

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 09, 2014

Updated Friday, August 01, 2014

Page 1

1. SCHOOL NAME

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

331700860841 EXPLORE CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 17

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
655 Parkside Avenue Brooklyn, NY 11226	718-703-4484	718-703-8550	admissions@explorenetwork.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Eleni Roulis
Title	Director of Operations
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

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

6. DATE OF INITIAL CHARTER

2001-06-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2002-08-01 00:00:00

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

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K
• 1
• 2
• 3
• 4
• 5
• 6
• 7
• 8

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	██████████		██████████	Yes
CFO (e.g., network CFO)	Shawn-Ann Mullen	██████████		██████████	Yes
Compliance Contact	Rebecca Daverin	██████████	██████████	██████████	Yes
Complaint Contact	Rebecca Daverin	██████████	██████████	██████████	Yes

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	655 Parkside Avenue Brooklyn, NY 11226	718-703-44 84	CSD 17	K-8	Yes	DOE space

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Michal-Anne Fox	[REDACTED]		[REDACTED]
Operational Leader	Eleni Roulis	[REDACTED]		[REDACTED]
Compliance Contact	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]

13. Are the School sites co-located?

Yes

13a. Please list the terms of your current co-location.

	Date School will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	n/a	Yes	2014	No		Yes

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

Yes

15. 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 Bylaws	The Board of Trustees changed language in its bylaws on Board membership to read: 'The president of an Explore Schools, Inc. network school's Parent-Teacher Association or his/her designee will serve in an ex-officio manner for a one-year term.' This bylaws change allows for consistent parent representation on the Board of Trustees year to year.	9/30/2013	

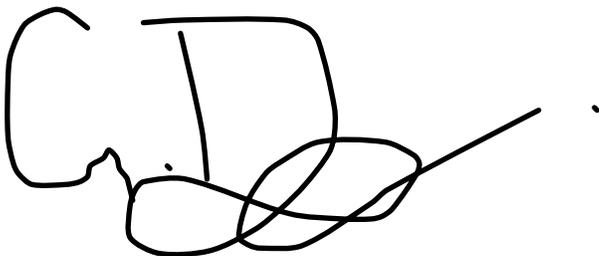
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in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

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.

Appendix A: Progress Toward Goals

Created Tuesday, July 22, 2014

Updated Friday, October 31, 2014

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Charter School Name: 331700860841 EXPLORE CS

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?instid=800000048424&year=2013&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendar>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the "progress toward goal attainment" column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	Each year, 75% of 3rd-8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.	NYS ELA scores.	Goal not met.	<p>In 2013-2014 23.1% of 3rd – 8th grade students who had been enrolled at the school for at least two consecutive years* (329 out of 350 students) performed at a level 3 or 4 on the state ELA exam.</p> <p>In the 2013-14 school year Explore revamped its base literacy curriculum as well as implemented a new approach to coaching teachers and supporting lesson-planning. This work had a positive impact on student outcomes. However, we recognize the need for greater gains to ensure our students are successful. This year, Explore is improving its approach through three basic strategies: shifting focus to formative</p>

data, improving support for teacher effectiveness and lesson planning, and implementing more writing into the ELA curriculum.

Shifting focus to formative data: Explore is shifting its focus to formative data and helping its teachers learn how to collect, analyze and respond to data, such as running records, on a more consistent basis. Existing planning structures such as grade-level team meetings and PLCs (Professional Learning Communities), in which grade-level teachers work together to plan lessons that specifically target students' needs, will help support this approach.

Improving and supporting teacher effectiveness and lesson planning: In the 2013-14 school year, Explore launched a coaching program in which teachers were coached for at least a six-week cycle, working on specific goals related to student achievement. Through this experience, school leadership learned that six-week coaching cycles did not allow enough time to result in major improvements in teaching practice. As a result, school leaders will receive support and development from the network with their coaching work and with making strategic decisions about coaching (including teacher selection, duration, and methods). This will improve student outcomes and facilitate effective and timely teacher development. The network will also work with leaders to help them strategically and effectively use this time to help teachers with transferrable skills and thinking that will allow them to make instructional choices and execute lessons that will improve student outcomes. To

ensure teachers are getting frequent individualized professional development, the network has implemented staggered in-service days so that school and network leaders can work with teachers one-on-one or in small groups on teach-backs and guided planning.

Implementing more writing into the ELA curriculum: This year, Explore is also implementing a more robust writing curriculum to ensure students are receiving comprehensive, Common-Core-aligned ELA instruction and strengthening their writing skills, which will aid their reading, interpretation and critical-thinking skills. With support from the network, Explore is rolling out the following materials to strengthen the school’s writing program and support teacher implementation:

- Writing unit-based assessments
- Writing portfolio guidelines
- Writing prompts and rubrics

These materials are created for each grade level, borrowing from Teacher’s College Writing Pathways: Performance Assessments and Learning Progressions, and include narrative, informative and opinion/argument writing.

By implementing these improvements to curriculum, teacher support and use of formative data, Explore expects to make greater gains in student proficiency in ELA.

