

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
ASCEND CHARTER SCHOOLS'  
AUTHORITY TO OPERATE:*

*BROOKLYN ASCEND CHARTER SCHOOL*

*BUSHWICK ASCEND CHARTER SCHOOL*

*CANARSIE ASCEND CHARTER SCHOOL*

*CYPRESS HILLS ASCEND CHARTER SCHOOL*

**Report Date: December 7, 2022**

**Review Date: September 26, 2022**

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**Charter Schools Institute**  
The State University of New York

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## EDUCATION CORPORATION BACKGROUND

# ASCEND CHARTER SCHOOLS

### “ MISSION

*Ascend is a network of Kindergarten – 12<sup>th</sup> grade schools that honor, nurture, and challenge the whole child. We foster critical thinking skills and a love of learning through our inquiry-based learning approach, Responsive Classroom model, and anti-racist education. We are deeply committed to advancing educational equity for all of our students*

### CURRENT EDUCATION CORPORATION SNAPSHOT

*First School Opened:  
2008-09*

*Serves: Kindergarten – 12<sup>th</sup>*

*Number of Charters Due for  
Renewal:  
4*

*Total Number of Charters:  
10*

*Chartered Enrollment:  
6,355*

### PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

*Serves: Kindergarten – 12<sup>th</sup>*

*Proposed Future Charter  
Enrollment:  
6,717*

*Information about each  
charter is found below in the  
Charter School Background  
section of this report*

### KEY DESIGN ELEMENTS

Inquiry-based, Common Core curriculum;



Responsive, joyful culture; and,



Professional development.



## EDUCATION CORPORATION BACKGROUND

### EDUCATION CORPORATION BACKGROUND

Ascend Charter Schools (“Ascend Schools” or the “education corporation”) is a not-for-profit charter school education corporation with authority to operate 10 charter schools, Brooklyn Ascend Charter School (“Brooklyn Ascend”), Brooklyn Ascend Charter School 6 (“Brooklyn Ascend 6”), Brownsville Ascend Charter School (“Brownsville Ascend”), Bushwick Ascend Charter School (“Bushwick Ascend”), Canarsie Ascend Charter School (“Canarsie Ascend”), Central Brooklyn Ascend Charter School (“Central Brooklyn Ascend”), Cypress Hills Ascend Charter Schools (“Cypress Hills Ascend”), East Brooklyn Ascend Charter School (“East Brooklyn Ascend”), East Flatbush Ascend Charter School (“East Flatbush Ascend”), and Flatbush Ascend Charter School (“Flatbush Ascend”). Ascend Schools contracts with Ascend Learning, Inc. (“Ascend Learning” or the “network”), a New York not-for-profit corporation, that supports



all Ascend Schools’ charters in the areas of curricular development, student assessment, recruitment of prospective students and staff members, professional development, legal compliance, external relations, financial management, and technology support.

### NOTEWORTHY

In fall 2022, philanthropist MacKenzie Scott gifted Ascend Learning and Ascend Schools with an unsolicited gift of \$11 million. This contribution will support Ascend Schools with opening three new facilities in the Brooklyn neighborhoods of Flatbush, Cypress Hills, and Brownsville. In addition, the gift will support all charters with building even stronger systems to address gaps caused by interrupted instruction during the pandemic.

### RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

This year, Ascend Schools is using various strategies to address the effects of interrupted instruction caused by COVID-19. First and foremost, the network has set one clear priority for all charters that is to increase the academic achievement of all of its students. Working with charter leaders, network leaders outlined six targeted levers to help achieve this focused goal including instructional management by leaders; intellectual preparation by teachers; people management and accountability; effective hiring; students’ time on task; and, family-schools partnership. For its first lever, the network is providing more robust and extensive supports for all leaders and began this work with an intensive summer 2022 leader training series. Leaders are focusing on developing skills to support teachers’ intellectual preparation activities to ensure that lessons include multiple strategies to address student misconceptions. In developing its curricular programs, the network is shifting and piloting new programs to help improve English language arts (“ELA”) instruction. For lower elementary grades, some of the charters will pilot American Reading Company for the core curriculum, others will pilot Success for All for direct phonics instruction,

## EDUCATION CORPORATION BACKGROUND

and three charters will pilot OnYourMark, a one to one tutoring program. In upper elementary, charters will engage in a partnership with the Lavinia Group's Insight Humanities curricular program. To mitigate interrupted instruction in mathematics, the middle school program will implement Amplify Math, which focuses on developing students' conceptual understanding through rich, rigorous discourse. To support students' time on task, the network has revamped the school year calendar to include opportunities for summer programming as well as an earlier start to the school year.

# RENEWAL RECOMMENDATION

## FULL-TERM RENEWAL

**Renewal through July 31, 2024.** *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the following Applications for Charter Renewal:*

- *Brooklyn Ascend Charter School;*
- *Bushwick Ascend Charter School;*
- *Canarsie Ascend Charter School; and*
- *Cypress Hills Ascend Charter School*

*through July 31, 2024 to align each related education corporation’s charter expiration and renewal schedule going forward. If renewed, each charter will be granted the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes this recommendation as each charter meets the requirements set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).<sup>1</sup>*

The table below presents information on the Institute’s plan<sup>2</sup> to align the charter expiration dates of the charters under the education corporation. By the 2023-24 school year, the charter expiration dates for all charter schools in Ascend Charter Schools will align. At that time, the Institute will conduct a full renewal review of all charters in the education corporation:

CHARTER	2022-23	2023-24	2024-25	2025-26	2026-27
Brooklyn Ascend	Charter Expiration	Alignment Year			
Brownsville Ascend		Charter Expiration			
Bushwick Ascend	Charter Expiration	Alignment Year			

1. SUNY Renewal Policies (p. 12) are available on the [Institute’s website](#).

2. The above plan does not guarantee a specific renewal outcome for the education corporation or any of its charter schools.



## RENEWAL RECOMMENDATION

CHARTER	2022-23	2023-24	2024-25	2025-26	2026-27
Canarsie Ascend	Charter Expiration	Alignment Year			
Central Brooklyn Ascend		Charter Expiration			
Cypress Hills Ascend	Charter Expiration	Alignment Year			
East Brooklyn Ascend		Charter Expiration			
East Flatbush Ascend		Charter Expiration			
Flatbush Ascend		Charter Expiration			

## RENEWAL RECOMMENDATION

To earn an **Initial Full-Term Renewal**, a charter must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,<sup>3</sup> is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

### REQUIRED FINDINGS

In addition to making recommendations based on determinations of whether each charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the "Act"):

- 1: each charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate each charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving each charter to operate for another year is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>4</sup>

3. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks ("SUNY Renewal Benchmarks") which are available on the [Institute's website](#).

4. See New York Education Law § 2852(2).

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

Brooklyn Ascend, Bushwick Ascend, Canarsie Ascend, and Cypress Hills Ascend are each an academic success having met or come close to meeting their key Accountability Plan goals. The information below presents key findings and highlights the successes of the charters.

### FINDINGS & INFORMATION

#### ***Is each charter due for renewal an academic success?***

Ascend Schools is an academic success. All four charters due for renewal met or came close to meeting their Accountability Plan goals over the current charter term. Each charter implemented changes to strengthen its curriculum, instructional methods, and develop teachers' skills as Ascend Schools works to increase academic achievement for all students. While each charter adapts its educational program in the 2022-23 school year to support students and teachers recovering from the COVID-19 pandemic, the core of the Ascend Schools program, which has proven to be successful and effective, will remain largely the same and consistent across all charters. Each charter retains its focus on rigorous inquiry-based curricula, a responsive school culture, and a robust professional growth and development plan. The charters demonstrate success in the following ways:

- Brooklyn Ascend, the education corporation's only charter enrolling students in high school grades, posted high four year graduation rates over the term exceeding the target of 75% every year.
- The education corporation posted high comparative achievement over the charter term. In every year with available 3<sup>rd</sup> – 8<sup>th</sup> grade state testing data, the Ascend Schools' students enrolled in at least their second year posted higher ELA and mathematics proficiency rates than their district peers.
- Across the education corporation, students with disabilities outperformed their district counterparts every year in ELA.

#### ***Is each charter due for renewal an effective, viable organization?***

Each charter is an effective, viable organization. Ascend Schools links its organizational goals to multi-year strategic initiatives that focus its resources to best support students and families of every charter. With support from the network, Ascend Schools have the systems and procedures to run effective organizations. Ascend Schools' board effectively provides governance and oversight to each charter.

#### ***Is each charter due for renewal fiscally sound?***

Ascend Schools' is fiscally sound as are each of the individual charter schools based on the evidence collected through renewal review. The education corporation has met its fiscal benchmarks and presents a reasonable fiscal plan for the next charter term.

#### ***If the SUNY Trustees renew the education corporation's authority to operate each charter due for renewal, are its plans for the charters reasonable, feasible, and achievable?***

Ascend Schools' plans to operate Brooklyn Ascend, Bushwick Ascend, Canarsie Ascend, and Cypress Hills Ascend are reasonable, feasible, and achievable, if renewed. Ascend Schools plans to continue to drive strong academic achievement through network support in curriculum, instruction, and professional development. Ascend Schools plans to continue to provide support in and supervision of instructional planning and implementation from the

## EXECUTIVE SUMMARY

network schools team and the network leadership team. The Ascend Schools curricular model is consistent across all four charters and also provides each school leader the discretion to shape instructional priorities that address student needs. Network leaders and all four charters' leaders have clear priorities for the next charter term to continue implementing the successful programmatic elements of Ascend Schools while also responding to the particular academic needs of students. The network also plans to continue strengthening its curriculum's diversity, equity, inclusion and anti-racist ("DEIA") focus in the coming school year and through the next charter term.

Based on the Institute's review of each charter's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and a renewal review of the charters' academic program, the Institute finds each charter due for renewal meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Brooklyn Ascend, Bushwick Ascend, and Canarsie Ascend a Subsequent Renewal and Cypress Hills Ascend an Initial Renewal with each charter's expiration date of July 31, 2024 to align the charter expiration dates of Ascend Schools.

## CHARTER SCHOOL BACKGROUND

# BROOKLYN ASCEND CHARTER SCHOOL

205 Rockaway Parkway, Brooklyn, New York | Grades: K-4 | NYC Community School District 18  
123 East 98<sup>th</sup> Street, Brooklyn, New York | Grades: 5-8 | NYC Community School District 17  
1501 Pitkin Avenue, Brooklyn, New York | Grades: 9-12 | NYC Community School District 23

The New York State Board of Regents (the “Board of Regents”) approved the original charter for Brooklyn Ascend on behalf of the New York City Schools Chancellor (“NYC Chancellor”) on January 15, 2008. The charter opened in the fall of 2008 initially serving 213 students in Kindergarten – 2<sup>nd</sup> grade. The charter merged with the SUNY authorized Canarsie Ascend Charter School effective July 1, 2016.

### PROGRAM

Brooklyn Ascend implements the same program elements of all Ascend Schools charters. For more information on the educational program, please see Appendix B: Benchmark Summary. Brooklyn Ascend’s high school program is offering the most Advanced Placement (“AP”) courses during the 2022-23 school year than it has offered in previous years. The program is offering ten courses and all 10<sup>th</sup> and 11<sup>th</sup> grade students will take at least one AP course, and 12<sup>th</sup> grade students will take at least two AP courses. From the class of 2022, 20% of students who sat for an AP exam passed at least one exam with a score of three or higher.

### CURRENT CHARTER

Serves: Kindergarten – 12<sup>th</sup>

Chartered Enrollment:  
1,511

Charter Expires on:  
June 30, 2023

### PROPOSED FUTURE CHARTER

Serves: Kindergarten – 12<sup>th</sup>

Chartered Enrollment:  
1,407

Charter Expiration:  
July 31, 2024

### CHARTER LEADERS

#### ELEMENTARY SCHOOL

Jennifer Bauer (2022-23 to Present)  
Chenell Sheppard (2021-22)  
Elena Strauss (January 2019 to 2020-21)  
Johana Andujar (2014-15 to December 2018)  
Janna Genzlinger (2014-15)  
Brandon Sorlie (January 2011 to 2013-14)  
Keisha Sykes (2009-10 to December 2010)  
Nikki Khosla (2008-09)

#### MIDDLE SCHOOL

Latasha Williams (2022-23 to Present)  
Brandon Barnet Smalls (November 2021 to June 2022)  
Richard Tucker (July 2021 to November 2021)  
Crystal Lane (2018-19 to 2020-21)  
Marsha Gadsden (May 2015 to 2017-18)

#### HIGH SCHOOL

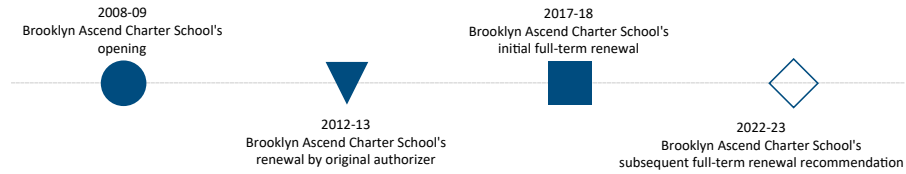
Janna Genzlinger (July 2014 to April 2015)  
Zelda Washington (February 2014 to June 2014)  
Samantha Pugh (September 2013 to January 2014)  
Eunice Chao (2011-12 to 2012-13)  
Livia Angiolillo (2019-20 to Present)  
Erica Smith (2017-18 to 2018-19)  
Melissa Jarvis-Cedeno (May 2015 to 2017-18)

## CHARTER SCHOOL BACKGROUND

### CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	1,502	1,514	101%	K-12
2019-20	1,562	1,578	101%	K-12
2020-21	1,539	1,623	105%	K-12
2021-22	1,528	1,451	95%	K-12
2022-23	1,511	1,398	93%	K-12

### TIMELINE OF CHARTER SCHOOL RENEWAL



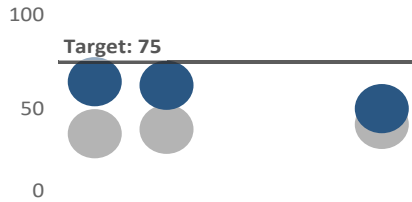


# CHARTER SCHOOL BACKGROUND

## BROOKLYN ASCEND CHARTER SCHOOL

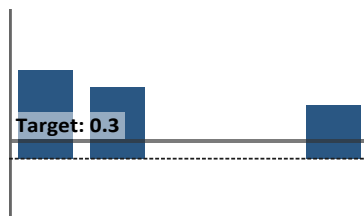
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



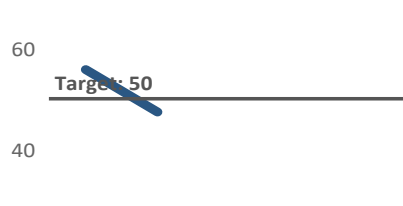
Test Year	Comp Grades	District %	Charter %
2018	3-8	37	65
2019	3-8	40	63
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	42	51

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-8	1.47
2019	3-8	1.19
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	0.87

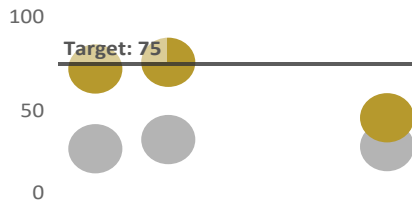
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	56.0
2019	47.6
2020	N/A
2021	N/A
2022	N/A

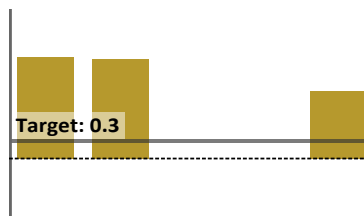
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	3-7	31	72
2019	3-7	35	76
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	32	47

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-7	1.71
2019	3-7	1.67
2020	N/A	N/A
2021	N/A	N/A
2022	3-7	1.15

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

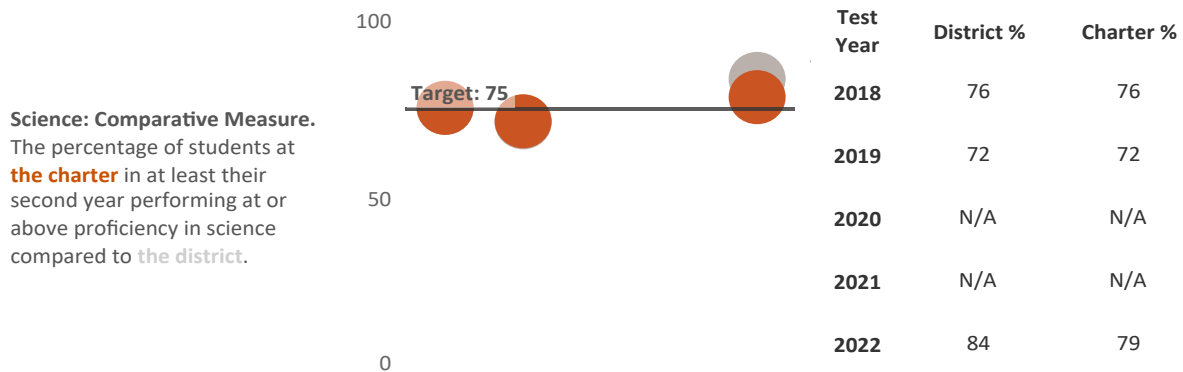


Test Year	Charter Mean Growth
2018	65.0
2019	54.0
2020	N/A
2021	N/A
2022	N/A

# CHARTER SCHOOL BACKGROUND

## BROOKLYN ASCEND CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL



### SPECIAL POPULATIONS PERFORMANCE\*

	2018	2019	2022
Students with Disabilities Enrollment	196	227	219
Tested on State Exam	112	103	88
Charter Percent Proficient on ELA Exam	20.5	30.1	17.0
District Percent Proficient	8.8	13.3	16.7
ELL Enrollment	14	15	18
Tested on NYSESLAT Exam	13	13	16
Charter Percent 'Commanding' or Making Progress	38.5	23.1	6.3

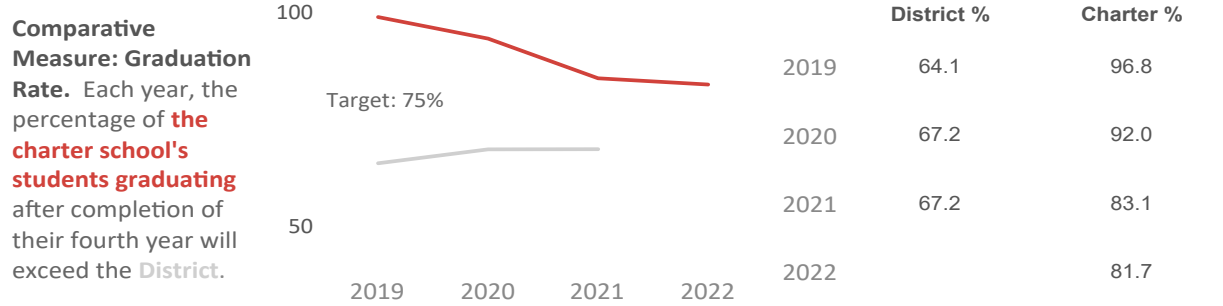
\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



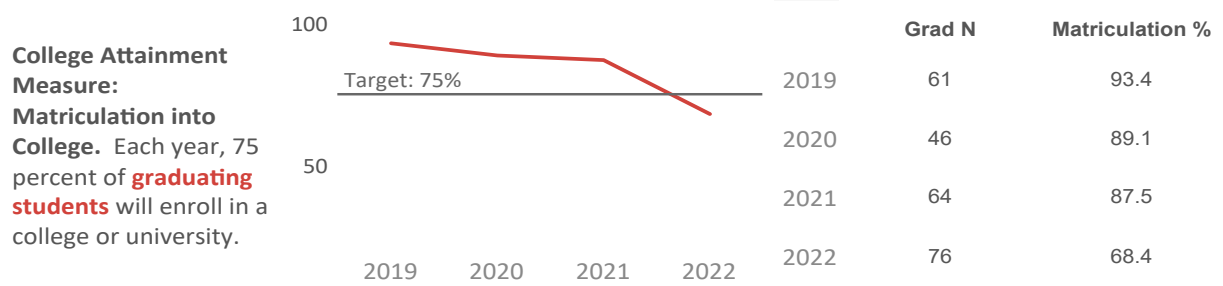
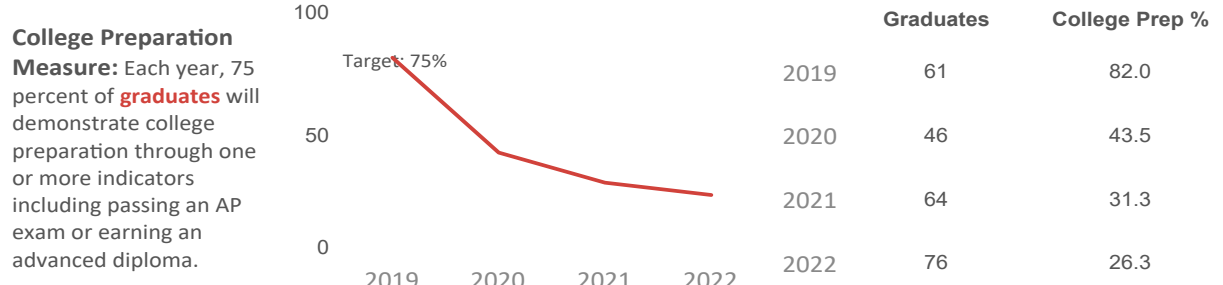
# CHARTER SCHOOL BACKGROUND

