

# I. SCHOOL INFORMATION AND COVER PAGE

Created Saturday, July 27, 2013

Updated Thursday, August 01, 2013

## Page 1

### 1. SCHOOL NAME

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

331800860702 EXPLORE EXCEL CS

### 2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 18

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
1077 Remsen Avenue Brooklyn, NY 11236	718-303-3245	718-272-1827	exceladmissions@explorenet work.org

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES   Contact Name	Rebecca Daverin
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES   Title	Senior Director of Operations, Explore Schools Incorporated
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES   Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

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

### 6. DATE OF INITIAL CHARTER

2010-12-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2011-08-01 00:00:00

### 8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2012-13 (as reported on BEDS Day)

(as reported on BEDS Day)

304

## 9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

• K

• 1

• 2

• 3

• 4

## 10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

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

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

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

## 11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1077 Remsen Avenue Brooklyn, NY 11236	718-303-32 45	CSD 18	K-4	Yes	DOE space
Site 2	956 East 82nd Street Brooklyn, New York 11236	718-303-32 45	CSD 18	5	No	DOE space
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Karen Francois	[REDACTED]		[REDACTED]
Operational Leader	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Adam Schulman	[REDACTED]		[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Karen Francois	[REDACTED]		[REDACTED]
Operational Leader	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Adam Schulman	[REDACTED]		[REDACTED]

14. Were there any revisions to the school’s charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

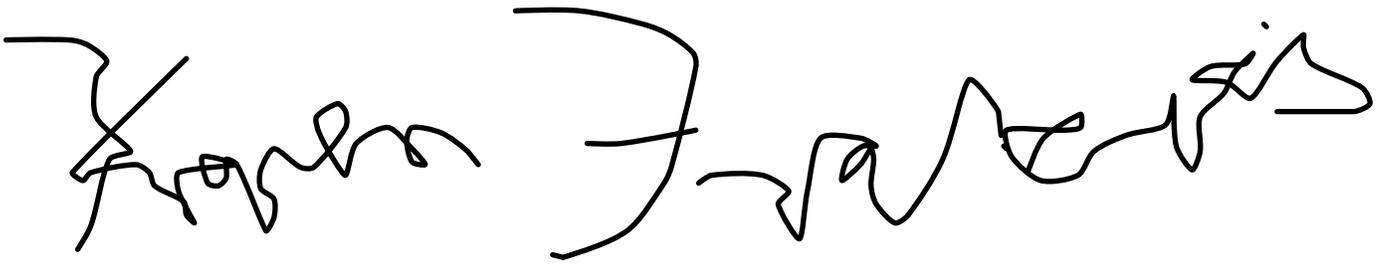
15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in admissions/enrollment policy	We will have a set aside preference in our Kindergarten Lottery for students who are English Language Learners. Each year we will determine what percentage of seats we will set aside in our lottery based on the percentage of ELLs in our geographic district. The percentage will be determined by school based leadership with support from Explore Schools Staff. Board approval will be required for any percentage change in excess of 15%.	01/2013	01/2013
2	Change in admissions/enrollment policy	<p>Community School District Preference. If the school receives more eligible applications than seats, the applicants will be entered into a lottery in groups in the following order:</p> <ol style="list-style-type: none"> <li>1. Siblings of currently enrolled Explore Excel students who reside in the community School District in which Explore Excel is located</li> <li>2. Siblings of currently enrolled Explore Excel students who reside in New York State</li> <li>3. Applicants who reside in the community School District in which Explore Excel is located</li> <li>4. Applicants who reside in New York State</li> </ol> <p>If a student who is selected in the lottery has a sibling who is also in the lottery, the sibling will be given the next seat or place on the waitlist, e.g. twins, triplets, step-siblings.</p>	01/2013	01/2013
3				
4				
5				

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

A handwritten signature in black ink, appearing to read "Kristen J. Francis". The signature is written in a cursive, flowing style with some loops and flourishes.

Signature, President of the Board of Trustees

Thank you.

# Signature Page for President of Board of Trustees

Created Thursday, August 01, 2013

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Page 1

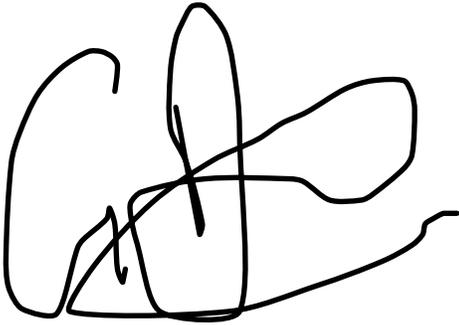
331800860702 EXPLORE EXCEL CS

16. My signature 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).

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- Yes
- 

Signature, Board President

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke at the bottom.

Thank you.



**EXCEL**  
CHARTER SCHOOL

**Explore Excel  
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2013

By Rebecca Daverin, Senior Director of Operations, Explore  
Schools

**Excel Lower School Campus  
1077 Remsen Avenue  
Brooklyn, NY 11236**

**And**

**Excel Upper School Campus  
956 East 82<sup>nd</sup> Street  
Brooklyn, NY 11236**

The following individuals prepared this 2012-13 Accountability Progress Report:  
Karen Francois, Interim Principal, Explore Excel Charter School  
Adam Schulman, Operations & Data Manager, Explore Schools  
Avanthi Witana, Data Analyst, Explore Schools  
Rebecca Daverin, Senior Director of Operations, Explore Schools  
Marni Greenstein, Director of Curriculum and Instruction, Explore Schools

on behalf of the school's board of trustees:

Trustee's Name	Board Position
Graeme Daykin	Chair/President
Lizz Pawlson	Member
JR Randall	Member
Hank Mannix	Member
Reena Bhatia	Member
Nekei Afful	Member Ex-Officio

Dana Bogle, who is currently on maternity leave, has served as the Principal since August of 2012.

## INTRODUCTION

Explore Excel Charter School (“Excel”) opened in August of 2011 serving 240 Kindergarten through third grade scholars. Excel opened as an alternative option for PS 114, a local district school located in community school district 17 that earned an “F” on the NYC Progress Report the year before Excel opened. An admissions preference was given to scholars who were attending or zoned to attend a “failing school.”

Excel’s mission is to provide our students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school. Excel offers a co-teaching model that allows for small group and more differentiated instruction. During the 2012-2013 academic year Excel served the following percentages of at-risk groups:

- 4% of students designated as English Language Learners
- 19% of students with IEPs
- 82% of students eligible for free and reduced lunch

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10														
2010-11														
2011-12	60	60	62	63										
2012-13	54	55	60	59	59									

**Goal:** Each year, student enrollment will be within 10% of full enrollment as defined in the school’s charter. This will be measured each year by an analysis of student enrollment figures in ATS.

## 2012-13 Progress towards attainment of goal: Met. ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Excel students will meet grade level expectations in English.

### Background

In the 2012-2013 schools year we used the Journeys Anchor curriculum for grades K-1, and Interim assessments in ELA provided by the Achievement Network in grades 2-8. We had four data days during the year that were used to review data to drive instruction and provide additional professional development for teachers.

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.<sup>1</sup>

### Method

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 4<sup>th</sup> grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2012-13 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	59				59
4	61				61
5					
6					
7					
8					
All	120				120

<sup>1</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Results

Of the students enrolled in at least their second year (85 out of 120) 16.5% achieved proficiency on the NYS English Language Arts Exam. In 3<sup>rd</sup> grade 12.5% were proficient and in 4<sup>th</sup> grade 21.6% were proficient. The proficiency of students in at least their second year was greater than that of All Students in each grade and overall.

