



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 EXCEL CS (SUNY TRUSTEES) 331800860702

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 18

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1077 Remsen Avenue Brooklyn, NY 11236	718-303-3245	718-272-1827	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Q'tyashia Arrington
Title	Director of Operations
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

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

6. DATE OF INITIAL CHARTER

2010-12-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2011-08-01 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.

415

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6
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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	Adam Schulman	[REDACTED]		[REDACTED]	Yes

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11. FACILITIES

Will the School maintain or operate multiple sites?

	Yes, 2 sites
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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)	1077 Remsen Avenue Brooklyn, NY 11236	718-303-3245	CSD 18	K-4	Yes	DOE space
Site 2	956 East 82nd Street Brooklyn, NY 11236	347-289-9555	CSD 18	5-7	No	DOE space
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	Dana Bogle	[REDACTED]		[REDACTED]
Operational Leader	Q'tyashia Arrington	[REDACTED]		[REDACTED]
Compliance Contact	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Adam Schulman	[REDACTED]		[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dana Bogle	[REDACTED]		[REDACTED]
Operational Leader	Q'tyashia Arrington	[REDACTED]		[REDACTED]
Compliance Contact	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Adam Schulman	[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 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
2	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	
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.

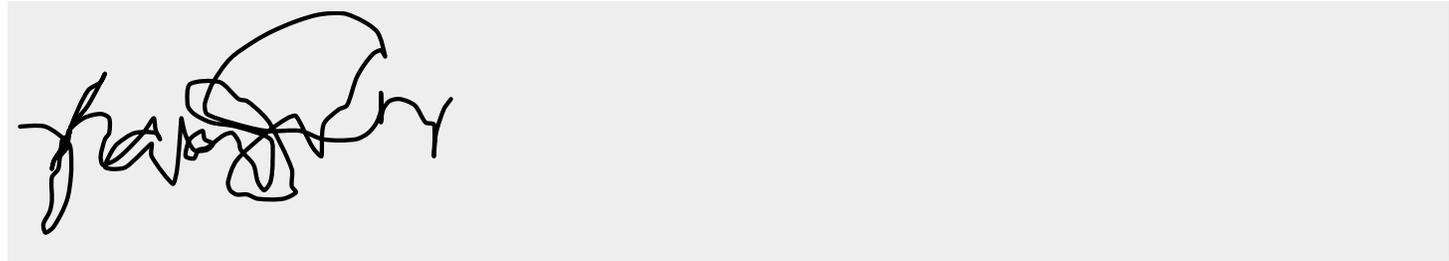
Adam Schulman, Director of Systems and IT

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).**

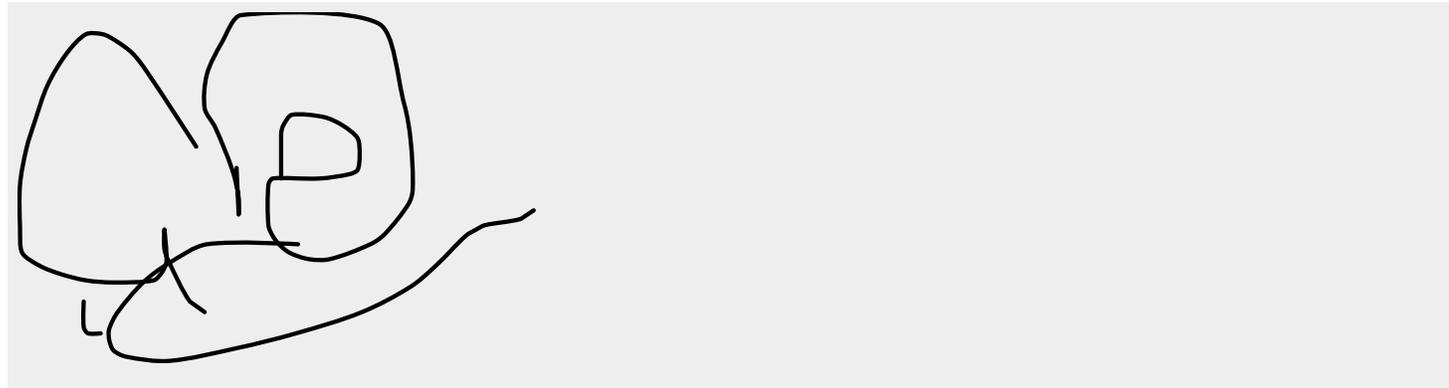
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to be "John Smith".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to be "John Smith".

Thank you.

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

Last updated: 07/29/2015

Page 1

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=80000070559&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=>



**Explore Excel
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

Excel Lower School Campus
1077 Remsen Avenue
Brooklyn, NY 11236
And
Excel Upper School Campus
956 East 82nd Street
Brooklyn, NY 11236

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>

Dana Bogle has served as the Principal since August of 2012.

INTRODUCTION

Explore Excel Charter School is a public charter school currently serving grades K-7 in Canarsie, Brooklyn. Excel opened in 2011 and will grow one grade per year until full growth, when it will serve grades K-8 and graduate students to some of the top college-preparatory high schools in New York City. Excel'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, Excel currently serves 480 students, 97% of whom are Black or Hispanic, and 76% 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	Total
2011-12	60	60	62	63				245
2012-13	54	55	60	59	59			287
2013-14	58	59	57	60	64	62		360
2014-15	59	60	59	59	61	62	62	422

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

In the 2014-2015 school year, Explore Excel Charter School used Journeys anchor curriculum for K-6 as a base for literacy, supplemented by internally developed resources, and Teacher's College curriculum for writing in K-6.

