



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/06/2015

Last updated: 07/31/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

EXPLORE EMPOWER CS (SUNY TRUSTEES) 331700860950

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 17

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	188 Rochester Avenue Brooklyn, NY 11213	718-771-2090	718-771-2128	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Veronica Woolley
Title	Director of Operations
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

<http://www.explorenetwork.org/empower-charter-school>

6. DATE OF INITIAL CHARTER

2008-12-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2012-08-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

467

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	Yes	Explore Schools, Incorporated

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

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Morty Ballen	[REDACTED]		[REDACTED]	Yes
CFO (e.g., network CFO)	Shawn-Ann Mullen	[REDACTED]		[REDACTED]	Yes
Compliance Contact	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]	Yes
Complaint Contact	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]	Yes

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11. FACILITIES

Will the School maintain or operate multiple sites?

	No, just one site.
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12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	188 Rochester Avenue Brooklyn, NY 11213	718-771-2090	CSD 17	K-8	No	DOE space
Site 2						
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina Cotter	[REDACTED]		[REDACTED]
Operational Leader	Veronica Woolley	[REDACTED]		[REDACTED]
Compliance Contact	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]

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14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

14a. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in discipline policy	On January 22, 2015, the Board of Trustees voted to modify the school's behavior matrix to provide the school with a broader menu of interventions and consequences to appropriately address behavioral challenges. The proposed changes retain important elements of consistency while also giving our school leaders the flexibility to make nuanced, thoughtful decisions that are best for our students.	01/22/2015	

2	Change in organizational structure	In October of 2013, the Board of Trustees voted to approve a plan of merger between all of the schools in the Explore Schools network. This merger went into effect on July 1, 2015, and all of the Explore Schools network schools merged their charters under one education corporation, Explore Schools of Brooklyn. All schools will now be authorized by SUNY and governed by one Board of Trustees.	11/2013	2/9/2015
3	Change in discipline policy	The Board of Trustees approved a change to the disciplinary procedures section of the schools' charters, updating the definition of "long-term suspension" and the makeup of the schools' disciplinary committees.	10/22/2014	
4				
5				

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Adam Schulman, Director of Systems and IT

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

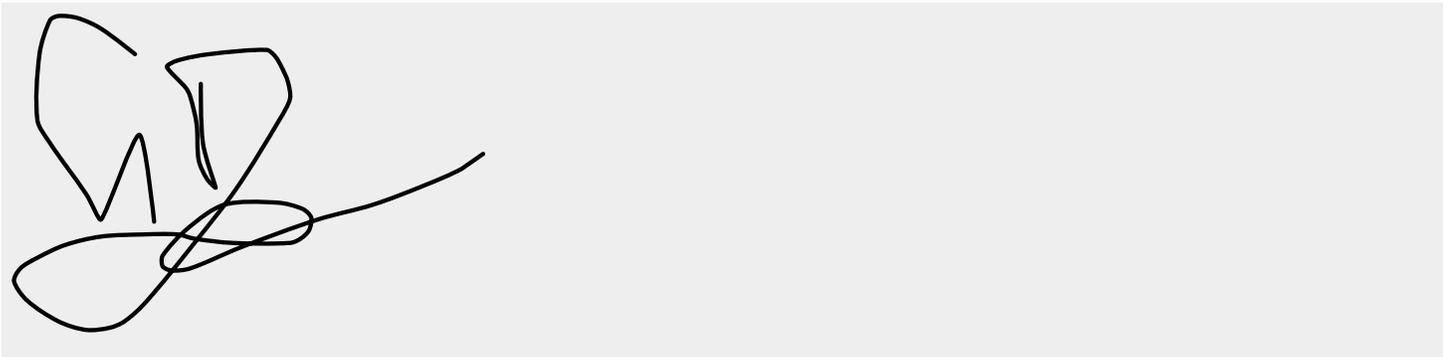
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.

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

Last updated: 07/29/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?instid=80000063972&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1&38ELA=1&38MATH=1&48SCI=1&naep=1&nyseslat=1&elemELA=>



EMPOWER

CHARTER SCHOOL

**Explore Empower
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 1, 2015

By Adam Schulman, Director of Operations and Technology, Explore
Schools

188 Rochester Ave, Brooklyn, NY 11213
(718) 771-2090

Rebecca Daverin, Chief Operating Officer
 Emily Volpini, Chief of Staff
 Adam Schulman, Director of Operations and Technology
 Briana Gibson, Math Specialist
 Miriam Barry, Literacy Specialist
 Heath Farnsworth-Williams, Communications Manager
 Anna Fountaine, Data and Operations Manager
 prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
<i>Graeme Daykin</i>	<i>Chair</i> <i>Committees: Finance</i>
<i>Hank Mannix</i>	<i>Vice Chair/Treasurer</i> <i>Committees: Finance, Accountability</i>
<i>Kim Carnegie</i>	<i>Member</i> <i>Committees: Accountability</i>
<i>Beth Cohen</i>	<i>Member</i> <i>Committees: Discipline</i>
<i>Peter Walker</i>	<i>Member</i> <i>Committees: Finance</i>
<i>Morty Ballen</i>	<i>Member</i> <i>Committees: Discipline</i>
<i>Angelica Thomas</i>	<i>Member</i> <i>Committees: Discipline</i>

Christina Cotter has served as the Principal since July 2015.

INTRODUCTION

Explore Empower Charter School is a K-8 public charter school in Crown Heights, Brooklyn. Empower opened in 2009 and will graduate its first class of 8th graders in 2016 to some of the top college-preparatory high schools in New York City. Empower's mission is to provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school. In the 2015-16 school year, Empower currently serves 540 students, 96% of whom are Black or Hispanic, and 84% of whom qualify for free or reduced-price lunch.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	Total
2011-12	57	58	58	59	59				291
2012-13	60	56	59	59	57	58			349
2013-14	57	59	59	60	58	56	56		405
2014-15	56	61	57	59	59	57	60	53	462

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Explore Empower Charter School students will meet grade level expectations in English.

Background

In the 2014-2015 school year, Explore Empower Charter School used Journeys anchor curriculum for K-7 as a base for literacy, supplemented by internally developed resources, and Teacher's College curriculum for writing in K-7.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 7th grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	59			1	60
4	58			1	59
5	58				58
6	60				60
7	53				53
All	288				290

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Results

Of the students enrolled in at least their second year (247 out of 288) 17.41% achieved proficiency on the NYS English Language Arts Exam.

Performance on 2014-15 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23.73%	59	24.53%	53
4	10.34%	58	11.32%	53
5	5.17%	58	4.26%	47
6	26.67%	60	32.00%	50
7	15.09%	53	13.64%	44
All	16.32%	288	17.41%	247

Evaluation

We did not meet the first absolute measure.

For students enrolled in at least their second year, overall Explore Empower fell short by 57.59 percentage points. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

Additional Evidence

In 2014-15, Explore Empower Charter School used Fountas & Pinnell Reading Level Assessments to measure student progress along with a mid-year interim assessment mirroring the demands of the state test. We also worked to examine and revise our assessment plan and data use for the 2015-2016 school year as we saw little progress based on our use of the Achievement Network's Interim Assessments in previous years.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	17.3%		20.8%	48	24.53%	53
4	31.5%		13.2%	53	11.32%	53
5	9.6%		17.5%	40	4.26%	47

6			18.2%	44	32.00%	50
7					13.64%	44
All	19.6%	158	17.3	185	17.41%	247

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

Our performance index for the 2014-15 academic year in English Language Arts was 67.01.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	49.31	34.38	13.89	2.43

$$\begin{array}{rclclclcl}
 \text{PI} & = & 34.38 & + & 13.89 & + & 2.43 & = & 50.69 \\
 & & & & 13.89 & + & 2.43 & = & \underline{16.32} \\
 & & & & & & \text{PLI} & = & 67.01
 \end{array}$$

Evaluation

We fell short of the PLI for ELA by 29.99. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

Of the students enrolled in at least their second year (247 out of 288) 17.41% achieved proficiency on the NYS English Language Arts Exam. We did not outperform our local district (CSD 17).