### Performance on 2012-13 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	10.2%	59	12.5%	48
4	19.7%	61	21.6%	37
5				
6				
7				
8				
All	15.0%	120	16.5%	85

## Evaluation

We did not meet the first absolute measure.

For students enrolled in at least their second year, in 3<sup>rd</sup> grade students fell short of the goal by 62.5%, 4<sup>th</sup> grade fell short by 53.4% and hence overall Excel fell short by 58.5%. As a second year school many of our scholars came in far below grade level and that combined with the rigor of Common Core Learning standards created a substantial gap. We will discuss our plans to address that gap in the Action plan located in the ELA summary section of this report.

## Additional Evidence

The school was in its second year so there is no historical data.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					12.5%	48
4					21.6%	37
5						
6						
7						
8						
All					16.5%	85

**Goal 1: Absolute Measure**  
 Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>3</sup>

### Results

Our performance index for the 2012-13 academic year in English Language Arts was 77.

#### English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	38.3	46.7	13.3	1.7

$$\begin{aligned}
 \text{PI} &= 46.7 + 13.3 + 1.7 = 61.7 \\
 &= 46.7 + 13.3 + 1.7 = \underline{15.0}
 \end{aligned}$$

<sup>3</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Evaluation

*The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program*

*Leave Blank*

### Goal 1: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district (CSD18).

### Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>4</sup>

### Results

Of the students enrolled in at least their second year (85 out of 120) 16.5% achieved proficiency on the NYS English Language Arts Exam. In 3<sup>rd</sup> grade 12.5% were proficient and in 4<sup>th</sup> grade 21.6% were proficient. In 3<sup>rd</sup> grade Excel did not outperform the district and in 4<sup>th</sup> grade they matched the district. Therefore, overall Excel did not outperform the district in ELA.

### 2012-13 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	12.5%	48	20.6%	1398
4	21.6%	37	21.6%	1541
5				
6				

<sup>4</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
7				
8				
All	<b>16.5%</b>	85	<b>21.1%</b>	2939

## Evaluation

We did not meet the first comparative measure.

For students enrolled in at least their second year, in 3<sup>rd</sup> grade students underperformed the district by 8.1%, 4<sup>th</sup> grade performance equaled the district, and hence overall Excel underperformed the district by 4.6%.

## Additional Evidence

The school was in its second year so there is no historical data.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					12.5%	20.6%
4					21.6%	21.6%
5						
6						
7						
8						
All					<b>16.5%</b>	<b>21.1%</b>

### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>5</sup>

## Method

<sup>5</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

**Results**

Waiting on data from CSI

**2011-12 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

<b>School's Overall Comparative Performance:</b>

**Evaluation**

Waiting on data from CSI

**Additional Evidence**

Waiting on data from CSI

**English Language Arts Comparative Performance by School Year**

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

2009-10						
2010-11						
2011-12						

**Goal 1: Growth Measure<sup>6</sup>**

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

*The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.<sup>7</sup>*

**Results**

*Leave Blank*

**Summary of the English Language Arts Goal**

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in	Did Not Achieve

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>7</sup> See the Guidelines.

	the same tested grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Growth (Optional)	On the 2012-13 NYS ELA exam each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2011-12 state exam and 75 percent at or above Level 3.	Did Not Achieve
Growth (Optional)	Each year, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE on the previous year's TerraNova Reading exam and an NCE of 50 in the current year's TerraNova Reading Exam. If a grade-level cohort exceeds and NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Did Not Achieve

**Action Plan**

We are revamping our approach to literacy by modifying Journeys, the anchor curriculum we use for literacy instruction and providing more support to teachers around lesson planning that is aligned to the Common Core Learning Standards. In terms of the anchor curriculum, we have revamped objectives and unit foci to align to the Common Core and we are implementing the Teachers College writing workshops with the new Common Core aligned units and providing updated professional development to teachers around writing instruction. We are also continuing the coaching models that were implemented last year.

We have also increased teachers' planning time and normed our approach to planning- we are proactively discussing teachers' understanding of standards and anticipating confusion students may experience. We are also reviewing students work in planning meetings when appropriate.

The network is deploying resources to develop our leaders and the quality of feedback that Principals, Content Coordinators, and Academic Directors are providing teachers. We are making efforts to support the development of our leaders and the Superintendent is spending his time primarily watching the feedback being provided by school leaders and coaching leaders on their approach to providing feedback.

We also hired a Literacy Coordinator who will provide content based support in planning and instruction to teachers. Additionally she will facilitate planning meetings with teachers and provide feedback and coaching to teachers. And she will work with the Leadership Team to analyze data and to create plans in response to data.

There is also more professional development being provided to teachers on cognitive engagement. And we are continuing our partnership with the Achievement Network, our interim assessment provider.



## MATHEMATICS

### Goal 1: Growth Measure (Optional)

Each year, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE on the previous year's TerraNova Reading exam and an NCE of 50 in the current year's TerraNova Reading Exam. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

### Method

This measure examines the change in performance of the same group of students from one year to the next on the TerraNova Reading exam.

### Results

Kindergarten and 1<sup>st</sup> grade did not make positive gains, but there was a positive gain in 2<sup>nd</sup> grade.

Grade	# of students in cohort	Average NCE 2011-12	Average NCE 2012-13
Kindergarten	42	59	50 (-9)
1 <sup>st</sup> Grade	42	49	47 (-2)
2 <sup>nd</sup> Grade	35	50	52 (+2)

### Evaluation

We did not meet this optional growth measure.

This year we learned that teachers need additional support with planning and execution as well as additional time for independent reading, word study, and small group instruction. To address this issue, we are providing teachers with a stronger framework for using curricular resources and time to discuss content and execution multiple times per week. We have re-designed our schedule to increase time for small-group instruction, independent reading, and word study.

Excel's Literacy Coordinator, in collaboration with the Explore Schools Literacy Specialist, will be providing support for teachers in these grade levels to ensure effective guided reading practices and to ensure the neediest students are receiving individualized instruction

### Goal 1: Mathematics

Excel students will meet grade level expectations in Math.

### Background

In the 2012-13 school year we used the TERC/Investigations anchor curriculum in math school-wide and interim assessments in Math created by the Explore Schools Network Math Specialist for Grades K-8. We had four data days during the year that were used to review data to drive instruction and provide additional professional development for teachers.

**Goal 1: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 4<sup>th</sup> grade in April 2013. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**2012-13 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>9</sup>			Total Enrolled
		IEP	ELL	Absent	
3	59				59
4	61				61
5					
6					
7					
8					
<b>All</b>	<b>120</b>				<b>120</b>

**Results**

<sup>8</sup> Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year’s using the state’s published results for scoring at proficiency.

<sup>9</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Of the students enrolled in at least their second year (85 out of 120) 38.8% achieved proficiency on the NYS Math Exam. In 3<sup>rd</sup> grade 31.3% were proficient and in 4<sup>th</sup> grade 48.6% were proficient.

**Performance on 2012-13 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	35.6%	59	31.3%	48
4	49.2%	61	48.6%	37
5				
6				
7				
8				
<b>All</b>	<b>42.5%</b>	<b>120</b>	<b>38.8%</b>	<b>85</b>

**Evaluation**

We did not meet the first absolute measure.