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 6th 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	60				60
4	60				61*
5	62				62
6	63				63
All	245				246

*There was 1 4th grade student who did not complete the 14-15 ELA NYS due to an administrative error.

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 (196 out of 245) 16.33% 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	26.67%	60	28.26%	46
4	8.33%	60	8.33%	48
5	11.29%	62	9.62%	52
6	19.05%	63	20.00%	50
All	16.33%	245	16.33%	196

Evaluation

We did not meet the first absolute measure.

For students enrolled in at least their second year, overall Explore Excel fell short by 58.67 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 Excel 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			17.0%	47	28.26%	46
4			15.1%	53	8.33%	48
5			24.0%	50	9.62%	52
6					20.00%	50

All			18.7%	150	16.33%	196
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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 73.88.

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
	42.45	41.22	15.51	0.82

$$\begin{aligned}
 \text{PI} &= 41.22 + 15.51 + 0.82 = 57.55 \\
 &15.51 + 0.82 = \underline{16.33} \\
 \text{PLI} &= 73.88
 \end{aligned}$$

Evaluation

We fell short of the PLI for ELA by 23.12. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

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

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

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 (196 out of 245) 16.33% achieved proficiency on the NYS English Language Arts Exam.

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	28.26%	46	21.2%	1,254
4	8.33%	48	23.2%	1,412
5	9.62%	52	23.3%	1,189
6	20.00%	50	24.1%	1,193
All	16.33%	196	22.9%	5,048

Evaluation

We did not outperform our local district (CSD 18).

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	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			17.0%	21.4%	28.26%	21%
4			15.1%	25.3%	8.33%	23%
5			24.0%	24.2%	9.62%	23%
6					20.00%	24%
All			18.7%	23.6%	16.33%	22.8%

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](#).

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:

Write in Comparative Performance Analysis from report here

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.

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 43.8.

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

⁴ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	45.0	50.0
5	56.0	50.0
All	50.5	50.0

Evaluation

The school's overall mean growth percentile exceeds the state median of the 50th percentile. We met this goal.

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		49.0	45.0	50.0
5			56.0	50.0
All		49.0	50.5	50.0

Summary of the English Language Arts 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 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

⁶ Grade level results not available.

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.	Achieved
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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 Excel 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 Excel 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 Excel 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 Excel 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 Excel 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 Excel 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 Excel 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 Excel 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 Excel 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 Excel Charter School is confident it can improve results for its students in literacy.

MATHEMATICS

Goal 2: Mathematics

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

Background

In the 2014-15 school year, Explore Excel Charter School used the TERC/Investigations anchor curriculum in math school-wide for grades K – 5 and Impact as the anchor curricular resource for 6th Grade.

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 6th 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	60				60
4	61				61
5	61			1	62
6	63				63
All	245				246

Results

Of the students enrolled in at least their second year (196 out of 245) 27.04% 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
3	38.33%	60	36.96%	46
4	32.79%	61	36.73%	49
5	14.75%	61	15.69%	51
6	19.05%	63	20.00%	50
All	26.12%	245	27.04%	196

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.

Evaluation

We did not meet the first absolute measure.

For students enrolled in at least their second year, overall Explore Excel fell short by 47.9 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	31.3%	48	44.7%	47	36.96%	46
4	48.6%	37	24.5%	53	36.73%	49
5			46.0%	50	15.69%	51
6					20.00%	50
All	38.8%	85	38%	150	27.04%	196

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 84.9.

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

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
	41.22	32.65	17.55	8.57

$$\begin{aligned}
 \text{PI} &= 32.65 + 17.55 + 8.57 = 58.78 \\
 &= 17.55 + 8.57 = \underline{26.12} \\
 \text{PLI} &= 84.9
 \end{aligned}$$

Evaluation

We fell short of the PLI index for Math by 9.1. 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.

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 (196 out of 245) 27.04% achieved proficiency on the NYS Math Exam.

2014-15 State Mathematics 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	36.96%	46	28.9%	1,270
4	36.73%	49	24.9%	1,423
5	15.69%	51	26.9%	1,195

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](#).

6	20.00%	50	20.3%	1,193
All	27.04%	196	25.2%	5,081

Evaluation

We met the first comparative measure.

Additional Evidence

Our students outperformed the local district students in math in the 2012-2013, 2013-2014 and the 2014-2015 school years.

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	31.3%	22.2%	44.7%	21.4%	36.96%	28.9%
4	48.6%	22.4%	24.5%	25.3%	36.73%	24.9%
5			46.0%	24.2%	15.69%	26.9%
6					20.00%	20.3%
All	38.8%	22.4%	38%	23.6%	27.04%	25.2%

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

The School’s Mean Growth Percentile is 44.5.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	42.0	50.0
5	46.5	50.0
All	44.5	50.0

Evaluation

The school fell short of the state Mean Growth Percentile by 5.5. We did not meet this goal.

Additional Evidence

We met this goal for the 2012-13 school year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile
-------	------------------------

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.

	2011-12 ¹²	2012-13	2013-14	Statewide Median
4		55.8	42.0	50.0
5			46.5	50.0
All		55.8	44.5	50.0

Summary of the Mathematics Goal

We met 1 of our 5 goals.

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

¹² Grade level results not available.

lessons aligned with common core standards. During this extended 17-day pre-service, Explore Excel 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 Excel 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 Excel 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 Excel Charter School leaders track student progress towards math achievement and implement strategic supports for instruction as needed.