**2014-15 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	24.53%	53	23.22%	1,598
4	11.32%	53	25.93%	1,581
5	4.26%	47	15.84%	1,383
6	32.00%	50	22.27%	1,630
7	13.64%	44	19.05%	1,769
All	17.41%	247	21.26%	7,961

Evaluation

We did not outperformed the district (CSD 17). We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

Additional Evidence

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students		
	2012-13	2013-14	2014-15

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	17.3%	17.8%	20.8%	21.0%	24.53%	23.22%
4	31.5%	18.0%	13.2%	23.7%	11.32%	25.93%
5	9.6%	19.6%	17.5%	20.5%	4.26%	15.84%
6			18.2%	16.5%	32.00%	22.27%
7					13.64%	19.05%
All	19.6%	18.5%	17.3%	20.3%	17.41%	21.26

Goal 1: Comparative Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

We are waiting on data from CSI.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						

6
7
8
All

School's Overall Comparative Performance:
<i>Write in Comparative Performance Analysis from report here</i>

Evaluation

We are waiting on data from CSI.

Additional Evidence

We are waiting on data from CSI.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12						
2012-13						
2013-14						

Goal 1: Growth Measure⁴

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

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

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

Results

The school’s overall mean growth percentile is 49.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	43	50.0
5	38	50.0
6	56	50.0
7	57.5	50.0
All	49	50.0

Evaluation

The school’s overall mean growth percentile is less than the state median of the 50th percentile. We did not meet this goal. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

Additional Evidence

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4			43	50.0
5			38	50.0
6			56	50.0
7			57.5	50.0
All			49	50.0

Summary of the English Language Arts Goal

Type	Measure	Outcome
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⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

⁶ Grade level results not available.

Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

We recognize that our 14-15 results do not meet our performance goals and need to be improved upon. We believe this was due to three main deficits in our structures and execution:

1. Literacy curricula lacked common-core alignment and effective implementation tools and resources for teachers
2. Teachers needed additional support and development in lesson planning and execution
3. Teachers and leaders failed to effectively use interim data to inform instruction and plan targeted interventions

In order to address these deficits, Explore Empower Charter School implemented several new structures and processes to improve classroom instruction, the responsiveness to student needs and the implementation of interventions.

Literacy Curricula – In 2014-15, Explore Empower Charter School's Charter Management Organization (CMO) created a literacy committee composed of experienced teachers, coordinators and leaders from across four schools. The committee was tasked with evaluating literacy curricular options for common core alignment and effectiveness, and identifying the best curricula for our schools. In this several-month process, the literacy committee identified, tested, and selected new curricula for K-8 grade for the 2015-16 school year. The curricula selected were Core Knowledge Language Arts Skills and Listening & Learning Strands for grades K-2 and Expeditionary Learning in cohort with word study programs, Words Their Way and Grammar Works, for grade 3-8. These curricula were rolled out to Explore Empower Charter School teachers through a robust pre-service program during which teachers received over 30 hours of content-based sessions to learn this curricula and plan lessons.

Teacher support and development in lesson planning and execution – As mentioned above, Explore Empower Charter School, with support from its CMO, began the 15-16 year with a robust pre-service. This was a three-week program used for training, development and planning for all teachers and staff. In 2014-15, pre-service was a total of 10 days for new teachers and 5 for returning teachers. This extended time was used to provide role-specific professional development and support for teachers,

including over 30 hours of content/curriculum-based sessions for literacy teachers, between 7 and 12 hours of classroom management sessions (based on experience level and need), and several hours of lesson planning, feedback and lesson execution practice with leaders and peers.

Under the leadership and coordination of the CMO’s Literacy Specialist and Program Team, Explore Empower Charter School has begun and will continue to participate in CMO-driven unit planning, training for leaders, and professional development opportunities for teachers, supporting the effective implementation of, and collaboration around, the new curricula. Teachers also attend a weekly Professional Learning Community (“PLC”), in which a teacher leader or school leader guides the grade level in planning and preparing units and lessons through content-based discussions about the curriculum and students’ needs. These PLC leaders received additional professional development during pre-service to build their capacity to effectively lead these sessions. Additionally, Explore Empower Charter School is working with an external Expeditionary Learning Consultant to provide additional development to school leaders and grade level leaders throughout the year to ensure high level execution of the new curricula.

Use of Interim Data to inform instruction and interventions – While in 2014-15 the Fountas & Pinnell Reading Level Assessments (“F&P”) were used to assess student progress, Explore Empower Charter School lacked a cohesive and intentional strategy around responding to this data and implementing intervention systems based on student needs. This year, to ensure teachers are using data to inform instruction and create interventions, Explore Empower Charter School is conducting termly in-service days in which teachers receive support in analyzing their F&P results and planning their instruction based on that data. School leaders will also receive professional development and coaching around having data-driven conversations with teachers and supporting data-driven instruction.

Currently, the most prevalent intervention need is for students who are behind grade level in reading. Over 50 teachers across our network of four schools received formal training in using this LLI system and will began implementation of this intervention program in late October. To address this need, Explore Empower Charter School is also rolling out robust use of the Fountas & Pinnell Leveled Literacy Intervention System (“LLI”) to students behind grade level in reading. This LLI program was chosen due to its proven effectiveness in numerous research studies for catching up students who are behind grade level.

With the comprehensive and supported rollout of common-core-aligned curricula, implementation of robust professional development and support systems, and targeted use of data to monitor progress and implement intervention systems, Explore Empower Charter School is confident it can improve results for its students in literacy.

MATHEMATICS

Goal 2: Mathematics

Explore Empower Charter School students will meet grade level expectations in Math.

Background

In the 2014-15 school year, Explore Empower Charter School used the TERC/Investigations anchor curriculum in math school-wide for grades K – 7.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 7th grade in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	58				58
4	58			1	59
5	57			1	58
6	60				60
7	53				53
All	286				288

Results

Of the students enrolled in at least their second year (247 out of 286) 24.29% achieved proficiency on the NYS Math Exam.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

3	27.59%	58	28.30%	53
4	13.79%	58	15.09%	53
5	24.56%	57	25.53%	47
6	33.33%	60	40.00%	50
7	13.21%	53	11.36%	44
All	22.73%	286	24.29%	247

Evaluation

We did not meet the first absolute measure.

For students enrolled in at least their second year, overall Explore Empower fell short by 50.71 percentage points. We will discuss our plans to address that gap in the Action plan located in the Math summary section of this report.

Additional Evidence

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	26.9%		37.5%	48	28.30%	53
4	55.6%		34.0%	53	15.09%	53
5	26.9%		41.5%	41	25.53%	47
6			26.7%	45	40.00%	50
7					11.36%	44
All	36.7%	158	34.8%	187	24.29%	247

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4

with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

Our performance index for the 2014-15 academic year in Math was 77.28.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	45.45	31.82	18.53	4.20

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 31.82 & + & 18.53 & + & 4.20 & = & 54.55 \\
 & & & & 18.53 & + & 4.20 & = & \underline{22.73} \\
 & & & & & & \text{PLI} & = & 77.28
 \end{array}$$

Evaluation

We fell short of the PLI index for Math by 16.72. We will discuss our plans to address that gap in the Action plan located in the Math summary section of this report.

Goal 2: Comparative Measure

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

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

Of the students enrolled in at least their second year (247 out of 286) 24.29% achieved proficiency on the NYS Math Exam.

2014-15 State Mathematics Exam Charter School and District Performance by Grade Level

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁹ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	28.30%	53	30.51%	1,629
4	15.09%	53	28.48%	1,601
5	25.53%	47	28.32%	1,395
6	40.00%	50	24.86%	1,645
7	11.36%	44	16.70%	1,689
All	24.29%	247	25.8%	7,959

Evaluation

We did not outperform the district (CSD 17). We did not meet this goal. We will discuss our plans to address that gap in the Action plan located in the Math summary section of this report.

Additional Evidence

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	26.9%	21.7%	37.5%	27.6%	28.30%	30.51%
4	55.6%	25.1%	34.0%	28.3%	15.09%	28.48%
5	26.9%	16.4%	41.5%	25.9%	25.53%	28.32%
6			26.7%	19.6%	40.00%	24.86%
7					11.36%	16.70%
All	36.7%	18.5%	34.8%	25.2%	24.29%	25.8%

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all

public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

We are waiting on data from CSI.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School’s Overall Comparative Performance:
<i>Write in Comparative Performance Analysis from report here</i>

Evaluation

We are waiting on data from CSI.