*Enrolled on BEDS Day in Oct 2012 and tested at Explore in Apr 2014

Academic Goal 2	Each year, 75% of 3rd-8th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New	NYS Math scores.	Goal not met.	In 2013-2014 53.8% of 3rd – 8th grade students who had been enrolled at the school for at least two consecutive years* (329 out of 350 students) performed at a level 3 or 4 on
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This year, Explore will continue using Investigations, a curriculum that we believe is aligned to the Common Core Learning Standards. In order to effectively teach this curriculum, Explore will be strategically implementing changes this year to improve teacher effectiveness and responsiveness to student needs.

In the past, Explore relied on interim assessments conducted every few months to respond to student needs. This method did not allow teachers to collect real-time data and thus did not support students' needs urgently enough. This year, instead of waiting to administer interim assessments, Explore is implementing unit-based assessments, which were created internally and made more rigorous to align to common core standards.

To improve implementation of this curriculum through effective instruction that reaches every students' needs, the Explore Schools network will be supporting Explore in the ways described above for ELA – shifting focus to formative data and improving approach to supporting teacher effectiveness and lesson planning. The specific methods for these approaches are outlined above in the Action Plan under ELA-related goals. We believe that our strong foundational work on curriculum and unit-based assessments, combined with greater focus on strategic teacher coaching and intentional lesson-planning will increase our teachers' capacity to improve their lesson planning and delivery to meet each students' needs.

*Enrolled on BEDS Day in

				Oct 2012 and tested at Explore in Apr 2014
Academic Goal 3	95% or more students, who do not have an IEP, will earn a "2" or higher on New York State Math, ELA, Science, and Social Studies assessments.	NYS Math, ELA, Science and Social Studies scores.	Goal not met for ELA and Math. Goal met for Science. N/A for Social Studies	<p>In 2013-2014 78.5% of students who do not have an IEP* (293 out of 350) earned a 2 or higher on the New York State ELA assessment.</p> <p>In 2013-2014 93.2% of students who do not have an IEP* (293 out of 350) earned a 2 or higher on the New York State Math assessment.</p> <p>This goal was met in both 4th and 6th grades with 98.1% of students earning a 2 or higher.</p> <p>In 2013-2014 97.9% of students who do not have an IEP* (97 out of 114) earned a 2 or higher on the New York State Science assessment.</p> <p>To address this, Explore has added ICT to grades such that there is an ICT class in every grade from Kindergarten to 5th grade. In addition to this, a Support Services Coordinator role has been created where their sole responsibility is coordinating all of the logistics for Support Services, thereby freeing up the Literacy Specialists to focus on pedagogy. Explore also added one additional Literacy Specialist position this year.</p> <p>*Did not have an IEP at the time of the NYS test</p>
Academic Goal 4	Each year, 75% of students in Kindergarten through 2nd grade will be reading on grade level, as assessed by a teacher administered, research-based assessment.	Fountas & Pinnell Benchmark Assessment System.	<p>Goal met in Kindergarten but not met in 1st or 2nd grade.</p> <p>Based on F & P assessments in June 2014, 78% of Kindergartners, 62% of 1st Graders and 68% of 2nd Graders were reading on or above grade level.</p>	This year we were able to provide additional support to our teachers with base curricula and time to discuss content and execution of lessons multiple times each week. We also re-set schedules such that there was time in the day set aside for independent reading, word study, and small group instruction. To continue to address inconsistencies in F&P data, we required students be tested for reading fluency in addition to comprehension and accuracy across the network as well as retrained teachers in

administration coupled with data audits to identify teachers who were not administering the tests properly.

Though much more needs to be done, the steps taken this year have helped to set the stage for student growth. At Explore in '12-13 students did not make growth relative to the grade level benchmarks over the course of the year in K-2, while in '13-14, students in grades K and 1 made that progress. To address this issue we are working with leaders to provide more strategic support to teachers using more intensive development methods that focus on transferrable thinking about teaching and learning. We have also redesigned our frameworks for data analysis and use to improve the use of formative data in informing instructional choices on a consistent basis.

Explore's Literacy Coordinator and Academic Directors, in collaboration with the Explore Schools Literacy Specialist, will be providing support for teachers in these grade levels through PLC's (Professional Learning Communities), teach-backs, and guided planning to ensure effective instructional practices and to ensure the neediest students are receiving individualized instruction.

Academic Goal 5

The percentage of cohort students who meet the standard on New York State assessments will annually increase by 3 percentage points. This goal will be capped if 90% of the students meet the goal. (A cohort is defined as students enrolled at Explore, at the time of the assessment, for two full, consecutive years.)

NYS ELA and Math scores.

Goal not met in ELA or Math.

For the cohort of 4th to 8th grade students who had been enrolled at the school for at least two consecutive years* (276 out of 350 students)

There was an increase in proficiency by more than 3 percentage points in the 6th and 7th grade cohorts (6th and 7th grade in School Year 13-14), but not overall.