SCIENCE

Goal 3: Science

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

Background

In 2014-15, Explore Excel 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 (49 of 61) 61.22% 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	61.22%	49		

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					61.22%	49
All					61.22%	49

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 18 results.

**2014-15 State Science 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 Proficient	Number Tested	Percent Proficient	Number Tested
4	61.22%	49		

Evaluation

We do not have District 18 results.

Additional Evidence

We do not have District 18 results.

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 Excel 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 Excel 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 Excel 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 Excel 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 Excel will make adequate yearly progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as 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 2014-2015 school year.

Evaluation

The school has not received its NCLB status for the 2014-2015 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 Excel Charter School 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

The survey response rate was 89%.

2014-15 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
--	--	89%

2014-15 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Rigorous Instruction	83%
Supportive Environment	78%
Collaborative Teachers	81%
Effective School Leadership	79%
Strong Family-Community Ties	84%
Trust	87%

Evaluation

Explore Excel Charter School met and in fact exceeded this goal, which is consistent with results from previous years. 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 Excel Charter School. In addition, these results reflect Explore Excel Charter School’s intentional approach to family engagement, including:

- Explore Excel Charter School’s open communication policy – Teachers and staff ensure open and consistent communication 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 Excel Charter School’s multiple opportunities for parent involvement – Explore Excel 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.
- Explore Excel Charter School’s community culture – School leadership consistently promotes a strong sense of community and culture with students, staff and families that is palpable. Staff, students and families are proud to be part of the Explore Excel Charter School community and feel supported by each other.

Despite this success, we would like to see even higher satisfaction rates in the 2015-16 school year and school leadership will continue partnering with parent leaders to identify and pursue opportunities for deeper family engagement and support.

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 89.7%.

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)
360	0	323	89.7%

Evaluation

We did not meet this goal. Explore Excel Charter School fell short of this goal by less than 1 percentage point (.3), which is a decrease in our retention rate compared to previous years. We believe one contributing factor to this reduction is the move to a separate campus for our upper school scholars, beginning in 5th grade. To address this going forward, Explore Excel Charter School’s leadership will increase engagement with 5th grade families earlier in the school year to ease the transition to the new campus and address parent questions and concerns regarding middle school.

Overall, we believe the programmatic improvements and family engagement approach described in earlier sections will lead to an improvement in our student retention rates year to year.

Additional Evidence

Year	Retention Rate
2013-14	94.4%
2014-15	89.7%

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 95.7%

2014-15 Attendance

Grade	Average Daily Attendance Rate
KG	95.3%
1	96.1%
2	95.6%
3	95.8%
4	95.8%
5	95.6%
6	95.6%
Overall	95.7%

Evaluation

We met this goal.

Additional Evidence

There is no additional evidence.



Appendix B: Total Expenditures and Administrative Expenditures per Child

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	6642578
Line 2: Year End Per Pupil Count	415
Line 3: Divide Line 1 by Line 2	16006

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)	534269
Line 2: Management and General Cost (Column)	427933
Line 3: Sum of Line 1 and Line 2	962202
Line 4: Year End Per Pupil Count	415
Line 5: Divide Line 3 by the Year End Per Pupil Count	2319

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 Excel 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	6,903,324	1,003,352	10,000	-	39,494	7,956,170	
Total Expenses	5,694,393	803,093	-	-	1,318,014	7,815,500	
Net Income	1,208,931	200,259	10,000	-	(1,278,520)	140,670	
Actual Student Enrollment	423	58					
Total Paid Student Enrollment	423	58				481	
	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	6,674,837	-	-	-	6,674,837	Assumes 481 FTE students
School District 2 (Enter Name)		-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	
		6,674,837	-	-	-	6,674,837	
Special Education Revenue		-	733,557	-	-	733,557	SPED <20% - 16 FTE, 20%-60% - 6.8 FTE, >60% - 34.8 FTE
Grants		-	-	-	-	-	
Stimulus		-	-	-	-	-	
Other		33,642	4,588	-	-	38,230	State Grants - NYSTL, NYSSL, NYSLIB
Other State Revenue		79,004	10,823	-	-	108,225	NYS Senate approved grant - approximately \$225 per student
TOTAL REVENUE FROM STATE SOURCES		6,787,483	748,968	-	18,398	7,554,849	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	40,219	-	-	40,219	
Title I		-	200,000	-	-	200,000	
Title Funding - Other		12,000	-	-	-	12,000	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants		-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other Federal Revenue		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		12,000	240,219	-	-	252,219	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	10,000	-	10,000	Explore Schools, Inc contribution
Erate Reimbursement		95,446	13,015	-	19,141	127,602	Category 1 and 2 Erate Revenue
Interest Income, Earnings on Investments,		1,095	150	-	255	1,500	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
Other Local Revenue		7,300	1,000	-	1,700	10,000	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		103,841	14,165	10,000	-	149,102	
TOTAL REVENUE		6,903,324	1,003,352	10,000	-	7,956,170	
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	385,194	52,402	-	77,224	514,820	1 Principal, 1 Assistant Principal, 2 Academic Directors
Deans, Directors & Coordinators	6.20	365,910	49,779	-	21,878	437,567	2 Deans, 2 Culture Associates, 0.5 Instructional Coach, 1 Math Coordinator, 0.5 Literacy Coordinator, 0.2 HS Placement Coordinator
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	4.00	14,171	-	-	269,249	283,420	1 Director of Operations, 1 Operations Manager, 1 Program Manager, 1 OHRM
Administrative Staff	7.50	-	-	-	326,431	326,431	1 Pupil Accounting Associate, 2 Data Management Associates, 0.5 Accounting Associate, 1 Purchasing Associate, 1 Ops Associate, 2 COAs
TOTAL ADMINISTRATIVE STAFF	22	765,275	102,181	-	694,782	1,562,238	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	37.00	2,286,100	-	-	-	2,286,100	37 Kindergarten - 7th grade teachers