Additional Evidence

We are waiting on data from CSI.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size

2011-12						
2012-13						
2013-14						

Goal 2: Growth Measure¹⁰

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹¹

Explore Empower’s mean growth percentile is 39.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	31	50.0
5	40.5	50.0
6	42	50.0
7	42	50.0
All	39	50.0

Evaluation

Explore Empower’s mean growth is lower than the state’s median of the 50th percentile. We did not meet this goal. We will discuss our plans to address that gap in the Action plan located in the Math summary section of this report.

¹⁰ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

¹¹ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Additional Evidence

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4			31	50.0
5			40.5	50.0
6			42	50.0
7			42	50.0
All			<u>39</u>	50.0

Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

This year, Explore Empower Charter School will continue using Investigations, a curriculum that is aligned to the Common Core Learning Standards. However, we recognize that our current

¹² Grade level results not available.

implementation of the curriculum and support for teachers has not yet met our performance goals. Similar to our approach in literacy, we are addressing our gaps in math using two methods:

1. Increasing support for curricular planning and implementation
2. Implementing and supporting use of data to inform instruction and address student needs

Increasing support for curricular planning and implementation

As discussed in the literacy goal above, our CMO increased its pre-service to 17 days this year to ensure all teachers received robust support in learning the math curriculum and preparing units and lessons aligned with common core standards. During this extended 17-day pre-service, Explore Empower Charter School math teachers received between 10 and 25 hours, depending on grade level, of math professional development and network-led collaborative planning sessions to ensure alignment on, and support for, curricular implementation across all grades.

To ensure effectively implementation of the curriculum throughout the year, Explore Empower Charter School is working with Illustrative Mathematics and Student Achievement Partners. Sessions with these organizations will provide professional development to teacher leaders and help them more efficiently adapt existing curricular resources to meet the needs of students. Additionally, our CMO is hosting cross-school collaborative planning sessions for all grade level leads at each of our network's four school before the start of major units. These sessions are facilitated by content specialists across our network of schools who will help grade level leaders identify key knowledge and skills needed by students in each unit. These facilitators further help grade level leaders plan how they will turnkey the information learned to their individual school teams. By engaging in all of the above mentioned activities, Explore Empower Charter School expects to improve teacher effectiveness and responsiveness to student needs in math.

Implementing and supporting use of data to inform instruction and address student needs

This year our CMO has also instituted normed Math Interim Assessments, which are created by our math content specialists and vetted to ensure alignment with the rigor of the common core and the state exams. These cumulative tests will be administered at the end of each term. Teachers will participate in leader-facilitated sessions during termly in-service days to engage in data analysis of student performance on these assessments with their grade level colleagues. During these data analysis sessions, teachers will identify common errors and overarching trends before creating action plans in response to student needs. These plans may include re-teaching, small group instruction, or modifying subsequent unit plans to address student needs. This process will improve teachers' abilities to analyze data and increase responsiveness to individual student needs. We will also be better positioned to help Explore Empower Charter School leaders track student progress towards math achievement and implement strategic supports for instruction as needed.

SCIENCE

Goal 3: Science

Explore Empower Charter School students will meet grade level expectations in Science.

Background

In 2014-15, Explore Empower Charter School employed a full-time science teacher who utilized FOSS kits in instruction.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2015. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

Of the students enrolled in at least their second year (54 of 59) 64.81% achieved proficiency on the 4th grade NYS Science exam.

**Charter School Performance on 2014-15 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	64.81%	54		

Evaluation

We did not meet this goal.

Additional Evidence

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4					64.81%	54
All					64.81%	54

Goal 3: Comparative Measure

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

Method

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

Results

We do not have District 17 results for Science.

Evaluation

We do not have District 17 results for Science.

Additional Evidence

We do not have District 17 results for Science.

Summary of the Science Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

Explore Empower Charter School implemented several measures to improve support and professional development for the 2015-16 school year.

As described in other sections above, pre-service was extended from 10 days for new staff and 5 days for returning staff to 17 days for all staff. During this extended pre-service, Explore Empower Charter School science teachers received science-specific professional development sessions including sessions aligned to common core standards. Teachers attended the following sessions:

- Infusing Common Core into the Scope and Sequence
- Guided Unit Planning
- Project-Based Learning in Science: The Performance Assessment

- Unit 1 Planning Protocol
- Inquiry-Based Learning in Science: The 5E Lesson
- Routines and Procedures in the Science

In addition to professional development sessions, Explore Empower Charter School science teachers had an opportunity to lesson plan and collaborate with science teachers across the four schools in our network, as well as an opportunity to receive feedback on lesson plans and practice lesson execution.

In addition to pre-service, our CMO is coordinating termly in-service days in which Explore Empower Charter School science teachers can continue to plan collaboratively and receive role-specific professional development. This approach and collaborative structure is new this year and has been very well received by the science teachers based on data received through session feedback slips and anecdotal feedback from individuals.

NCLB

Goal 4: NCLB
Explore Empower Charter School will make adequately yearly progress.

Goal 4: Absolute Measure
Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

Method

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

Results

The school has not received its NCLB status for the 14-15 school year.

Evaluation

The school has not received its NCLB status for the 14-15 school year.

Additional Evidence

There is no additional evidence.

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Explore Empower will have high satisfaction rates from key stakeholders.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

Method

The school used the NYC DOE annual survey.

Results

Explore Empower had a 56% response rate from parents.

2014-15 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
--	--	56%

2014-15 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Rigorous Instruction	80%
Supportive Environment	80%
Collaborative Teachers	72%
Effective School Leadership	56%
Strong Family-Community Ties	83%
Trust	75%

Evaluation

Overall, Explore Empower Charter School met and in fact exceeded this goal, which is consistent with results from previous years. However, this year’s results still leave room for improvement, and we have higher expectations for these evaluative measures, particularly the 56% satisfaction rate regarding school leadership.

Eighty percent of families reported satisfaction with the quality of instruction, the supportive environment, and the family-community ties at Explore Empower Charter School. We believe these

results are a reflection of the overall quality of the family and student experience and of the caring and dedicated teachers and staff at Explore Empower Charter School. In addition, these results reflect Explore Empower Charter School's intentional approach to family engagement, including:

- Explore Empower Charter School's open communication policy – Teachers and staff ensure open and consistent with families. All families have access to teachers' cell phones and teachers make an effort to call home frequently with updates regarding student progress.
- Explore Empower Charter School's multiple opportunities for parent involvement – Explore Empower Charter School encourages and fosters family involvement by offering multiple volunteer opportunities, strongly promoting attendance at school and family events, and working closely with the PTO (the school's parent organization) to plan additional community events for students and families.

Despite this success, we need to improve upon the 54% satisfaction rate with school leadership. In 2014-15, Explore Empower Charter School's principal, Brian Ferreira, took a leave of absence for several weeks for personal reasons and subsequently resigned before the end of the school year. We believe this uncertainty and change in leadership was the major contributing factor to the results in this particular satisfaction rate.

Identifying a highly-qualified, deeply committed, and long-term principal for Explore Empower Charter School was a priority in the Spring of 2014-15, and after an extensive search and rigorous selection process both internally and externally, Ms. Christina Cotter was named as the principal for 2015-16. The CMO leadership team worked closely with Ms. Cotter for the last four months of the 2014-15 school year to support her transition and planning. In preparation to take on the role as principal, Ms. Cotter collected input from staff and families, holding focus groups and open discussion with families about the school's direction and priorities for the upcoming year.

In addition to starting the year with a strong permanent principal who has been with the community for four years, and a strong supporting leadership team, Explore Empower Charter School has worked to foster collaboration with the school's PTO and increase opportunities for effective family engagement. In the beginning of the year, Ms. Cotter hosted a special meeting with the school's PTO to discuss the school's priorities and gather input on how to partner with parents to best serve students and support student achievement. Additionally, Ms. Cotter hosts regular principal breakfasts, welcoming families to attend and discuss the school's progress and family involvement.