## BROOKLYN ASCEND CHARTER SCHOOL

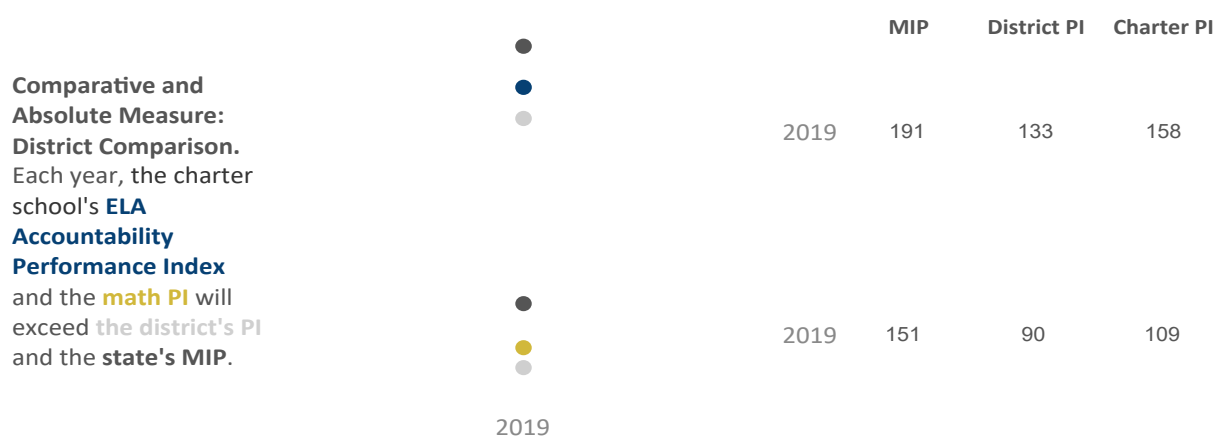
### HIGH SCHOOL GRADUATION RATE



### COLLEGE PREPARATION AND ATTAINMENT



### ENGLISH LANGUAGE ARTS AND MATHEMATICS

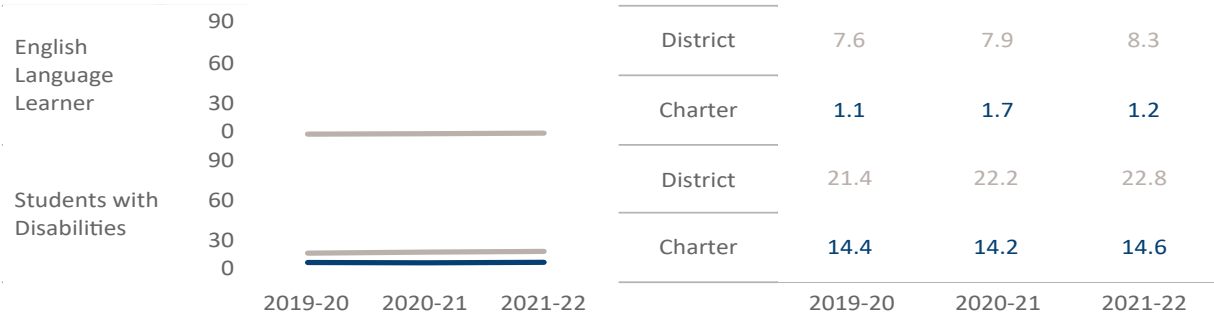


# CHARTER SCHOOL BACKGROUND

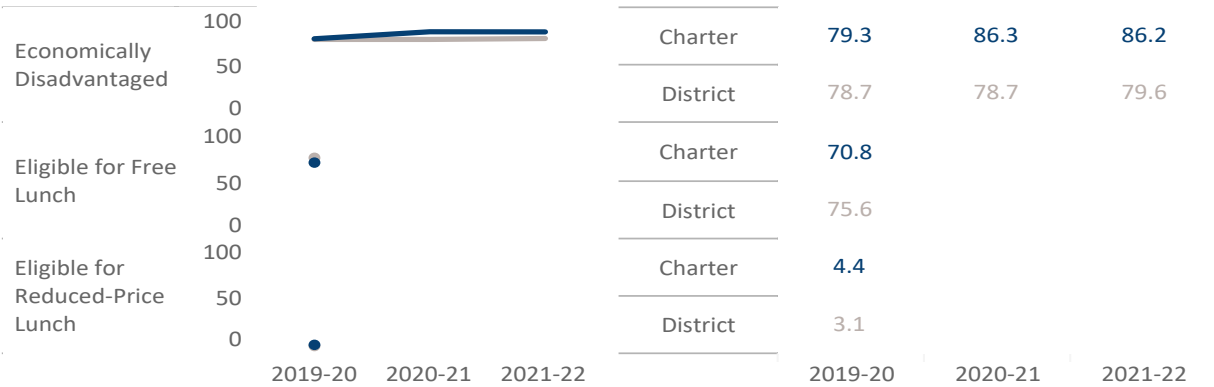
## Brooklyn Ascend Charter School

## Brooklyn CSD 18

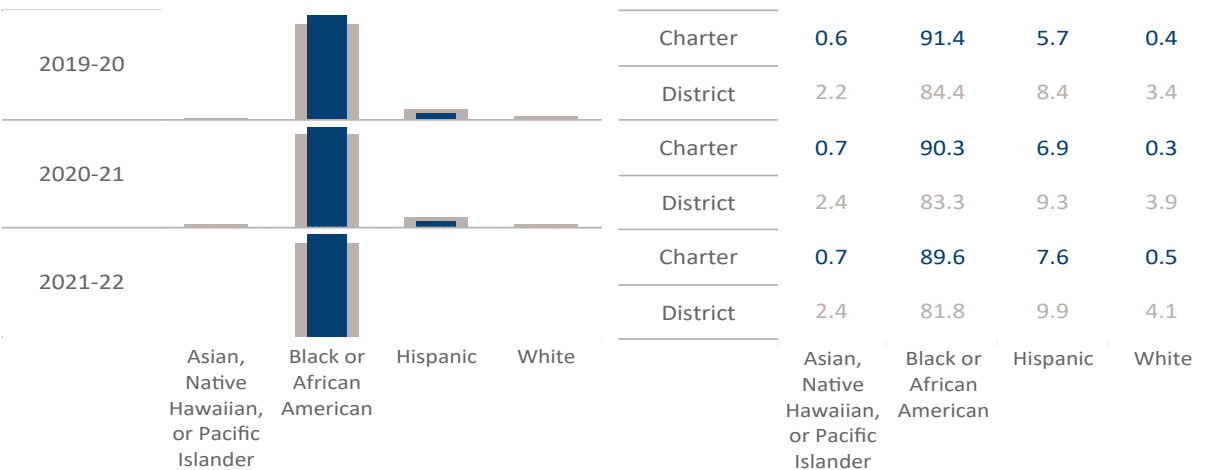
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



### Student Demographics: Race/Ethnicity



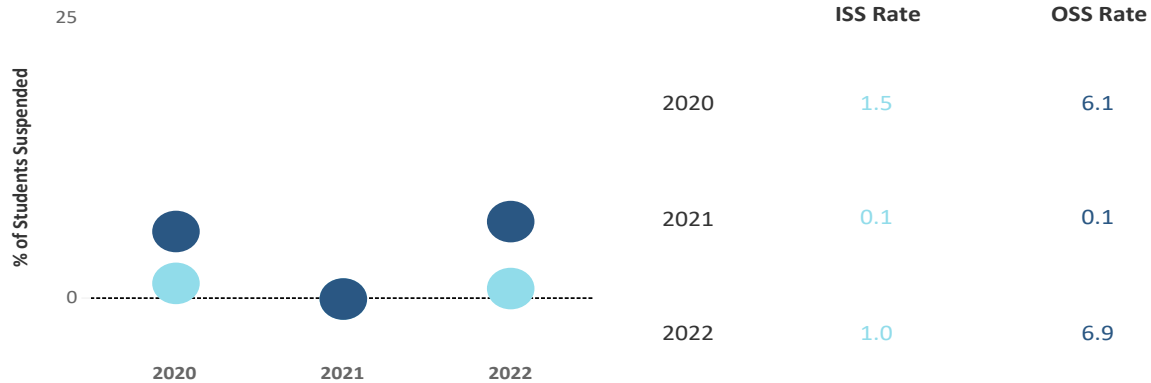
\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



# CHARTER SCHOOL BACKGROUND

## Brooklyn Ascend Charter School

## Brooklyn CSD 18



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return

**Expulsions:** The number of students expelled from the charter each year

Year	Persistence in Enrollment (%)	Expulsions (2020)	Expulsions (2021)	Expulsions (2022)
2019-20	80.6			
2020-21	83.6	0	0	0
2021-22	78.7			

### Brooklyn Ascend Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	83.9	85.7
	English language learners	5.4	1.2
	students with disabilities	15.7	14.2
retention	economically disadvantaged	90.0	78.3
	English language learners	89.4	66.7
	students with disabilities	90.1	75.2

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

## CHARTER SCHOOL BACKGROUND

# BUSHWICK ASCEND CHARTER SCHOOL

751 Knickerbocker Avenue, Brooklyn, New York | Grades: K-4 | NYC Community School District 32  
2 Aberdeen Street, Brooklyn, New York | Grades: 5-8 | NYC Community School District 32

The Board of Regents approved the original charter for Bushwick Ascend on behalf of the NYC Chancellor on February 9, 2010. The charter opened in the fall of 2010 initially serving 208 students in Kindergarten and 1<sup>st</sup> grade. The charter merged with the SUNY Trustees' authorized Canarsie Ascend Charter School effective July 1, 2016.

### PROGRAM

Bushwick Ascend implements the same program elements of all Ascend Schools charters. For more information on the educational program, please see Appendix B: Benchmark Summary. The charter exceeded its targets for all comparative and growth measures for its key Accountability Plan goals in ELA and mathematics every year of the term with available data. Last year, the middle school program at Bushwick Ascend offered the Regents Examinations in Algebra 1 and Living Environment. The charters 8th graders who completed these exams posted proficiency rates of 65% and 74%, respectively, allowing many students the opportunity to continue on a path towards completing Advanced Placement science and mathematics courses before graduating high school.

### CURRENT CHARTER

Serves: Kindergarten – 8<sup>th</sup>

Chartered Enrollment:  
897

Charter Expires on:  
June 30, 2023

### PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8<sup>th</sup>

Chartered Enrollment:  
872

Charter Expiration:  
July 31, 2024

### CHARTER LEADERS

#### ELEMENTARY SCHOOL

Lisa Roach (December 2021 to Present)

Zelda Washington (2014-15 to December 2021)

Michelle Flowers (April 2014 to June 2014)

Dellianna Burrows (August 2013 to March 2014)

#### MIDDLE SCHOOL

Inan Barrett (2022-23 to Present)

Miatta Massaley (2019-20 to 2021-22)

Malik Russel (May 2018 to 2018-19)

Sarah Adams (September 2017 to May 2018)

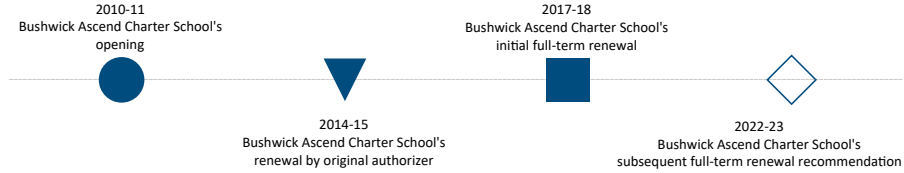
Ariella Diamond (2015-16 to 2016-17)

## CHARTER SCHOOL BACKGROUND

### CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	897	856	95%	K-8
2019-20	897	899	100%	K-8
2020-21	897	885	99%	K-8
2021-22	897	797	89%	K-8
2022-23	897	789	88%	K-8

### TIMELINE OF CHARTER SCHOOL RENEWAL





# CHARTER SCHOOL BACKGROUND

## BUSHWICK ASCEND CHARTER SCHOOL

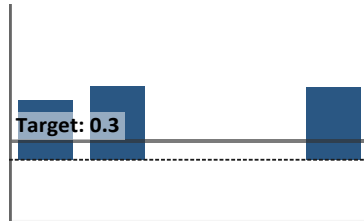
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	3-8	36	54
2019	3-8	35	60
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	36	55

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-8	0.93
2019	3-8	1.19
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	1.16

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	56.2
2019	58.7
2020	N/A
2021	N/A
2022	N/A

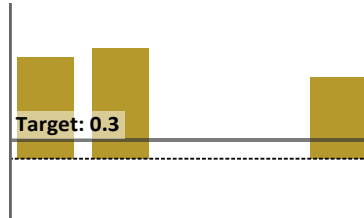
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	3-8	30	68
2019	3-8	32	77
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	21	51

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-8	1.63
2019	3-8	1.80
2020	N/A	N/A
2021	N/A	N/A
2022	3-7	1.33

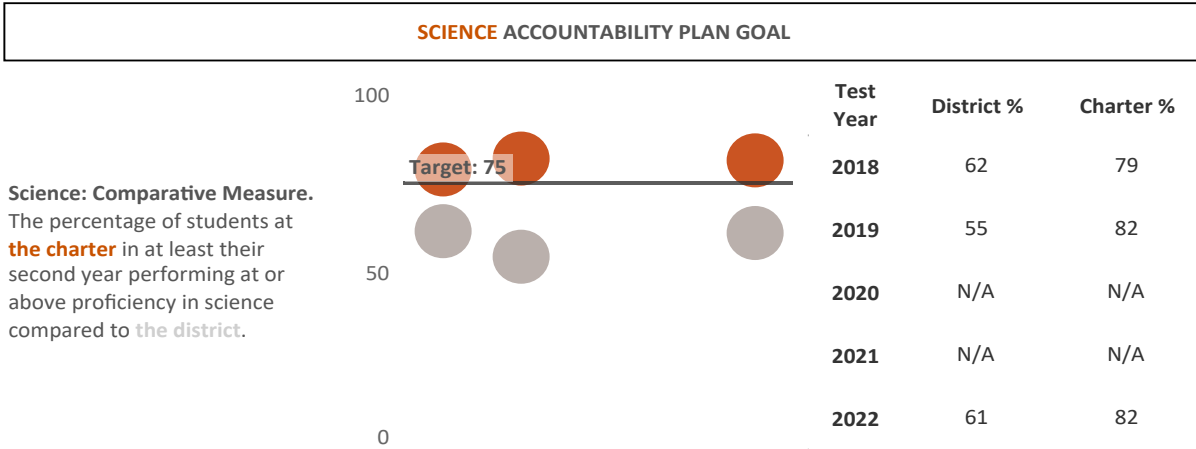
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2018	61.2
2019	60.2
2020	N/A
2021	N/A
2022	N/A

# CHARTER SCHOOL BACKGROUND

## BUSHWICK ASCEND CHARTER SCHOOL



**SPECIAL POPULATIONS PERFORMANCE\***

	2018	2019	2022
Students with Disabilities Enrollment	148	147	137
Tested on State Exam	93	105	84
Charter Percent Proficient on ELA Exam	19.4	21.9	19.0
District Percent Proficient	11.0	8.4	9.8
ELL Enrollment	149	129	185
Tested on NYSESLAT Exam	145	123	166
Charter Percent 'Commanding' or Making Progress	31.7	30.1	15.7

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

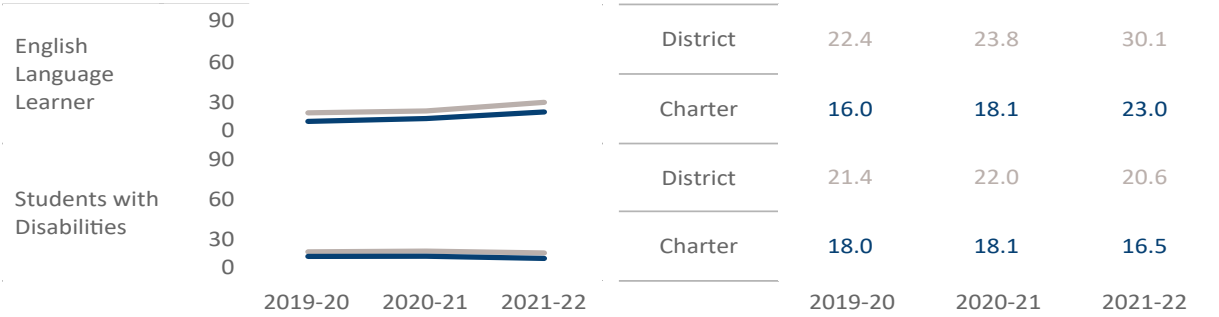


# CHARTER SCHOOL BACKGROUND

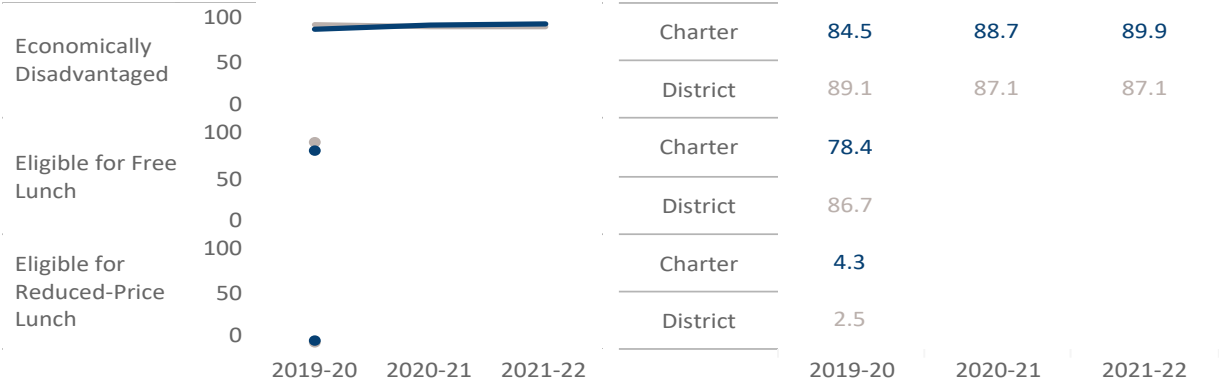
## Bushwick Ascend Charter School

## Brooklyn CSD 32

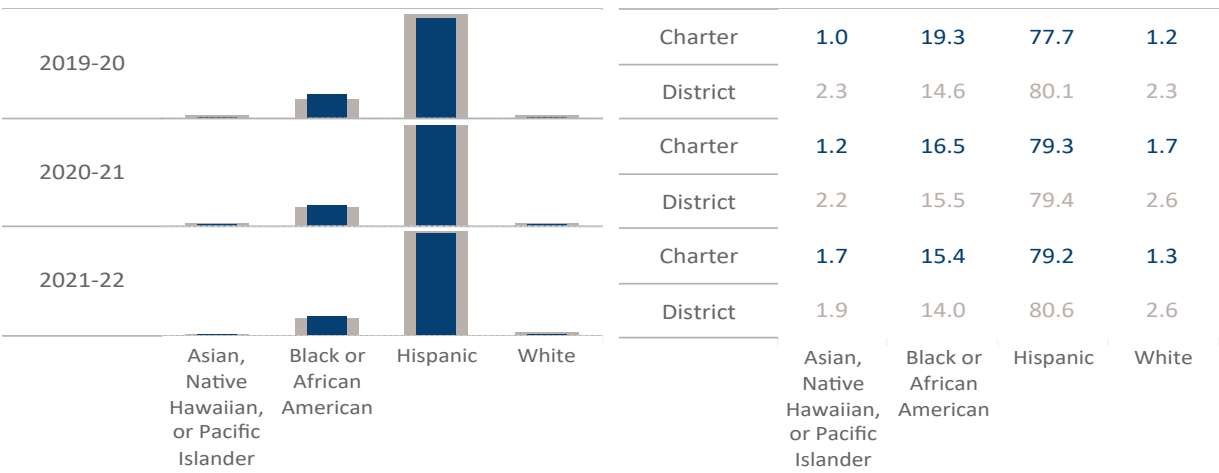
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



### Student Demographics: Race/Ethnicity

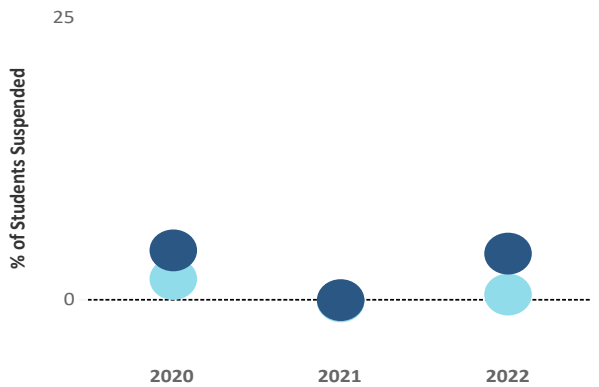


\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



# CHARTER SCHOOL BACKGROUND

## Bushwick Ascend Charter School



## Brooklyn CSD 32

ISS Rate      OSS Rate

Year	ISS Rate	OSS Rate
2020	2.0	4.5
2021	0.0	0.1
2022	0.6	4.2

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return

**Expulsions:** The number of students expelled from the charter each year

Year	2019-20	2020-21	2021-22
Persistence in Enrollment	82.9	87.4	75.7

Year	2020	2021	2022
Expulsions	0	0	0

## Bushwick Ascend Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	93.8	94.9
	English language learners	20.3	22.4
	students with disabilities	16.2	16.5
retention	economically disadvantaged	91.2	76.6
	English language learners	93.4	78.3
	students with disabilities	91.9	74.1

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

## CHARTER SCHOOL BACKGROUND

# CANARSIE ASCEND CHARTER SCHOOL

9719 Flatlands Avenue, Brooklyn, New York | Grades: K-4 | NYC Community School District 18  
744 East 87<sup>th</sup> Street, Brooklyn, New York | Grades: 5-8 | NYC Community School District 18

The SUNY Trustees approved the original charter for Canarsie Ascend on September 20, 2011. The charter opened its doors in fall 2013, serving 208 students in Kindergarten and 1<sup>st</sup> grade.