Explore Excel 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.							
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Total Expenses	5,694,393	803,093	-	-	1,318,014	7,815,500	
Net Income	1,208,931	200,259	10,000	-	(1,278,520)	140,670	
Actual Student Enrollment	423	58				-	
Total Paid Student Enrollment	423	58				481	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Teachers - SPED	5.00	-	322,500	-	-	322,500	3 Learning Specialists and 12:1:1 Teachers
Substitute Teachers	3.60	132,037	17,963	-	-	150,000	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	5.00	260,114	35,386	-	-	295,500	5 Enrichment Teachers
Aides	-	-	-	-	-	-	
Therapists & Counselors	3.00	164,981	22,444	-	-	187,425	1 Social Worker and 2 Behavior Counselors
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	54	2,843,232	398,293	-	-	3,241,525	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	75	3,608,507	500,474	-	694,782	4,803,763	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		311,498	43,203	-	-	59,976	414,677
Fringe / Employee Benefits		606,478	84,114	-	-	116,771	807,363
Retirement / Pension		29,035	4,027	-	-	5,590	38,652
TOTAL PAYROLL TAXES AND BENEFITS		947,011	131,344	-	-	182,337	1,260,692
TOTAL PERSONNEL SERVICE COSTS		4,555,518	631,818	-	-	877,119	6,064,455
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	19,000	19,000
Legal		-	-	-	-	10,000	10,000
Management Company Fee		462,307	63,042	-	-	275,631	800,980
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		10,771	1,469	-	-	2,160	14,400
Special Ed Services		-	4,000	-	-	-	4,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		9,930	1,895	-	-	675	12,500
TOTAL CONTRACTED SERVICES		483,008	70,406	-	-	307,466	860,880
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		51,656	7,044	-	-	-	58,700
Special Ed Supplies & Materials		-	12,000	-	-	-	12,000
Textbooks / Workbooks		55,642	7,588	-	-	-	63,230
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		11,974	1,576	-	-	4,450	18,000
Telephone		46,376	6,324	-	-	9,300	62,000
Technology		129,329	17,636	-	-	25,935	172,900
Student Testing & Assessment		12,970	1,769	-	-	-	14,739
Field Trips		25,520	3,480	-	-	-	29,000
Transportation (student)		3,520	480	-	-	-	4,000
Student Services - other		18,040	2,460	-	-	-	20,500
Office Expense		50,918	6,432	-	-	28,650	86,000
Staff Development		56,692	7,731	-	-	14,622	79,045
Staff Recruitment		-	-	-	-	20,000	20,000
Student Recruitment / Marketing		13,200	1,800	-	-	-	15,000

Explore Excel 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	6,903,324	1,003,352	10,000	-	39,494	7,956,170	
Total Expenses	5,694,393	803,093	-	-	1,318,014	7,815,500	
Net Income	1,208,931	200,259	10,000	-	(1,278,520)	140,670	
Actual Student Enrollment	423	58				-	
Total Paid Student Enrollment	423	58				481	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
School Meals / Lunch	39,903	5,441	-	-	-	45,344	
Travel (Staff)	5,984	816	-	-	1,200	8,000	
Fundraising	-	-	-	-	-	-	
Other	5,460	745	-	-	1,095	7,300	
TOTAL SCHOOL OPERATIONS	527,184	83,322	-	-	105,252	715,758	
FACILITY OPERATION & MAINTENANCE							
Insurance	32,469	4,427	-	-	6,511	43,407	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	8,228	1,122	-	-	1,650	11,000	
Repairs & Maintenance	3,740	510	-	-	750	5,000	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	44,437	6,059	-	-	8,911	59,407	
DEPRECIATION & AMORTIZATION	84,246	11,488	-	-	19,266	115,000	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	5,694,393	803,093	-	-	1,318,014	7,815,500	
NET INCOME	1,208,931	200,259	10,000	-	(1,278,520)	140,670	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	423	58	481				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	423	58	481				
REVENUE PER PUPIL	16,320	17,419	21				
EXPENSES PER PUPIL	13,462	13,943	-				



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

Charter School Name:	Explore Excel 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 Circu

EXPLORE EXCEL CHARTER SCHOOL
Statement of Financial Position
#NAME?

<u>ASSETS</u>	<u>2014-15</u>
<u>CURRENT ASSETS</u>	
Cash and cash equivalents	1986012
Grants and contracts receivable	118305
Accounts receivables	0
Prepaid expenses	16915
Contributions and other receivables	0
TOTAL CURRENT ASSETS	2,121,232
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	394821
<u>OTHER ASSETS</u>	77500
TOTAL ASSETS	2,593,553
<u>LIABILITIES AND NET ASSETS</u>	
<u>CURRENT LIABILITIES</u>	
Accounts payable and accrued expenses	190010
Accrued payroll and benefits	505075
Deferred Revenue	0
Current maturities of long-term debt	0
Short Term Debt - Bonds, Notes Payable	0
Other	0
TOTAL CURRENT LIABILITIES	695,085
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	0
TOTAL LIABILITIES	<u>695,085</u>
<u>NET ASSETS</u>	
Unrestricted	1323468
Temporarily restricted	575000
TOTAL NET ASSETS	<u>1,898,468</u>
TOTAL LIABILITIES AND NET ASSETS	2,593,553

EXPLORE EXCEL CHARTER
Statement of Financial P
#NAME?

