilities walk-through with authorizer	May-13	June-13	FM
Technology Installation	July-13	August-13	DOIT
Secure janitorial services	June-13	July-13	DOO
Locate school facility and notify institute within 10 days of identification	June-12	February-13	DSPL
Enter into and obtain a legal review of proposed lease (May 15)	February-13	May-13	BOT/DSPL
Submit a Facility Completion Schedule to Institute (May 15)	April-13	May-13	DSPL
Plan and procedures to control access to the building	May-13	June-13	DOO/DOS/DSO
Financial			
Establish Nonprofit - 501(c)(3) (CHAR410 from NYS Attorney General's Office)	January-13	March-13	CFO/MRAP/DSPL
Submit IRS Form 990	January-13	March-13	CFO/MRAP
Obtain provisional charter from SED	January-13	March-13	MRAP
Establish bank accounts for electronic funds transfer (EFT)	January-13	June-13	CFO
Proof of insurance	January-13	June-13	CFO
Establish vendor status w/ DOE & NYC Comptroller - W9	January-13	May-13	CFO
Establish EFT w/ NYC Department of Finance	January-13	June-13	CFO
DYCD Start-up Grant	January-13	April-13	CFO/MRAP
Submit DOE enrollment invoice	May-13	June-13	DSO
Submit title and consolidate application to State Education Department	January-13	June-13	CFO/MRAP
Secure independent auditor	May-13	June-13	CFO
Secure financial consultants within 45 days of hiring employee or disbursing \$50,000	May-13	June-13	CFO
Report and correct any deficiencies with regard to financial controls within 45 days of receipt of independent accountant's report	June-13	July-13	CFO
Sales Tax Exemption Application - Form ST 119.2	January-13	March-13	CFO/MRAP
Create annual cash flow projection and submit (June 30)	May-13	June-13	CFO
Submit revised budget if necessary	July-13	August-13	CFO
Submit unaudited statements of income and expense to the Institute	July-13	August-13	CFO
Establish payroll system	May-13	June-13	CFO/DSO
Food Services			
Request for services with SchoolFood	March-13	April-13	DSO
Ensure temperature-appropriate storage available	June-13	August-13	DSO
Set-up procedure for FRPL forms and collection of lunch funds	June-13	August-13	DSO/DOO
Health & Safety			
Life-saving procedures (AED/CPR) training for staff	July-13	August-13	DOO/DOS
Create draft SAVE plan and submit to SED and Institute	June-13	August-13	DSO/DOO/DOS
Follow up on SAVE plan	July-13	September-13	DSO/DOO/DOS
Update student immunization records	August-13	September-13	DOO
School nurse arranged via DOHMH/DOE	June-13	July-13	DSO/DOO
Develop medications administration plan	June-13	August-13	DSO
Develop health services plan	June-13	August-13	DSO
Ensure school will have the proper number of defibrillators and trained staff	July-13	August-13	DSO/DOO