### PROGRAM

Canarsie Ascend implements the same program elements of all Ascend Schools charters. For more information on the educational program, please see Appendix B: Benchmark Summary. In advancing its commitment to diversity, equity, inclusion, and anti-racism (“DEIA”) work, Ascend Schools launched a stipend position for inclusion, diversity, equity, and anti-racism leaders (“IDEALS”) for each charter program and the network. IDEALS create DEIA professional development, coordinate events, and apply a DEIA lens to systems, structures, and practices, which is evident throughout materials.

### CURRENT CHARTER

Serves: Kindergarten – 8<sup>th</sup>

Chartered Enrollment:  
992

Charter Expires on:  
July 31, 2023

### PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8<sup>th</sup>

Chartered Enrollment:  
976

Charter Expiration:  
July 31, 2024

### CHARTER LEADERS

#### ELEMENTARY SCHOOL

*Justin Moorman (2021-22 to Present)*

*Anastasia Michals (2015-16 to 2020-21)*

*Arlise Carson (January 2015 to August 2015)*

*Brenda Daniels (July 2013 to December 2014)*

#### MIDDLE SCHOOL

*Jahkia Sanders (2022-23 to Present)*

*Tracy DeOliveria-Lewis (November 2018 to 2021-22)*

*Marsha Gadsden (September 2018 to October 2018)*

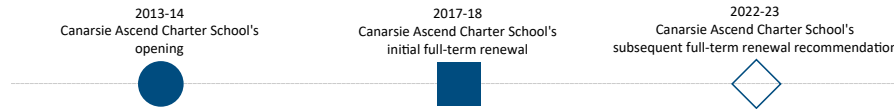
*Erica Holmes-Ware (2017-18)*

## CHARTER SCHOOL BACKGROUND

### CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	776	853	110%	K-6
2019-20	884	946	107%	K-7
2020-21	992	1,106	111%	K-8
2021-22	992	1,016	102%	K-8
2022-23	992	999	101%	K-8

### TIMELINE OF CHARTER SCHOOL RENEWAL



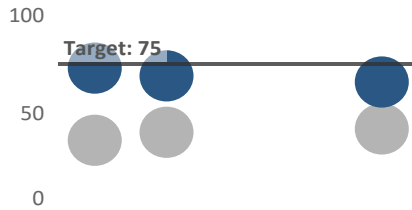


# CHARTER SCHOOL BACKGROUND

## CANARSIE ASCEND CHARTER SCHOOL

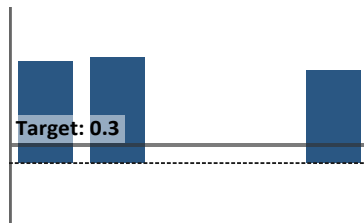
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



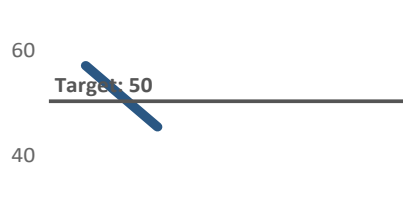
Test Year	Comp Grades	District %	Charter %
2018	3-5	37	73
2019	3-6	41	69
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	42	66

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-5	1.64
2019	3-6	1.68
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	1.48

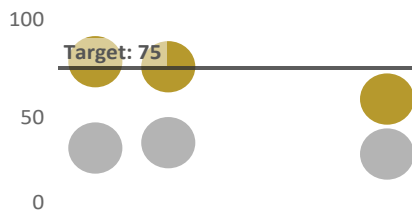
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	57.0
2019	45.4
2020	N/A
2021	N/A
2022	N/A

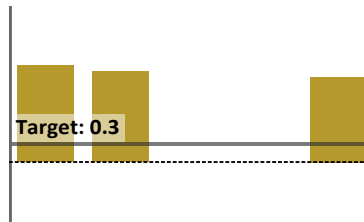
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



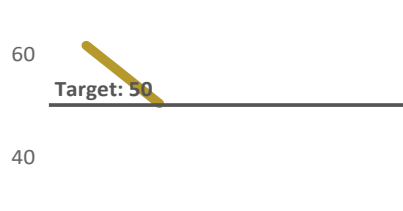
Test Year	Comp Grades	District %	Charter %
2018	3-5	35	78
2019	3-6	37	76
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-7	32	59

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-5	1.54
2019	3-6	1.47
2020	N/A	N/A
2021	N/A	N/A
2022	3-7	1.37

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2018	61.7
2019	50.5
2020	N/A
2021	N/A
2022	N/A



# CHARTER SCHOOL BACKGROUND

## CANARSIE ASCEND CHARTER SCHOOL



**SPECIAL POPULATIONS PERFORMANCE\***

	2018	2019	2022
Students with Disabilities Enrollment	90	111	104
Tested on State Exam	50	73	68
Charter Percent Proficient on ELA Exam	44.0	32.9	26.5
District Percent Proficient	8.6	13.7	16.7
ELL Enrollment	6	8	17
Tested on NYSESLAT Exam	6	8	16
Charter Percent 'Commanding' or Making Progress	0.0	0.0	25.0

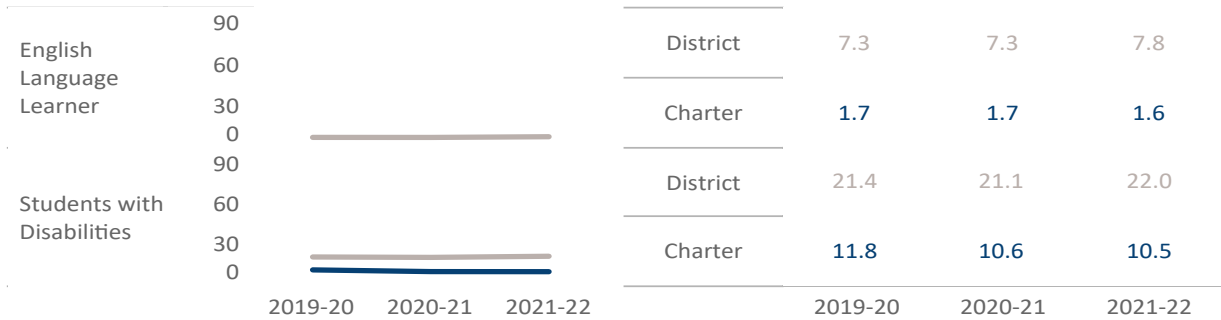
\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

# CHARTER SCHOOL BACKGROUND

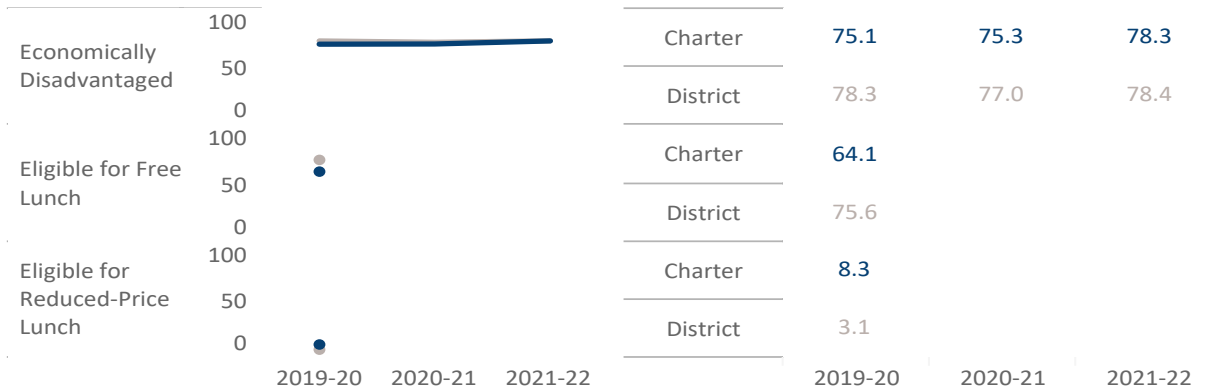
## Canarsie Ascend Charter School

## Brooklyn CSD 18

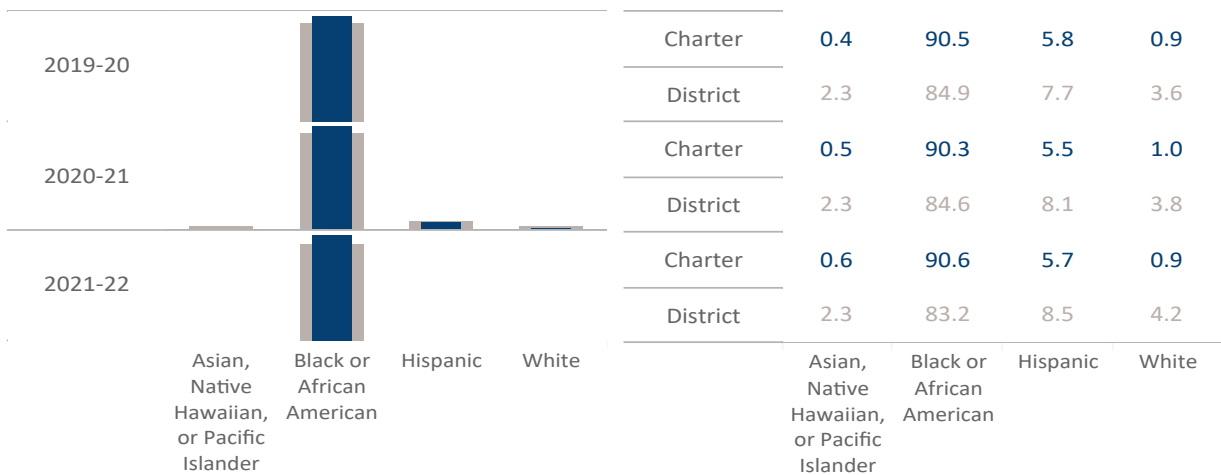
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



### Student Demographics: Race/Ethnicity

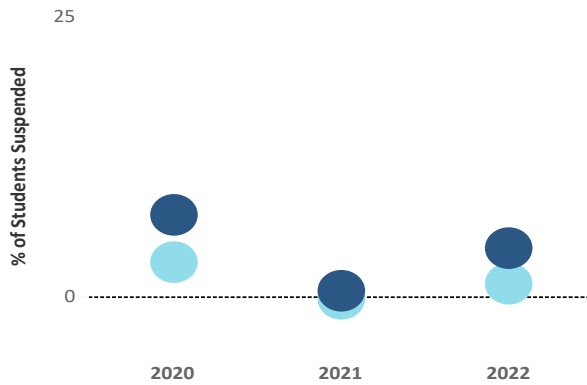


\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



# CHARTER SCHOOL BACKGROUND

## Canarsie Ascend Charter School



## Brooklyn CSD 18

	ISS Rate	OSS Rate
2020	3.2	7.4
2021	0.0	0.7
2022	1.3	4.5

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return

2019-20	86.3
2020-21	91.4
2021-22	74.1

**Expulsions:** The number of students expelled from the charter each year

	2020	2021	2022
	0	0	0

## Canarsie Ascend Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	84.3	93.9
	English language learners	4.7	1.6
	students with disabilities	15.0	9.9
retention	economically disadvantaged	89.9	73.6
	English language learners	88.6	80.0
	students with disabilities	90.7	70.4

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

## CHARTER SCHOOL BACKGROUND

# CYPRESS HILLS ASCEND CHARTER SCHOOL

396 Grant Avenue, Brooklyn, New York | Grades: K-5 | NYC Community School District 19

The SUNY Trustees approved the original charter for Cypress Hills Ascend on June 8, 2017. The charter opened its doors in fall 2018, serving 166 students in Kindergarten and 1<sup>st</sup> grade.

### PROGRAM

Cypress Hills Ascend implements the same program elements of all Ascend Schools charters. For more information on the educational program, please see Appendix B: Benchmark Summary. Cypress Hills Ascend enrolls a large proportion of ELLs and implements a program with high results for moving students up in language acquisition levels. Notably in 2021-22, the first year the charter produced state exam results suitable for analysis, the charter's ELLs outperformed district peers in mathematics by eight percentage points.

### CURRENT CHARTER

*Serves: Kindergarten – 5<sup>th</sup>*

*Chartered Enrollment:  
459*

*Charter Expires on:  
July 31, 2023*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 6<sup>th</sup>*

*Chartered Enrollment:  
522*

*Charter Expiration:  
July 31, 2024*

### CHARTER LEADERS

#### ELEMENTARY SCHOOL

*Sophia Balis-Harris (2021-22 to Present)*

*Lisette Roman (2018-19 to 2020-21)*

#### MIDDLE SCHOOL

*Axel Nda (2022-23 to Present)*

## CHARTER SCHOOL BACKGROUND

### CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	116	124	107%	K-1
2019-20	216	215	99%	K-2
2020-21	297	279	94%	K-3
2021-22	378	319	84%	K-4
2022-23	459	387	84%	K-5

### TIMELINE OF CHARTER SCHOOL RENEWAL



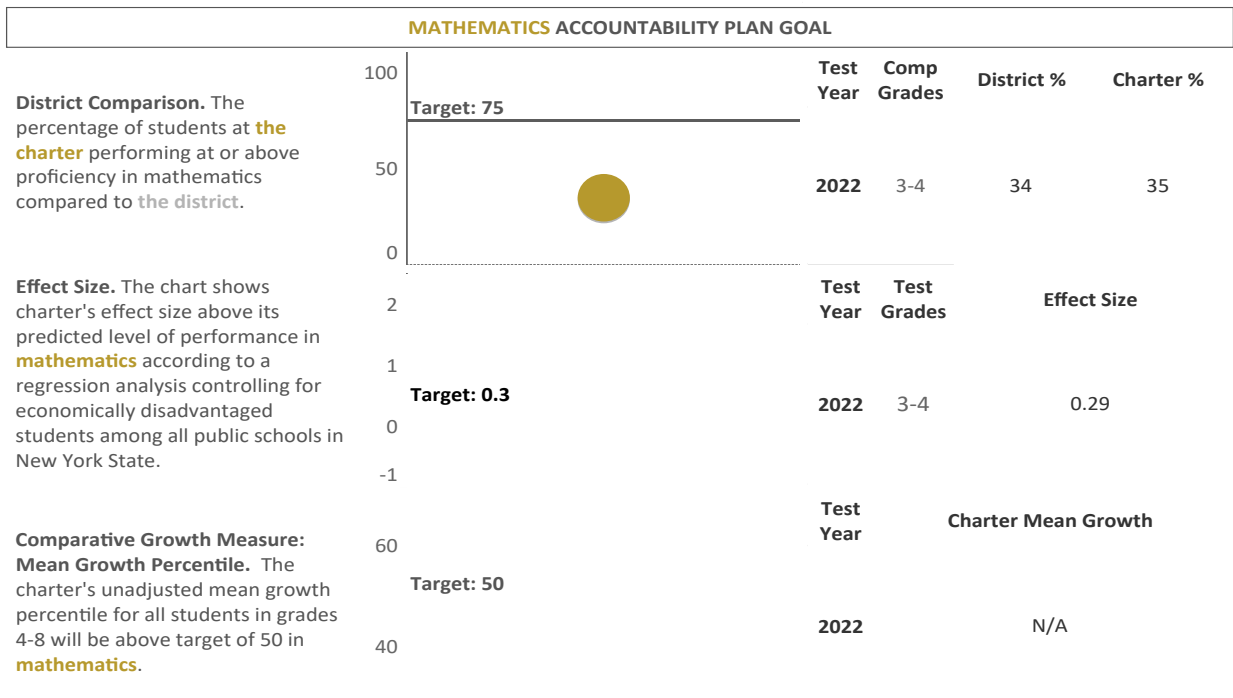
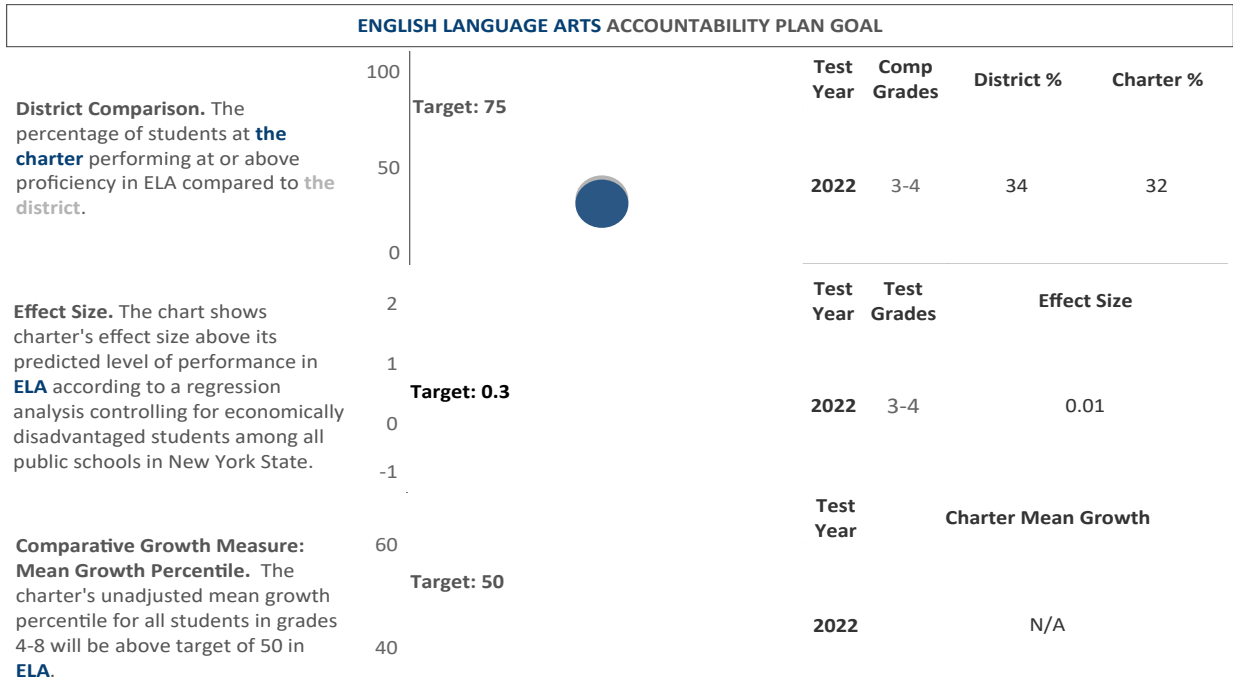