<u>ASSETS</u>	<u>2013-14</u>	<u>IOI</u> nu
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	1609179	
Grants and contracts receivable	80756	
Accounts receivables	0	
Prepaid expenses	60794	
Contributions and other receivables	0	
TOTAL CURRENT ASSETS	1,750,729	
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	381853	
<u>OTHER ASSETS</u>	75128	
TOTAL ASSETS	2,207,710	
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	170649	
Accrued payroll and benefits	438391	
Deferred Revenue	0	
Current maturities of long-term debt	0	
Short Term Debt - Bonds, Notes Payable	0	
Other	16188	
TOTAL CURRENT LIABILITIES	625,228	
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	0	
TOTAL LIABILITIES	<u>625,228</u>	
<u>NET ASSETS</u>		
Unrestricted	1082482	
Temporarily restricted	500000	
TOTAL NET ASSETS	<u>1,582,482</u>	
TOTAL LIABILITIES AND NET ASSETS	2,207,710	

EXPLORE EXCEL CHARTER SCHOOL

Statement of Activities

#NAME?

	2014-15		Total
	Unrestricted	Temporarily Restricted	
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	5805146	\$-	\$5,805,146
Students with disabilities	747150	-	747,150
Grants and Contracts			
State and local	36107	-	36,107
Federal - Title and IDEA	216110	-	216,110
Federal - Other	135710	-	135,710
Other	0	-	-
Food Service/Child Nutrition Program	0	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	6,940,223	-	6,940,223
EXPENSES			
Program Services			
Regular Education	4476474	\$-	\$4,476,474
Special Education	1076479	-	1,076,479
Other Programs	0	-	-
Total Program Services	5,552,953	-	5,552,953
Management and general	1084889	-	1,084,889
Fundraising		-	-
TOTAL OPERATING EXPENSES	6,637,842	-	6,637,842
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	302,381	-	302,381
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	0	\$-	\$-
Individuals		-	-
Corporations	0	-	-
Fundraising	13530	-	13,530
Interest income	75	-	75
Miscellaneous income		-	-
Net assets released from restriction	0	-	-
TOTAL SUPPORT AND OTHER REVENUE	13,605	-	13,605
CHANGE IN NET ASSETS	315,986	-	315,986
NET ASSETS BEGINNING OF YEAR	1582482	-	1,582,482
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-
NET ASSETS END OF YEAR	\$1,898,468	\$-	\$1,898,468

2013-14	IOI
	nu
Total	

4823972
648656

37916
205824
105370
0
0
5,821,738

3905652
678115
0
4,583,767
993102
0
5,576,869

244,869

0

0
13028
88

0
13,116

257,985

1324497
0

\$1,582,482

EXPLORE EXCEL CHARTER SCHOOL
Statement of Cash Flows
#NAME?

	2014-15	2013-14
		*Please briefly explain any
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	315986	257985
Revenues from School Districts	0	0
Accounts Receivable	0	0
Due from School Districts	0	0
Depreciation	154924	154590
Grants Receivable	-37549	229416
Due from NYS	0	0
Grant revenues	0	0
Prepaid Expenses	43879	-23914
Accounts Payable	19361	51957
Accrued Expenses		
Accrued Liabilities	66684	50170
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Deferred Revenue	0	0
Interest payments	0	0
Other - Loss on Disposal	1083	5723
Other - Due from/to related parties	-18485	8234
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$545,883	\$734,161
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	-168975	-136856
Other	-75	-88
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(169,050)	\$(136,944)
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	\$376,833	\$597,217
Cash at beginning of year	1609179	1011962
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$1,986,012	\$1,609,179

101
nu

EXPLORE EXCEL 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	19.5	591911	139494	-	731,405	-
Instructional Personnel	41	1908045	465085	-	2,373,130	-
Non-Instructional Personnel	-	0	0	-	-	-
Total Salaries and Staff	60.50	2,499,956	604,579	-	3,104,535	-
Fringe Benefits & Payroll Taxes		598178	144661	-	742,839	-
Retirement		0	0	-	-	-
Management Company Fees		368780	88119	-	456,899	-
Legal Service		0	0	-	-	-
Accounting / Audit Services		0	0	-	-	-
Other Purchased / Professional / Consulting Services		287427	68726	-	356,153	-
Building and Land Rent / Lease / Facility Finance Interest			0	-	-	-
Repairs & Maintenance		0	0	-	-	-
Insurance		25659	6131	-	31,790	-
Utilities		0	0	-	-	-
Supplies / Materials		211375	53772	-	265,147	-
Equipment / Furnishings		0	0	-	-	-
Staff Development		63568	15189	-	78,757	-
Marketing / Recruitment		7969	1904	-	9,873	-
Technology		146704	35055	-	181,759	-
Food Service		36409	8700	-	45,109	-
Student Services		49994	11946	-	61,940	-
Office Expense		52325	7080	-	59,405	-
Depreciation		104807	25043	-	129,850	-
OTHER		23323	5574	-	<u>28,897</u>	-
Total Expenses		\$4,476,474	\$1,076,479	\$-	\$5,552,953	\$-