There was an increase in proficiency by more than 3 percentage points in all cohorts

				except for 4th and 8th grades (4th and 8th grade in School Year 13-14), and overall.
				Please see Academic Goals 1 and 2 for our plans to address this goal not having been met.
				*Enrolled on BEDS Day in Oct 2012 and tested at Explore in Apr 2013 and Apr 2014
Academic Goal 6	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.	NYS ELA scores.	Goal not met.	Of the students enrolled in at least their second year* (329 out of 350 students) In ELA, Explore outperformed CSD17 in grades 3, 4, 6 and 8 and hence outperformed the overall district for grades 3-8. Please see Academic Goal 1 for our plans to address not having met this goal. *Enrolled on BEDS Day in Oct 2012 and tested at Explore in Apr 2014
Academic Goal 7	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of students in the same tested grades in the local school district.	NYS Math scores.	Goal met.	
Academic Goal 8	The percentage of students who meet the standard on the NYS Math and ELA assessments will exceed the percentage of students attending New York City public schools who meet the standard.	NYS ELA and Math scores.	Goal not met in ELA. Goal met in Math.	In ELA, Explore outperformed NYC public schools in grade 3 but did not outperform the city overall. Please see Academic Goal 1 for our plans to address this goal not having been met.

2a1. Do have more academic goals to add?

Yes

2013-14 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 9	Explore Charter School will achieve Adequate Yearly Progress, based on the	NYS AYP Guidelines and NYS ELA and Math	Goal met.

results of the NYS assessments.

scores.

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	The yearly attendance rate will be 95%, or higher than the attendance rate of elementary and intermediate school students in Region 6, whichever is higher.	School attendance data.	Goal met.	
Org Goal 2	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The School will only have met this goal if 50% or more parents participate in this survey.	NYCDOE Learning Environment Survey.	Goal met.	
Org Goal 3	90% or more of students enrolled through the end of the school year will return the following school year.	Student enrollment figures in ATS.	Goal met.	
Org Goal 4	Annually, 95% or more of students will be promoted to the next grade level.	Student enrollment figures and grade level information in ATS.	Goal met.	
Org Goal 5	At the end of each school year, 100% of Explore teachers who choose to teach in a New York City public school in the following year will choose to return to, and teach at, Explore Charter School.	Teacher retention data tracked by our human resources manager.	Goal not met.	<p>We're planning on addressing this goal by modifying our performance management plans and focusing on strategic teacher retention strategies. This coming year is about identifying high performing teachers and creating development plans for long term growth and retention.</p> <p>We've revamped our interviewing process to look for more specific competencies related to successful teachers in our network. Once we identify top talent, we will spend time in pre-teaching conferences, classroom observations, and post-teaching debriefs with these teachers each week to help them grow and develop. We believe that by focusing on individual and group PD, we can increase retention school wide. We are also going to be checking in with staff more frequently through 1-1</p>

2b.1 Do you have more organizational goals to add?

Yes

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act.	Explore Charter Agreement, New York Charter Schools Act, FOIL, NY Open Meetings Law, Individuals with Disabilities Education Act, FERPA and applicable city and state laws.	Goal met.	
Org Goal 7	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act.	Explore Charter Agreement, New York Charter Schools Act, FOIL, NY Open Meetings Law, Individuals with Disabilities Education Act, FERPA and applicable city and state laws	Goal met.	

2c. FINANCIAL GOALS

2013-14 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	Each year, the school will operate on a balanced budget and maintain a stable cash flow. Every year the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Audited financial statements and Independent Auditors' Report.	Goal met.	

Appendix I: Teacher and Administrator Attrition

Created Wednesday, July 09, 2014

Updated Friday, August 01, 2014

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Charter School Name: 331700860841 EXPLORE CS

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
49	19	14

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
4	3	3

Thank you

Appendix J: Uncertified Teachers

Created Friday, August 01, 2014

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Charter School Name: 331700860841 EXPLORE CS

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2013-14?