Given this increased level of intentionality and partnership with parents, as well as overall improvements discussed regarding our academic program, Empower expects to see higher satisfaction rates in the 2015-16 school year.

Goal 5: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Our end of year enrollment will be used to measure this goal.

Results

Our retention rate was 88.8%.

2014-15 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
405	0	360	88.8%

Evaluation

We did not meet this goal. Explore Empower Charter School fell short of this goal by 1.2 percentage points. We believe a contributing factor to our attrition this year was the circumstance described above regarding the principal's leave of absence and subsequent resignation. Some parents reported uncertainty in school leadership as a factor in their decision. We believe our strong and stable school leadership team going into the 2015-16 school year and the programmatic improvements described throughout the report will lead to an improvement in our retention rates year to year.

Additional Evidence

Year	Retention Rate
2013-14	88.8%
2014-15	88.8%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

Student attendance is taken daily by each homeroom teacher, and is entered into our Student Information System. Then, members of the Operations Team review the attendance and layer in any changes that need to be made to account for tardies and absences. The daily attendance rate is calculated by taking the total days a student is present and dividing it by the total days that student is enrolled in the school for the same year.

Results

Attendance was successfully taken every day and overall attendance was 94.3%

2014-15 Attendance

Grade	Average Daily Attendance Rate
KG	93.1%
1	94.4%
2	94.4%
3	93.7%
4	94.6%
5	95.0%
6	94.9%
7	94.1%
Overall	94.3%

Evaluation

We did not meet this goal.

School leadership has been aware of attendance dips since the middle of the year and had already taken proactive steps to curtail further attendance declines during the 2014-15 School Year. Explore Empower Charter School is continuing their proactive work to improve upon this trend for the 2015-16 School Year.

Explore Empower's strategy includes engaging with families to address the issue and bi-weekly attendance reports will be run to flag outliers for a given period (students who have been tardy or absent multiple times since the last report) and students who have high year-to-date absences or tardies. Once these outliers are identified, our school's culture team, support services team, counselors, and leadership team coordinate on various modes of follow-up to address the issue directly with families, including phone calls, letters, and in-person meetings.

Moreover, Explore Empower has built out the capacity of its culture team, adding a couple of roles where primary responsibilities will include managing attendance truancy and proactively working with students (and their families) most at risk of poor attendance.

Additional Evidence

There is no additional evidence.



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/14/2015

Last updated: 07/31/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	6850483
Line 2: Year End Per Pupil Count	466
Line 3: Divide Line 1 by Line 2	14701

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

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

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	478075
Line 2: Management and General Cost (Column)	437731
Line 3: Sum of Line 1 and Line 2	915806
Line 4: Year End Per Pupil Count	466
Line 5: Divide Line 3 by the Year End Per Pupil Count	1965

Thank you.

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2015-16 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Explore Empower Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	7,523,815	1,231,698	10,000	-	30,497	8,796,010	
Total Expenses	6,003,743	1,149,174	-	-	1,152,216	8,305,133	
Net Income	1,520,072	82,524	10,000	-	(1,121,719)	490,877	
Actual Student Enrollment	437	91				-	
Total Paid Student Enrollment	437	91				528	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location	\$13,877.00	7,327,056	-	-	-	7,327,056	Assumes 528 students
School District 2 (Enter Name)		-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	
		7,327,056	-	-	-	7,327,056	
Special Education Revenue		-	908,287	-	-	908,287	SPED <20% - 38 FTE, 20%-60% - 11.7 FTE, >60% - 41.3 FTE
Grants		-	-	-	-	-	
Stimulus		-	-	-	-	-	
Other		34,831	7,134	-	-	41,965	State Grants - NYSTL, NYSSL, NYSLIB
Other State Revenue		85,536	16,632	-	-	102,168	NYS Senate approved grant - approximately \$225 per student
TOTAL REVENUE FROM STATE SOURCES		7,447,423	932,053	-	16,632	8,396,108	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	49,209	-	-	49,209	
Title I		-	237,072	-	-	237,072	
Title Funding - Other		11,088	-	-	-	11,088	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants		-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other Federal Revenue		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		11,088	286,281	-	-	297,369	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	10,000	-	10,000	Explore Schools, Inc contribution
Erate Reimbursement		64,224	13,154	-	13,655	91,033	Category 1 and 2 Erate Revenue
Interest Income, Earnings on Investments,		-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
Other Local Revenue		1,080	210	-	210	1,500	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		65,304	13,364	10,000	13,865	102,533	
TOTAL REVENUE		7,523,815	1,231,698	10,000	30,497	8,796,010	
EXPENSES	<i>List exact titles and staff FTE's (Full time equivalent)</i>						
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	-	-	-	-	-	-	
Instructional Management	4.00	322,048	67,063	-	68,666	457,777	1 Principal, 2 Academic Directors and 1 Director of School Culture
Deans, Directors & Coordinators	7.00	425,720	88,651	-	27,072	541,443	3 Deans, 1 MS Instructional Specialist, 2 Academic Coordinators, 1 HS Placement Coordinator
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	3.00	10,881	-	-	206,756	217,637	1 Director of Operations, 1 Operations Manager and 1 Program Manager
Administrative Staff	5.50	-	-	-	239,960	239,960	1 Pupil Accounting Associate, 1 Data Management Associate, 0.5 Finance Manager, 1 Purchasing Associate and 1 Special Projects Associate
TOTAL ADMINISTRATIVE STAFF	20	758,649	155,714	-	542,454	1,456,817	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	39.00	2,504,500	-	-	-	2,504,500	39 Kindergarten - 8th grade teachers

Explore Empower Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	7,523,815	1,231,698	10,000	-	30,497	8,796,010	
Total Expenses	6,003,743	1,149,174	-	-	1,152,216	8,305,133	
Net Income	1,520,072	82,524	10,000	-	(1,121,719)	490,877	
Actual Student Enrollment	437	91				-	
Total Paid Student Enrollment	437	91				528	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Teachers - SPED	6.00	-	438,960	-	-	438,960	5 Learning Specialists and 1 Special Education Coordinator
Substitute Teachers	3.10	107,595	22,405	-	-	130,000	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	5.00	255,744	53,256	-	-	309,000	5 Enrichment Teachers
Aides	-	-	-	-	-	-	
Therapists & Counselors	3.00	175,687	36,585	-	-	212,272	1 Social Worker and 2 Counselors
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	56	3,043,526	551,206	-	-	3,594,732	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	76	3,802,175	706,920	-	542,454	5,051,549	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	347,746	64,653	-	49,614	462,013	
Fringe / Employee Benefits	-	545,835	101,484	-	77,874	725,193	Increased 7% compared to FY15
Retirement / Pension	-	44,904	8,349	-	6,406	59,659	
TOTAL PAYROLL TAXES AND BENEFITS	-	938,485	174,486	-	133,894	1,246,865	
TOTAL PERSONNEL SERVICE COSTS	-	4,740,660	881,406	-	676,348	6,298,414	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	26,741	26,741	
Legal	-	-	-	-	-	-	
Management Company Fee	-	478,646	98,037	-	302,564	879,247	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	9,196	1,883	-	1,955	13,034	
Special Ed Services	-	-	5,000	-	-	5,000	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	27,452	5,623	-	1,425	34,500	Academic and Other Consultants and Fingerprinting and Background Services
TOTAL CONTRACTED SERVICES	-	515,294	110,543	-	332,685	958,522	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	141,515	28,985	-	-	170,500	
Special Ed Supplies & Materials	-	-	6,000	-	-	6,000	
Textbooks / Workbooks	-	34,831	7,134	-	-	41,965	New ELA curriculum in FY16
Supplies & Materials other	-	35,690	7,310	-	-	43,000	
Equipment / Furniture	-	39,471	7,579	-	10,950	58,000	
Telephone	-	40,919	8,381	-	8,700	58,000	
Technology	-	95,175	19,493	-	20,236	134,904	
Student Testing & Assessment	-	13,114	2,686	-	-	15,800	
Field Trips	-	11,620	2,380	-	-	14,000	
Transportation (student)	-	-	-	-	-	-	
Student Services - other	-	23,240	4,760	-	-	28,000	
Office Expense	-	78,892	14,683	-	30,925	124,500	
Staff Development	-	47,642	9,758	-	19,600	77,000	
Staff Recruitment	-	-	-	-	30,000	30,000	
Student Recruitment / Marketing	-	12,450	2,550	-	-	15,000	