				2013-14
Supporting Services				
Management and General	Total	Total		
\$	\$	\$	\$	
530310	530,310	1,261,715	1256397	
0	-	2,373,130	1791300	
0	-	-	0	
530,310	530,310	3,634,845	3,047,697	
126890	126,890	869,729	750778	
0	-	-	0	
239718	239,718	696,617	578877	
0	-	-	0	
18271	18,271	18,271	20250	
22894	22,894	379,047	318396	
0	-	-		
0	-	-	0	
5610	5,610	37,400	31181	
0	-	-	0	
0	-	265,147	160584	
0	-	-	0	
10547	10,547	89,304	78980	
19293	19,293	29,166	31969	
32076	32,076	213,835	167350	
0	-	45,109	32165	
0	-	61,940	35845	
49297	49,297	108,702	102793	
25074	25,074	154,924	154590	
4909	<u>4,909</u>	<u>33,806</u>	65414	
\$1,084,889	\$1,084,889	\$6,637,842	\$5,576,869	



Audited Financial Statement Checklist

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	Yes

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	2 (4 years); Voted onto Board 05/05/2011; Term expires June 2017
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	1 (1 year); Voted onto Board 10/02/2014; Term expires June 2016
4	Beth Cohen	[REDACTED]	Treasurer	Yes	External Affairs	1 (1 year); Voted onto Board 10/02/2014; Term expires June 2016
5	Angelica Thomas	[REDACTED]	Trustee/Member	Yes	Legal	1 (1 year); Voted onto Board 10/02/2014; Term expires June 2016
6	Peter Walker	[REDACTED]	Trustee/Member	Yes	Legal	1 (1 year); Voted onto Board 10/02/2014; Term expires June 2016
7	Morty Ballen	[REDACTED]	Trustee/Member	Yes	Program	1 (1 year); Voted onto Board 10/02/2014; 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

5

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

3

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 Excel Charter Schools'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 Excel naturally recruits a large portion of students who qualify for free and reduced lunch (over 76% 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 Excel 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 5%).

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

Family Information Sessions and School Tours

Explore Excel 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 Excel'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 Excel 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 Excel welcomes all ELL students to apply. Fliers and informational materials were available in English and Spanish, and applications were available in English, Spanish and Haitian Creole.

Direct Mailing Campaign

In partnership with Vanguard Direct, Explore Excel Charter School engaged in a direct mailing campaign to encourage Kindergarten enrollment by informing families in the immediate community about Explore Excel as a choice for their student and providing them with information about the school and an application. The mailing went to applicable families in the school's zip code 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.

Parent Referral Campaign and Parent Teacher Organization

In an effort to expand its recruitment reach, Explore Excel leveraged its Parent Teacher Association (PTA) and current families to spread the word to other families about the school enrollment process. In particular, the school's leadership reached out to PTA leaders, as well as 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 Excel 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, Spanish and Haitian Creole, 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 Excel 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 Excel Charter School provides robust support services for students who have a disability or require additional academic support. The school offers a 12-1-1 classroom environment, and employs a social worker, behavior counselor, learning specialist, two intervention teachers as well as a support 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, the support services coordinator acts as 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 Haitian-Creole-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

Last updated: 07/30/2015

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
	30	24	19

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
	4	0	0

Thank you

EXPLORE EXCEL CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

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

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
EXPLORE EXCEL CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of Explore Excel 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 17, 2014, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of 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 October 5, 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
October 5, 2015

EXPLORE EXCEL CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2015	2014
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 1,986,012	\$ 1,609,179
Grants and contracts receivable	118,305	80,756
Due from related parties	2,297	-
Prepaid expenses and other current assets	16,915	60,794
Total current assets	2,123,529	1,750,729
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$416,393 and \$264,931, respectively	394,821	381,853
Restricted cash	75,203	75,128
Total other assets	470,024	456,981
TOTAL ASSETS	\$ 2,593,553	\$ 2,207,710
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 190,010	\$ 170,649
Accrued payroll and payroll taxes	505,075	438,391
Due to related parties	-	16,188
Total current liabilities	695,085	625,228
Unrestricted net assets:		
Undesignated	1,323,468	1,082,482
Board-designated for reserve fund	575,000	500,000
Total unrestricted net assets	1,898,468	1,582,482
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 2,593,553	\$ 2,207,710

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

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

	2015	2014
Operating revenue:		
State and local per pupil operating revenue	\$ 6,552,296	\$ 5,472,628
Federal grants	351,820	311,194
State and city grants	36,107	37,916
Total operating revenue	6,940,223	5,821,738
Operating expenses:		
Program services:		
Regular education	4,476,474	3,905,652
Special education	1,076,479	678,115
Total program services	5,552,953	4,583,767
Supporting services:		
Management and general	1,084,889	993,102
Total operating expenses	6,637,842	5,576,869
Surplus from operations	302,381	244,869
Support and other revenue:		
Fundraising event	13,530	13,028
Interest and other income	75	88
Total support and other revenue	13,605	13,116
Changes in unrestricted net assets	315,986	257,985
Unrestricted net assets - beginning of year	1,582,482	1,324,497
Unrestricted net assets - end of year	\$ 1,898,468	\$ 1,582,482