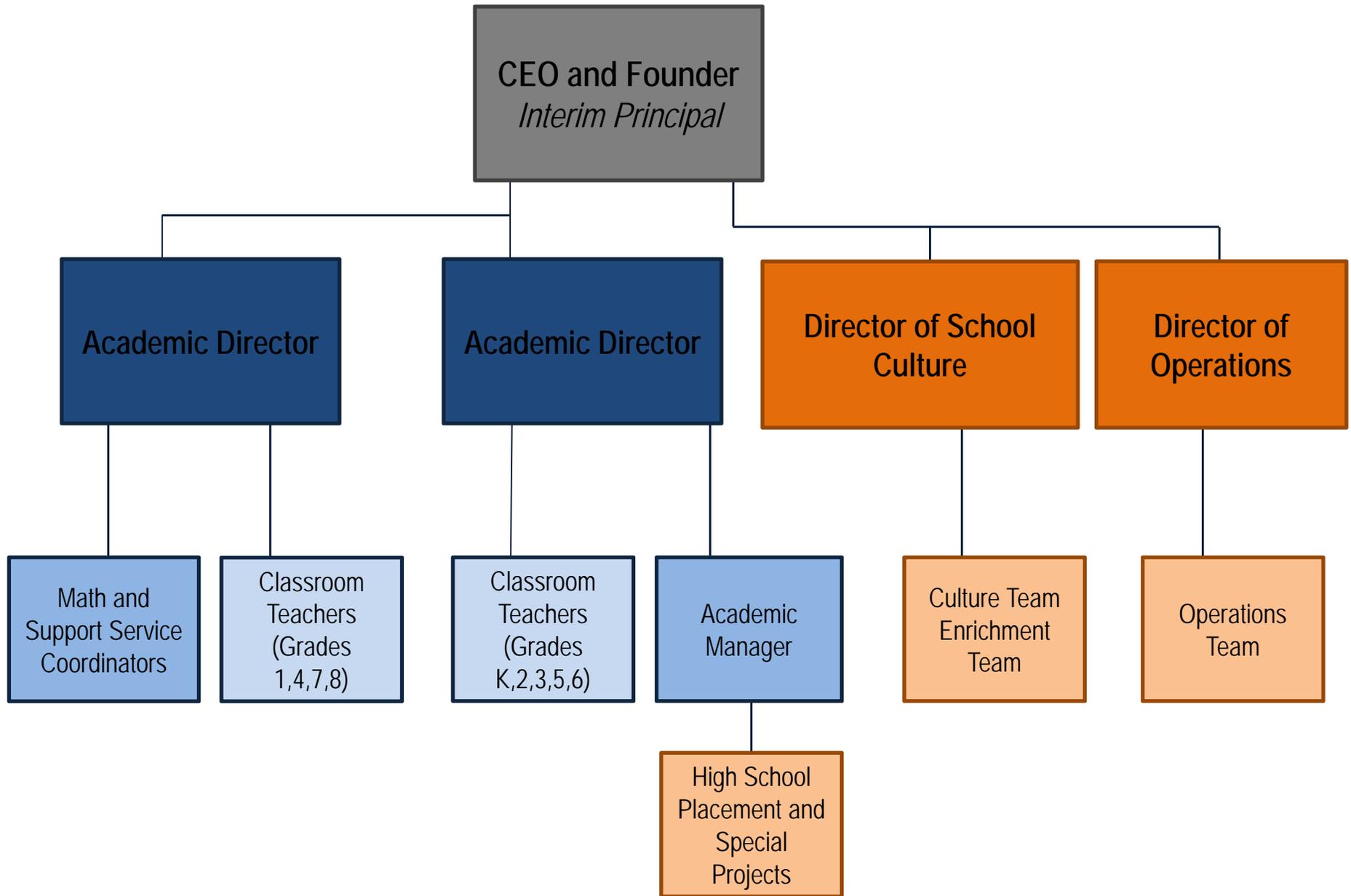
For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	3
(ii) tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	1
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	0
Total FTE (Sum of all Uncertified Teaching Staff)	4

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2013-14?

45

Thank you.



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 09, 2014
Updated Tuesday, July 29, 2014

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Charter School Name: 331700860841 EXPLORE CS

B. Financial Information

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

1. Total Expenditures Per Child

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

1. Total Expenditures Per Child Line 1: Total Expenditures	7497220
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	533
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	14066

2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

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

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

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	812119
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	522867
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	1334987
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	533
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	2505

Thank you.

Audited Financial Statement Checklist

Created Friday, October 24, 2014

Updated Friday, October 31, 2014

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Charter School Name:

1. Please check each item that is included in the 2013-14 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 2013-14 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	Not Applicable
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	No

Thank you.

EXPLORE CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

EXPLORE CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

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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

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
EXPLORE CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of Explore Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2014, 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 auditor's 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

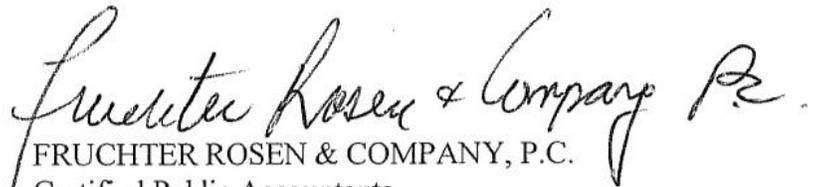
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2013 financial statements, and our report dated October 17, 2013, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, 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 15, 2014, 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 15, 2014

EXPLORE CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2014	2013
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 2,164,315	\$ 1,753,784
Grants and contracts receivable	143,867	86,858
Prepaid expenses and other current assets	65,425	-
Total current assets	2,373,607	1,840,642
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$625,219 and \$544,419, respectively	217,099	278,909
Restricted cash	70,174	70,092
Total other assets	287,273	349,001
TOTAL ASSETS	\$ 2,660,880	\$ 2,189,643
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 158,498	129,931
Accrued payroll and payroll taxes	660,564	688,132
Due to related parties	2,898	8,978
Total current liabilities	821,960	827,041
Unrestricted net assets:		
Undesignated	838,920	462,602
Board-designated for reserve fund	1,000,000	900,000
Total unrestricted net assets	1,838,920	1,362,602
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 2,660,880	\$ 2,189,643

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

EXPLORE CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
JUNE 30,

	2014	2013
Operating revenue:		
State and local per pupil operating revenue	\$ 7,665,567	\$ 7,272,273
Federal grants	427,412	458,475
State and city grants	61,951	39,841
Total operating revenue	8,154,930	7,770,589
Operating expenses:		
Program services		
Regular education	5,534,711	4,973,700
Special education	908,133	1,319,837
Total program services	6,442,844	6,293,537
Management and general	1,257,207	1,345,879
Total operating expenses	7,700,051	7,639,416
Surplus from operations	454,879	131,173
Support and other revenue:		
Other revenue	755	1,464
Interest income	977	1,741
Fundraising event	19,707	10,656
Total support and other revenue	21,439	13,861
Changes in unrestricted net assets	476,318	145,034
Unrestricted net assets - beginning of year	1,362,602	1,217,568
Unrestricted net assets - end of year	\$ 1,838,920	\$ 1,362,602