For students enrolled in at least their second year, in 3<sup>rd</sup> grade students fell short of the goal by 43.7%, 4<sup>th</sup> grade fell short by 26.4% and hence overall Excel fell short by 36.2%. As a second year school many of our scholars came in far below grade level and that combined with the rigor of Common Core Learning standards created a substantial gap. We will discuss our plans to address that gap in the Action plan located in the Math summary section of this report.

**Additional Evidence**

The school was in its second year so there is no historical data.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number	Percent	Number	Percent	Number

	t	Tested		r Tested	nt	r Tested
3					31.3%	48
4					48.6%	37
5						
6						
7						
8						
All					38.8%	85

### Goal 1: Absolute Measure

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

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>10</sup>

### Results

Our performance index for the 2012-13 academic year in Math was 120.

#### Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22.5	35.0	33.3	9.2

$$PI = 35.0 + 33.3 + 9.2 = 77.5$$

$$33.3 + 9.2 = 42.5$$

$$PLI = 120$$

### Evaluation

<sup>10</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

*The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program*

*Leave Blank*

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district (CSD18).

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>11</sup>

**Results**

Of the students enrolled in at least their second year (85 out of 120) 38.8% achieved proficiency on the NYS Math Exam. In 3<sup>rd</sup> grade 31.3% were proficient and in 4<sup>th</sup> grade 48.6% were proficient. In 3<sup>rd</sup> and 4<sup>th</sup> grades Excel outperformed the district, and hence we outperformed the district overall.

**2012-13 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	31.3%	48	22.2%	1400
4	48.6%	37	22.4%	1539
5				
6				
7				
8				
All	38.8%	85	22.4%	2939

**Evaluation**

<sup>11</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

We met the first comparative measure.

### Additional Evidence

The school was in its second year so there is no historical data.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					31.3%	22.2%
4					48.6%	22.4%
5						
6						
7						
8						
All					38.8%	22.4%

#### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>12</sup>

### Method

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

<sup>12</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

## Results

We are waiting on data from CSI.

### **2011-12 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

<b>School's Overall Comparative Performance:</b>

## Evaluation

We are waiting on data from CSI.

## Additional Evidence

We are waiting on data from CSI.

### **Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11						
2011-12						

### **Goal 1: Growth Measure<sup>13</sup>**

<sup>13</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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

## **Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.*

## **Results**

*Leave Blank*

**Goal 2: Growth Measure (Optional)**

On the 2012-2013 NYS Math exam each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.

**Method**

This measure examines the change in performance of the same group of students from one year to the next on the NYS Math exam.

**Results**

The grade level cohort (43 students out of 61) achieved a proficiency of 46.5% in 2012-2013 compared to 83.7% in 2011-2012.

Math % Proficient	Prof. 12-13	Prof. 11-12
Grade 3	46.5%	83.7%

**Evaluation**

We did not meet the optional growth measure.

**Additional Evidence****Method**

This measure examines the change in performance of the same group of students from one year to the next on the TerraNova Math exam.

**Results**

Kindergarten and 2nd grade did not make positive gains. 1<sup>st</sup> grade did reduce the gap by half.

Grade	# of students in cohort	Average NCE 2011-12	Average NCE 2012-13
Kindergarten	43	60	53 (-7)
1 <sup>st</sup> Grade	34	41	46 (+5)
2 <sup>nd</sup> Grade	38	55	53 (-2)

**Evaluation**

We did not meet this optional growth measure.

To address this issue in K-2, we have been working to align our instruction to the new Common Core standards. We have re-mapped the use of our anchor curriculum to align to the standards which will result in more rigorous instruction in K-2. In addition, we are providing professional development to our teachers on the Common Core Standards.

**Additional Evidence**

## Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Growth (Optional)	On the 2012-2013 NYS Math exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	Did Not Achieve
Growth (Optional)	Each year, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE on the previous year's TerraNova Math exam and an NCE of 50 in the current year's TerraNova Math Exam. If a grade-level cohort exceeds and NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Did Not Achieve

### **Action Plan**

In math we want to continue using Investigations, a curriculum that we believe is aligned to the Common Core Learning Standards. We believe our stronger postings in math are the result of an intentional approach, a curriculum that has been tested, and the use of internally created interim assessments. We are revising our unit tests and interims to make them more rigorous and aligned to the Common Core Learning Standards.

We are also putting more emphasis on authentic problem solving and students' approach to non-routine problems. We have increased planning time for teachers and are using planning time as a professional development opportunity to increase teachers' content knowledge and instructional practice. We have doubled the amount of time that we are having conversations about teaching and content and are going to incorporate looking at student work into that process on a regular basis.

## SCIENCE

### Goal 3: Science

Excel students will meet grade level expectations in Science.

### Background

We have a Science teacher who works closely with the Academic Directors to plan her lessons and utilize FOSS kits in instruction.

### Goal 3: Absolute Measure

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

### Method

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

### Results

Of the students enrolled in at least their second year (37 out of 59) 94.6% achieved proficiency on the NYS Science exam. This was greater than the proficiency of All students.

### Charter School Performance on 2012-13 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
4	91.5%	59	94.6%	37
8				

### Evaluation

We met our goal.

## Additional Evidence

The school was in its second year so there is no historical data.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4					94.6%	37
8						
All						

### Goal 3: Comparative Measure

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

### Method

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

### Results

We do not have district 18 results.

### 2012-13 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	94.6%	37		
8				

### Evaluation

We do not have Science scores for the district.

**Additional Evidence**

This is our first year administering the exam.

**Science Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4					94.6%	
8						
All					94.6%	

**Summary of the Science Goal**

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

**Action Plan**

We are taking an intentional approach to developing the Science teacher’s ability to effectively use FOSS kits in instruction. Our Dean of Culture is coaching the teacher and helping her to further develop her classroom management skills to modify/differentiate her approach for each grade level.

**NCLB**

**Goal 4: NCLB**  
Excel will make adequate yearly progress.

**Goal 4: Absolute Measure**

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

### **Method**

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

### **Results**

The school has not received its NCLB status for the 2012-2013 school year.

### **Evaluation**

The school has not received its NCLB status for the 2012-2013 school year.

### **Additional Evidence**

The school has not received its NCLB status for the 2012-2013 school year.

### **NCLB Status by Year**

Year	Status
2010-11	
2011-12	
2012-13	

## APPENDIX B: OPTIONAL GOALS

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

### **Goal S: Parent Satisfaction**

Excel will have high satisfaction rates from key stakeholders

### **Goal S: Absolute Measure**

Each year, parents will express satisfaction with the school's program, based on the Parent Survey section of the NYC DOE report card in which the school will receive scores of 7.5 or higher (out of 10) in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if two thirds or more parents participate in the survey.

### **Method**

The school used the NYC DOE annual survey.

### **Results**

#### **2012-13 Parent Satisfaction Survey Response Rate**

40% of parents/ guardians responded to the survey.

The average parent/ guardian rating for each of these four categories were:

Academic Expectations – 8.4

Communications – 8.5

Engagement – 8.2

Safety & Respect – 8.4

### **Evaluation**

We will set up computers to better facilitate online completion and give families more access to the survey. We sent home additional surveys this year and we believe the timing of those surveys decreased the response rate for the DOE survey. While we will continue to send home additional surveys and use these data to drive our decision making, we will be more strategic with the timing of all surveys in an effort to increase the response rate for this survey.

### **Goal S: Teacher Satisfaction**

Excel will have high satisfaction rates from key stakeholders

### **Goal S: Absolute Measure**

Each year, teachers will express satisfaction with the school's program, Teacher Survey section of the NYC DOE report card in which the school will receive scores of 7.5 or higher (out of 10) in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if two thirds or more teachers participate in the survey.