Explore Empower Charter School

PROJECTED BUDGET FOR 2015-2016

PROJECTED BUDGET FOR 2015-2016							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	7,523,815	1,231,698	10,000	-	30,497	8,796,010	
Total Expenses	6,003,743	1,149,174	-	-	1,152,216	8,305,133	
Net Income	1,520,072	82,524	10,000	-	(1,121,719)	490,877	
Actual Student Enrollment	437	91				-	
Total Paid Student Enrollment	437	91				528	
PROGRAM SERVICES				SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
School Meals / Lunch	13,242	2,758	-	-	-	16,000	
Travel (Staff)	2,822	578	-	-	600	4,000	
Fundraising	-	-	-	-	-	-	
Other	2,540	520	-	-	540	3,600	
TOTAL SCHOOL OPERATIONS	593,163	125,555	-	-	121,551	840,269	
FACILITY OPERATION & MAINTENANCE							
Insurance	33,108	6,781	-	-	7,039	46,928	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	7,760	1,590	-	-	1,650	11,000	
Repairs & Maintenance	3,528	722	-	-	750	5,000	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	44,396	9,093	-	-	9,439	62,928	
DEPRECIATION & AMORTIZATION	110,230	22,577	-	-	12,193	145,000	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	6,003,743	1,149,174	-	-	1,152,216	8,305,133	
NET INCOME	1,520,072	82,524	10,000	-	(1,121,719)	490,877	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	437	91	528				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	437	91	528				
REVENUE PER PUPIL	17,217	13,535	19				
EXPENSES PER PUPIL	13,739	12,628	-				



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Explore Empower Charter School
Audit Period:	2014-15
Prior Period:	2013-14
Report Due Date:	Sunday, November 01, 2015
Date Submitted:	October 26, 2015
School Fiscal Contact Name:	Shawn-Ann Mullen
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Fruchter Rosen & Company, P.C.
School Audit Contact Name:	Joseph Ciorciari
School Audit Contact Email:	jciorciari@frcpas.com
School Audit Contact Phone:	212-957-3600

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in "N/A"):
Management Letter	[REDACTED]
Management Letter Response	
Form 990	The school is filing an extension to submit the Form 990 to the IRS and will submit to the state before 2/15/2016
Federal Single Audit (A-133) ¹	N/A - The school did not expend federal funds in excess of \$500,000
Corrective Action Plan	N/A

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Albany, New York 12234 FSandA133@mail.nysed.gov
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¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circ

EXPLORE EMPOWER CHARTER SCHOOL
Statement of Financial Position
#NAME?

<u>ASSETS</u>	<u>2014-15</u>
<u>CURRENT ASSETS</u>	
Cash and cash equivalents	3791354
Grants and contracts receivable	103292
Accounts receivables	0
Prepaid expenses	13032
Contributions and other receivables	0
TOTAL CURRENT ASSETS	3,907,678
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	209439
<u>OTHER ASSETS</u>	70230
TOTAL ASSETS	4,187,347
<u>LIABILITIES AND NET ASSETS</u>	
<u>CURRENT LIABILITIES</u>	
Accounts payable and accrued expenses	140935
Accrued payroll and benefits	537579
Deferred Revenue	0
Current maturities of long-term debt	0
Short Term Debt - Bonds, Notes Payable	0
Other	5178
TOTAL CURRENT LIABILITIES	683,692
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	0
TOTAL LIABILITIES	<u>683,692</u>
<u>NET ASSETS</u>	
Unrestricted	2003655
Temporarily restricted	1500000
TOTAL NET ASSETS	<u>3,503,655</u>
TOTAL LIABILITIES AND NET ASSETS	4,187,347

EXPLORE EMPOWER CHART
Statement of Financial P
#NAME?

<u>ASSETS</u>	<u>2013-14</u>	<u>IOI</u> nu
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	2933823	
Grants and contracts receivable	79805	
Accounts receivables	0	
Prepaid expenses	11746	
Contributions and other receivables	0	
TOTAL CURRENT ASSETS	3,025,374	
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	235666	
<u>OTHER ASSETS</u>	70202	
TOTAL ASSETS	3,331,242	
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	187530	
Accrued payroll and benefits	462017	
Deferred Revenue	0	
Current maturities of long-term debt	0	
Short Term Debt - Bonds, Notes Payable	0	
Other	3408	
TOTAL CURRENT LIABILITIES	652,955	
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	0	
TOTAL LIABILITIES	<u>652,955</u>	
<u>NET ASSETS</u>		
Unrestricted	1178287	
Temporarily restricted	1500000	
TOTAL NET ASSETS	<u>2,678,287</u>	
TOTAL LIABILITIES AND NET ASSETS	3,331,242	

EXPLORE EMPOWER CHARTER SCHOOL

Statement of Activities

#NAME?

	2014-15		Total
	Unrestricted	Temporarily Restricted	
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	6399279	\$-	\$6,399,279
Students with disabilities	896194	-	896,194
Grants and Contracts			
State and local	25330	-	25,330
Federal - Title and IDEA	244787	-	244,787
Federal - Other	93555	-	93,555
Other	0	-	-
Food Service/Child Nutrition Program	0	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	7,659,145	-	7,659,145
EXPENSES			
Program Services			
Regular Education	4896371	\$-	\$4,896,371
Special Education	925733	-	925,733
Other Programs	0	-	-
Total Program Services	5,822,104	-	5,822,104
Management and general	1026514	-	1,026,514
Fundraising		-	-
TOTAL OPERATING EXPENSES	6,848,618	-	6,848,618
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	810,527	-	810,527
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	0	\$-	\$-
Individuals		-	-
Corporations	0	-	-
Fundraising	14658	-	14,658
Interest income		-	-
Miscellaneous income	183	-	183
Net assets released from restriction	0	-	-
TOTAL SUPPORT AND OTHER REVENUE	14,841	-	14,841
CHANGE IN NET ASSETS	825,368	-	825,368
NET ASSETS BEGINNING OF YEAR	2678287	-	2,678,287
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-
NET ASSETS END OF YEAR	\$3,503,655	\$-	\$3,503,655

2013-14	IOI nu
Total	

5558285
718588

48192
246913
47666
0
0
6,619,644

4029280
586049
0
4,615,329
877671
0
5,493,000

1,126,644

0

0
15349

159
0
15,508

1,142,152

1536135
0

\$2,678,287

EXPLORE EMPOWER CHARTER SCHOOL
Statement of Cash Flows
#NAME?

	2014-15	2013-14
		*Please briefly explain any
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	825368	1142152
Revenues from School Districts	0	0
Accounts Receivable	0	0
Due from School Districts	0	0
Depreciation	141735	135815
Grants Receivable	-23487	56791
Due from NYS	0	0
Grant revenues	0	0
Prepaid Expenses	-1286	33763
Accounts Payable	-46595	102802
Accrued Expenses		
Accrued Liabilities	75562	44750
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Deferred Revenue	0	0
Interest payments	0	0
Other - Loss on Disposal	4367	7483
Other - Due to related parties	1770	175
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$977,434	\$1,523,731
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	-119875	-174539
Other	-28	-34
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(119,903)	\$(174,573)
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	0	0
Other	0	0
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$-	\$-
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$857,531	\$1,349,158
Cash at beginning of year	2933823	1584665
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$3,791,354	\$2,933,823

101
nu

EXPLORE EMPOWER CHARTER SCHOOL
Statement of Functional Expenses
#NAME?