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

EXPLORE CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
JUNE 30,

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ 476,318	\$ 145,034
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	119,357	131,131
Loss on disposal of fixed assets	-	40,210
Decrease (Increase) in certain assets:		
Grants and contracts receivable	(57,009)	277,439
Due from related parties	-	22,231
Prepaid expense and other current assets	(65,425)	123,609
Increase (Decrease) in certain liabilities:		
Accounts payable and accrued expenses	28,567	(35,813)
Accrued payroll and payroll taxes	(27,568)	(12,031)
Due to related parties	(6,080)	8,978
	468,160	700,788
NET CASH PROVIDED BY OPERATING ACTIVITIES		
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(57,547)	(155,195)
(Increase) in restricted cash	(82)	(57)
	(57,629)	(155,252)
NET CASH (USED IN) INVESTING ACTIVITIES		
NET INCREASE IN CASH AND CASH EQUIVALENTS	410,531	545,536
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	1,753,784	1,208,248
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 2,164,315	\$ 1,753,784

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

EXPLORE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

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

Nature of Organization

Explore Charter School (the "School") is an educational corporation that operates a charter school in the borough of Brooklyn, New York. The School was granted a provisional charter on June 12, 2001, 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. After a review process in June 2006, the charter was renewed for a full five-year term expiring on June 11, 2011. On June 6, 2011 the Board of Regents approved and issued the renewal to the charter for a period of five years, effective June 13, 2011 to June 12, 2016. 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 528 students in kindergarten through eighth grade during the 2013-2014 academic year.

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 is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years end June 30, 2014 and 2013.

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

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2010, and prior.

EXPLORE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

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

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

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

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

Temporarily Restricted

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 temporary or permanently restricted net assets at June 30, 2014 and 2013.

Revenue and Support

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

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

EXPLORE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

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

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

Furniture and fixtures	5 years
Computers and equipment	3 and 5 years
Software	3 years
Library books	10 years
Leasehold improvements	33.5 years

Restricted Cash

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

Refundable Advances

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

EXPLORE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

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

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statement of activities or by functional category in the statement of functional expenses. Accordingly, such information should be read in conjunction with the School's 2013 financial statements from which the summarized information was derived.

Reclassifications

Certain 2013 accounts have been reclassified to conform to the 2014 financial statement presentation. The reclassifications have no effect on the 2013 total assets, liabilities, 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,:

	<u>2014</u>	<u>2013</u>
Furniture and fixtures	\$ 259,135	\$ 241,382
Computers and equipment	518,390	517,153
Software	50,468	50,468
Leasehold improvements	3,330	3,330
Library books	<u>10,995</u>	<u>10,995</u>
	842,318	823,328
Less: Accumulated depreciation and amortization	<u>(625,219)</u>	<u>(544,419)</u>
	<u>\$ 217,099</u>	<u>\$ 278,909</u>

Depreciation and amortization expense was \$119,357 and \$131,131 for the years ended June 30, 2014 and 2013, respectively.

For the years ended June 30, 2014 and 2013 the school disposed of various assets resulting in a loss on disposal of \$-0- and \$40,210, respectively.

EXPLORE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 4 - CONTINGENCY

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

NOTE 5 - REVENUE CONCENTRATION

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

NOTE 6 - FUNCTIONAL ALLOCATION OF EXPENSE

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

NOTE 7 - RETIREMENT PLAN

The School maintains a defined contribution 403(b) plan covering all eligible employees. Under this plan, employer contributions are discretionary and are based on a percentage of employees' salaries as determined by the School's board of trustees. The School matched 50% of the employees' elective contributions not to exceed 10% of the employee's salary for the year ended June 30, 2013. The total employer contribution did not exceed 5% of the employees' salary. Retirement expense incurred by the School for the years ended June 30, 2014 and 2013 amounted to \$49,187 and \$36,023, respectively.

NOTE 8 - RELATED PARTY TRANSACTIONS

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

EXPLORE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 8 - RELATED PARTY TRANSACTIONS (Continued)

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 management 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 11.5% of the School's general education per pupil operating revenue for the years ended June 30, 2014 and 2013. Management fee expense for the years ended June 30, 2014 and 2013 was \$821,618 and \$799,651, respectively.

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

	<u>2014</u>	<u>2013</u>
ESI	\$ 68,129	\$ (30,926)
Exceed	-	(11,180)
Excel	-	(14,370)
Empower	<u>(14,212)</u>	<u>(969)</u>
	<u>\$ 53,917</u>	<u>\$ (57,445)</u>

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

	<u>2014</u>	<u>2013</u>
ESI	\$ (4,082)	\$ (9,478)
Empower	1,184	-
Exceed	-	500
	<u>\$ (2,898)</u>	<u>\$ (8,978)</u>

NOTE 9 - COMMITMENTS

The School leases various copy machines under non-cancelable operating leases expiring in various years through 2018. Minimum future rental payments under non-cancelable operating leases having remaining terms in excess of one year as of June 30, 2014 for each of the next four years and in the aggregate are as follows:

Year ending June 30, 2015	\$ 32,760
2016	32,760
2017	32,760
2018	<u>19,110</u>
	<u>\$ 117,390</u>

EXPLORE CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 10 - AGREEMENT FOR SCHOOL FACILITY

The School has an agreement with the New York City Department of Education ("NYCDOE") to use public school open space at a cost of \$1 per year. The School's management does not anticipate this agreement will be terminated in the near future. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services other than security related to the School's programs that take place outside the district's school day.