## **Method**

The school used the NYC DOE annual survey.

## **Results**

### **2012-13 Teacher Satisfaction Survey Response Rate**

96% of teachers responded to the survey.

The average teacher rating for each of these four categories were:

Academic Expectations – 6.7

Communications – 6.5

Engagement – 5.9

Safety & Respect – 6.9

## **Evaluation**

Goal not met.

Through this survey and other internal surveys we learned that teachers didn't feel supported and this year we hired a literacy coordinator to address this concern and increase the level of support teachers are receiving. Additionally the Interim Principal is making an effort to engage teachers more during Professional Develop time and soliciting feedback on PD initiatives and work in general. We are administering regular staff surveys and addressing concerns in real time.

Additionally we are offering parent workshops that give teachers the opportunity to engage with families about curriculum

Space was also a huge concern last year, so we worked with the DOE to amend our Building Utilization Plan and increased our space allocation by 1.5 FTE. This has given us more space for related services and small group instruction.

### **Goal S: Absolute Measure**

Each year, student enrollment will be within 10% of full enrollment as defined in the school's character. This will be measured each year by an analysis of student enrollment figures in ATS.

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

### **Method**

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

### **Results**

The full time equivalent enrollment for all students according to our Per Pupil Allocation reconciliation was 298.307; full enrollment would be 300; therefor our FTE was within 10% of full enrollment

### **Evaluation**

Goal met.

### **Goal S: Absolute Measure**

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

### **Method**

The average daily attendance rate is calculated by dividing the total number of days all students attended by the total number of students were enrolled.

### **Results**

94.3%

### **Evaluation**

Goal not met.

We are implementing a more comprehensive plan for following up with families and incentivizing good attendance with awards and community circle celebrations.

### **Goal S: Absolute Measure**

Each year the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

### **Evaluation**

Goal met.

**Goal S: Absolute Measure**

Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

**Evaluation**

Not applicable.

**Per Pupil Expenditures: 2012-13****Excel**

Total Administrative Expenditures Per Pupil	2,478
Total Expenditures Per Pupil	15,110

EXPLORE EXCEL CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56<sup>TH</sup> STREET

NEW YORK, NEW YORK 10019

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TEL: (212) 957-3600

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INDEPENDENT ACCOUNTANT'S REPORT ON  
APPLYING AGREED UPON PROCEDURES

To the Board of Trustees of Explore Excel Charter School:

We have performed the procedures identified below, which were agreed to by the management of Explore Excel Charter School (the "School") and the New York State Education Department ("NYSED") solely to assist the specified parties in evaluating the School's assertion to NYSED that it has maintained compliance with the requirements of the CSP grant and Federal and NYSED guidelines in managing the CSP grant.

This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the specific users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures we performed and our results are as follows:

Procedure #1: We will obtain the detail of expenditures incurred for the period under review relating to the CSP grant from the School's accounting software and reconcile to the grant revenue recorded by the School. If the CSP grant revenue does not equal the grant expenditures, we will investigate the differences.

Result: No exceptions noted.

Procedure #2: We will obtain the NYSED approved CSP grant award information, including the budget and any amendments, to determine if the revenue and expenditures recorded for the period appear reasonable.

Result: No exceptions noted.

Procedure #3: We will select a sample from the detail of expenditures obtained in Procedure #1.

- a. Payroll – We will select 10 items or 10% of the total number of payroll items charged to the grant, whichever is less.
- b. Other expenses – We will select 10 items or 10% of the total number of items charged to the grant, whichever is less.

- c. Using the above selected items, we will:
- i. Determine if the expenditure is in accordance with the purpose of the grant and that pre-opening expenditures are charged to pre-opening periods.
  - ii. Determine if the expenditure falls into an approved budget category.
  - iii. Determine if the expenditure was charged to the appropriate fiscal period.

Result: No exceptions noted.

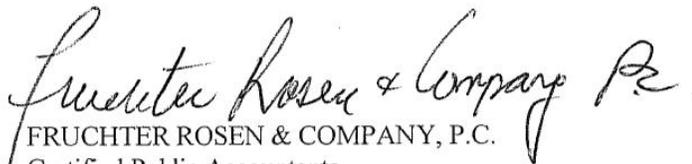
Procedure #4: We will obtain FS-25 form(s) submitted to NYSED during the period under review and perform the following:

- a. Trace expenditures selected in Procedure #3 to requests for reimbursement. Determine that items requested for reimbursement had previously been expended or were expended within a month following the request for reimbursement. If items have not yet been requested for reimbursement, inquire of responsible School officials as to the plan for requesting reimbursement, and determine if a receivable is recorded, if appropriate.
- b. If FS-25 forms included amounts on Line 4 (Cash Expenditures Anticipated During Next Month), we will select one FS-25 and determine if funds were expended within 1 month following the date of the request.

Result: No exceptions noted.

We were not engaged to, and did not, conduct an examination, the objective of which would be the expression of an opinion on Explore Excel Charter School's compliance with the requirements of the CSP grant. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the use of Explore Excel Charter School and the New York State Education Department, and it is not intended to be and should not be used by anyone other than the specified parties.

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

New York, New York  
September 20, 2013

EXPLORE EXCEL CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2013

EXPLORE EXCEL CHARTER SCHOOL  
MANAGEMENT LETTER  
JUNE 30, 2013

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September 20, 2013

Audit Committee of the Board of Trustees  
Explore Excel Charter School

In planning and performing our audit of the financial statements of Explore Excel Charter School (the "School") as of and for the year ended June 30, 2013, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

Exhibits I and II accompanying this letter summarize observations for the year ended June 30, 2013 and the corrective actions taken by the School on prior year observations. We determined that these observations did not constitute a significant deficiency or material weakness. Management's responses to the observations have not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

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

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

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

New York, New York  
September 20, 2013

EXPLORE EXCEL CHARTER SCHOOL  
MANAGEMENT LETTER

EXHIBIT I – CURRENT YEAR OBSERVATION

A. APPROVAL OF DEBIT CARD PURCHASES

Observation

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

Recommendation

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

Management's Response

The School will adopt the practice of obtaining email approvals, prior to the purchase, for credit card transactions when written approval is not feasible. The School will retain the record of authorization with the purchase receipt to substantiate the timing of the approval and purchase.

EXPLORE EXCEL CHARTER SCHOOL  
MANAGEMENT LETTER

EXHIBIT II – CORRECTIVE ACTIONS TAKEN ON PRIOR YEAR OBSERVATIONS

A. ESCROW ACCOUNT FOR DISSOLUTION

Observation

We noted that the School maintained a balance of \$5,002 in the escrow savings account as of June 30, 2012. Under the provisions of The Charter School Institute of the State University of New York (“CSI”), the School should set aside as a dissolution reserve and earmark the funds in the books and records to pay for legal and audit expenses that would be associated with a dissolution should it occur. Charter schools authorized under CSI should maintain a minimum balance of \$75,000 in the escrow account by the end of their third year of operations. The escrow account should be funded at \$25,000 per year.

Recommendation

The School should currently increase the escrow savings account to a minimum of \$25,000 and increase the account by an additional \$25,000 each subsequent year to aggregate to \$75,000 by the end of the third year. The monies maintained in the savings account should be set aside to pay for legal and audit expenses associated with dissolution should it occur. The account can be an interest bearing account where the School may withdraw the interest earned.