		2014-15				
		Program Services				S
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising
		\$	\$	\$	\$	\$
Personnel Services Costs						
Administrative Staff Personnel	18.5	630283	143118	-	773,401	-
Instructional Personnel	44	2238858	355253	-	2,594,111	-
Non-Instructional Personnel	-	0	0	-	-	-
Total Salaries and Staff	62.50	2,869,141	498,371	-	3,367,512	-
Fringe Benefits & Payroll Taxes		648319	112613	-	760,932	-
Retirement		0	0	-	-	-
Management Company Fees		409140	94521	-	503,661	-
Legal Service		0	0	-	-	-
Accounting / Audit Services		0	0	-	-	-
Other Purchased / Professional / Consulting Services		306231	70747	-	376,978	-
Building and Land Rent / Lease / Facility Finance Interest			0	-	-	-
Repairs & Maintenance		0	0	-	-	-
Insurance		28332	6545	-	34,877	-
Utilities		0	0	-	-	-
Supplies / Materials		186020	42976	-	228,996	-
Equipment / Furnishings		0	0	-	-	-
Staff Development		62695	14484	-	77,179	-
Marketing / Recruitment		12997	3003	-	16,000	-
Technology		115688	26727	-	142,415	-
Food Service		12971	2997	-	15,968	-
Student Services		52744	12185	-	64,929	-
Office Expense		71451	12693	-	84,144	-
Depreciation		103063	23810	-	126,873	-
OTHER		17579	4061	-	21,640	-
Total Expenses		\$4,896,371	\$925,733	\$-	\$5,822,104	\$-

				2013-14
Supporting Services				
Management and General	Total	Total		
\$	\$	\$	\$	
474419	474,419	1,247,820	1048749	
0	-	2,594,111	2082130	
0	-	-	0	
474,419	474,419	3,841,931	3,130,879	
107200	107,200	868,132	689244	
0	-	-	0	
264252	264,252	767,913	666994	
0	-	-	0	
18250	18,250	18,250	13250	
15789	15,789	392,767	262662	
0	-	-		
0	-	-	0	
6155	6,155	41,032	34981	
0	-	-	0	
0	-	228,996	171126	
0	-	-	0	
17463	17,463	94,642	46999	
30850	30,850	46,850	43359	
25133	25,133	167,548	152150	
0	-	15,968	9739	
0	-	64,929	37285	
43954	43,954	128,098	80986	
14862	14,862	141,735	135815	
8187	<u>8,187</u>	<u>29,827</u>	17531	
\$1,026,514	\$1,026,514	\$6,848,618	\$5,493,000	



Audited Financial Statement Checklist

Created: 07/14/2015

Last updated: 10/30/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	No
CSP Agreed Upon Procedures Report	No
Management Letter	No

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 10/30/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

Thank you.



Appendix F: BOT Membership Table

Last updated: 07/27/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Graeme Daykin	[REDACTED]	Chair/Board President	Yes	Finance	1 (2 years); Voted onto Board 09/30/2013; Term expires June 2016
2	Hank Mannix	[REDACTED]	Vice Chair/Vice President	Yes	Finance	1 (2 years); Voted onto Board 09/30/2013; Term expires June 2016
3	Kim Carnegie	[REDACTED]	Trustee/Member	Yes	External Affairs	2 (4 years); Voted onto Board 09/15/2011; Term expires June 2017
4	Beth Cohen	[REDACTED]	Trustee/Member	Yes	External Affairs	1 (2 years); Voted onto Board 09/18/2012; Term expires June 2016
5	Angelica Thomas	[REDACTED]	Trustee/Member	Yes	Legal	2 (4 years); Voted onto Board 09/15/2011; Term expires June 2017
6	Peter Walker	[REDACTED]	Trustee/Member	Yes	Legal	1 (1 year); Voted onto Board 11/06/2014; Term expires June 2016
7	Morty Ballen	[REDACTED]	Trustee/Member		Program	5 (5 years); Voted onto Board 2009; Term renews annually with contract
8						
9						
10						
11						
12						
13						
14						

15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

1

3. Total Number of Members Departing the Board during the 2014-15 school year

2

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

13

5. How many times did the Board meet during the 2014-15 school year?

8

6. How many times will the Board meet during the 2015-16 school year?

10

Thank you.

Overall Student Recruitment Strategy and English Language Learner Set-Aside Lottery Preference

Explore Empower Charter School's overall recruitment strategy focuses on families in the immediate neighborhood of the school (school's zip code and surrounding areas) in order to best serve the school's geographic community. Given the demographic of the school's neighborhood, by targeting these areas Explore Empower naturally recruits a large portion of students who qualify for free and reduced lunch (over 84% of the school's current student population qualifies for free and reduced lunch).

In an effort to attract and enroll more English Language Learners, Explore Empower Charter School created a set-aside lottery preference for English Language Learners. The set-aside preference seeks to fill 9 of the available 60 kindergarten seats (15%) with English Language Learners, in order to match or exceed the school district's ELL population (currently about 9%).

Additional efforts to attract and retain students with disabilities and English Language Learners are further outlined in the recruitment efforts below.

Family Information Sessions

Explore Empower Charter School hosted multiple information sessions at different days of the week and times to provide convenient options for interested families to attend. In addition to these information sessions, families had the option of attending a variety of other information sessions (at varying dates and times) hosted by Explore Empower's charter network, Explore Schools, at different locations. At these information sessions, families had the opportunity to learn more about the school's vision, structure and academic program, as well as its enrollment policies. A portion of this presentation was dedicated to describing what services Explore Empower provides to students with disabilities, and staff were available after the presentation to answer specific questions about services for students with disabilities. The presentation also covered the English Language Learner set-aside lottery preference and how Explore Empower welcomes all ELL students to apply. Fliers and informational materials were available in English and Spanish, and applications were available in English and Spanish.

Direct Mailing Campaign

In partnership with Vanguard Direct, Explore Empower Charter School engaged in a direct mailing campaign to encourage Kindergarten enrollment by informing families in the immediate community about Explore Empower as a choice for their student and providing them with information about the school and an application. The mailing went to applicable families in two zip codes surrounding the school and included information in English and Spanish. Included in the mailing was a flier outlining the school's robust services provided for students with disabilities, as well as an application that included kindergarten lottery information and set-aside preference for English Language Learners.

NYCHA Building Flier Drops

In order to inform local families about the school as an option for their students, staff members went door to door in neighborhood NYCHA buildings leaving fliers for families encouraging them to apply or attend an information session. The fliers included information in English and Spanish, and highlighted the school's services provided to students with disabilities. The flier also included an application in English and Spanish, with information about the lottery set-aside preference for English Language Learners.

A third party service was also contracted as a pilot to complete strategic canvassing of the NYCHA buildings and surrounding area, informing community members of Explore Empower's offerings and open application window.

Parent Referral Campaign

In an effort to expand its recruitment reach, Explore Empower leveraged its current families to spread the word to other families about the school enrollment process. In particular, the school's leadership reached out to families of English Language Learner students and asked for help engaging other English Language Learner families in the enrollment process. All families at the school were encouraged to bring applications to their community organizations, families and friends. Through this process, the school hopes to attract more families in the profile of the families it serves, who may have otherwise not heard about the school – English Language Learners, students with disabilities, and students who qualify for free and reduced lunch.

Website, Social Media and Language Accessibility

Explore Empower Charter School leveraged its website and Facebook page to spread the word about its recruitment efforts. The website offered information about family information sessions, the enrollment process, services provided to students with disabilities, and its set-aside lottery preference for English Language Learners. Applications were available online in English and Spanish, and informational fliers and mailings were available in English and Spanish.

Families had the option of requesting an application be mailed or faxed to them or applying online. The online access was two-fold. First, families were able to apply to our school through the New York City Charter Center's Common Application. Second, families were able to apply to our schools directly through our partnership with SchoolMint. These efforts increased the accessibility of our applications and our school to families throughout New York City.

Via its Facebook page, Explore Empower also promoted the information sessions and enrollment information to leverage its community of staff members, families, friends and supporters to get the word out to surrounding families.

Retaining Students with Disabilities and English Language Learners

Explore Empower Charter School provides robust support services for students who have a disability or require additional academic support. The school employs three learning specialists and two school counselors and a family services coordinator that provide services and support for students who need it, as well as maintain communication with families to apprise them of student progress and how families can work with students at home. Additionally, a support services coordinator provides a resource to families navigating the IEP or 504 process, answering questions and helping families better understand resources available to them.