# CHARTER SCHOOL BACKGROUND

## CYPRESS HILLS ASCEND CHARTER SCHOOL

Cypress Hills Ascend Charter School

Brooklyn CSD 19

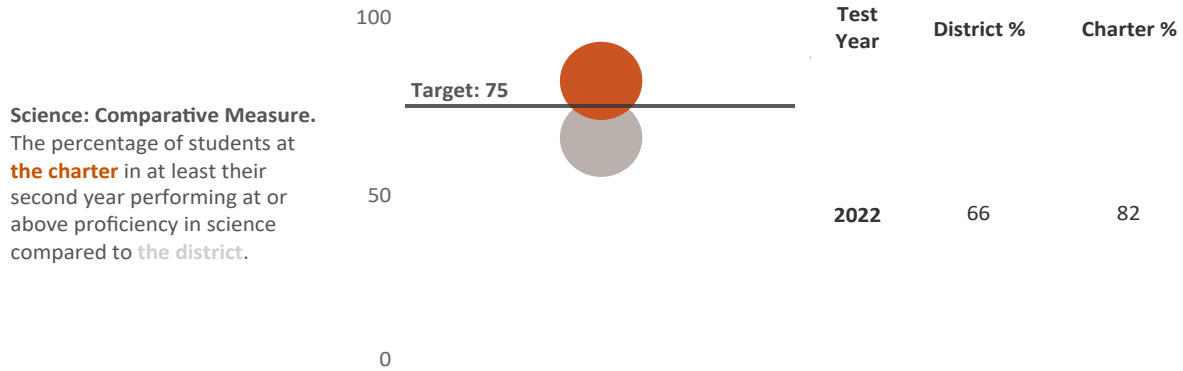




# CHARTER SCHOOL BACKGROUND

## CYPRESS HILLS ASCEND CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL



### SPECIAL POPULATIONS PERFORMANCE\*

	2019	2022
Students with Disabilities Enrollment	17	50
Tested on State Exam	0	16
Charter Percent Proficient on ELA Exam	NA	12.5
District Percent Proficient	NA	14.1
ELL Enrollment	23	62
Tested on NYSESLAT Exam	23	62
Charter Percent 'Commanding' or Making Progress	13.0	21.0

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

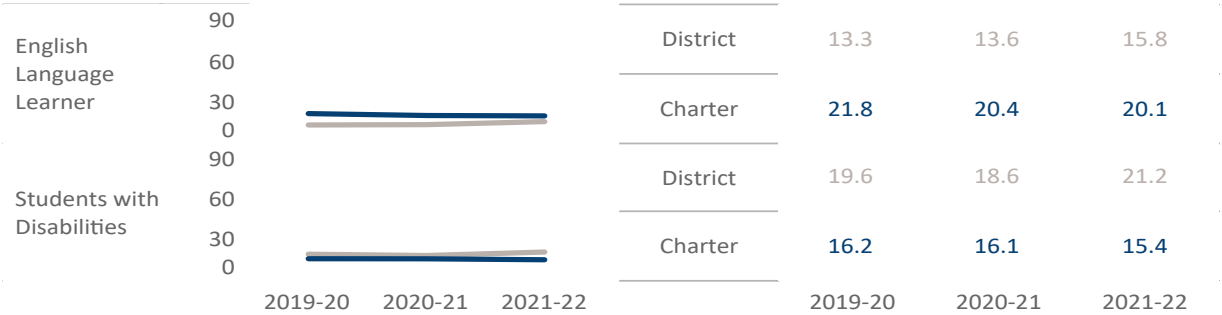


# CHARTER SCHOOL BACKGROUND

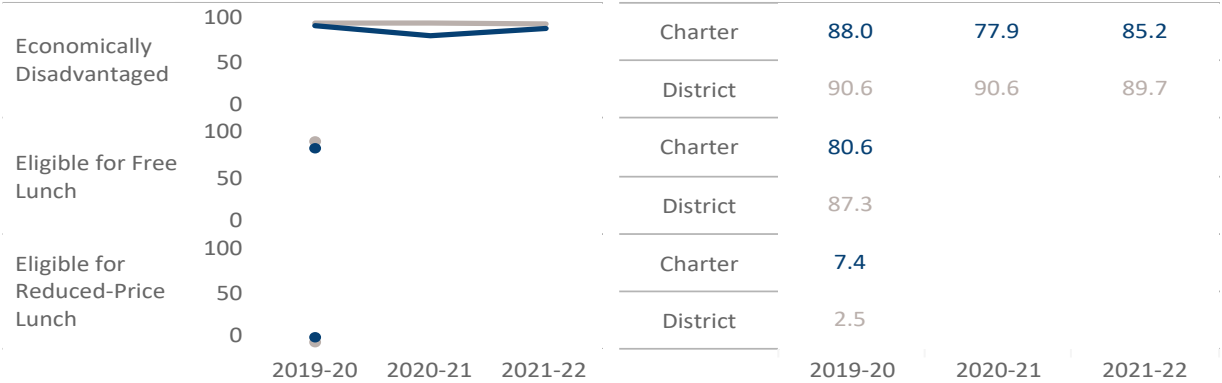
## Cypress Hills Ascend Charter School

## Brooklyn CSD 19

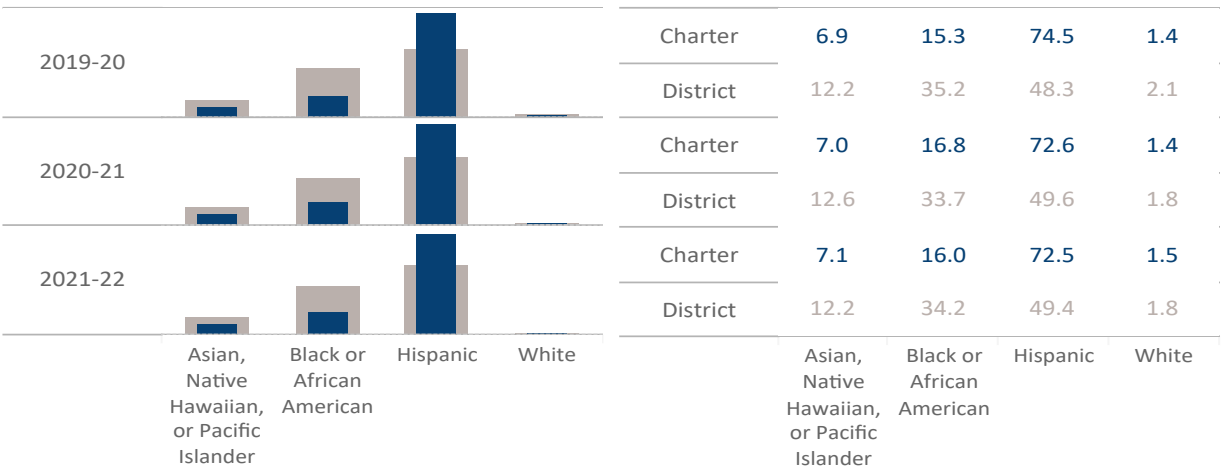
### Student Demographics: Special Populations



### Student Demographics: Free/Reduced Lunch



### Student Demographics: Race/Ethnicity

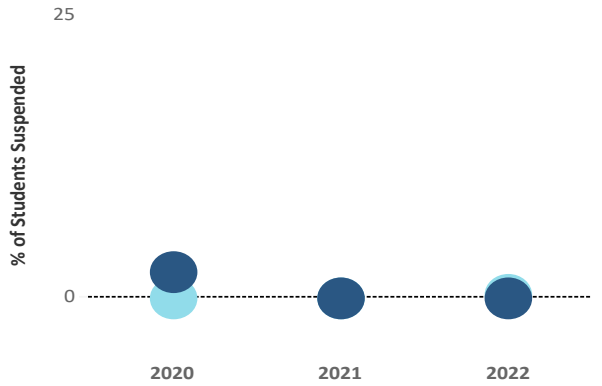


\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



# CHARTER SCHOOL BACKGROUND

## Cypress Hills Ascend Charter School



## Brooklyn CSD 19

	ISS Rate	OSS Rate
2020	0.0	2.3
2021	0.0	0.0
2022	0.3	0.0

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return

**Expulsions:** The number of students expelled from the charter each year

	2019-20	2020-21	2021-22	2020	2021	2022
Persistence in Enrollment	75.8	90.3	81.8	0	0	0

### Cypress Hills Ascend Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	93.0	87.0
	English language learners	12.1	19.8
	students with disabilities	15.3	15.8
retention	economically disadvantaged	91.6	83.0
	English language learners	93.3	80.6
	students with disabilities	91.5	79.5

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.



# DP

DATA PRESENTATION

PAGES: 35-43

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

SD

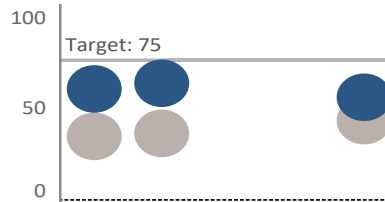
STUDENT  
DEMOGRAPHICS



# ACADEMIC PERFORMANCE

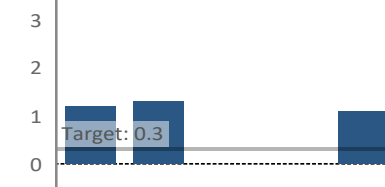
## ASCEND CHARTER SCHOOLS EDUCATION CORPORATION AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

**Composite District Comparison.\*** The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	34	60
2019	36	63
2020	N/A	N/A
2021	N/A	N/A
2022	43	55

**Effect Size.** Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	1.21
2019	1.29
2020	N/A
2021	N/A
2022	1.08

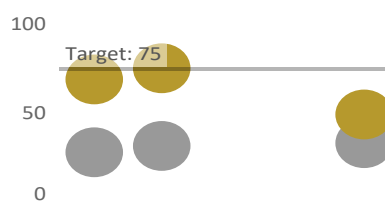
**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2018	54.1
2019	51.2
2020	N/A
2021	N/A
2022	N/A

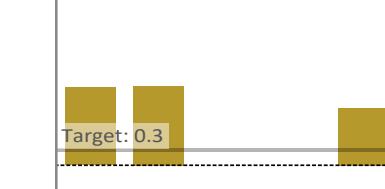
### EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

**Composite District Comparison.\*** The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	29	69
2019	32	75
2020	N/A	N/A
2021	N/A	N/A
2022	34	50

**Effect Size.** Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	1.57
2019	1.59
2020	N/A
2021	N/A
2022	1.15

**Mean Growth Percentile.** The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2018	62.0
2019	56.5
2020	N/A
2021	N/A
2022	N/A

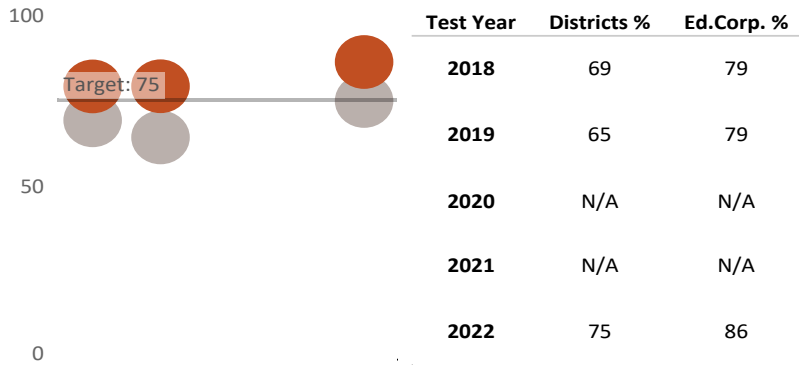
\* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.



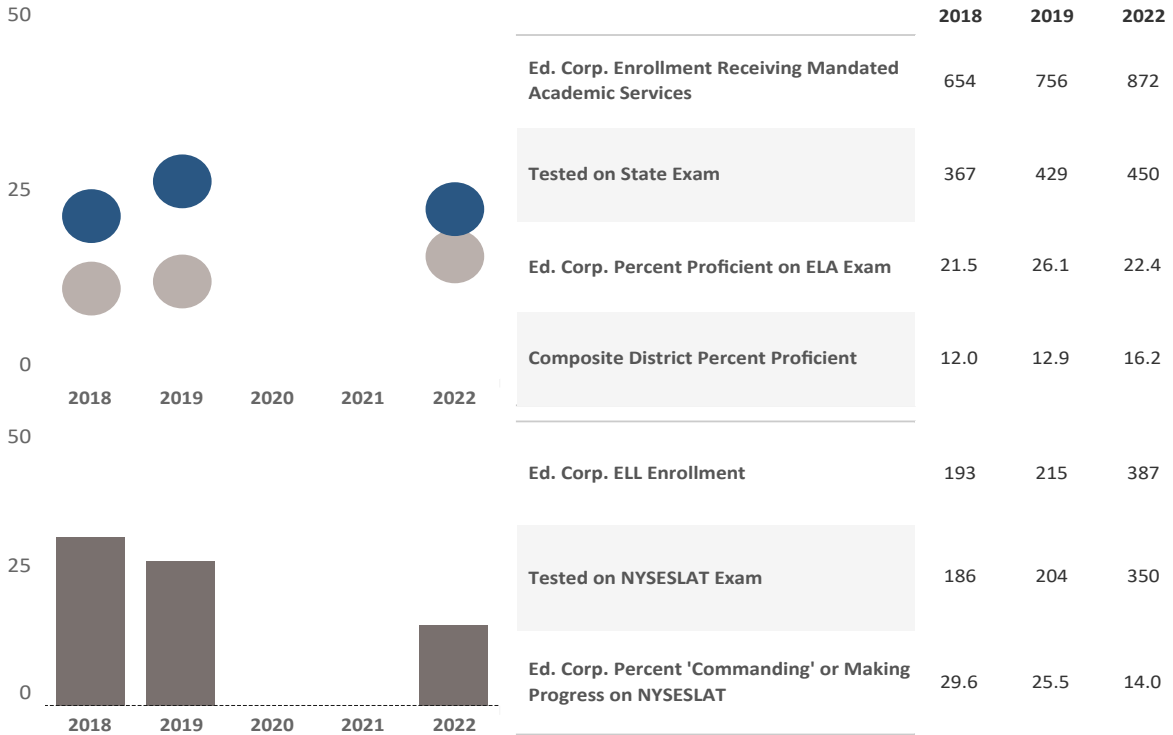
# ACADEMIC PERFORMANCE

## ASCEND CHARTER SCHOOLS EDUCATION CORPORATION AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS

**Composite District Comparison.** The chart shows the percentage of students enrolled in at least their second year at **the education corporation** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



### AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION\*



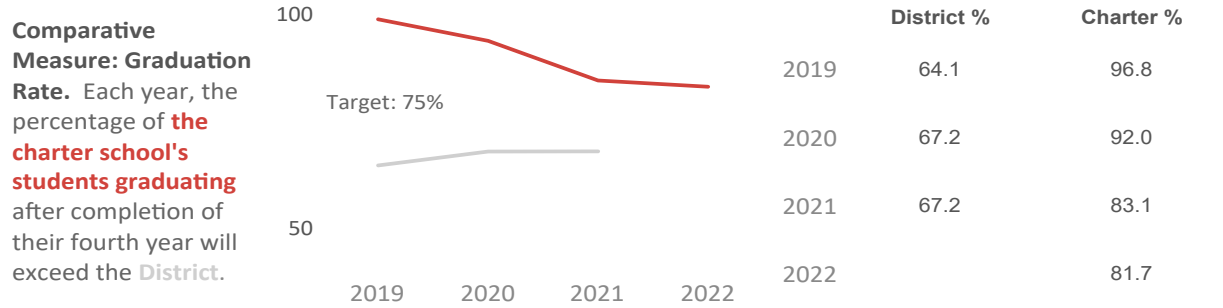
\*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.



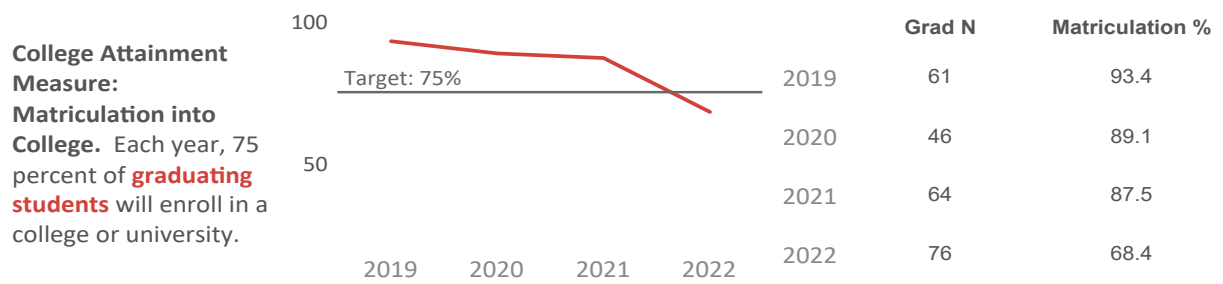
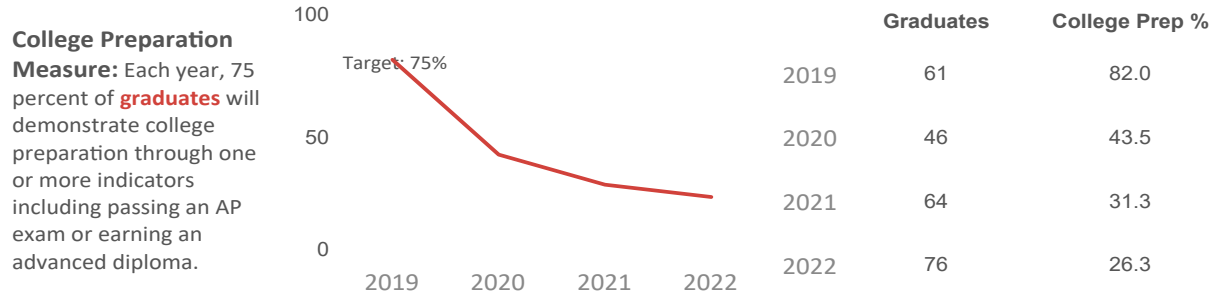
# ACADEMIC PERFORMANCE

## ASCEND CHARTER SCHOOLS EDUCATION CORPORATION AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL CHARTERS

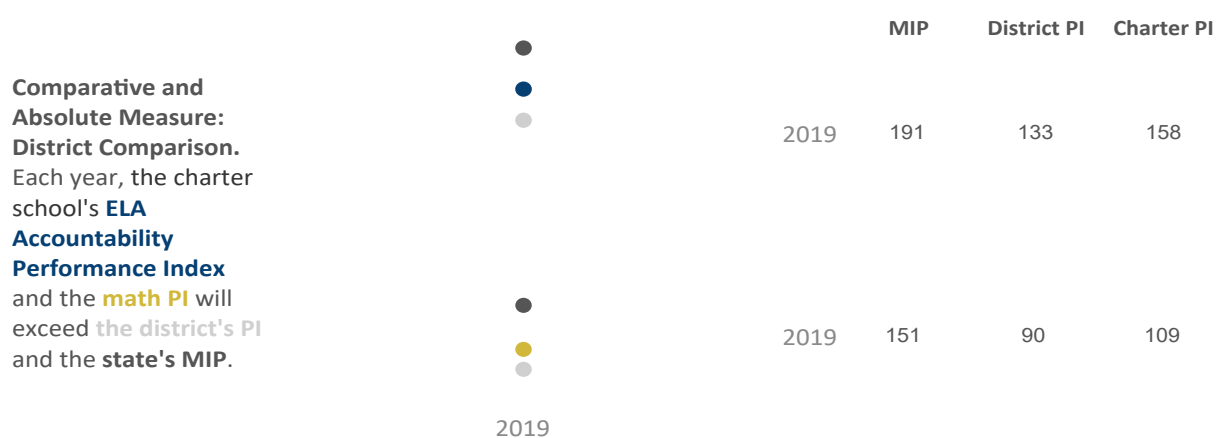
### HIGH SCHOOL GRADUATION RATE



### COLLEGE PREPARATION AND ATTAINMENT



### ENGLISH LANGUAGE ARTS AND MATHEMATICS



## ACADEMIC PERFORMANCE



### HAS EACH CHARTER DUE FOR RENEWAL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

The four charters under renewal review met or came close to meeting their key academic Accountability Plan goals in ELA and mathematics over the charter term. Brooklyn Ascend, the only charter within the education corporation enrolling students in 12<sup>th</sup> grade, posted high performance on its graduation and college preparation goal. Notably, Bushwick Ascend exceeded the target for every comparative and growth measure during all years in which credible state exam data are available. Each of the charters also met their science and Every Student Succeeds Act (“ESSA”) goals.