NOTE 11 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 15, 2014, the date the financial statements were available to be issued.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITORS' REPORT
ON ADDITIONAL INFORMATION

TO THE BOARD OF TRUSTEES OF
EXPLORE CHARTER SCHOOL

We have audited the financial statements of Explore Charter School as of and for the year ended June 30, 2014, and have issued our report thereon dated October 15, 2014, 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 15, 2014

EXPLORE CHARTER SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
JUNE 30,

	2014				Total	2013
	Regular Education	Special Education	Total Program Service	Management and General		
Salaries	\$ 3,286,594	\$ 622,617	\$ 3,909,211	\$ 652,507	\$ 4,561,718	\$ 4,549,332
Payroll taxes and employee benefits	798,935	151,351	950,286	158,617	1,108,903	1,098,002
Audit and accounting fees	-	-	-	13,500	13,500	23,250
Marketing and recruiting	11,518	606	12,124	22,760	34,884	30,745
Management fee	511,941	26,944	538,885	282,733	821,618	799,651
Outside services	273,193	45,962	319,155	24,819	343,974	234,253
Conferences and meetings	56,468	2,972	59,440	5,277	64,717	89,097
Curriculum & classroom	166,830	27,290	194,120	-	194,120	196,849
Student meals	26,446	4,326	30,772	-	30,772	18,706
Student and family services	31,517	5,156	36,673	-	36,673	89,225
Insurance	39,939	2,102	42,041	7,419	49,460	45,036
Legal	-	-	-	733	733	7,500
Occupancy	1	-	1	-	1	1
Postage and copying	72,058	3,793	75,851	13,385	89,236	105,370
Office supplies	23,402	2,600	26,002	26,001	52,003	65,976
Miscellaneous	34,052	1,792	35,844	6,326	42,170	49,720
Telephone and communications	109,991	5,789	115,780	20,432	136,212	65,362
Loss on disposal of property and equipment	-	-	-	-	-	40,210
Depreciation and amortization	91,826	4,833	96,659	22,698	119,357	131,131
Total	<u>\$ 5,534,711</u>	<u>\$ 908,133</u>	<u>\$ 6,442,844</u>	<u>\$ 1,257,207</u>	<u>\$ 7,700,051</u>	<u>\$ 7,639,416</u>

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

TO THE BOARD OF TRUSTEES OF
EXPLORE 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 Charter School (the "School"), which comprise the statement of financial position as of June 30, 2014, 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 15, 2014.

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 entity'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 CHARTER SCHOOL

Compliance and Other Matters

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

Purpose of this Report

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


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

New York, New York
October 15, 2014

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

TEL: (212) 957-3600
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October 15, 2014

Audit Committee of the Board of Trustees of
Explore Charter School
655 Parkside Avenue
Brooklyn, NY 11226

In planning and performing our audit of the financial statements of Explore Charter School (the "School") as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

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

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


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

New York, New York
October 15, 2014

EXPLORE CHARTER SCHOOL

PROJECTED BUDGET FOR 2014-2015

July 1, 2014 to June 30, 2015

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.

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							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	6,726,855	1,574,408	-	-	16,822	8,318,085	
Total Expenses	5,441,285	1,436,602	-	-	1,398,280	8,276,167	
Net Income	1,285,570	137,806	-	-	(1,381,458)	41,918	
Actual Student Enrollment	-	-	-	-	-	-	
Total Paid Student Enrollment	461	70	-	-	-	531	
PROGRAM SERVICES							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Teachers - SPED	7.00	-	484,550	-	-	484,550	Teachers - Special Education - 7
Substitute Teachers	-	128,977	21,023	-	-	150,000	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	6.00	366,897	59,803	-	-	426,700	Spanish Teacher - 1, Music Teacher -1, Librarian -1, Science Teacher -1, Gym Teacher - 1, Art Teacher - 1
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.00	125,264	20,417	-	-	145,681	School Counselor -1, Social Worker - 1
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	51	2,549,133	900,048	-	-	3,449,181	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	72	3,275,880	1,016,230	-	631,830	4,923,940	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	284,097	84,577	-	54,272	422,946	
Fringe / Employee Benefits	-	532,393	158,496	-	101,704	792,593	
Retirement / Pension	-	31,302	9,319	-	5,980	46,601	
TOTAL PAYROLL TAXES AND BENEFITS	-	847,792	252,392	-	161,956	1,262,140	
TOTAL PERSONNEL SERVICE COSTS	-	4,123,672	1,268,622	-	793,786	6,186,080	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	25,200	25,200	
Legal	-	-	-	-	15,000	15,000	
Management Company Fee	-	546,990	28,789	-	302,091	877,870	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	-	-	-	19,046	19,046	
Special Ed Services	-	-	24,000	-	-	24,000	
Titlment Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	17,129	5,099	-	3,272	25,500	
TOTAL CONTRACTED SERVICES	-	564,119	57,888	-	364,609	986,616	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	62,422	9,478	-	-	71,900	
Special Ed Supplies & Materials	-	-	4,000	-	-	4,000	
Textbooks / Workbooks	-	36,640	5,564	-	-	42,204	
Supplies & Materials other	-	50,701	7,699	-	14,600	73,000	
Equipment / Furniture	-	6,251	949	-	1,800	9,000	
Telephone	-	75,970	3,998	-	14,112	94,080	
Technology	-	125,637	6,612	-	23,338	155,587	
Student Testing & Assessment	-	23,603	3,584	-	-	27,187	
Field Trips	-	20,836	3,164	-	-	24,000	
Transportation (student)	-	8,682	1,318	-	-	10,000	
Student Services - other	-	82,088	12,464	-	-	94,552	
Office Expense	-	-	-	-	140,400	140,400	
Staff Development	-	41,839	12,456	-	7,993	62,288	
Staff Recruitment	-	15,974	2,426	-	4,600	23,000	
Student Recruitment / Marketing	-	3,039	461	-	-	3,500	
School Meals / Lunch	-	27,182	4,127	-	-	31,309	