In addition, to ensure non-English speaking families feel welcomed and informed, the school ensures at least one Spanish-speaking staff member is available to guide families through paperwork and/or meetings, and requests an interpreter for family meetings upon request.



Appendix I: Teacher and Administrator Attrition

Created: 07/22/2015

Last updated: 07/31/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	31	28	17

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	5	0	2

Thank you

EXPLORE EMPOWER CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

EXPLORE EMPOWER CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
EXPLORE EMPOWER CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of Explore Empower Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

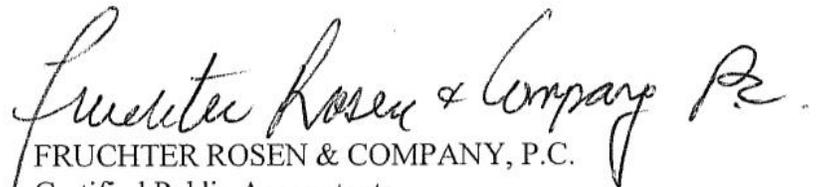
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2014 financial statements, and our report dated October 6, 2014, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 29, 2015, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


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

New York, New York
September 29, 2015

EXPLORE EMPOWER CHARTER SCHOOL
 STATEMENTS OF FINANCIAL POSITION
 JUNE 30,

	2015	2014
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 3,791,354	\$ 2,933,823
Grants and contracts receivable	103,292	79,805
Prepaid expenses and other current assets	13,032	11,746
Total current assets	3,907,678	3,025,374
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$516,014 and \$375,152 respectively	209,439	235,666
Restricted cash	70,230	70,202
Total other assets	279,669	305,868
TOTAL ASSETS	\$ 4,187,347	\$ 3,331,242
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 140,935	\$ 187,530
Accrued payroll and payroll taxes	537,579	462,017
Due to related parties	5,178	3,408
Total current liabilities	683,692	652,955
Unrestricted net assets:		
Undesignated	2,003,655	1,178,287
Board-designated for reserve fund	1,500,000	1,500,000
Total unrestricted net assets	3,503,655	2,678,287
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 4,187,347	\$ 3,331,242

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

EXPLORE EMPOWER CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2015	2014
Operating revenue:		
State and local per pupil operating revenue	\$ 7,295,473	\$ 6,276,873
Federal grants	338,342	294,579
State and city grants	25,330	48,192
Total operating revenue	7,659,145	6,619,644
Operating expenses:		
Program services		
Regular education	4,896,371	4,029,280
Special education	925,733	586,049
Total program services	5,822,104	4,615,329
Management and general	1,026,514	877,671
Total operating expenses	6,848,618	5,493,000
Surplus from operations	810,527	1,126,644
Support and other revenue:		
Other income	183	159
Fundraising event	14,658	15,349
Total support and other revenue	14,841	15,508
Changes in unrestricted net assets	825,368	1,142,152
Unrestricted net assets - beginning of year	2,678,287	1,536,135
Unrestricted net assets - end of year	\$ 3,503,655	\$ 2,678,287

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

EXPLORE EMPOWER CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS THEN ENDED JUNE 30,

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ 825,368	\$ 1,142,152
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	141,735	135,815
Loss on disposal of property and equipment	4,367	7,483
(Increase) Decrease in certain assets:		
Grants and contracts receivable	(23,487)	56,791
Prepaid expenses and other current assets	(1,286)	33,763
(Decrease) Increase in certain liabilities:		
Accounts payable and accrued expenses	(46,595)	102,802
Accrued payroll and payroll taxes	75,562	44,750
Due to related parties	1,770	175
	977,434	1,523,731
NET CASH PROVIDED BY OPERATING ACTIVITIES		
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(119,875)	(174,539)
(Increase) in restricted cash	(28)	(34)
	(119,903)	(174,573)
NET CASH (USED IN) INVESTING ACTIVITIES		
NET INCREASE IN CASH AND CASH EQUIVALENTS	857,531	1,349,158
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	2,933,823	1,584,665
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 3,791,354	\$ 2,933,823

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

EXPLORE EMPOWER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

Nature of Organization

Explore Empower Charter School (the “School”) is a New York State, not-for-profit educational corporation that operates a charter school in the borough of Brooklyn, New York. The School was granted a provisional charter on December 16, 2008, valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. On December 17, 2013, the Board of Regents approved and issued the renewal to the charter for a period of four years, effective December 17, 2013 to June 30, 2018. The School was established to provide its students with academic skills and critical thinking abilities they need to succeed in a college preparatory high school. Furthermore, the School was established to prepare such underserved students for higher education, civic involvement and lifelong success through a structured, caring environment of high academic expectations. The School provided education to approximately 464 students in kindergarten through seventh grade during the 2014-2015 academic year.

The School has an agreement with the New York City Department of Education (“NYCDOE”) to use public school open space at no annual cost. The School’s management does not anticipate this agreement will be terminated in the near future. The School is not responsible for rent, utilities, custodial services, maintenance, and school safety services other than those required over the summer when traditional NYCDOE schools are not in service.

Food Services

The New York City Department of Education provides free lunches directly to some of the School’s students. Such costs are not included in these financial statements. The School covers the cost of lunches for children not entitled to the free lunches.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2015 and 2014.

The School’s accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax positions resulting in an accrual of tax expense or benefit.

EXPLORE EMPOWER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

Tax Status (Continued)

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms filed by the School are no longer subject to examination for the fiscal years ended June 30, 2011, and prior.

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board ("FASB") in its Accounting Standards Codification ("ASC") No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

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

Board-designated net assets were established by the Board of Trustees to provide a reserve for unforeseen facility, personnel, and other issues.

Temporarily Restricted

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

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2015 and 2014.

EXPLORE EMPOWER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purpose of the statements of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

EXPLORE EMPOWER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

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

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding, whereas the government agency retains legal title to the long lived asset is expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Furniture and fixtures	5 years
Computers and equipment	3 years
Software	3 years
Leasehold improvements	33.5 years

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Refundable Advances

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

Comparative Financial Information

The accompanying statements of activities and schedule of functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2014 financial statements from which the summarized information was derived.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal, state, and city entitlements and grants. The School expects to collect these receivables within one year.

EXPLORE EMPOWER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30,:

	2015	2014
Furniture and fixtures	\$ 67,874	\$ 66,007
Computers and equipment	619,740	515,222
Software	29,589	29,589
Leasehold improvements	8,250	-
	725,453	610,818
Less: Accumulated depreciation and amortization	(516,014)	(375,152)
	\$ 209,439	\$ 235,666

Depreciation and amortization expense was \$141,735 and \$135,815 for the years ended June 30, 2015 and 2014, respectively.

For the years ended June 30, 2015 and 2014, the School disposed of various assets resulting in a loss on disposal of property and equipment in the amounts of \$4,367 and \$7,483, respectively.

NOTE 4 - CONTINGENCY

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

NOTE 5 - REVENUE CONCENTRATION

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

NOTE 6 - FUNCTIONAL ALLOCATION OF EXPENSE

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

EXPLORE EMPOWER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 7 - RETIREMENT PLAN

The School maintains a defined contribution 403(b) plan covering all eligible employees. Under this plan, employer contributions are discretionary and are based on a percentage of employees' salaries as determined by the School's Board of Trustees. The School matched 50% of the employees' elective contributions not to exceed 10% of the employees' salary for the years ended June 30, 2015 and 2014. The total employer contribution did not exceed 5% of the employees' salary. Retirement expense incurred by the School for the years ended June 30, 2015 and 2014 amounted to \$32,950 and \$29,922, respectively.

NOTE 8 - RELATED PARTY TRANSACTIONS

The School is affiliated with Explore Schools Inc., ("ESI"), a New York State not-for-profit corporation established under the laws of the State of New York on July 31, 2008. ESI supports the School by providing educational models, recruiting, leadership coaching and professional development, start-up funding, governance, and operational support. The School is also affiliated with Explore Charter School ("Explore"), Explore Excel Charter School ("Excel"), and Explore Exceed Charter School ("Exceed") through common management and Board members.