Brooklyn Ascend met its graduation goal and came close to meeting its college preparation goal over its subsequent charter term. The charter graduated its fourth year Graduation Cohorts at rates that surpassed the absolute target of 75% and the district rate every year. Notably in 2018-19, the charter posted a graduation rate that exceeded the absolute target of 75% by 22 percentage points and the district comparison rate by 33 percentage points. The charter also matriculated high proportions of its graduates into two and four year college programs exceeding the target of 75% by at least 13 points from 2018-19 through 2020-21

Over the charter term, Brooklyn Ascend, Bushwick Ascend, and Canarsie Ascend outperformed their comparison districts in ELA and mathematics every year. The three charters’ students enrolled in at least their second year posted proficiency rates that surpassed the district performance by at least nine percentage points in ELA and least 15 percentage points in mathematics. Cypress Hills Ascend posted its first credible state exam results in 2021-22 and performed approximately the same as the district in ELA and slightly above the district in mathematics that year. In every year when state assessment scores were available, the charters posted effect sizes in both subjects that exceeded the target of 0.3. This level of achievement indicates the charters performed higher than expected to at least a meaningful degree in comparison to all public schools across the state enrolling similar percentages of economically disadvantaged students.

Given the absence of reliable and credible performance data from the state’s ELA and mathematics assessments for 3<sup>rd</sup> – 8<sup>th</sup> grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The Institute continues to analyze each charter’s internal assessments to evaluate the charter’s academic attainment in lieu of reliable state exam data in 2020-21 and to contextualize the baseline state exam data from 2021-22. During the 2020-21 and 2021-22 school years, the four charters under renewal review also demonstrated academic success against key academic Accountability Plan goals using the network’s internally developed benchmark exams modeled off the New York State exams. As they had in the past, the charters used these benchmark exam scores to project students’ success on the ELA and mathematics exams. Notably in 2020-21, 50% percent of students enrolled for at least their second year met the proficiency target in ELA and 59% of students did so in mathematics. Notably, students with disabilities made greater median growth in both ELA and mathematics than their general education peers from 2018-19 to 2020-21.

## COMPLIANCE REPORTING



### HAS THE EDUCATION CORPORATION SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*Each charter under renewal consideration substantially complied with applicable laws, rules and regulations, and provisions of the charter. During the current charter term, the education corporation and each charter up for renewal demonstrated a clear record of compliance with the terms of each charter including the timely submission of required reporting to the Institute.*

#### ASCEND CHARTER SCHOOLS

##### **Annual Reports**

The education corporation submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time. While the education corporation has posted elements of the annual reports on its website, it has not posted the most recent annual audit portions of the annual reports in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.

##### **Teacher Certification**

The Act allows charters to hire up to 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

The education corporation partners with the New York City Charter Center to assist in designing individual pathways to certification. The network provides all full time staff members a stipend for continuing education, college credit, additional certification, or external professional development.

At the time of the visit, Brooklyn Ascend employed 81 uncertified teachers, including 66 teachers over the allowable limit. Forty-eight of the 81 uncertified teachers met appropriate qualifications under the Act.

Bushwick Ascend employed 44 uncertified teachers, including 29 teachers over the allowable limit. Twenty-nine of the 44 uncertified teachers met appropriate qualifications under the Act.

Canarsie Ascend employed 46 uncertified teachers, including 31 teachers over the allowable limit. Three of the 46 uncertified teachers met appropriate qualifications under the Act.

Cypress Hills Ascend employed 24 uncertified teachers, including nine teachers over the allowable limit. Fifteen of the 24 uncertified teachers met appropriate qualifications under the Act.

## COMMUNITY SATISFACTION

To report on parent satisfaction with the school’s program, the Institute used satisfaction survey data and data regarding persistence in enrollment.

### PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	COMMUNICATION	ACADEMICS	SCHOOL CULTURE
66%	83%	79%	82%	81%

#### Parent Survey Data

The Institute compiled family survey result data from Ascend Schools’ annual family survey. The network began administering a survey during the 2020-21 school year to better capture feedback from families across all charters. In 2021-22, 66% of families across the four charters under renewal review responded. Of the families who responded, 83% expressed satisfaction with the charters’ program. Ascend Schools utilizes multiple methods to collect feedback from families including focus groups.

#### Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The New York City Department of Education held its required hearing on Brooklyn Ascend’s, Bushwick Ascend’s, Canarsie Ascend’s, and Cypress Hill Ascend’s renewal applications on November 7, 2022 by joint videoconference.

For Brooklyn Ascend, the principal spoke of the network’s deep roots in the community and long history of driving student achievement. The principal spoke of Brooklyn Ascend’s status as the flagship charter of Ascend Learning and how it provides inquiry based curriculum blending teacher lead instruction, cognitively guided instruction, and college seminar discussion. The principal went on to explain how the charters continue to improve programming by piloting several programs across the network of schools. The principal also highlighted the charter’s commitment to at-risk populations. No one spoke in opposition to the application.

For Bushwick Ascend, the principal spoke of Bushwick Ascend’s programming for multilingual learners that provides a love of learning within the community. The principal cited the charter consistently outperforms the district. The principal outlined three goals for the current school year including building a love of learning, prioritizing staff retention, and building strong family and community partnerships. A parent spoke about how the charter builds a strong partnership with families, how the charter caters to a

## COMMUNITY SATISFACTION

deep love of learning, and how the arts are integrated throughout the program. The parent also spoke of the strategies the program uses to empower ELL families. No one spoke in opposition to the application.

For Canarsie Ascend, the principal discussed the diversity in the community and how it is reflected in the charter's students and staff members. The principal spoke of his priorities of data driven instruction, a responsive classroom approach, family and community engagement, and the mindset that every adult in the building is a role model. A parent spoke of her son's learning difficulties and how the charter worked with her and her son and never underestimated his abilities. Another parent spoke of the respect the staff members have for families and how the curriculum has allowed her daughter to be a leader. In addition, the parent spoke of the sense of belonging as the charter makes efforts to include their heritage within program. No one spoke in opposition to the application.

For Cypress Hills Ascend, the principal spoke of the charter's commitment to its extremely diverse neighborhood. The principal shared the charter's priorities to create a sense of pride in kids every day, increase family engagement, data analysis, responsive classroom, and fundraising to expand the library so students have access to a variety of reading options that reflect the student population. A parent spoke of strong partnerships and how the charter is always open to feedback as well as the reading program that allows students to take multiple books home each week. No one spoke in opposition to the application.

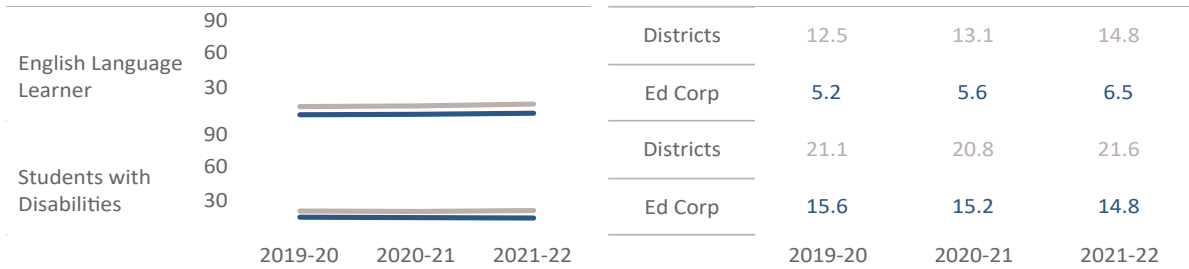
**Persistence in Enrollment** An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 79% of Ascend Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the New York City Department of Education ("NYCDOE") or NYSED is available to the Institute to provide either district or statewide context.*

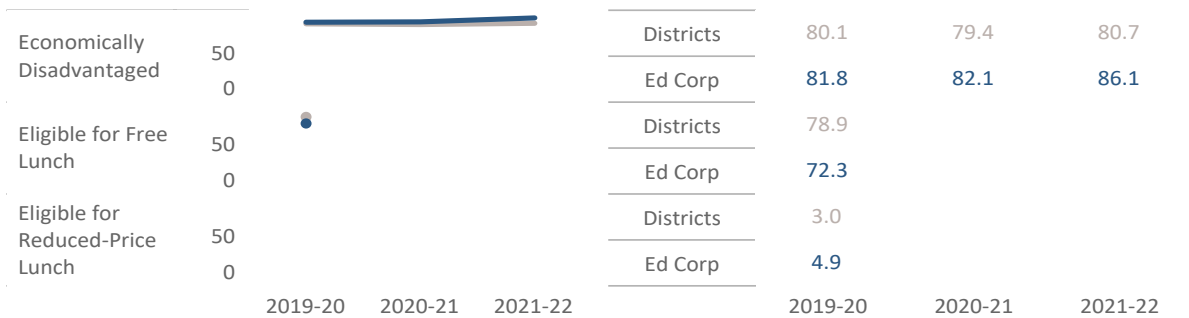
# STUDENT DEMOGRAPHICS

## Ascend Charter Schools Aggregate Education Corporation Enrollment and Persistence

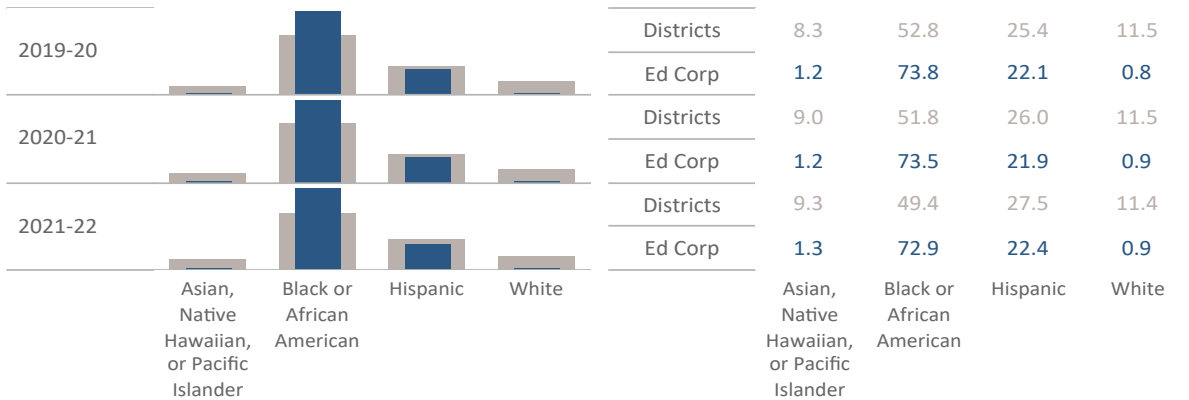
### Aggregate Education Corporation Demographics: Special Populations



### Aggregate Education Corporation Demographics: Free/Reduced Lunch



### Aggregate Education Corporation Demographics: Race/Ethnicity



### Aggregate Education Corporation Persistence in Enrollment

2019-20	82.7
2020-21	88.6
2021-22	78.9

## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each school's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Brooklyn Ascend, Bushwick Ascend, Canarsie Ascend, and Cypress Hills Ascend make good faith efforts to meet the enrollment and retention targets. The charters, with support from the network, conduct the following recruitment efforts:

- Conducting focus groups with families and students to understand perspectives on Ascend Schools and amplifying the strengths noted by families to the broader community;
- Using several social media tools to keep families informed and engaged;
- Utilizing a variety of digital, audio, print, and mailing advertisements to promote Ascend Schools;
- Advertising on buses, in newspapers, through direct mailing, and at local community events;
- Creating and circulating marketing materials in three languages that are dominant among speakers of languages other than English in the communities Ascend Schools serves, which include Spanish, Haitian Creole, and Bengali;
- Providing community outreach associates who speak Spanish and Haitian Creole to assist parents with the application process; and,
- Maintaining contact with local early childhood education centers, after school programs, family medical centers, shelters, and community centers to connect with families of economically disadvantaged students.

## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*Ascend Schools is fiscally sound as are its charters, Brooklyn Ascend, Bushwick Ascend, Canarsie Ascend, and Cypress Hills Ascend based on the Institute’s analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>5</sup> The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to Ascend Schools because a charter is not a legally distinct fiscal entity.*



Ascend Schools contracts with Ascend Learning, which supports the charters in the areas of curriculum, student evaluation, recruiting, training, professional developments, financial management, technology, and real estate under the terms of a management contract that reflects a 13.25% management fee over the charter term.



### DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

***The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:***

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+

5. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

## FISCAL ANALYSIS

The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.

+

Actual expenses are equal to, or less than, actual revenue with no material exceptions.

+

### DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual ("FPPM"), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis.	APRIL 2021

### DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about the charter, have been filed in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+

## FISCAL ANALYSIS

Un-audited quarterly reports of income, expenses, and enrollment. **+**

Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students. **+**

Grant expenditure reports. **+**

### DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*The education corporation maintains adequate financial resources for the charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	<b>+</b>
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	<b>+</b>
The education corporation prepares and monitors cash flow projections for each charter.	<b>+</b>
If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.	<b>N/A</b>
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.	<b>N/A</b>
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter's operating budget for the upcoming year.	<b>+</b>
The education corporation is in compliance with all loan covenants related to each charter.	<b>+</b>

## FISCAL ANALYSIS

The education corporation has reported both operating surpluses and deficits during the current charter term. All losses were offset by a \$13.5 million surplus in the year end June 30, 2021, which improved net assets to \$8.5 million. The education corporation benefits from a combined balance sheet, which is a combination of individual charters assets and liabilities. In order to track the operations of any individual school within a multi-school education corporation, the Institute tracks each individual charter's revenues and expenses in order to report operating surpluses or deficits. The combined education corporation fiscal dashboard as shown reflects fiscally adequate with 1.3 months of cash on hand to pay liabilities due shortly. Ascend Schools has funded and maintained the required amount in a separate escrow account in case of dissolution of any of the charters. The Institute is reviewing the 2022 annual audits and anticipates continued progress toward stronger fiscal health.

## FISCAL ANALYSIS

### BROOKLYN ASCEND CHARTER SCHOOL

NOTE: Effective 2016-17, the charter merged finances with the education corporation, "Ascend Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other  
Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporally Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

Opened 2016-17

	MERGED 2016 17	MERGED 2017 18	MERGED 2018 19	MERGED 2019 20	MERGED 2020 21
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
<b>Net Assets</b>					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
<b>Operating Revenue</b>					
Resident Student Enrollment	18,229,682	20,671,479	23,863,948	25,790,223	26,297,517
Students with Disabilities	1,949,059	2,601,278	2,913,780	2,813,322	3,226,733
<b>Grants and Contracts</b>					
State and local	99,169	102,147	124,337	128,165	126,575
Federal - Title and IDEA	286,098	892,513	731,716	816,368	853,316
Federal - Other	906,236	89,308	179,476	279,663	794,119
Other	-	-	454,459	-	169,901
NYC DoE Rental Assistance	603,596	1,511,462	2,102,382	2,429,855	2,632,999
Food Service/Child Nutrition Program	-	363,024	394,883	207,835	15,500
<b>Total Operating Revenue</b>	<b>22,073,840</b>	<b>26,231,211</b>	<b>30,764,981</b>	<b>32,465,431</b>	<b>34,116,660</b>
<b>Expenses</b>					
Regular Education	13,403,841	16,007,599	18,817,060	22,948,848	19,418,009
SPED	5,511,522	5,579,261	5,815,555	5,920,703	4,431,391
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>18,915,363</b>	<b>21,586,860</b>	<b>24,632,615</b>	<b>28,869,551</b>	<b>23,849,400</b>
Management and General	3,583,603	4,260,340	5,563,245	3,631,438	5,335,418
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>22,498,966</b>	<b>25,847,200</b>	<b>30,195,860</b>	<b>32,500,990</b>	<b>29,184,818</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(425,126)</b>	<b>384,011</b>	<b>569,121</b>	<b>(35,559)</b>	<b>4,931,842</b>
<b>Support and Other Revenue</b>					
Contributions	118,171	49,553	1,197	1,235	344,441
Fundraising	6,042	-	(412)	-	-
Miscellaneous Income	122,666	152,143	156,687	148,452	140,047
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>246,879</b>	<b>201,696</b>	<b>157,472</b>	<b>149,687</b>	<b>484,488</b>
Total Unrestricted Revenue	22,320,719	26,432,907	30,922,453	32,615,118	34,601,148
Total Temporally Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>22,320,719</b>	<b>26,432,907</b>	<b>30,922,453</b>	<b>32,615,118</b>	<b>34,601,148</b>
<b>Change in Net Assets</b>	<b>(178,247)</b>	<b>585,707</b>	<b>726,593</b>	<b>114,128</b>	<b>5,416,330</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>(3,692,079)</b>	<b>(3,870,326)</b>	<b>(3,284,619)</b>	<b>(2,558,026)</b>	<b>(2,444,125)</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>(3,870,326)</b>	<b>(3,284,619)</b>	<b>(2,558,026)</b>	<b>(2,443,898)</b>	<b>2,972,205</b>

# FISCAL ANALYSIS

## BROOKLYN ASCEND CHARTER SCHOOL

NOTE: Effective 2016-17, the charter merged finances with the education corporation, "Ascend Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	2,815,675	3,029,242	3,694,177	4,154,140	2,964,045
Instructional Personnel	7,869,946	8,986,636	11,135,050	11,742,899	10,478,880
Non-Instructional Personnel	200,994	214,093	346,723	432,628	233,951
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>10,886,615</b>	<b>12,229,971</b>	<b>15,175,950</b>	<b>16,329,667</b>	<b>13,676,876</b>
Fringe Benefits & Payroll Taxes	1,964,373	2,464,068	2,854,254	1,354,279	1,935,883
Retirement	-	81,751	118,927	2,005,058	1,005,180
Management Company Fees	2,338,313	2,807,691	3,398,031	4,092,478	4,283,121
Building and Land Rent / Lease / Facility Financing	3,882,449	3,732,387	3,841,644	4,429,328	4,233,778
Staff Development	114,860	191,286	253,994	161,522	69,631
Professional Fees, Consultant & Purchased Services	513,200	710,507	919,152	849,746	765,848
Marketing / Recruitment	68,145	145,959	84,198	69,936	25,714
Student Supplies, Materials & Services	440,741	660,685	834,598	688,244	498,698
Depreciation	449,971	524,330	533,351	584,523	871,815
Other	1,840,297	2,298,565	2,181,760	1,936,207	1,818,274
<b>Total Expenses</b>	<b>22,498,964</b>	<b>25,847,200</b>	<b>30,195,859</b>	<b>32,500,990</b>	<b>29,184,818</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	1,269	1,381	1,502	1,562	1,539
Final Chartered Enrollment (includes any revisions)	1,204	1,376	1,502	1,562	1,539
Actual Enrollment - <b>GRAPH 4</b>	1,258	1,389	1,514	1,578	1,623
Chartered Grades	K-10	K-11	K-12	K-12	K-12
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
	-	14,027	14,527	15,307	16,150
Increase over prior year	0.0%	100.0%	3.4%	5.1%	5.2%

#### PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	17,547	18,885	20,320	20,574	21,021
Other Revenue and Support	196	145	104	95	299
<b>TOTAL - GRAPH 3</b>	<b>17,743</b>	<b>19,030</b>	<b>20,424</b>	<b>20,669</b>	<b>21,319</b>
Expenses	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	15,036	15,541	16,270	18,295	14,695
Management and General, Fundraising	2,849	3,067	3,675	2,301	3,287
<b>TOTAL - GRAPH 3</b>	<b>17,885</b>	<b>18,608</b>	<b>19,944</b>	<b>20,596</b>	<b>17,982</b>
% of Program Services	84.1%	83.5%	81.6%	88.8%	81.7%
% of Management and Other	15.9%	16.5%	18.4%	11.2%	18.3%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>-0.8%</b>	<b>2.3%</b>	<b>2.4%</b>	<b>0.4%</b>	<b>18.6%</b>
<b>% of Revenue Expended on Facilities</b>	<b>17.6%</b>	<b>14.2%</b>	<b>12.5%</b>	<b>13.6%</b>	<b>12.4%</b>

#### Student to Faculty Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
	10.8	10.1	10.0	10.2	11.5

#### Faculty to Admin Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
	3.8	4.4	3.9	3.9	6.4

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital	2016 17	2017 18	2018 19	2019 20	2020 21
	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### BUSHWICK ASCEND CHARTER SCHOOL