Corrective Action Taken

We noted that the School has increased the escrow account to \$75,000 as of June 30, 2013.

B. INSURANCE COVERAGE

Observation

As part of our audit procedures, we reviewed the adequacy of the School’s insurance coverage. The coverage includes a crime and employee dishonesty policy with a limit of \$100,000. However the School’s cash account at June 30, 2012 exceeded the policy limit by over \$300,000. Therefore, we believe the School is inadequately insured in regards to the above coverage.

Recommendation

We recommend that current policies should be reviewed with the School’s insurance agent and coverage should be increased to an amount that covers maximum cash held by the School at any one time during the year. In addition, the School should periodically review insurance coverage to ensure proper and adequate means to preserve the School’s assets.

Corrective Action Taken

As part of the interim audit, we reviewed the School’s insurance coverage. It was noted that the School did increase the crime and employee dishonesty policy to \$1,000,000.

EXPLORE EXCEL CHARTER SCHOOL  
FINANCIAL STATEMENTS  
JUNE 30, 2013 AND 2012

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF  
EXPLORE EXCEL CHARTER SCHOOL

***Report on the Financial Statements***

We have audited the accompanying financial statements of Explore Excel Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2013, 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.

***Auditor's 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 entity'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 entity'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, 2013, 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 2012 financial statements, and our report dated October 18, 2012, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of June 30, 2012 and for the period from December 14, 2010 (inception) to June 30, 2012, is consistent, in all material respects, with the audited financial statements from which it has been derived.

## ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated September 20, 2013, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

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

New York, New York  
September 20, 2013

EXPLORE EXCEL CHARTER SCHOOL  
STATEMENTS OF FINANCIAL POSITION  
JUNE 30,

	2013	2012
<b>ASSETS</b>		
Current assets:		
Cash and cash equivalents	\$ 1,011,962	\$ 435,413
Grants and contracts receivable	329,748	452,002
Prepaid expenses and other current assets	36,880	58,279
Total current assets	1,378,590	945,694
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$138,956 and \$34,837, respectively	405,310	279,733
Restricted cash	75,040	5,002
Total other assets	480,350	284,735
<b>TOTAL ASSETS</b>	<b>\$ 1,858,940</b>	<b>\$ 1,230,429</b>
 <b>LIABILITIES AND UNRESTRICTED NET ASSETS</b>		
Current liabilities:		
Accounts payable and accrued expenses	\$ 118,692	\$ 215,482
Accrued payroll and payroll taxes	388,221	278,046
Refundable advances	19,576	-
Due to related parties	7,954	12,860
Total current liabilities	534,443	506,388
Unrestricted net assets:		
Undesignated	974,497	724,041
Board-designated for reserve fund	350,000	-
Total unrestricted net assets	1,324,497	724,041
<b>TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS</b>	<b>\$ 1,858,940</b>	<b>\$ 1,230,429</b>

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

EXPLORE EXCEL CHARTER SCHOOL  
STATEMENTS OF ACTIVITIES

	<u>For the year ended June 30, 2013</u>	<u>For the period from December 14, 2010 (inception) to June 30, 2012</u>
Operating revenue:		
State and local per pupil operating revenue	\$ 4,585,848	\$ 3,368,949
Federal grants	403,688	517,243
Federal E-rate	147,080	90,282
State and city grants	<u>23,238</u>	<u>212,333</u>
Total operating revenue	<u>5,159,854</u>	<u>4,188,807</u>
Operating expenses:		
Program services:		
Regular education	3,134,509	3,109,842
Special education	<u>661,610</u>	<u>115,365</u>
Total program services	<u>3,796,119</u>	<u>3,225,207</u>
Supporting services:		
Management and general	<u>777,028</u>	<u>505,615</u>
Total operating expenses	<u>4,573,147</u>	<u>3,730,822</u>
Surplus from operations	<u>586,707</u>	<u>457,985</u>
Support and other revenue:		
Foundations and other contributions	3,556	250,000
Fundraising event	10,156	13,280
Interest and other income	<u>37</u>	<u>2,776</u>
Total support and other revenue	<u>13,749</u>	<u>266,056</u>
Changes in net assets	600,456	724,041
Unrestricted net assets - beginning of period	<u>724,041</u>	<u>-</u>
Unrestricted net assets - end of period	<u><u>\$ 1,324,497</u></u>	<u><u>\$ 724,041</u></u>

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

EXPLORE EXCEL CHARTER SCHOOL  
STATEMENT OF CASH FLOWS

	<u>For the year ended June 30, 2013</u>	<u>For the period from December 14, 2010 (inception) to June 30, 2012</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Changes in net assets	\$ 600,456	\$ 724,041
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	104,121	34,837
Changes in certain assets and liabilities:		
Decrease (Increase) in grants and contracts receivable	122,254	(452,002)
Decrease (Increase) in prepaid expenses and other current assets	21,399	(58,279)
(Increase) in restricted cash	(70,038)	(5,002)
(Decrease) Increase in accounts payable and accrued expenses	(96,790)	215,482
Increase in accrued payroll and payroll taxes	110,175	278,046
Increase in refundable advances	19,576	-
(Decrease) Increase in due to related parties	(4,906)	12,860
	<u>806,247</u>	<u>749,983</u>
<b>NET CASH PROVIDED BY OPERATING ACTIVITIES</b>		
<b>CASH FLOWS FROM INVESTING ACTIVITY</b>		
Purchase of property and equipment	<u>(229,698)</u>	<u>(314,570)</u>
<b>NET INCREASE IN CASH AND CASH EQUIVALENTS</b>	576,549	435,413
<b>CASH AND CASH EQUIVALENTS - BEGINNING OF PERIOD</b>	<u>435,413</u>	<u>-</u>
<b>CASH AND CASH EQUIVALENTS - END OF PERIOD</b>	<u><u>\$ 1,011,962</u></u>	<u><u>\$ 435,413</u></u>

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

EXPLORE EXCEL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013 AND 2012

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

Nature of Organization

Explore Excel Charter School (the “School”) is a New York State, not-for-profit educational corporation that operates a charter school in the borough of Brooklyn, New York. The School was granted a provisional charter on December 14, 2010 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School was established to provide its students with the academic skills and critical thinking abilities they need to succeed in a college preparatory high school. Furthermore, the School was established to prepare such underserved students for higher education, civic involvement and lifelong success through a structured, caring environment of high academic expectations. The School provided education to approximately 298 students in kindergarten through fourth grade during the 2012-2013 academic year.

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

On December 12, 2012, the School secured a middle school location through the New York City Department of Education. The School will be co-located with a public school and will house Excel’s fifth grade starting in the 2013-2014 school year. The School will add one grade per year until it reaches full scale in 2016-2017 and will serve students in kindergarten through eighth grades.

Food and Transportation Services

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

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School did not have any net unrelated business income for the year ended June 30, 2013 and for the period from December 14, 2010 (inception) to June 30, 2012.

EXPLORE EXCEL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013 AND 2012

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

Tax Status (Continued)

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

IRS Form 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. All Forms 990 filed by the School are subject to examination.

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 operation of the School.

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

Temporarily Restricted

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

Permanently Restricted

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

The School had no temporarily or permanently restricted net assets at June 30, 2013 and 2012.

EXPLORE EXCEL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013 AND 2012

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

Revenue and Support

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

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

Use of Estimates

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

Cash and Cash Equivalents

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

Concentration of Credit Risk

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

EXPLORE EXCEL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013 AND 2012

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

Property and Equipment

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract, in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as incurred. No depreciation is recorded on construction-in-progress until property and equipment is placed into service. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

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

Restricted Cash

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

Refundable Advances

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

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2012 financial statements from which the summarized information was derived.