EXPLORE CHARTER SCHOOL

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							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	6,726,855	1,574,408	-	-	16,822	8,318,085	
Total Expenses	5,441,285	1,436,602	-	-	1,398,280	8,276,167	
Net Income	1,285,570	137,806	-	-	(1,381,458)	41,918	
Actual Student Enrollment	-	-	-	-	-	-	
Total Paid Student Enrollment	461	70	-	-	-	531	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Travel (Staff)	4,862	738	-	-	1,400	7,000	
Fundraising	-	-	-	-	-	-	
Other	12,355	650	-	-	2,295	15,300	
TOTAL SCHOOL OPERATIONS	598,081	79,688	-	-	210,538	888,307	
FACILITY OPERATION & MAINTENANCE							
Insurance	40,506	2,132	-	-	7,524	50,162	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	20,188	1,063	-	-	3,750	25,001	
Repairs & Maintenance	4,038	213	-	-	750	5,001	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	64,732	3,408	-	-	12,024	80,164	
DEPRECIATION & AMORTIZATION	90,681	26,996	-	-	17,323	135,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	5,441,285	1,436,602	-	-	1,398,280	8,276,167	
NET INCOME	1,285,570	137,806	-	-	(1,381,458)	41,918	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location			-				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	-	-	-				
REVENUE PER PUPIL	-	-	-				
EXPENSES PER PUPIL	-	-	-				

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 09, 2014

Updated Wednesday, July 30, 2014

Page 1

331700860841 EXPLORE CS

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

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

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

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

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

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Wednesday, July 09, 2014

Updated Wednesday, July 30, 2014

Page 1

331700860841 EXPLORE CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Graeme Daykin	Chair/President	Yes	Finance	1 term (1 year) Voted onto Board 09/30/2013 Term expires June 2016	Merger committee (ad hoc)
2	Tim Taylor	Vice Chair/Vice President	Yes	finance	2 terms (4 years) Voted onto Board 09/29/2010 Term expires June 2015	Finance
3	Hank Mannix	Treasurer	Yes	Finance	1 term (1 year) Voted onto Board 09/30/2013	Finance Accountability
4	Kim Carnegie	Member	Yes	External Affairs	2 terms (3 years) Voted onto Board 09/15/2011 Term expires June 2015	External affairs
5	Beth Cohen	Member	Yes	External Affairs	1 term (2 years) Voted onto Board 09/18/2012 Term expires June 2016	External affairs
6	Angelica Thomas	Member	Yes	Legal	2 terms (3 years) Voted onto Board 09/15/2011 Term expires June 2015	Merger committee (ad hoc)
7	Suellyn Scull	Member	Yes	Program	1 term (1 year) Voted onto Board 06/15/2013 Term expires June 2015	Discipline
8	Morty Ballen	Member	Yes	Program	12 years - term renews annually with contract Voted onto Board in 2002	Discipline

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

2

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

0

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

16

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

7

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

10

Thank you.

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

Explore Charter School's overall recruitment strategy focuses on families in the immediate neighborhood of the school (school's zip code and surrounding areas) in order to best serve the school's geographic community. Given the demographic of the school's neighborhood, by targeting these areas Explore naturally recruits a large portion of students who qualify for free and reduced lunch (over 75% 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 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 10%).

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

Family Information Sessions

Explore Charter School hosted three information sessions at different days of the week and times to provide convenient options for interested families to attend. In addition to these three information sessions, families had the option of attending ten other information session dates and times hosted by Explore'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 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 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 Charter School engaged in a direct mailing campaign to encourage Kindergarten enrollment by informing families in the immediate community about Explore as a choice for their student and providing them with information about the school and an application. The mailing went to applicable families in two zip codes surrounding the school and included information in English and Spanish. Included in the mailing was a flier outlining the school's robust services provided for students with disabilities, as well as an application that included kindergarten lottery information and set-aside preference for English Language Learners.

Community Organizations, Daycare and Pre-Kindergarten Program Outreach

During the kindergarten recruitment season, Explore Charter School staff researched and contacted community organizations, daycares and pre-kindergarten programs in the neighborhood to inform program staff about the school enrollment process. When program staff allowed, Explore staff visited each organization to hand out information to families and discuss the enrollment process with them. This outreach particularly targeted programs that served a high number of non-English speaking families who may have otherwise not learned about the option to apply to Explore Charter School. One head-start program in particular that had a very high population of non-English speaking families, allowed Explore staff members to host an information session for families, which was presented in English and Spanish, and yielded many ELL applications.