NOTE: Effective 2016-17, the charter merged finances with the education corporation, "Ascend Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - GRAPH 1  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other  
Total Program Services  
Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporally Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

	Opened 2016-17				
	MERGED	MERGED	MERGED	MERGED	MERGED
	2016 17	2017 18	2018 19	2019 20	2020 21
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
<b>Net Assets</b>					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	11,665,906	12,844,483	13,510,296	14,699,116	14,290,540
Students with Disabilities	1,323,246	1,613,428	1,607,486	1,727,357	1,790,428
<b>Grants and Contracts</b>					
State and local	47,472	74,523	70,529	72,170	45,705
Federal - Title and IDEA	221,960	627,384	497,943	521,514	647,959
Federal - Other	608,222	66,988	125,415	220,783	459,906
Other	-	-	158,682	-	-
NYC DoE Rental Assistance	744,551	1,118,918	1,210,464	1,220,295	1,225,517
Food Service/Child Nutrition Program	-	170,277	172,484	94,661	7,950
<b>Total Operating Revenue</b>	<b>14,611,357</b>	<b>16,516,001</b>	<b>17,353,299</b>	<b>18,555,895</b>	<b>18,468,005</b>
<b>Expenses</b>					
Regular Education	9,292,010	9,631,959	10,898,161	12,184,459	11,106,610
SPED	2,842,611	4,418,654	3,505,336	3,232,581	2,501,775
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>12,134,621</b>	<b>14,050,613</b>	<b>14,403,497</b>	<b>15,417,040</b>	<b>13,608,385</b>
Management and General	2,546,132	3,027,695	3,344,665	2,644,458	2,851,408
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>14,680,753</b>	<b>17,078,308</b>	<b>17,748,162</b>	<b>18,061,498</b>	<b>16,459,793</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(69,396)</b>	<b>(562,307)</b>	<b>(394,863)</b>	<b>494,397</b>	<b>2,008,212</b>
<b>Support and Other Revenue</b>					
Contributions	8,000	-	-	-	188,260
Fundraising	13,174	-	6,531	3,310	-
Miscellaneous Income	51,141	262,749	1,712	89,375	2,835
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>72,315</b>	<b>262,749</b>	<b>8,243</b>	<b>92,685</b>	<b>191,095</b>
Total Unrestricted Revenue	14,683,672	16,778,750	17,361,542	18,648,580	18,659,100
Total Temporally Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>14,683,672</b>	<b>16,778,750</b>	<b>17,361,542</b>	<b>18,648,580</b>	<b>18,659,100</b>
<b>Change in Net Assets</b>	<b>2,919</b>	<b>(299,558)</b>	<b>(386,620)</b>	<b>587,082</b>	<b>2,199,307</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>1,214,517</b>	<b>1,217,438</b>	<b>917,880</b>	<b>531,260</b>	<b>1,118,342</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>1,217,436</b>	<b>917,880</b>	<b>531,260</b>	<b>1,118,342</b>	<b>3,317,649</b>

# FISCAL ANALYSIS

## BUSHWICK ASCEND CHARTER SCHOOL

NOTE: Effective 2016-17, the charter merged finances with the education corporation, "Ascend Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	1,869,492	2,271,361	2,280,081	2,190,715	1,502,805
Instructional Personnel	4,864,009	5,649,286	6,216,528	6,932,561	6,545,936
Non-Instructional Personnel	83,043	114,802	149,645	99,673	87,903
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>6,816,544</b>	<b>8,035,449</b>	<b>8,646,254</b>	<b>9,222,949</b>	<b>8,136,644</b>
Fringe Benefits & Payroll Taxes	1,208,012	1,731,331	1,759,303	759,169	1,145,553
Retirement	-	44,410	50,816	1,225,965	590,133
Management Company Fees	1,754,111	1,996,726	2,003,386	2,329,397	2,310,027
Building and Land Rent / Lease / Facility Financing	2,008,108	3,191,555	3,297,088	2,844,339	2,982,229
Staff Development	81,989	147,485	127,999	116,955	33,828
Professional Fees, Consultant & Purchased Services	480,118	225,105	186,039	201,270	85,172
Marketing / Recruitment	67,745	73,873	85,332	37,845	13,215
Student Supplies, Materials & Services	278,597	395,475	342,456	275,090	167,752
Depreciation	827,173	229,958	261,577	285,929	327,023
Other	1,158,355	1,006,941	987,912	762,590	668,217
<b>Total Expenses</b>	<b>14,680,752</b>	<b>17,078,308</b>	<b>17,748,162</b>	<b>18,061,498</b>	<b>16,459,793</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	860	968	897	897	971
Final Chartered Enrollment (includes any revisions)	821	889	897	897	897
Actual Enrollment - <b>GRAPH 4</b>	808	864	856	899	885
Chartered Grades	K-7	K-8	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	0.0%	100.0%	3.4%	5.1%	5.2%

#### PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	18,083	19,116	20,273	20,641	20,868
Other Revenue and Support	89	304	10	103	216
<b>TOTAL - GRAPH 3</b>	<b>18,173</b>	<b>19,420</b>	<b>20,282</b>	<b>20,744</b>	<b>21,084</b>
Expenses					
Program Services	15,018	16,262	16,827	17,149	15,377
Management and General, Fundraising	3,151	3,504	3,907	2,942	3,222
<b>TOTAL - GRAPH 3</b>	<b>18,169</b>	<b>19,767</b>	<b>20,734</b>	<b>20,091</b>	<b>18,599</b>
% of Program Services	82.7%	82.3%	81.2%	85.4%	82.7%
% of Management and Other	17.3%	17.7%	18.8%	14.6%	17.3%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>0.0%</b>	<b>-1.8%</b>	<b>-2.2%</b>	<b>3.3%</b>	<b>13.4%</b>
<b>% of Revenue Expended on Facilities</b>	<b>13.7%</b>	<b>19.3%</b>	<b>19.0%</b>	<b>15.3%</b>	<b>16.1%</b>

#### Student to Faculty Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
10.6	10.2	9.5	9.4	9.6

#### Faculty to Admin Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
3.3	3.1	3.5	4.6	7.7

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital	2016 17	2017 18	2018 19	2019 20	2020 21
0	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### CANARSIE ASCEND CHARTER SCHOOL

NOTE: Effective 2016-17, the charter merged finances with the education corporation, "Ascend Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other  
**Total Program Services**  
Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporally Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

Opened 2013-14

	MERGED 2016 17	MERGED 2017 18	MERGED 2018 19	MERGED 2019 20	MERGED 2020 21
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
<b>Net Assets</b>					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
<b>Operating Revenue</b>					
Resident Student Enrollment	7,976,110	10,078,473	13,488,576	15,457,537	17,897,981
Students with Disabilities	705,341	1,066,655	1,059,322	918,015	1,173,591
<b>Grants and Contracts</b>					
State and local	44,509	45,561	72,825	81,797	70,564
Federal - Title and IDEA	102,490	366,635	340,377	444,333	421,622
Federal - Other	545,689	49,180	92,611	341,410	910,138
Other	-	-	326,102	-	-
NYC DoE Rental Assistance	890,001	1,456,750	2,131,544	2,655,837	2,691,212
Food Service/Child Nutrition Program	-	373,826	564,166	406,656	27,573
<b>Total Operating Revenue</b>	<b>10,264,140</b>	<b>13,437,080</b>	<b>18,075,523</b>	<b>20,305,585</b>	<b>23,192,681</b>
<b>Expenses</b>					
Regular Education	6,747,372	10,041,098	11,954,371	12,761,043	12,300,475
SPED	1,800,988	2,190,853	2,584,900	4,069,541	2,599,148
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>8,548,360</b>	<b>12,231,951</b>	<b>14,539,271</b>	<b>16,830,584</b>	<b>14,899,623</b>
Management and General	1,716,317	2,503,489	3,109,957	3,114,587	3,742,628
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>10,264,677</b>	<b>14,735,440</b>	<b>17,649,228</b>	<b>19,945,171</b>	<b>18,642,251</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(537)</b>	<b>(1,298,360)</b>	<b>426,295</b>	<b>360,414</b>	<b>4,550,430</b>
<b>Support and Other Revenue</b>					
Contributions	13,223	600	-	-	220,421
Fundraising	425	-	-	-	-
Miscellaneous Income	3,575	42,105	1,522	203,725	3,210
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>17,223</b>	<b>42,705</b>	<b>1,522</b>	<b>203,725</b>	<b>223,631</b>
Total Unrestricted Revenue	10,281,363	13,479,785	18,077,045	20,509,309	23,416,312
Total Temporally Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>10,281,363</b>	<b>13,479,785</b>	<b>18,077,045</b>	<b>20,509,309</b>	<b>23,416,312</b>
<b>Change in Net Assets</b>	<b>16,686</b>	<b>(1,255,655)</b>	<b>427,817</b>	<b>564,139</b>	<b>4,774,061</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>(628,258)</b>	<b>(611,572)</b>	<b>(1,867,227)</b>	<b>(1,439,410)</b>	<b>(875,272)</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>(611,572)</b>	<b>(1,867,227)</b>	<b>(1,439,410)</b>	<b>(875,271)</b>	<b>3,898,789</b>

# FISCAL ANALYSIS

## CANARSIE ASCEND CHARTER SCHOOL

NOTE: Effective 2016-17, the charter merged finances with the education corporation, "Ascend Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	1,027,255	1,455,223	1,701,677	2,063,641	1,389,830
Instructional Personnel	3,133,430	3,858,468	5,392,389	6,406,510	5,994,196
Non-Instructional Personnel	58,627	60,618	100,610	177,011	183,345
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>4,219,312</b>	<b>5,374,309</b>	<b>7,194,676</b>	<b>8,647,162</b>	<b>7,567,371</b>
Fringe Benefits & Payroll Taxes	768,732	1,080,549	1,384,610	725,769	1,031,041
Retirement	-	23,573	54,323	1,076,703	531,143
Management Company Fees	1,403,150	1,738,157	2,288,592	2,507,046	2,891,457
Building and Land Rent / Lease / Facility Financing	1,856,493	3,647,257	3,704,139	4,372,832	4,653,335
Staff Development	127,597	172,628	220,636	245,669	48,480
Professional Fees, Consultant & Purchased Services	253,173	807,042	472,968	438,004	400,712
Marketing / Recruitment	32,720	46,191	92,314	37,808	12,501
Student Supplies, Materials & Services	303,467	341,283	493,425	375,642	169,166
Depreciation	263,123	210,067	240,736	287,352	451,057
Other	1,036,910	1,294,385	1,502,809	1,231,183	885,988
<b>Total Expenses</b>	<b>10,264,677</b>	<b>14,735,441</b>	<b>17,649,228</b>	<b>19,945,171</b>	<b>18,642,251</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	548	660	776	884	992
Final Chartered Enrollment (includes any revisions)	504	616	776	884	992
Actual Enrollment - <b>GRAPH 4</b>	551	678	853	946	1,106
Chartered Grades	K-4	K-5	K-6	K-7	K-7
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### #REF!

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	0.0%	100.0%	3.4%	5.1%	5.2%

#### PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	18,628	19,819	21,191	21,465	20,970
Other Revenue and Support	31	63	2	215	202
<b>TOTAL - GRAPH 3</b>	<b>18,659</b>	<b>19,882</b>	<b>21,192</b>	<b>21,680</b>	<b>21,172</b>
Expenses	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	15,514	18,041	17,045	17,791	13,472
Management and General, Fundraising	3,115	3,692	3,646	3,292	3,384
<b>TOTAL - GRAPH 3</b>	<b>18,629</b>	<b>21,734</b>	<b>20,691</b>	<b>21,084</b>	<b>16,856</b>
% of Program Services	83.3%	83.0%	82.4%	84.4%	79.9%
% of Management and Other	16.7%	17.0%	17.6%	15.6%	20.1%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>0.2%</b>	<b>-8.5%</b>	<b>2.4%</b>	<b>2.8%</b>	<b>25.6%</b>
<b>% of Revenue Expended on Facilities</b>	<b>18.1%</b>	<b>27.1%</b>	<b>20.5%</b>	<b>21.5%</b>	<b>20.1%</b>

#### Student to Faculty Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
11.7	12.3	11.2	11.0	12.3

#### Faculty to Admin Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
3.6	3.4	4.5	3.9	6.9

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital	2016 17	2017 18	2018 19	2019 20	2020 21
0	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### CYPRESS HILLS ASCEND CHARTER SCHOOL

NOTE: Effective 2018-19, the charter merged finances with the education corporation, "Ascend Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - **GRAPH 1**  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other  
Total Program Services  
Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporally Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

##### Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

##### Net Assets - End of Year - GRAPH 2

			MERGED	MERGED	Opened 2018-19 MERGED
	2016 17	2017 18	2018 19	2019 20	2020 21
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-
<b>Net Assets</b>					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	-	-	1,936,764	3,511,106	4,520,422
Students with Disabilities	-	-	203,805	395,777	530,781
<b>Grants and Contracts</b>					
State and local	-	-	13,151	19,587	15,221
Federal - Title and IDEA	-	-	84,917	126,311	132,406
Federal - Other	-	-	28,754	137,100	331,082
Other	-	-	318,703	-	-
NYC DoE Rental Assistance	-	-	570,375	1,034,148	1,178,072
Food Service/Child Nutrition Program	-	-	86,111	108,335	20,966
<b>Total Operating Revenue</b>	-	-	3,242,580	5,332,363	6,728,950
<b>Expenses</b>					
Regular Education	-	-	3,070,249	3,608,515	4,793,917
SPED	-	-	617,958	1,381,293	875,585
Other	-	-	-	-	-
<b>Total Program Services</b>	-	-	3,688,207	4,989,808	5,669,502
Management and General	-	-	899,566	845,806	1,171,019
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	4,587,773	5,835,614	6,840,521
<b>Surplus / (Deficit) From School Operations</b>	-	-	(1,345,193)	(503,251)	(111,571)
<b>Support and Other Revenue</b>					
Contributions	-	-	-	-	63,965
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	279	344	929
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	-	279	344	64,894
Total Unrestricted Revenue	-	-	3,242,859	5,332,707	6,793,844
Total Temporally Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	3,242,859	5,332,707	6,793,844
<b>Change in Net Assets</b>	-	-	(1,344,914)	(502,907)	(46,677)
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	-	(1,344,914)	(1,847,821)
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	(1,344,914)	(1,847,821)	(1,894,498)

# FISCAL ANALYSIS

## CYPRESS HILLS ASCEND CHARTER SCHOOL

NOTE: Effective 2018-19, the charter merged finances with the education corporation, "Ascend Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service	-	-	480,027	621,291	609,328
Administrative Staff Personnel	-	-	993,908	1,736,419	2,356,846
Instructional Personnel	-	-	26,170	25,086	34,765
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	<b>1,500,105</b>	<b>2,382,796</b>	<b>3,000,939</b>
Fringe Benefits & Payroll Taxes	-	-	246,146	190,050	462,200
Retirement	-	-	12,182	299,294	138,060
Management Company Fees	-	-	399,706	650,593	828,141
Building and Land Rent / Lease / Facility Financing	-	-	1,780,682	1,740,430	1,848,990
Staff Development	-	-	26,920	24,322	4,178
Professional Fees, Consultant & Purchased Services	-	-	98,603	35,465	36,301
Marketing / Recruitment	-	-	34,143	3,913	7,551
Student Supplies, Materials & Services	-	-	177,900	116,603	74,240
Depreciation	-	-	78,051	114,274	176,147
Other	-	-	233,335	277,874	263,774
<b>Total Expenses</b>	-	-	<b>4,587,773</b>	<b>5,835,614</b>	<b>6,840,521</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	-	-	224	244	448
Final Chartered Enrollment (includes any revisions)	-	-	166	216	297
Actual Enrollment - <b>GRAPH 4</b>	-	-	124	215	279
Chartered Grades	-	Planning Year	K-1	K-2	K-2
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	0.0%	0.0%	0.0%	100.0%	5.2%

#### PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	-	-	26,150	24,802	24,118
Other Revenue and Support	-	-	2	2	233
<b>TOTAL - GRAPH 3</b>	-	-	<b>26,152</b>	<b>24,803</b>	<b>24,351</b>
Expenses	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	-	-	29,744	23,208	20,321
Management and General, Fundraising	-	-	7,255	3,934	4,197
<b>TOTAL - GRAPH 3</b>	-	-	<b>36,998</b>	<b>27,142</b>	<b>24,518</b>
% of Program Services	0.0%	0.0%	80.4%	85.5%	82.9%
% of Management and Other	0.0%	0.0%	19.6%	14.5%	17.1%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	<b>-29.3%</b>	<b>-8.6%</b>	<b>-0.7%</b>
<b>% of Revenue Expended on Facilities</b>	#DIV/0!	#DIV/0!	<b>54.9%</b>	<b>32.6%</b>	<b>27.5%</b>

#### Student to Faculty Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
-	-	9.5	10.2	8.7

#### Faculty to Admin Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
-	-	3.3	3.5	10.7

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

#### Working Capital - GRAPH 7

Net Working Capital	2016 17	2017 18	2018 19	2019 20	2020 21
0	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

#### Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

#### Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
0.0	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

## FISCAL ANALYSIS

### ASCEND CHARTER SCHOOLS (COMBINED)

#### CHARTER INFORMATION

#### BALANCE SHEET

##### Assets

##### Current Assets

Cash and Cash Equivalents - GRAPH 1  
Grants and Contracts Receivable  
Accounts Receivable  
Prepaid Expenses  
Contributions and Other Receivables

##### Total Current Assets - GRAPH 1

Property, Building and Equipment, net  
Other Assets

##### Total Assets - GRAPH 1

##### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses  
Accrued Payroll and Benefits  
Deferred Revenue  
Current Maturities of Long-Term Debt  
Short Term Debt - Bonds, Notes Payable  
Other

##### Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Without Donor Restrictions  
With Donor Restrictions

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Other  
Management and General  
Fundraising

##### Total Expenses - GRAPHS 2, 3 & 4

##### Surplus / (Deficit) From School Operations

##### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporally Restricted Revenue

##### Total Revenue - GRAPHS 2 & 3

##### Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	MERGED 2016 17	MERGED 2017 18	MERGED 2018 19	MERGED 2019 20	MERGED 2020 21
Cash and Cash Equivalents - GRAPH 1	5,696,217	9,309,933	12,535,301	13,336,023	26,040,233
Grants and Contracts Receivable	3,121,856	4,013,967	1,242,978	-	-
Accounts Receivable	-	-	-	2,993,848	3,465,648
Prepaid Expenses	519,892	251,548	262,154	938,908	851,105
Contributions and Other Receivables	-	-	-	-	510,686
<b>Total Current Assets - GRAPH 1</b>	<b>9,337,965</b>	<b>13,575,448</b>	<b>14,040,433</b>	<b>17,268,779</b>	<b>30,867,672</b>
Property, Building and Equipment, net	23,198,550	8,122,089	9,331,930	11,775,583	13,981,838
Other Assets	339,542	548,284	576,504	332,014	332,545
<b>Total Assets - GRAPH 1</b>	<b>32,876,057</b>	<b>22,245,821</b>	<b>23,948,867</b>	<b>29,376,376</b>	<b>45,182,055</b>

Accounts Payable and Accrued Expenses	1,200,165	1,990,824	2,082,487	1,116,986	1,902,515
Accrued Payroll and Benefits	2,252,678	2,629,264	3,256,437	5,116,070	3,899,174
Deferred Revenue	109,840	90,245	93,700	184,742	34,342
Current Maturities of Long-Term Debt	501,773	-	-	120,742	128,508
Short Term Debt - Bonds, Notes Payable	81,250	-	-	1,787,896	1,517,581
Other	1,626,649	2,702,253	676,740	-	191,028
<b>Total Current Liabilities - GRAPH 1</b>	<b>5,772,355</b>	<b>7,412,586</b>	<b>6,109,364</b>	<b>8,326,436</b>	<b>7,673,148</b>
Deferred Rent/Lease Liability	13,129,534	14,799,329	18,290,324	22,997,739	26,030,153
All other L-T debt and notes payable, net current maturities	14,402,081	947,317	947,317	3,119,172	3,021,858
<b>Total Liabilities - GRAPH 1</b>	<b>33,303,970</b>	<b>23,159,232</b>	<b>25,347,005</b>	<b>34,443,347</b>	<b>36,725,159</b>