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

EXPLORE EXCEL CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ 315,986	\$ 257,985
Adjustments to reconcile change in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	154,924	154,590
Loss on disposal of property and equipment	1,083	5,723
Decrease (Increase) in certain assets:		
Grants and contracts receivable	(37,549)	229,416
Due from related parties	(2,297)	-
Prepaid expenses and other current assets	43,879	(23,914)
Increase (Decrease) in certain liabilities:		
Accounts payable and accrued expenses	19,361	51,957
Accrued payroll and payroll taxes	66,684	50,170
Due to related parties	(16,188)	8,234
 NET CASH PROVIDED BY OPERATING ACTIVITIES	 545,883	 734,161
 CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(168,975)	(136,856)
(Increase) in restricted cash	(75)	(88)
 NET CASH (USED IN) INVESTING ACTIVITIES	 (169,050)	 (136,944)
 NET INCREASE IN CASH AND CASH EQUIVALENTS	 376,833	 597,217
 CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	 1,609,179	 1,011,962
 CASH AND CASH EQUIVALENTS - END OF YEAR	 \$ 1,986,012	 \$ 1,609,179

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

EXPLORE EXCEL 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 Excel 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 14, 2010 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. The School was established to provide its students with the 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 421 students in kindergarten through sixth grades 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. On December 12, 2012, the School secured a second location to house a middle school through the NYCDOE. The middle school will provide education from fifth through eighth grades. Classes for the middle school began August 21, 2013. The School will add one grade per year until it reaches full scale in 2016-2017 and will serve students in kindergarten through eighth grades. 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 and Transportation Services

The New York City Department of Education provides free lunches and transportation directly to a majority 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 did not have any net 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 position resulting in an accrual of tax expense or benefit.

EXPLORE EXCEL 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 Form 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 990 filed by the School are no longer subject to examination for the fiscal year ended June 30, 2011.

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 operation 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.

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.

EXPLORE EXCEL 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 (Continued)

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.

Property and Equipment

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract, in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as incurred. No depreciation is recorded on construction-in-progress until property and equipment is placed into service. 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 and 5 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.

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

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

Refundable Advances

The School records certain government operating revenue as a refundable advance 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.

Reclassifications

Certain 2014 accounts have been reclassified to the 2015 financial statements presentation. The reclassification has no effect on 2014 net assets, and changes in net assets.

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.

NOTE 3 - PROPERTY AND EQUIPMENT

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

	2015	2014
Furniture and fixtures	\$ 70,913	\$ 70,913
Computers and equipment	548,810	436,959
Software	10,948	10,948
Leasehold improvements	180,543	127,964
	811,214	646,784
Less: Accumulated depreciation and amortization	(416,393)	(264,931)
	\$ 394,821	\$ 381,853

Depreciation and amortization expense was \$154,924 and \$154,590 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 \$1,083 and \$5,723, respectively.

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

NOTE 4 - 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 Empower Charter School (“Empower”), 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 \$696,617 and \$578,877 respectively.

For operational efficiency and purchasing power, the School shares certain expenses with ESI, Exceed, and Empower. Following are net shared operational expenses charged to the School for the years ended June 30,:

	<u>2015</u>	<u>2014</u>
ESI	\$ 402,562	\$ 82,935
Exceed	511	-
Empower	-	1,878
	<u>\$ 403,073</u>	<u>\$ 84,813</u>

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

	<u>2015</u>	<u>2014</u>
ESI	\$ 2,808	\$ (16,188)
Exceed	(511)	-
	<u>\$ 2,297</u>	<u>\$ (16,188)</u>

NOTE 5 - COMMITMENTS

The School leases various copy machines under non-cancelable operating leases expiring in various years through 2017. Minimum future rental payments under non-cancelable operating leases are as follows:

Year ending June 30, 2016	\$ 11,652
2017	<u>971</u>
	<u>\$ 12,623</u>

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

NOTE 6 - 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 7 - 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 8 - 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.

NOTE 9 - 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 employee's salary for the years ended June 30, 2015 and 2014. The total employer contribution did not exceed 5% of the employee's salary. Retirement expense incurred by the School for the years ended June 30, 2015 and 2014 amounted to \$24,085 and \$29,279, respectively.

NOTE 10 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 5, 2015, the date the financial statements were available to be issued.

Explore Charter School, Explore Empower Charter School, Explore Exceed Charter School, Explore Envision Charter School, and Explore Enrich Charter School merged into the School which serves as the sole surviving education corporation. Pursuant to the merger, the School changed its name to Explore Charter Schools of Brooklyn. The plan of merger, dated November 14, 2013, was approved by the Schools' Board of Trustees and is effective July 1, 2015. Pursuant to the effective date, the Schools ceased to exist as legal entities and all Schools 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 EXCEL CHARTER SCHOOL

We have audited the financial statements of Explore Excel Charter School (a not-for-profit corporation) as of and for the year ended June 30, 2015, and have issued our report thereon dated October 5, 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
October 5, 2015