Reclassifications

Certain 2012 accounts have been reclassified to the 2013 financial statements presentation. The reclassification has no effect on 2012 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.

EXPLORE EXCEL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013 AND 2012

NOTE 3 - PROPERTY AND EQUIPMENT

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

	2013	2012
Furniture and fixtures	\$ 32,099	\$ 3,387
Computers and equipment	390,960	194,140
Software	13,018	13,018
Leasehold improvements	108,189	104,025
	544,266	314,570
Less: Accumulated depreciation and amortization	(138,956)	(34,837)
	\$ 405,310	\$ 279,733

Depreciation and amortization expense was \$104,121 for the year ended June 30, 2013 and \$34,837 for the period from December 14, 2010 (inception) to June 30, 2012.

NOTE 4 - RELATED PARTY TRANSACTIONS

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

The School entered into an agreement with ESI on July 1, 2011 to provide the School with educational management services and designs. Pursuant to the agreement, ESI is to select and implement educational programs, coaching and professional development to school-based leadership, manage the School’s business administration and support the Board in all governance issues. As compensation to ESI for these services, the School shall pay an annual fee of 11.5% of the School’s per pupil operating revenue. Management fee expense for the year ended June 30, 2013 and for the period from December 14, 2010 (inception) to June 30, 2012 was \$464,048 and \$361,715 respectively.

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

	2013	2012
ESI	\$ 25,862	\$ 7,434
Explore	13,470	5,426
Exceed	188	-
Empower	260	-
	\$ 39,780	\$ 12,860

EXPLORE EXCEL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013 AND 2012

NOTE 4 - RELATED PARTY TRANSACTIONS (Continued)

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

	2013	2012
ESI	\$ 7,954	\$ 7,434
Explore	-	5,426
	\$ 7,954	\$ 12,860

NOTE 5 - COMMITMENTS

The School entered into a 36 month copier lease agreement expiring on June 30, 2015.

The future minimum lease payments are as follows:

Year ending June 30, 2014	\$ 5,064
2015	5,064
	\$ 10,128

NOTE 6 - CONTINGENCY

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

NOTE 7 - REVENUE CONCENTRATION

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

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSE

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

EXPLORE EXCEL CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013 AND 2012

NOTE 9 - RETIREMENT PLAN

The School maintains a pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School will match 50% of employees' elective contributions, not to exceed 10% of the employee's salary. Total employer match for the year ended June 30, 2013 and for the period from December 14, 2010 (inception) to June 30, 2012 were \$17,374 and \$4,100, respectively.

NOTE 10 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through September 20, 2013, 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 SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF  
EXPLORE EXCEL CHARTER SCHOOL

We have audited the financial statements of Explore Excel Charter School as of and for the year ended June 30, 2013, and have issued our report thereon dated September 20, 2013, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

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

New York, New York  
September 20, 2013

EXPLORE EXCEL CHARTER SCHOOL  
SCHEDULE OF FUNCTIONAL EXPENSES

For the year ended June 30, 2013

	Regular Education	Special Education	Total Program Service	General and Administrative	Total	For the period from December 14, 2010 (inception) to June 30, 2012
Salaries	\$ 1,921,643	\$ 433,692	\$ 2,355,335	\$ 399,772	\$ 2,755,107	\$ 2,164,894
Employee benefits and payroll taxes	419,929	94,773	514,702	87,360	602,062	414,326
Management fees	289,143	15,218	304,361	159,687	464,048	361,715
Legal	-	-	-	-	-	375
Advertising and recruiting	33,197	6,781	39,978	9,995	49,973	59,403
Outside services	3,846	786	4,632	4,631	9,263	27,405
Professional fees	2,645	5,292	7,937	5,292	13,229	12,006
Audit and accounting	-	-	-	20,750	20,750	25,500
Conferences, meetings and staff development	55,281	11,193	66,474	4,631	71,105	113,759
Curriculum and classroom	129,692	26,490	156,182	-	156,182	218,220
Student food service	13,525	2,762	16,287	-	16,287	12,912
Student and family services	14,034	2,866	16,900	-	16,900	11,082
Student transportation	3,529	721	4,250	-	4,250	75
Insurance	15,074	3,088	18,162	3,205	21,367	23,631
Maintenance and repairs	-	9,978	9,978	-	9,978	20,859
Postage and copying	13,595	2,784	16,379	2,890	19,269	17,319
Office supplies	-	-	-	28,087	28,087	29,400
Permit fees	10,861	2,451	13,312	2,259	15,571	-
Other expenses	5,115	1,048	6,163	891	7,054	3,164
Telephone, technology and communications	118,228	24,215	142,443	25,137	167,580	125,468
Leased equipment	3,532	797	4,329	735	5,064	-
Non-capitalized furniture	13,203	2,697	15,900	-	15,900	54,472
Depreciation and amortization	68,437	13,978	82,415	21,706	104,121	34,837
Total	<u>\$ 3,134,509</u>	<u>\$ 661,610</u>	<u>\$ 3,796,119</u>	<u>\$ 777,028</u>	<u>\$ 4,573,147</u>	<u>\$ 3,730,822</u>

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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

TO THE BOARD OF TRUSTEES OF  
EXPLORE EXCEL CHARTER SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Explore Excel Charter School (the "School"), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 20, 2013.

***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 EXCEL CHARTER SCHOOL

***Compliance and Other Matters***

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

We noted certain matter that was reported to the management of the School in a separate letter dated September 20, 2013.

***Purpose of this Report***

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

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

New York, New York  
September 20, 2013

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

<b>School Name:</b>	<b>Explore Excel Charter School</b>
Date (Report is due Nov. 1):	November 1, 2013
School Fiscal Contact Name:	Shawn-Ann Mullen
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Fruchter Rosen & Company, P.C.
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	<a href="mailto:gsaliba@frcpas.com">gsaliba@frcpas.com</a>
School Audit Contact Phone:	212-957-3600
Audit Period:	2012-13
Prior Year:	2011-12

The following items are required to be included:

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

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

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Form 990	The school is filing an extension to submit the Form 990 to the IRS, a
Federal Single Audit (A-133) <sup>1</sup>	NA - The school did not expend federal funds in excess of \$500,000
Corrective Action Plan	NA

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

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 <a href="mailto:charterschools@mail.nysed.gov">charterschools@mail.nysed.gov</a>	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 <a href="mailto:fsanda133@mail.nysed.gov">fsanda133@mail.nysed.gov</a>
---	---