Without Donor Restrictions	(427,913)	(913,411)	(1,648,337)	(5,066,971)	8,456,896
With Donor Restrictions	-	-	250,199	-	-
<b>Total Net Assets</b>	<b>(427,913)</b>	<b>(913,411)</b>	<b>(1,398,138)</b>	<b>(5,066,971)</b>	<b>8,456,896</b>
<b>Total Liabilities and Net Assets</b>	<b>32,876,057</b>	<b>22,245,821</b>	<b>23,948,867</b>	<b>29,376,376</b>	<b>45,182,055</b>

Resident Student Enrollment	57,478,105	65,029,759	77,585,870	88,629,845	96,388,761
Students with Disabilities	5,779,185	8,046,299	8,995,134	9,603,674	10,943,087

State and local	298,512	335,223	410,557	465,111	362,049
Federal - Title and IDEA	867,713	2,833,841	2,455,856	2,876,485	3,184,492
Federal - Other	3,355,124	277,631	572,055	2,197,511	4,306,574
Other	-	-	1,828,712	-	225,082
NYC DoE Rental Assistance	3,742,361	6,807,861	9,620,147	12,056,551	13,124,973
Food Service/Child Nutrition Program	-	1,573,765	2,007,129	1,452,323	97,175
<b>Total Operating Revenue</b>	<b>71,521,000</b>	<b>84,904,379</b>	<b>103,475,460</b>	<b>117,281,500</b>	<b>128,632,193</b>

Regular Education	44,816,219	52,901,912	64,169,383	81,771,046	76,900,751
SPED	14,237,571	18,292,081	20,165,857	22,897,295	18,256,984
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>59,053,790</b>	<b>71,193,993</b>	<b>84,335,240</b>	<b>104,668,342</b>	<b>95,157,735</b>
Management and General	12,129,337	14,760,654	19,806,649	16,820,500	21,389,766
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>71,183,127</b>	<b>85,954,647</b>	<b>104,141,889</b>	<b>121,488,841</b>	<b>116,547,501</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>337,873</b>	<b>(1,050,268)</b>	<b>(666,429)</b>	<b>(4,207,341)</b>	<b>12,084,692</b>

Contributions	148,838	51,163	3,663	10,595	1,258,500
Fundraising	23,719	-	14,452	5,514	-
Miscellaneous Income	179,838	513,607	163,587	522,527	180,675
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>352,395</b>	<b>564,770</b>	<b>181,702</b>	<b>538,637</b>	<b>1,439,175</b>

Total Unrestricted Revenue	71,873,395	85,469,149	103,657,162	117,820,137	130,071,368
Total Temporally Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>71,873,395</b>	<b>85,469,149</b>	<b>103,657,162</b>	<b>117,820,137</b>	<b>130,071,368</b>

Net Assets - Beginning of Year - GRAPH 2	690,268	(485,498)	(484,727)	(3,668,705)	13,523,867
Prior Year Adjustment(s)	(1,118,181)	(427,913)	(913,411)	(1,398,138)	(5,066,971)
<b>Net Assets - End of Year - GRAPH 2</b>	<b>(427,913)</b>	<b>(913,411)</b>	<b>(1,398,138)</b>	<b>(5,066,843)</b>	<b>8,456,896</b>

# FISCAL ANALYSIS

## ASCEND CHARTER SCHOOLS (COMBINED)

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service					
Administrative Staff Personnel	8,448,425	9,728,340	12,333,437	14,592,704	10,267,346
Instructional Personnel	23,374,054	27,717,943	34,004,507	40,740,326	39,823,197
Non-Instructional Personnel	848,258	873,720	1,166,954	1,311,509	881,136
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>32,670,737</b>	<b>38,320,003</b>	<b>47,504,898</b>	<b>56,644,539</b>	<b>50,971,679</b>
Fringe Benefits & Payroll Taxes	5,939,052	7,894,044	9,285,243	4,447,731	7,326,375
Retirement	-	244,404	364,870	7,102,661	3,632,331
Management Company Fees	8,527,882	10,157,734	12,233,826	14,549,441	16,041,302
Building and Land Rent / Lease / Facility Financing	11,582,039	15,410,219	19,085,111	23,684,568	25,524,215
Staff Development	482,613	773,367	871,402	808,215	239,507
Professional Fees, Consultant & Purchased Services	1,796,763	2,179,939	2,688,672	2,302,394	1,984,467
Marketing / Recruitment	226,599	337,945	380,568	219,057	90,389
Student Supplies, Materials & Services	1,543,520	2,079,030	2,605,574	2,301,709	1,483,056
Depreciation	2,064,964	1,372,122	1,640,163	2,151,464	3,210,863
Other	6,348,956	7,185,841	7,481,561	7,277,061	6,043,317
<b>Total Expenses</b>	<b>71,183,125</b>	<b>85,954,648</b>	<b>104,141,889</b>	<b>121,488,840</b>	<b>116,547,501</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	4,101	4,565	5,433	6,104	7,110
Final Chartered Enrollment (includes any revisions)	3,848	4,322	4,857	5,341	5,733
Actual Enrollment - <b>GRAPH 4</b>	3,976	4,370	4,917	5,426	5,964
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

#### Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	17,988	19,429	21,044	21,615	21,568
Other Revenue and Support	89	129	37	99	241
<b>TOTAL - GRAPH 3</b>	<b>18,077</b>	<b>19,558</b>	<b>21,081</b>	<b>21,714</b>	<b>21,809</b>

##### Expenses

	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	14,853	16,292	17,152	19,290	15,955
Management and General, Fundraising	3,051	3,378	4,028	3,100	3,586
<b>TOTAL - GRAPH 3</b>	<b>17,903</b>	<b>19,669</b>	<b>21,180</b>	<b>22,390</b>	<b>19,542</b>
% of Program Services	83.0%	82.8%	81.0%	86.2%	81.6%
% of Management and Other	17.0%	17.2%	19.0%	13.8%	18.4%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>1.0%</b>	<b>-0.6%</b>	<b>-0.5%</b>	<b>-3.0%</b>	<b>11.6%</b>
<b>% of Revenue Expended on Facilities</b>	<b>16.2%</b>	<b>18.2%</b>	<b>18.4%</b>	<b>20.2%</b>	<b>19.8%</b>

#### Student to Faculty Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Student to Faculty Ratio	11.2	10.6	10.4	10.0	10.8

#### Faculty to Admin Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Faculty to Admin Ratio	3.4	3.8	3.4	3.8	6.6

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Score	0.2	0.0	(0.0)	(0.5)	1.3
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Adequate

#### Working Capital - GRAPH 7

	2016 17	2017 18	2018 19	2019 20	2020 21
Net Working Capital	3,565,610	6,162,862	7,931,069	8,942,343	23,194,524
As % of Unrestricted Revenue	5.0%	7.2%	7.7%	7.6%	17.8%
Working Capital (Current) Ratio Score	1.6	1.8	2.3	2.1	4.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Good	Good	Good	Excellent

#### Quick (Acid Test) Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Score	1.5	1.8	2.3	2.0	3.9
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Good	Good	Good	Excellent

#### Debt to Asset Ratio - GRAPH 7

	2016 17	2017 18	2018 19	2019 20	2020 21
Score	1.0	1.0	1.1	1.2	0.8
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	HIGH	HIGH	HIGH	HIGH	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Poor	Poor	Poor	Poor	Good

#### Months of Cash - GRAPH 8

	2016 17	2017 18	2018 19	2019 20	2020 21
Score	1.0	1.3	1.4	1.3	2.7
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Good	Good	Good	Good

## FUTURE PLANS



### IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH CHARTER DUE FOR RENEWAL, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?

*Ascend Schools is an academic success supported by an effective, viable organization. All four charters and the education corporation are fiscally sound and present sound financial plans. As such, the plans for Brooklyn Ascend, Bushwick Ascend, Canarsie Ascend, and Cypress Hills Ascend for the next charter term are reasonable, feasible, and achievable.*

#### ASCEND CHARTER SCHOOLS

**Plans for the Charter's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for Board Oversight & Governance.** Current board members express interest in continuing to serve Ascend Schools in the next charter term. The board recently added three new trustees to broaden its expertise in human resources, college access, and financial analysis.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the five year financial plan, Ascend Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and charter budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other network contracts, when executed.

#### BROOKLYN ASCEND CHARTER SCHOOL

**Plans for the Educational Program.** Brooklyn Ascend plans to implement the same core elements of its educational program that enabled the charter to meet or come close to meeting its key Accountability Plan goals in the current charter term. Priorities such as instructional management by leaders and intellectual preparation by teachers are likely to enable the charter to meet or come close to meeting its academic goals in the next charter term. If granted, Brooklyn Ascend will continue to serve students in Kindergarten – 12<sup>th</sup> grade in the next charter term.

**Facility Plans.** Brooklyn Ascend will continue to operate its program in three separate privately leased facilities. These facilities provide the necessary amenities to operate the program sufficiently for the foreseeable future.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	1,511	1,407
<b>Grade Span</b>	K-12	K-12
<b>Teaching Staff</b>	127	127
<b>Days of Instruction</b>	180	180

## FUTURE PLANS

### BUSHWICK ASCEND CHARTER SCHOOL

**Plans for the Educational Program.** Bushwick Ascend plans to implement the same core elements of its educational program that enabled the charter to meet or come close to meeting its key Accountability Plan goals in the current charter term. Priorities such as instructional management by leaders and intellectual preparation by teachers are likely to enable the charter to meet or come close to meeting its academic goals in the next charter term. If granted, Bushwick Ascend will continue to serve students in Kindergarten – 8<sup>th</sup> grade in the next charter term.

**Facility Plans.** Bushwick Ascend will continue to operate its program in two separate privately leased facilities. These facilities provide the necessary amenities to operate the program sufficiently for the foreseeable future.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	897	872
<i>Grade Span</i>	K-8	K-8
<i>Teaching Staff</i>	75	75
<i>Days of Instruction</i>	180	180

### CANARSIE ASCEND CHARTER SCHOOL

**Plans for the Educational Program.** Canarsie Ascend plans to implement the same core elements of its educational program that enabled the charter to meet or come close to meeting its key Accountability Plan goals in the current charter term. Priorities such as instructional management by leaders and intellectual preparation by teachers are likely to enable the charter to meet or come close to meeting its academic goals in the next charter term. If granted, Canarsie Ascend will continue to serve students in Kindergarten – 8<sup>th</sup> grade in the next charter term.

**Facility Plans.** Canarsie Ascend will continue to operate its program in two separate privately leased facilities. These facilities provide the necessary amenities to operate the program sufficiently for the foreseeable future.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	992	976
<i>Grade Span</i>	K-8	K-8
<i>Teaching Staff</i>	71	71
<i>Days of Instruction</i>	180	180



## FUTURE PLANS

### CYPRESS HILLS ASCEND CHARTER SCHOOL

**Plans for the Educational Program.** Cypress Hills Ascend plans to implement the same core elements of its educational program that enabled the charter to meet or come close to meeting its key Accountability Plan goals in the current charter term. If granted, Cypress Hills Ascend will grow to serve students in 6<sup>th</sup> grade during the 2023-24 school year and implement the same core middle school program elements found at other Ascend Schools, which have historically resulted in each charter serving middle school grades meeting or coming close to meeting its Accountability Plan goals.

**Facility Plans.** Cypress Hills Ascend will continue to operate its lower school program in privately leased space that it has occupied for the previous five years. The middle school will share space in this facility for 2022-23 school year, before moving to its permanent facility in the 2023-24 school year.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	459	522
<i>Grade Span</i>	K-5	K-6
<i>Teaching Staff</i>	44	50
<i>Days of Instruction</i>	180	180

Ascend Schools

# Ax

APPENDICES

PAGES Ax 1-16

<b>CO<sup>A</sup></b> CHARTER OVERVIEW	<b>BS<sup>B</sup></b> BENCHMARK SUMMARY	<b>EO<sup>C</sup></b> ED CORP OVERVIEW	<b>RI<sup>D</sup></b> REPORT INFORMATION
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## ASCEND CHARTER SCHOOLS BOARD OF TRUSTEES

CHAIR	TRUSTEES
Nadine Sylvester	Janai Jeter
VICE CHAIR	Jackie Wilson II
Stanley Taylor	Gamal Walker
TREASURER	
Shelly Cleary	
SECRETARY	
Emmanuel Fordjour	

## ASCEND LEARNING BOARD OF DIRECTORS

CHAIR	TRUSTEES
Julia Bator	Brooke Daniels
TREASURER	Peter May
Kemi Akinsanya-Rose	Daniel Parra
SECRETARY	
Isabel Geathers, Ph.D.	

## NETWORK LEADERS

CEO
<i>Recy Benjamin Dunn</i>
<i>Lisa Margosian</i>
<i>Steven Wilson</i>



**CHARTER VISIT HISTORY**

SCHOOL YEAR	VISIT TYPE	DATE
2013-14	Canarsie Ascend – First Year Visit	April 24, 2014
2014-15	Central Brooklyn Ascend – First Year Visit	May 28, 2015
2016-17	Brownsville Ascend – Initial Renewal	November 2-4, 2016
2017-18	Brooklyn Ascend – Initial Renewal	November 3, 2017
	Bushwick Ascend – Initial Renewal	November 3, 2017
	Canarsie Ascend – Initial Renewal	November 3, 2017
2018-19	Central Brooklyn Ascend – Initial Renewal	November 1, 2018
	Cypress Hills Ascend – First Year Visit	May 1, 2019
2020-21	East Brooklyn Ascend – School Evaluation	June 3, 2021
	East Flatbush Ascend – School Evaluation	June 3, 2021
	Flatbush Ascend – School Evaluation	June 3, 2021
2021-22	Brownsville Ascend – Renewal Review	September 15, 2021
2022-23	Brooklyn Ascend – Renewal Review	September 26, 2022
	Bushwick Ascend – Renewal Review	September 26, 2022
	Canarsie Ascend – Renewal Review	September 26, 2022
	Cypress Hills Ascend – Renewal Review	September 26, 2022

**CONDUCT OF THE RENEWAL REVIEW**

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 26, 2022	Vickie Masséus	School Evaluation Analyst

## BENCHMARK SUMMARY

For high performing SUNY authorized charter schools that implement a common school design across multiple schools, the Institute provides an analysis and description of the schools' academic design structure using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on assessment, curriculum, pedagogy, leadership, at-risk programs, organizational capacity, and board oversight. The following program description analyzes and reports on the charter design that produced the high quality outcomes captured in the body of this renewal report.

### ASSESSMENT

Ascend Schools has an assessment system that improves instructional effectiveness and student learning. The education corporation administers a variety of assessments to measure progress towards mastering standards. Its established system of internal benchmark exams monitor student achievement at three points during the school year and provide both formative and summative achievement data to shape instructional focus from year to year. While Ascend Schools administered NWEA MAP up to the 2020-21 school year, it has since elected to rely on its internal exams as its primary achievement measure. Other assessments include Fountas and Pinnell ("F&P") four times a year to assess students' early literacy skills and inform guided reading groupings and teachings, Unit Tests at the end of each unit to assess students' understanding of content and skills taught, weekly and biweekly quizzes that allow for real time coaching and provide additional data for instruction, and the Emergent Literacy Skills Assessment in K-1 grades to assess discrete foundational literacy skills three times a year. Leaders use assessment data to identify student strengths and areas of development efficiently and objectively as well as to create goals for growth, promotion, and matriculation. To ensure data-driven instruction, Ascend principals and assistant principals hold weekly data meetings to review student data and identify achievement, growth, and target areas for improvement. These meetings inform assistant principal schedules and priorities for observation and coaching for the week. Ascend teachers also analyze assessment results from internal benchmarks to improve instruction by developing action plans every four weeks. Teachers also engage in ongoing cycles of reviewing, analyzing, and action planning from assessment data that promotes regular instructional adjustments to drive student achievement and mastery of content. Consistent review of student work, achievement data, and trends informs purposeful lesson planning and student feedback. Ascend Schools' disciplined data review routines empower leaders and teachers to support student growth across a range of competencies and to prepare them for the rigor and range of future academic coursework and success.

### CURRICULUM

Ascend Schools has a curricular framework with student performance expectations that provides a fixed, underlying structure aligned to state standards and across grades. The curriculum supports teachers in instructional planning and includes significant opportunities to develop student mastery of standards in all subject areas. For ELA, elementary and middle school program teachers use a balanced literacy approach, which includes FUNdations, interactive read alouds, guided reading, and shared text. Each of these components allow students multiple opportunities to practice their reading skills in different contexts thereby making appropriate progress toward reading proficiency. Ascend Schools' writing curriculum, which is informed by Teachers College Reading and Writing Project, is genre-based and rooted in frequent writing exercises. For

mathematics, the education corporation draws from the EngageNY curriculum and a variety of Common Core aligned resources. To target concepts to students' instructional level, Ascend Schools uses the TEACH Culturally Responsive Mathematics ("CRMT") framework across the Kindergarten – 8<sup>th</sup> grade curriculum and a guided mathematics component for all middle school program grades. Teachers and the network curriculum team work together continually to monitor the effectiveness of the academic program.

With the addition of a director of high school STEM and a director of high school humanities to the Curriculum and Instruction Team ("CIT"), Ascend Schools continues to improve and develop the education corporation's instructional vision as well as its Common Core and Next Generation Science Standards-aligned curriculum to support teachers in their instructional planning and delivery. Both high school CIT members work closely with the high school principal and assistant principals to support the implementation of the curriculum and pedagogical practices. The directors of STEM and humanities also collaborate with the other members of the CIT to support K-8 curriculum and instruction at Ascend Schools. Across the lower and middle school levels, the CIT has implemented the Launch, Explore, Discuss (LED) model in mathematics, creating an inquiry-based curriculum and lesson structure for mathematics classes. The reading curriculum has a greater focus on discussion and has shifted from exclusively emphasizing an understanding of a passage's content to one more concerned with mastery of transferable skills. Lower school pacing incorporated more opportunities for teachers to provide targeted, data-driven support to close learning gaps, including flex days and response to data periods. The mathematics curriculum incorporated a "Unit 0" which focused on building a culture of learning to prepare students to approach the challenges of returning to in-person. The CIT also embedded principles of the Culturally Responsive Mathematics Teaching ("CRMT") into lower and middle school math curricula and provides a lesson analysis tool with each unit guide to help teachers apply CRMT principles in their lesson plans and teaching practices. In writing instruction, the curriculum included revisiting genres at different points during the year to develop a deeper understanding of each. The CIT has also built out Ascend School's writing curriculum to emphasize differentiated options for all learners. The science curriculum included additional multi-day objectives, which give teachers flexibility to schedule tasks at a pace that suits their students.

Additionally, Ascend Schools' DEIA commitment included soliciting input and feedback from teachers each year to develop and refine the curriculum and instructional vision of the education corporation. A DEIA focus also impacts curriculum design because of its emphasis on relationships, cultivating independent learners, establishing real-world relevance, using critical lenses, and adopting a social justice orientation in inquiring about the world.

## PEDAGOGY

High quality instruction is evident throughout Ascend Schools. Teachers communicate clear learning objectives while delivering lessons that align to the education corporation's curriculum and build on students' previous skills and knowledge. Teachers utilize effective checks of progress toward mastery and frequently use the data collected to adjust instruction and support student learning. Teachers regularly challenge students with questions and activities that develop depth of understanding and higher order thinking and problem solving skills. Ascend Schools' teachers establish and maintain classroom environments with a sense of urgency for learning and a consistent focus on academic achievement. Classroom culture centers relationship-building

experiences between students and teachers. Teachers uphold clearly communicated and defined behavioral expectations, while ensuring students understand the principles behind these expectations. Classroom procedures follow a gradual release model, offering students more independence over the course of the lesson.

### INSTRUCTIONAL LEADERSHIP

Ascend Schools has systems and structures that enable consistently strong instructional leadership across all charters. Teachers receive intensive and ongoing professional development through pre-service training which includes two weeks for instructional and operations leaders, followed by two weeks of Summer Institute for teachers. Throughout the school year, teachers participate in professional development days and after-school sessions on Fridays, Teacher Planning and Development (“TPD”) sessions, coaching, and ongoing modeling. To support charter leaders with the development of their professional development sessions and agendas, the network’s schools and curriculum teams provide regular professional development to principals and assistant principals during the year to support them in providing professional development sessions and coaching to teachers.

Ascend Schools, with the support of Ascend Learning, has continued to develop pathways and coaching programs for teachers to open opportunities for professional growth into school-based instructional leadership positions such as grade team leader and mentor teacher. Prior to the COVID-19 pandemic, the education corporation’s summer teaching fellowship program fostered accelerated professional growth and fluency with Ascend Schools’ model among new teachers, bolstering our teacher pipeline. While this program was eliminated in April 2020 due to the impacts of the pandemic, Ascend Schools plans to build similar professional development opportunities to continue strengthening its pipeline.