Parent Referral Campaign

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

Website, Social Media and Language Accessibility

Explore 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 applying online or requesting an application be mailed or faxed to them. Via its Facebook page, Explore also promoted the information sessions and enrollment information to leverage its community of staff members, families, friends and supporters to get the word out to surrounding families.

Retaining Students with Disabilities and English Language Learners

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

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

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 15, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/a4625>

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:

Kimesha Carnegie

2. Charter School Name:

Explore Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on 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

13. 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

14. Are you a member, director, officer or employee of an organization formally partnered with 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, consisting of a large, stylized initial 'L' followed by a cursive 'C' and a long horizontal line extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 16, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/33191>

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:

Timothy Taylor

2. Charter School Name:

Explore Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Vice Chair/Vice President
-

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

13. 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

14. Are you a member, director, officer or employee of an organization formally partnered with 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, consisting of several connected, wavy strokes.A handwritten signature in black ink, featuring a large, rounded initial followed by several horizontal and curved strokes.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 16, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/eee14>

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:

Graeme Daykin

2. Charter School Name:

Explore Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

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

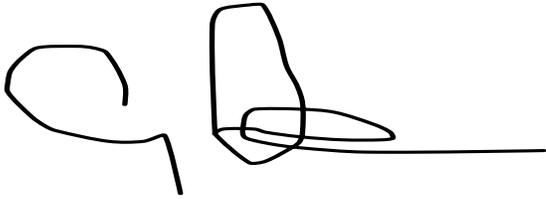
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with 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, consisting of a stylized 'C' followed by a vertical line, a loop, and a horizontal line extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 17, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/81ac3>

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:

Angelica Thomas

2. Charter School Name:

Explore Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- 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

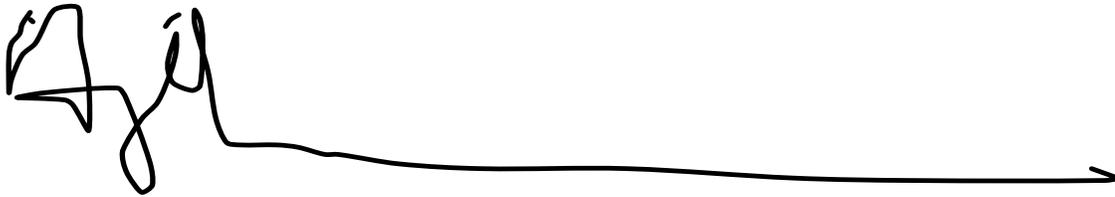
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with 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, consisting of a stylized initial followed by a long horizontal line that ends in an arrowhead.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 24, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e8f19>

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:

Beth Cohen

2. Charter School Name:

Explore Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on 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 response)

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	(No response)
---	---------------

[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	(No response)
--	---------------

[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	(No response)
--	---------------

[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	(No response)
--	---------------

13. 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

14. Are you a member, director, officer or employee of an organization formally partnered with 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

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/6c509>

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:

Morty Ballen

2. Charter School Name:

Explore Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on 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?

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	CEO & Founder
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Oversee all aspects of organization
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	220,000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	2009

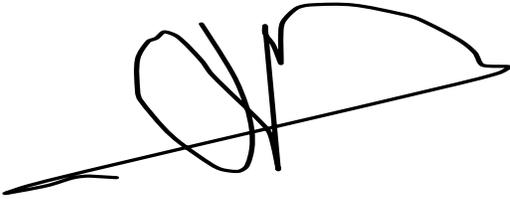
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with 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, consisting of several overlapping loops and a long horizontal stroke extending to the left.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/f682c>

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:

Henry Mannix

2. Charter School Name:

Explore Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- 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

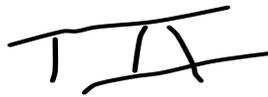
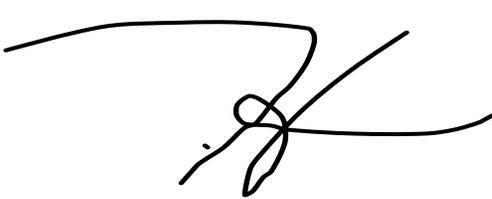
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with 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



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 17, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/749d9>

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:

Suellyn Scull

2. Charter School Name:

Explore Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on 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

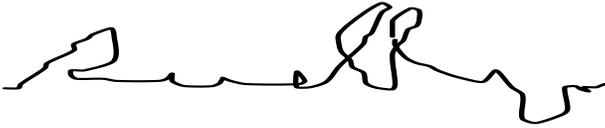
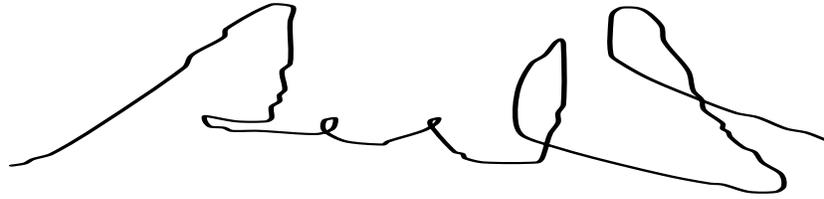
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14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be a cursive name.A handwritten signature in black ink, appearing to be a cursive name.