<sup>1</sup> A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Cir

## Explore Excel Charter School Statement of Financial Position as of June 30

<u>ASSETS</u>	<u>2013</u>	<u>2012</u>	<u>FIC</u>
<b><u>CURRENT ASSETS</u></b>			
Cash and cash equivalents	1011962	435413	
Grants and contracts receivable	329748	452002	
Accounts receivables	0	0	
Prepaid Expenses	36880	58279	
Contributions and other receivables	0	0	
<b>TOTAL CURRENT ASSETS</b>	<b>1,378,590</b>	<b>945,694</b>	
<b>PROPERTY, BUILDING AND EQUIPMENT, net</b>	<b>405310</b>	<b>279733</b>	
<b>OTHER ASSETS</b>	<b>75040</b>	<b>5002</b>	
<b>TOTAL ASSETS</b>	<b>1,858,940</b>	<b>1,230,429</b>	
<b><u>LIABILITIES AND NET ASSETS</u></b>			
<b><u>CURRENT LIABILITIES</u></b>			
Accounts payable and accrued expenses	118692	215482	
Accrued payroll and benefits	388221	278046	
Dreferred Revenue	0	0	
Current maturities of long-term debt	0	0	
Short Term Debt - Bonds, Notes Payable	0	0	
Other	27530	12860	
<b>TOTAL CURRENT LIABILITIES</b>	<b>534,443</b>	<b>506,388</b>	
<b>LONG-TERM DEBT and NOTES PAYABLE, net current</b>	<b>0</b>	<b>0</b>	
<b>TOTAL LIABILITIES</b>	<b>534,443</b>	<b>506,388</b>	
<b><u>NET ASSETS</u></b>			
Unrestricted	974497	724041	
Temporarily restricted	350000	0	
<b>TOTAL NET ASSETS</b>	<b>1,324,497</b>	<b>724,041</b>	
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>1,858,940</b>	<b>1,230,429</b>	

CSI:  
State, Federal or other

CSI:  
NON GRANT  
- Due from School Districts  
- Due from Governments

CSI:  
Operating and Capital  
Reserves, Deferred Costs,  
Investments, Due from  
Affiliate/CMO, Fixed  
Assets

CSI:  
Obligations under,  
Capital Leases,  
Advanced Billing, Due to  
Affiliate/CMO,

CSI:  
Land, Building, Loan(s)  
related

**Explore Excel Charter School  
Statement of Activities  
as of June 30**

	2013			2012	FIC ny nu
	Unrestricted	Temporarily Restricted	Total	Total	
<b>REVENUE, GAINS AND OTHER SUPPORT</b>					
Public School District					
Resident Student Enrollment	4035199	\$-	\$4,035,199	3145352	
Students with disabilities	550649	-	550,649	223597	
Grants and Contracts					
State and local		-	-		
Federal - Title and IDEA	403688	-	403,688	517243	
Federal - Other	147080	-	147,080	90282	
Other	23238	-	23,238	212333	
Food Service/Child Nutrition Program	0	-	-	0	
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	5,159,854	-	5,159,854	4,188,807	
<b>EXPENSES</b>					
Program Services					
Regular Education	3134509	\$-	\$3,134,509	3109842	
Special Education	661610	-	661,610	115365	
Other Programs	0	-	-	0	
Total Program Services	3,796,119	-	3,796,119	3,225,207	
Management and general	777028	-	777,028	505615	
Fundraising	0	-	-	0	
<b>TOTAL OPERATING EXPENSES</b>	4,573,147	-	4,573,147	3,730,822	
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	586,707	-	586,707	457,985	
<b>SUPPORT AND OTHER REVENUE</b>					
Contributions					
Foundations	3556	\$-	\$3,556	250000	
Individuals	0	-	-	0	
Corporations	0	-	-	0	
Fundraising	10156	-	10,156	13280	
Interest income	37	-	37	2776	
Miscellaneous income	0	-	-	0	
Net assets released from restriction	0	-	-	0	
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	13,749	-	13,749	266,056	
<b>CHANGE IN NET ASSETS</b>	600,456	-	600,456	724,041	
NET ASSETS BEGINNING OF YEAR	724041	-	724,041	0	
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-	0	
<b>NET ASSETS END OF YEAR</b>	\$1,324,497	\$-	\$1,324,497	\$724,041	

**Explore Excel Charter School  
Statement of Cash Flows**

**as of June 30**

	<b>2013</b>	<b>2012</b>	<b>FIC</b>
			*Please briefly explain any nu
<b>CASH FLOWS - OPERATING ACTIVITIES</b>			
Increase (decrease) in net assets	600456		724041
Revenues from School Districts			0
Accounts Receivable	0		0
Due to related parties	-4906		12860
Depreciation	104121		34837
Grants Receivable	122254		-452002
Due from NYS	0		0
Grant revenues	0		0
Prepaid Expenses	21399		-58279
Accounts Payable	-96790		215482
Accrued Expenses			
Accrued Liabilities	110175		278046
Contributions and fund-raising activities	0		0
Miscellaneous sources			0
Deferred Revenue	0		0
Interest payments	0		0
(Increase) in restricted cash	-70038		-5002
Increase in refundable advances	19576		0
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$806,247</b>		<b>\$749,983</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>	<b>\$</b>		<b>\$</b>
Purchase of equipment	-229698		-314570
Other	0		0
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$(229,698)</b>		<b>\$(314,570)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>	<b>\$</b>		<b>\$</b>
Principal payments on long-term debt	0		0
Other	0		0
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$-</b>		<b>\$-</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$576,549</b>		<b>\$435,413</b>
Cash at beginning of year	435413		0
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$1,011,962</b>		<b>\$435,413</b>

**Explore Excel Charter School  
Statement of Functional Expenses  
as of June 30**

		2013					
		Program Services			Supporting Service		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General
		\$	\$	\$	\$	\$	\$
Personnel Services Costs							
Administrative Staff Personnel	16	468419	93431	-	561,850	-	399772
Instructional Personnel	28	1453224	340261	-	1,793,485	-	0
Non-Instructional Personnel		0	0	-	-	-	0
Total Salaries and Staff		1,921,643	433,692	-	2,355,335	-	399,772
Fringe Benefits & Payroll Taxes		419929	94773	-	514,702	-	87360
Retirement		0	0	-	-	-	0
Management Company Fees		289143	15218	-	304,361	-	159687
Legal Service		0	0	-	-	-	0
Accounting / Audit Services		0	0	-	-	-	20750
Other Purchased / Professional / Consult		6491	6078	-	12,569	-	9923
Building and Land Rent / Lease		10861	2451	-	13,312	-	2259
Repairs & Maintenance		0	9978	-	9,978	-	0
Insurance		15074	3088	-	18,162	-	3205
Utilities		0	0	-	-	-	0
Supplies / Materials		129692	26490	-	156,182	-	0
Equipment / Furnishings		16735	3494	-	20,229	-	735
Staff Development		55281	11193	-	66,474	-	4631
Marketing / Recruitment		33197	6781	-	39,978	-	9995
Technology		118228	24215	-	142,443	-	25137
Food Service		13525	2762	-	16,287	-	0
Student Services		17563	3587	-	21,150	-	0
Office Expense		13595	2784	-	16,379	-	30977
Depreciation		68437	13978	-	82,415	-	21706
OTHER		5115	1048	-	6,163	-	891
Total Expenses		134,509	\$661,610	\$-	\$3,796,119	\$-	\$777,028

			2012
			S
Total	Total		
\$	\$	\$	
399,772	961,622	0	
-	1,793,485	0	
-	-	0	
399,772 ##	2,755,107	2,164,894	
87,360	602,062	414326	
-	-	0	
159,687	464,048	361715	
-	-	375	
20,750	20,750	25500	
9,923	22,492	39411	
2,259	15,571	0	
-	9,978	20859	
3,205	21,367	23631	
-	-	0	
-	156,182	218220	
735	20,964	54472	
4,631	71,105	113759	
9,995	49,973	59403	
25,137	167,580	125468	
-	16,287	12912	
-	21,150	11157	
30,977	47,356	46719	
21,706	104,121	34837	
<u>891</u>	<u>7,054</u>	3164	
<u>\$777,028</u>	<u>\$4,573,147</u>	<u>\$3,730,822</u>	



# Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 03, 2013

Updated Tuesday, July 30, 2013

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## Page 1

331800860702 EXPLORE EXCEL 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 2012-13 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-disclosure-of-financial-interest-form/>.