### AT RISK PROGRAM

Ascend Schools meets the educational needs of students with disabilities, English language learners, and students who are struggling academically. The education corporation leverages multi-tiered systems of support (“MTSS”), which it formally referred to as response to intervention (“RTI”), to support students with academic and socio-emotional needs prior to formal evaluation. Students who are struggling academically are considered by the school’s MTSS team. After careful review, the team develops academic interventions tailored to foster and improve students’ success in the general education classroom. For students needing socio-emotional support, clinicians and staff on the MTSS team present qualitative data, results from the Devereux Student Strengths Assessment (“DESSA”), and referrals to develop individualized behavioral plans through weekly and monthly meetings.

If targeted interventions do not address a students’ academic challenges, the MTSS team refers the student to the CSE for an evaluation with the support and approval of the family to determine if an Individualized Education Plans (“IEPs”) is needed to receive the services identified by their IEP teams, including Special Education Teacher Support Services (“SETSS”), Integrated Co-teaching (“ICT”) programming, counseling, occupational therapy, physical therapy, speech and language services, and a 1:1 paraprofessional. ELLs receive intensive English language instruction through Ascend Schools’ Freestanding English as New Language (“ENL”) program to build understanding of spoken and written English.

Ascend Schools provides sufficient training and professional development to all teachers on identifying and supporting students with disabilities and students struggling academically. Teachers receive targeted opportunities that address meeting the needs of ELLs, students with disabilities and students struggling academically, such as trainings on DESSA, STEP assessment analysis, and differentiation.

### ORGANIZATIONAL CAPACITY

The Ascend Schools' organization works effectively to deliver its educational program. The network has clearly defined roles within its organization, which allows network-and charter based instructional leaders to focus on student learning and teacher support. The organizational design has network managing directors of schools managing Ascend Schools' principals. The network provides differentiated coaching and development to assistant principals, the secondary instructional leaders, and school-based assistant principals of operations. Ascend has sufficient resources to support the educational model. The network provides quality school facilities, sufficient materials for students, funding for charter-wide staffing, and staff and student recruitment support from the network office. The network finance team meets monthly with charter directors and directors of operations to review finance reports and develop the charters' annual budgets. The network provides charter leaders autonomy in this process while also providing the appropriate network oversight.

Ascend schools receives support in and supervision of instructional planning and implementation from the network curriculum and instruction team ("CIT") and the network schools team. At the end of 2021-22, CIT merged into the Schools team, bringing the academic expertise of the education corporation into one department. This new and improved schools team offers more holistic, robust, and efficient support to charter leaders across the network by providing them the academic resources necessary to address the needs of students and continuously improve the education corporation's instruction and school model.

In addition to curricular and instructional support, the education corporation provides professional development to all teaching staff at charters. Ascend Schools leaders and teachers participate in two weeks of pre-service training in the form of Summer Institute, as well as weekly sessions and periodic full-day professional development throughout the school year. Ascend Schools has also developed specialized leadership development programs to create robust professional pipelines and pathways. The Ascend principal in residence program trains future school principals by placing residents at Ascend schools for one to two years to be mentored by the school's principal, by a managing director assigned to that charter, and by the network's Managing Director of Leadership Development. Principals in residence also participate in regular, specialized professional development sessions led by Ascend Schools leaders and external experts, covering topics such as fostering a diverse, equitable, inclusive, and anti-racist community, strategic leadership, and effective teaming. The assistant principal of operations in training ("APOT") program provides similar mentorship and training to future school operations leaders. A network director of operations leads participants through an 11-month program that includes weekly coaching opportunities and monthly offsite professional development sessions focused on developing key operational skills.

## BOARD OVERSIGHT AND GOVERNANCE

The Ascend Schools board works effectively to achieve the schools' Accountability Plan goals. The board oversees all charters with committees, systems, and procedures that comply fully with its charter and applicable laws and regulations. The board has a clear understanding of its role as an oversight body with trustees bringing an array of talents and expertise in finance, real estate, youth development, diversity and inclusion, and social work. Board members' oversight ensures the stability and strength of all charters' academics, organization, and finances.

Ascend' Schools' trustees are deeply rooted in the charters' Brooklyn communities. With the recent addition of three new trustees, the board broadened its expertise in human resources, college access, and financial analysis. At each monthly board meeting, charter and network leaders and staff report to the Trustees on academic achievement, student and talent recruitment, and DEIA work. The finance committee also reviews monthly financial statements and budget variances. To further develop the board's oversight capacity, the nominating committee has set the goal to build a pipeline of potential trustees who are lawyers and individuals with academic experience.

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**EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL**

	2008-09	2012-13	2017-18	2022-23
Charter school opening				
Renewal by Original Authorizer			▼	
Initial Renewal - Full-Term			■	
Subsequent Renewal - Full-Term			◆	
Subsequent Renewal Recommendation - Full-Term			◊	
Initial Renewal Recommendation - Full-Term			□	
Brooklyn Ascend Charter School				
Brownsville Ascend Charter School				
Bushwick Ascend Charter School				
Canarsie Ascend Charter School				
Central Brooklyn Ascend Charter School				
Cypress Hills Ascend Charter School				
East Brooklyn Ascend Charter School				
East Flatbush Ascend Charter School				
Flatbush Ascend Charter School				

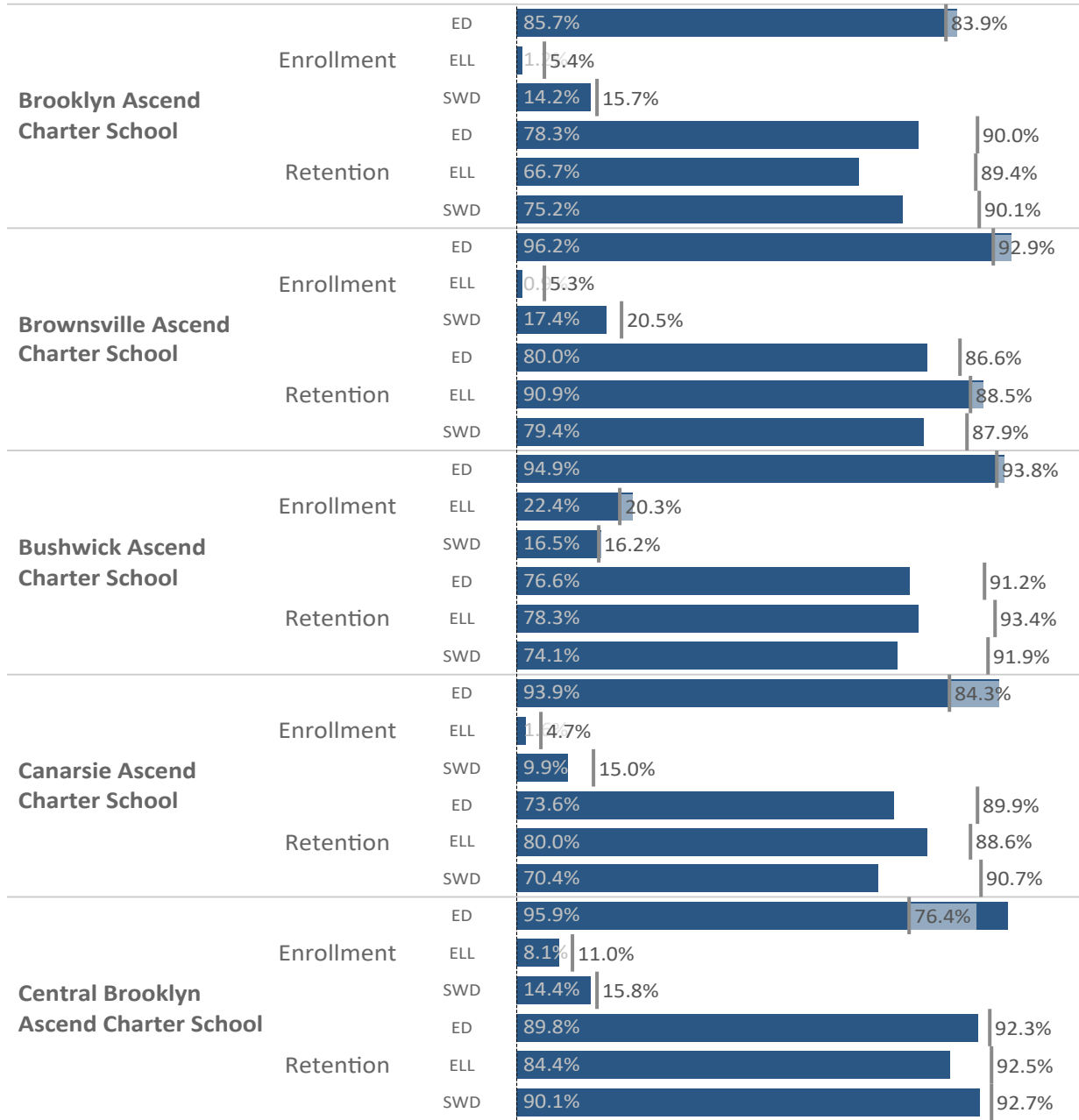


**EDUCATION CORPORATION CHARTER CHARACTERISTICS**

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Brooklyn Ascend Charter School	CSD 18	No	1,511	K-12
Brownsville Ascend Charter School	CSD 23	No	1,020	K-8
Bushwick Ascend Charter School	CSD 32	No	897	K-8
Canarsie Ascend Charter School	CSD 18	No	992	K-8
Central Brooklyn Ascend Charter School	CSD 22	No	747	K-8
Cypress Hills Ascend Charter School	CSD 19	No	459	K-5
East Brooklyn Ascend Charter School	CSD 19	No	162	K-3
East Flatbush Ascend Charter School	CSD 19	No	243	K-4
Flatbush Ascend Charter School	CSD 17	No	324	K-4



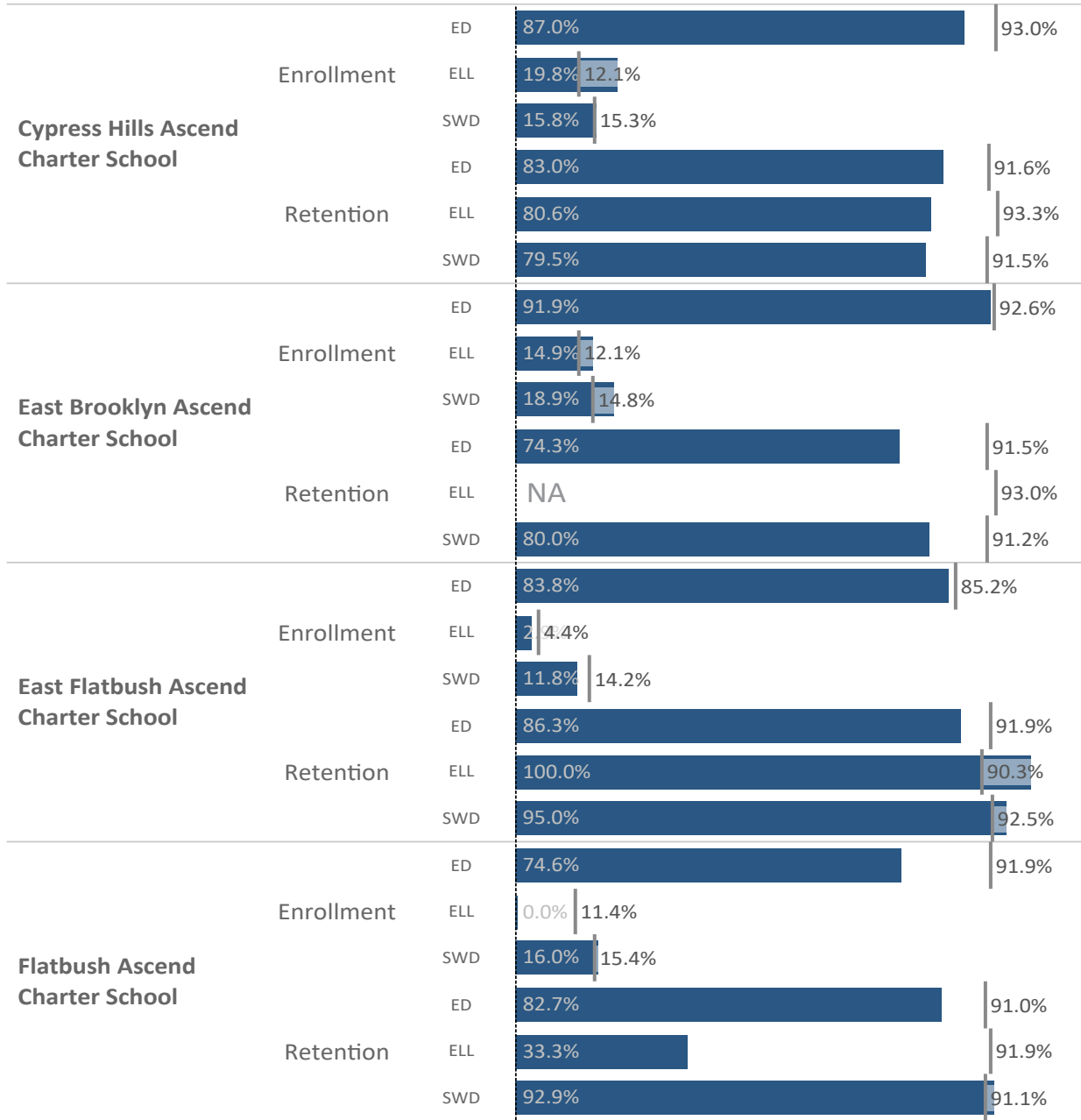
**ENROLLMENT AND RETENTION TARGETS**



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.



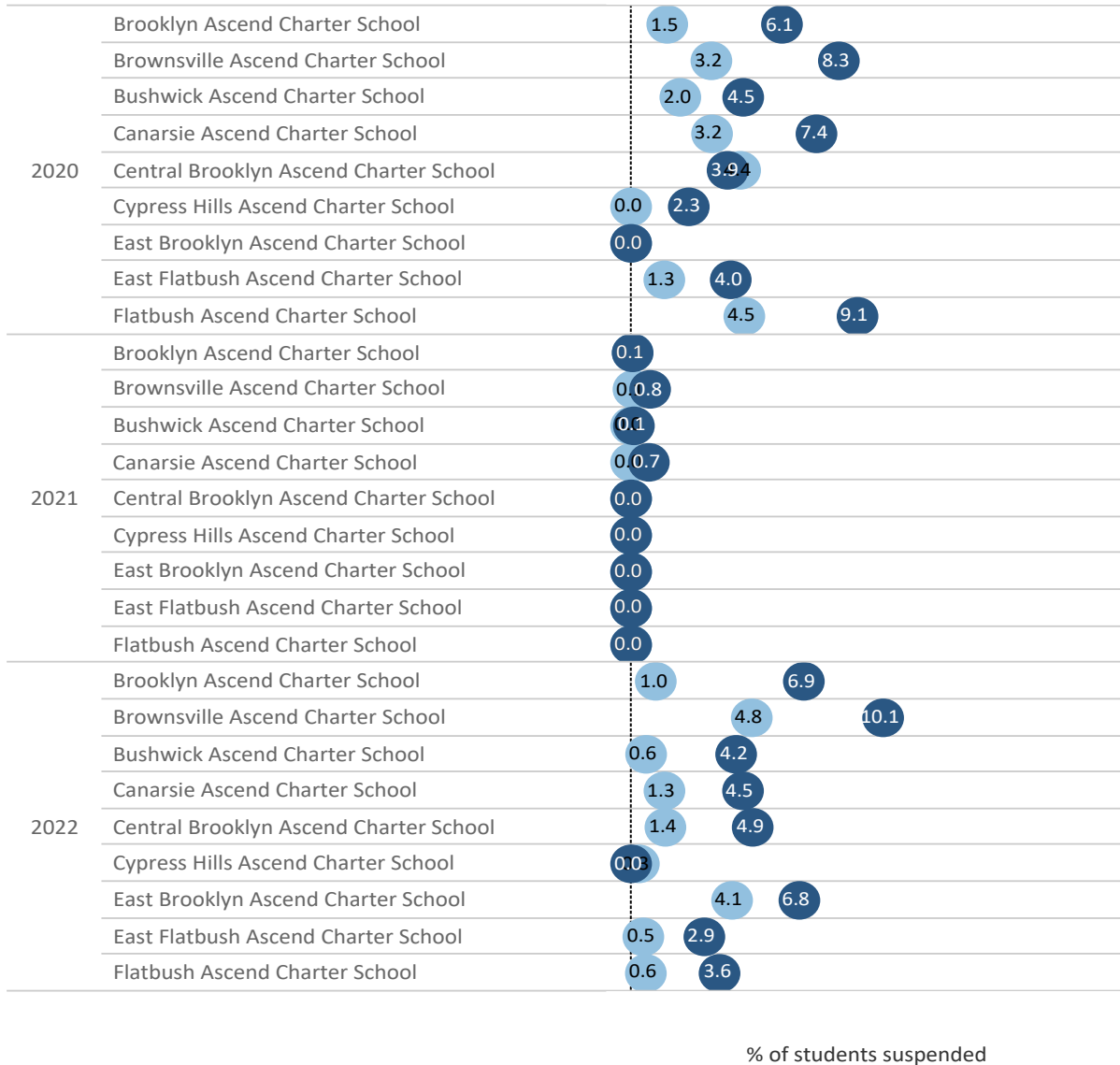
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**Suspensions: Ascend Charter Schools's out of school suspension rate and in school suspension rate.**



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

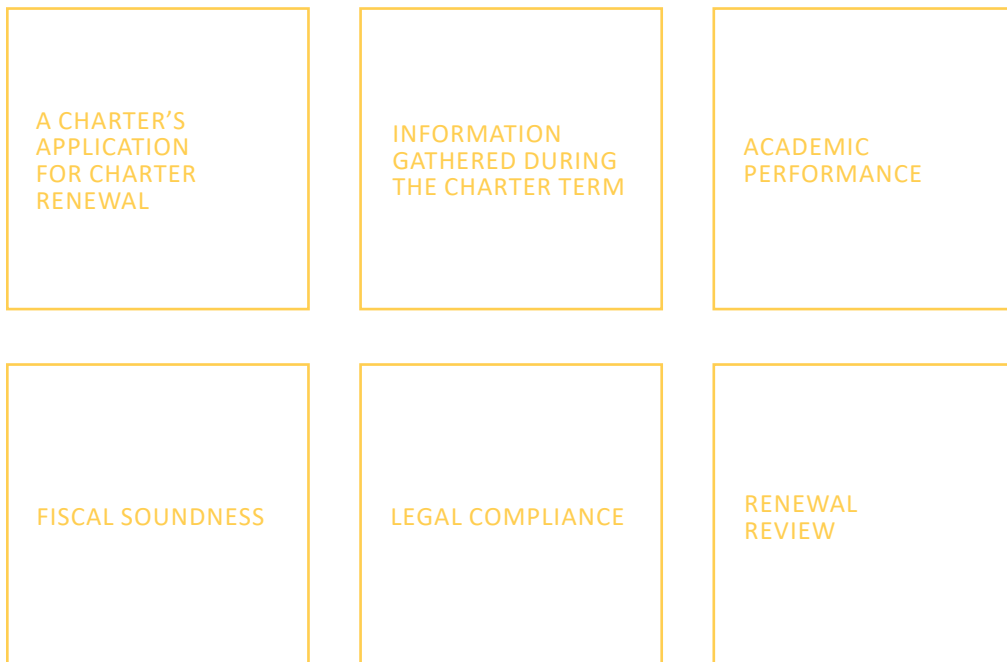
**During the most recent school year, the education corporation expelled 0 students.**

The sections below contain general information about the SUNY Trustees’ and Institute’s approach to renewal.

### REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding each charter school’s Application for Charter Renewal, and more broadly, details the merits of each charter’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).<sup>1</sup>

### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



***Most importantly, the Institute analyzes the charter’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.***

1. Revised September 4, 2013 and available on the [Institute’s website](#).

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful charter should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

#### RENEWAL QUESTIONS



**IS EACH CHARTER AN ACADEMIC SUCCESS?**

**IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?**

**IS EACH CHARTER FISCALLY SOUND?**

**IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH CHARTER, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?**

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters and student achievement of those charters.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).

2. Version 5.0, May 2012, are available on the [Institutes website](#).



## IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,<sup>3</sup> each charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3<sup>rd</sup>- 8<sup>th</sup> grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance.

During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



**Charter Schools Institute**  
The State University of New York