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

	2015				Total	2014
	Regular Education	Special Education	Total Program Service	General and Administrative		
Salaries	\$ 2,499,956	\$ 604,579	\$ 3,104,535	\$ 530,310	\$ 3,634,845	\$ 3,047,697
Employee benefits and payroll taxes	598,178	144,661	742,839	126,890	869,729	750,778
Management fees	368,780	88,119	456,899	239,718	696,617	578,877
Advertising and recruiting	7,969	1,904	9,873	19,293	29,166	31,969
Outside services	287,427	68,726	356,153	22,894	379,047	318,396
Audit and accounting	-	-	-	18,271	18,271	20,250
Conferences, meetings, and staff development	63,568	15,189	78,757	10,547	89,304	78,980
Curriculum and classroom	211,375	53,772	265,147	-	265,147	160,584
Student food service	36,409	8,700	45,109	-	45,109	32,165
Student and family services	49,994	11,946	61,940	-	61,940	35,845
Insurance	25,659	6,131	31,790	5,610	37,400	31,181
Postage and copying	9,906	2,367	12,273	2,166	14,439	12,375
Office supplies	42,419	4,713	47,132	47,131	94,263	90,418
Telephone, technology, and communications	146,704	35,055	181,759	32,076	213,835	167,350
Loss on disposal of property and equipment	874	209	1,083	-	1,083	5,723
Depreciation and amortization	104,807	25,043	129,850	25,074	154,924	154,590
Miscellaneous	22,449	5,365	27,814	4,909	32,723	59,691
Total	\$ 4,476,474	\$ 1,076,479	\$ 5,552,953	\$ 1,084,889	\$ 6,637,842	\$ 5,576,869

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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 EXCEL 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 Excel 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 October 5, 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 EXCEL CHARTER SCHOOL

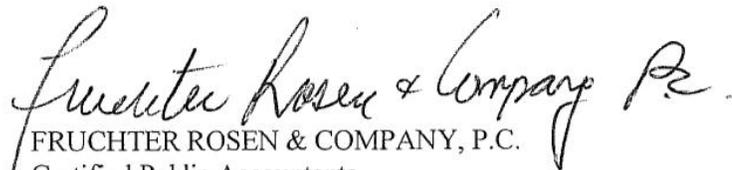
Compliance and Other Matters

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*.

We noted certain matter that was reported to the management of the School in a separate letter dated October 5, 2015.

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
October 5, 2015

EXPLORE EXCEL CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2015

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
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TEL: (212) 957-3600
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October 5, 2015

Audit Committee of the Board of Trustees
Explore Excel Charter School

In planning and performing our audit of the financial statements of Explore Excel Charter School (the "School") 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 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.

Exhibit I accompanying this letter summarizes corrective action not taken on prior year observation for the year ended June 30, 2015. We determined that this observation did not constitute a significant deficiency or material weakness. Management's response to this observation has not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

This communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Charter School Institute of the State University of New York, 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
October 5, 2015

EXPLORE EXCEL CHARTER SCHOOL
MANAGEMENT LETTER
JUNE 30, 2015

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EXHIBIT I – CORRECTIVE ACTION NOT TAKEN ON PRIOR YEAR OBSERVATION

- A. Approval of Debit Card Purchases 1

EXPLORE EXCEL CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT I – CORRECTIVE ACTION NOT TAKEN ON PRIOR YEAR OBSERVATION

In conjunction with performing the audit of the Organization’s financial statements for the year ended June 30, 2015, we followed up on the status of implementation of audit recommendations made during the year ended June 30, 2014.

A. APPROVAL OF DEBIT CARD PURCHASES

Observation

Even though the majority of debit card purchases tested were adequately supported by receipts, invoices, and other documentation, we noted that many of the purchase request forms were signed after the purchase date. The School explained that the requests are often made for repeat purchases and that the approvals are made verbally, with the signing of the purchase request form taking place later as part of a batch signing of various documents.

Recommendation

We recommend that in circumstances where the School cannot obtain a written approval prior to a purchase, that the School obtain approvals by e-mail rather than verbally so as to retain a record of the authorization that would evidence the actual timing of approval.

Current Year Status

During our 2015 audit, we noted that the School improved with obtaining proper approvals prior to debit card purchases, but remains a significant amount of purchases where approval was obtained after the purchase date.

Updated Management’s Response

The management team of Excel will conduct a comprehensive finance training with all individuals involved in the procurement process to ensure they understand the fiscal policies and procedures related to credit card purchases. The training will aim to realign staff members with internal controls objectives and procedures by reviewing realistic examples and bridging gaps in policy understanding and application.

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

October 5, 2015

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

We have audited the financial statements of Explore Excel Charter School (the "School") for the year ended June 30, 2015, and have issued our report thereon dated October 5, 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 Explore Excel Charter 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 Explore Excel Charter 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 Explore Excel Charter 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 October 5, 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, the Board of Trustees and management of Explore Excel 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

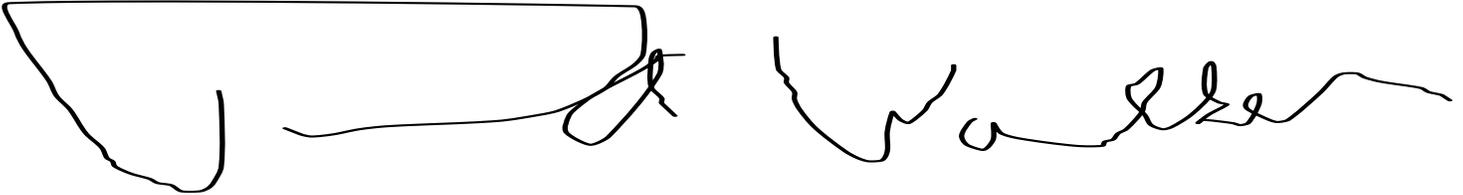
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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", written over a horizontal line. The signature is cursive and extends to the right of the line.

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, stylized font. The first letter "T" is large and loops back. The "o" is a simple oval. The "m" has a large loop. The "III" is written in a blocky, slightly slanted font.

Thank you.