Functional Task List

New York City Charter School Development

Human resources			
Fingerprint clearance for all staff members	June-13	August-13	DOO
Set-up Emergency Conditional Appointments, if necessary	June-13	August-13	DOO
Post job descriptions	January-13	March-13	SD/DTR
Recruit and hire staff	January-13	September-13	SD/DTR
Written notice to Institute that school director has been named	April-13	within 5 days of hire date	DTR/MRAP
Develop staff handbook	April-13	May-13	DSO/SD
Host Summer Institute	August-13	August-13	SD
Prepare ongoing professional development curriculum	June-13	July-13	SD/DOI/DOS
School Management and Operations			
Submit copy of management contract to the Institute	April-13	May-13	DSPL/MRAP
Special Education			
Meeting with CSE	January-13	September-13	DSS
Retrieve IEP	January-13	September-13	DSS
"First Attend" dates for all students with IEP	September-13	October-13	DSS
Technology			
Obtain access to, and user ID for, DOE systems (ATS, CAP, FAMIS)	April-13	May-13	DSO
Purchase computers, printers, and phones	June-13	July-13	DSO/DOIT
Establish Sabis Student Management System database	May-13	July-13	DSO/DOO/DOIT
Transportation Service			
Request for DOE transportation services	March-13	April-13	DSO
Assist parents with requests for transportation services	April-13	June-13	DSO
Arrange supplemental transportation services	May-13	May-13	DSO
OPT ATS set-up & routing	July-13	August-13	DOE
Governance			
Approve bylaws, personnel policies, organizational chart	January-13	February-13	BOT
Set board meeting calendar	February-13	March-13	BOT
Secure legal counsel	March-13	April-13	BOT/DSPL
Develop school's fiscal policies and procedures and draft Initial Statement	January-13	February-13	BOT/CFO
Other			
Obtain BEDS code from State Education Department	April-13	May-13	MRAP
Create academic year calendar and distribute to families	April-13	May-13	SD
Create class schedules and distribute to teachers	June-13	July-13	SD/DOI
Order non-instructional supplies, furniture, equipment and materials	January-13	June-13	CFO/SD/DOO/DSO
Enhance school discipline policy and complaint/grievance policy (handbook)	April-13	May-13	DOS/DSPL
Write FERPA policy and give annual notice to family (in handbook)	April-13	May-13	DSPL
Set up student files with FERPA protections	May-13	August-13	DOO
Revise and enhance OML policy	March-13	April-13	DSPL
Revise and enhance FOIL policy	March-13	April-13	DSPL
Distribute Code of Ethics to school trustees, officers and employees	June-13	August-13	DSPL
Obtain Certificates of Insurance	January-13	July-13	CFO/DSO
Charter agreement: identify a compliance contact person	April-13	September-13	SD
Educational Program and Curriculum			
Order curriculum supplies from Sabis	January-13	May-13	CFO/DOI
Revise math book series to include supplemental Common Core content	March-12	August-13	Sabis Math Department
Revise English book series to include supplemental Common Core content	March-12	August-13	Sabis English Department
Revise pacing chart for kindergarten and grade 1	June-13	August-13	Sabis USA
Develop test items for AMS, CAT, EOT, and EOY covering supplemental Common Core content	March-12	August-13	Sabis Curriculum Department
Develop lessons plans for supplemental Common Core content	August-13	June-13	CAO
Order Enterprise licensing for STAR Reading and STAR Math from Renaissance Learning	January-13	May-13	CFO/DOI
Order non-Sabis materials for guided reading (Scholastic leveled book sets)	January-13	May-13	CFO/DOI
Order non-Sabis materials for vocabulary enhancement (TextTalk from Scholastic)	January-13	May-13	CFO/DOI
Order non-Sabis materials for reading intervention (Fountas and Pinnell)	January-13	May-13	CFO/DOI
Order non-Sabis materials for math extension (Everyday Counts from Houghton Mifflin)	January-13	May-13	CFO/DOI
Order classroom libraries from Scholastic (Phyllis C. Hunter Classroom Library Collection Grades K-2)	January-13	May-13	CFO/DOI

* BOT (Board of Trustees); CAO (Chief Academic Officer); CFO (Chief Financial Officer); DSO (Director of School Operations); DSPL (Director of Strategic Planning and Legal Affairs); DTO (Director of Talent and Recruitment); DDA (Director of Data and Analytics); MRAP (Manager of Regulatory Affairs and Planning); SD (School Director); DOS (Dean of Students); DOI (Dean of Instruction); DOO (Director of Operations); DSS (Director of Student Services); Facilities Manager (FM); Director of IT (DOIT)

26. Supplemental Information

- (a) If there is any additional information that the applicant thinks would be helpful to the Institute and the SUNY Trustees in their evaluation of the proposal, please provide a description of what's included and a rationale for its inclusion in the Response. If no supplementary information is necessary, please indicate so in this response.**

Not applicable

(b) Supplemental and Support Documents

Not applicable