The School entered into management agreements with ESI dated through July 1, 2013 to provide the School with educational management services and designs. Pursuant to the agreement, ESI is to select and implement educational programs, coaching and professional development to school-based leadership, manage the School's business administration and support the Board in all governance issues. As compensation to ESI for these services, the School paid an annual fee of 12% of the School's general education per pupil operating revenue for the years ended June 30, 2015 and 2014, respectively. Management fee expense for the years ended June 30, 2015 and 2014 was \$767,913 and \$666,994, respectively.

For operational efficiency and purchasing power, the School shares certain expenses with ESI, Explore, Exceed, and Excel. Following are net shared operational expenses charged to the School/(paid on behalf of the related parties) for the years ended June 30,:

	<u>2015</u>	<u>2014</u>
ESI	\$ 280,525	\$ 101,832
Explore	1,184	14,212
Exceed	511	(75)
Excel	-	(1,878)
	<u>\$ 282,220</u>	<u>\$ 114,091</u>

EXPLORE EMPOWER CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014

NOTE 8 - RELATED PARTY TRANSACTIONS (Continued)

The net balance due from/(to) related parties consisted of the following at June 30,:

	2015	2014
ESI	\$ (4,667)	\$ (2,224)
Explore	-	(1,184)
Exceed	(511)	-
	\$ (5,178)	\$ (3,408)

NOTE 9 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through September 29, 2015, the date the financial statements were available to be issued.

The School merged into a single not-for-profit legal entity, Explore Charter Schools of Brooklyn, (f/k/a Explore Excel Charter School) which serves as the sole surviving education corporation. The plan of merger, dated November 14, 2013, was approved by the School's Board of Trustees and is effective July 1, 2015. Pursuant to the effective date, the School ceased to exist as a legal entity and all School operations are under Explore Charter Schools of Brooklyn. The merger was approved by the New York State Board of Regents, the Charter Schools Institute of the State University of New York, and the New York City Department of Education on February 10, 2015.

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INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
EXPLORE EMPOWER CHARTER SCHOOL

We have audited the financial statements of Explore Empower Charter School (a not-for-profit corporation) as of and for the year ended June 30, 2015, and have issued our report thereon dated September 29, 2015, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


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

New York, New York
September 29, 2015

EXPLORE EMPOWER CHARTER SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2015					
	Regular Education	Special Education	Total Program Services	Management and General	Total	2014
Salaries	\$ 2,869,141	\$ 498,371	\$ 3,367,512	\$ 474,419	\$ 3,841,931	\$ 3,130,879
Payroll taxes and employee benefits	648,319	112,613	760,932	107,200	868,132	689,244
Management fees	409,140	94,521	503,661	264,252	767,913	666,994
Audit and accounting	-	-	-	18,250	18,250	13,250
Recruiting and marketing	12,997	3,003	16,000	30,850	46,850	43,359
Outside services	306,231	70,747	376,978	15,789	392,767	262,662
Conferences, meetings, and staff development	62,695	14,484	77,179	17,463	94,642	46,999
Curriculum and classroom	186,020	42,976	228,996	-	228,996	171,126
Student meals	12,971	2,997	15,968	-	15,968	9,739
Student and family services	52,744	12,185	64,929	-	64,929	37,285
Insurance	28,332	6,545	34,877	6,155	41,032	34,981
Postage and shipping	39,644	9,159	48,803	8,612	57,415	48,617
Office supplies	31,807	3,534	35,341	35,342	70,683	32,369
Miscellaneous	17,579	4,061	21,640	3,820	25,460	10,048
Telephone, technology, and communications	115,688	26,727	142,415	25,133	167,548	152,150
Loss on disposal of property and equipment	-	-	-	4,367	4,367	7,483
Depreciation and amortization	103,063	23,810	126,873	14,862	141,735	135,815
Total	<u>\$ 4,896,371</u>	<u>\$ 925,733</u>	<u>\$ 5,822,104</u>	<u>\$ 1,026,514</u>	<u>\$ 6,848,618</u>	<u>\$ 5,493,000</u>

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

TO THE BOARD OF TRUSTEES OF
EXPLORE EMPOWER CHARTER SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Explore Empower Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 29, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

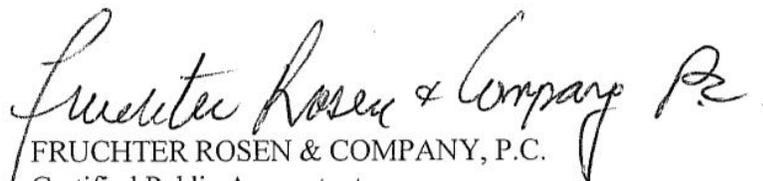
TO THE BOARD OF TRUSTEES OF
EXPLORE EMPOWER CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.


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

New York, New York
September 29, 2015

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

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

September 29, 2015

To the Audit Committee of the Board of Trustees of
Explore Empower Charter School
188 Rochester Avenue
Brooklyn, NY 11213

In planning and performing our audit of the financial statements of Explore Empower Charter School (the "School") (a not-for-profit corporation), as of and for the year ended June 30, 2015, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

This communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, New York City Department of Education, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.

We appreciate your cooperation and the assistance we received during the course of our audit.


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

New York, New York
September 29, 2015

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

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

September 29, 2015

To the Audit Committee of the Board of Trustees of
Explore Empower Charter School

We have audited the financial statements of Explore Empower Charter School (the "School") (a not-for-profit corporation) for the year ended June 30, 2015, and have issued our report thereon dated September 29, 2015. Professional standards require that we provide you with the following information related to our audit.

Our Responsibilities under U.S. Generally Accepted Auditing Standards and Government Auditing Standards

As stated in our engagement letter dated March 16, 2015, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

As part of our audit, we will consider the internal control of the School. Such considerations are solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the School's compliance with certain provisions of laws, regulations, contracts, and grants. However, the objective of our tests is not to provide an opinion on compliance with such provisions.

Planned Scope and Timing of the Audit

We performed our audit according to the plan previously communicated to you prior to commencement of our audit field work.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2015. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements are as follows:

- Collectability of grants and contracts receivables
- Useful lives of fixed assets
- Allocation of costs for the schedule of functional expenses

We evaluated the key factors and assumptions used to develop the above estimates in determining that it was reasonable in relation to the financial statement taken as a whole. The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. In addition, we are required to communicate with those charged with governance uncorrected misstatements and the effect that they may have on the opinion in the auditors' report, and request their correction. None of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 29, 2015.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Audit Committee of the Board of Trustees and management of Explore Empower Charter School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,


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

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 23, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/1807deceacd19e91a3>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Peter	Walker

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Explore Charter Schools of Brooklyn (Ed Corp)

Explore Charter School

Explore Empower Charter School

Explore Enrich Charter School

Explore Envision Charter School

Explore Exceed Charter School

Explore Excel Charter School

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

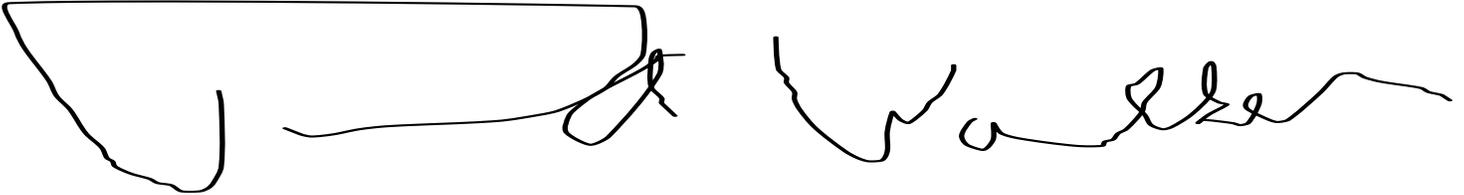
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Waller". The signature is written in a cursive style and is positioned to the right of a large, empty rectangular box.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, November 03, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/e1a9b5410aaddd3a1>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Henry	Mannix

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Explore Charter Schools of Brooklyn (Ed Corp)

Explore Charter School

Explore Empower Charter School

Explore Enrich Charter School

Explore Envision Charter School

Explore Exceed Charter School

Explore Excel Charter School

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
 - Treasurer
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Tom III". The signature is written in a cursive style with a large initial "T" and "O", followed by "m" and "III".

Thank you.