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 <http://fluidsurveys.com/account/surveys/210748/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 03, 2013

Updated Tuesday, July 30, 2013

## Page 1

331800860702 EXPLORE EXCEL 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		Elected in 2011, has served one full two-year term.	Finance, ESI Contract, Principal Compensation
2	Lizz Pawlson	Member	Yes	Chief Strategy Officer for CMO	Term renews annually with contract.	Principal Compensation, Discipline
3	JR Randall	Member	Yes		Elected in 2011, has served one full two-year term.	Finance, Program
4	Hank Mannix	Member	Yes		Elected in 2013, is serving first two-year term.	Will join committees in Fall 2013.
5	Reena Bhatia	Member	Yes		Elected in 2013, is serving first two-year term.	Will join committees in Fall 2013.
6	Nekei Afful	Member Ex-Officio	No	PTA Representative	Ex-officio term for PTA representatives is one year.	n/a
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

### 2. Total Number of Members Joining Board during the 2012-13 school year

3

3. Total Number of Members Departing the Board during the 2012-13 school year

4

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 2012-13 school year?

8

6. How many times will the Board meet during the 2013-14 school year?

8

Thank you.

## Enrollment and Retention Efforts

**Information Sessions and Tours:** During the recruitment period, open houses are held weekly in the mornings and evenings. These meetings are open to all interested families and provide families with an opportunity to complete applications and learn more about Explore Excel Charter School. During the school year, school tours are conducted.

**Website:** Explore Excel Charter School leverages its website to disseminate information about upcoming information sessions and tours.

**Community Outreach:** Explore Excel Charter School seeks and develops relationships with organizations that serve families of preschool children within the community, including those that service students with disabilities, English Language Learners (ELL) and students whose families qualify for free or reduced priced lunch. These organizations include, but are not limited to, local day care centers, preschools, Head Start programs, community boards, community-based organizations (health-based organizations, WIC Centers, etc.) and public libraries in the Community School District. In addition to mailings announcing our recruitment period, Explore Excel Charter School staff makes presentations to Head Start programs and other programs that have potential applicants. This information includes recruitment flyers and the dates of upcoming information sessions, as well as key features of Explore Excel's academic program.

**Flyers:** Flyers are posted and distributed that emphasize Explore Excel Charter School's small class and school size and specifically highlight the benefits of the school that would attract families of special needs students and ELL students. Additionally, flyers have information on open houses, how to enroll and important due dates.

**Canvassing:** When time and weather permitted the team prepared information packages and walked the neighborhood, distributing recruitment information to Fast Food restaurants, Laundromats, Beauty parlors, Barber shops, Nail salons, Tax Preparation centers and Supermarkets. One of our goals is to establish greater community presence.

**Language Accessibility:** Our applications and flyers are available in Haitian Creole and Spanish and we utilized the Vanguard mailing system. Bilingual staff members are available at open houses as necessary. Furthermore, we added an ELL set-aside to our Kindergarten Lottery Process, which states that we will set aside a percentage of our Kindergarten Lottery seats (based on the percentage of ELLs in our district) for students who are English Language Learners.

All methods of outreach, including information sessions, tours and any meetings and interviews used during the recruitment period expressly state that attendance at these events is not a requirement for admission.

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 08, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/c79cf3a6f38085862696b823649756>

## 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 Excel Charter School*

3. Charter Authorizer:

*SUNY*

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

- 
- 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*

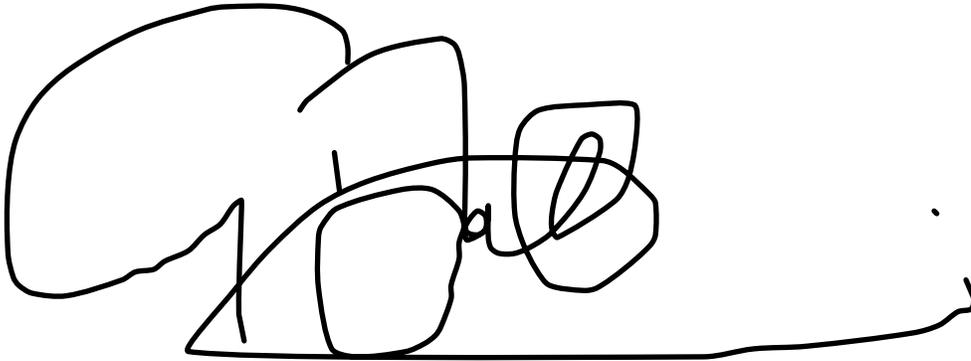
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 several large, overlapping loops and a long horizontal stroke at the bottom.

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 29, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/022c9be489ef1bf00288af888bd7b8>

## 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:

*Recy Benjamin Dunn*

2. Charter School Name:

*Explore Excel Charter School*

3. Charter Authorizer:

*SUNY*

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 that reads "Paul Dunn". The signature is written in a cursive style with a large, stylized 'P' and 'D'. The name is written on a horizontal line that extends across the width of the signature.

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 29, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/9e591af83612104cd84195d7c167a>

## 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:

*Romy Horn*

2. Charter School Name:

*Explore Excel Charter School*

3. Charter Authorizer:

*SUNY*

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, appearing to read "Romy Holman". The signature is written in a cursive, somewhat stylized font. The first name "Romy" is written in a larger, more prominent script, while "Holman" is written in a smaller, more compact script. The letters are connected, and there are some loops and flourishes, particularly in the "H" and "M".

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 25, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/a0f10a1ab83db929ef4cc458df834b>

## 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 Excel Charter School

3. Charter Authorizer:

SUNY

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

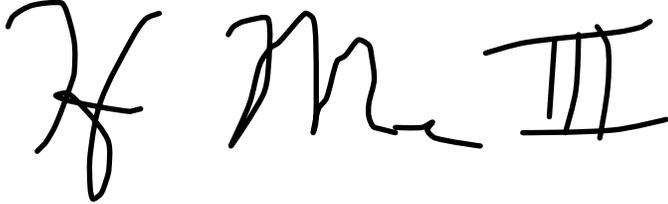
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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, appearing to read "J. M. III". The letters are stylized and cursive, with the "J" and "M" being particularly prominent.

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 05, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/33194d7f06826963d62a19f937e70a>

## 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:

*James P McNamara*

### 2. Charter School Name:

*Explore Excel Charter School*

### 3. Charter Authorizer:

*SUNY*

### 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, appearing to read "Jane P. Morgan". The signature is written in a cursive style with large, sweeping loops and a long horizontal tail at the end.

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 12, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/46794976dcf099b92bd6de40e7dfcf>

## 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:

*Elizabeth Pawlson*

2. Charter School Name:

*Explore Excel Charter School*

3. Charter Authorizer:

*SUNY*

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)

- Other, please specify...

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	COO
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[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	Oversight of all non-instructional support for schools
--	--

[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	178,500
--	---------

[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	July 1, 2010
--	--------------

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

Two handwritten signatures in black ink. The signature on the left is a cursive-style name, possibly starting with 'B'. The signature on the right is a more stylized, blocky signature, possibly starting with 'R'.

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 29, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/c80907ed407a2e470d51951a1e89e>

## 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:

*James Randall*

2. Charter School Name:

*Explore Excel Charter School*

3. Charter Authorizer:

*SUNY*

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

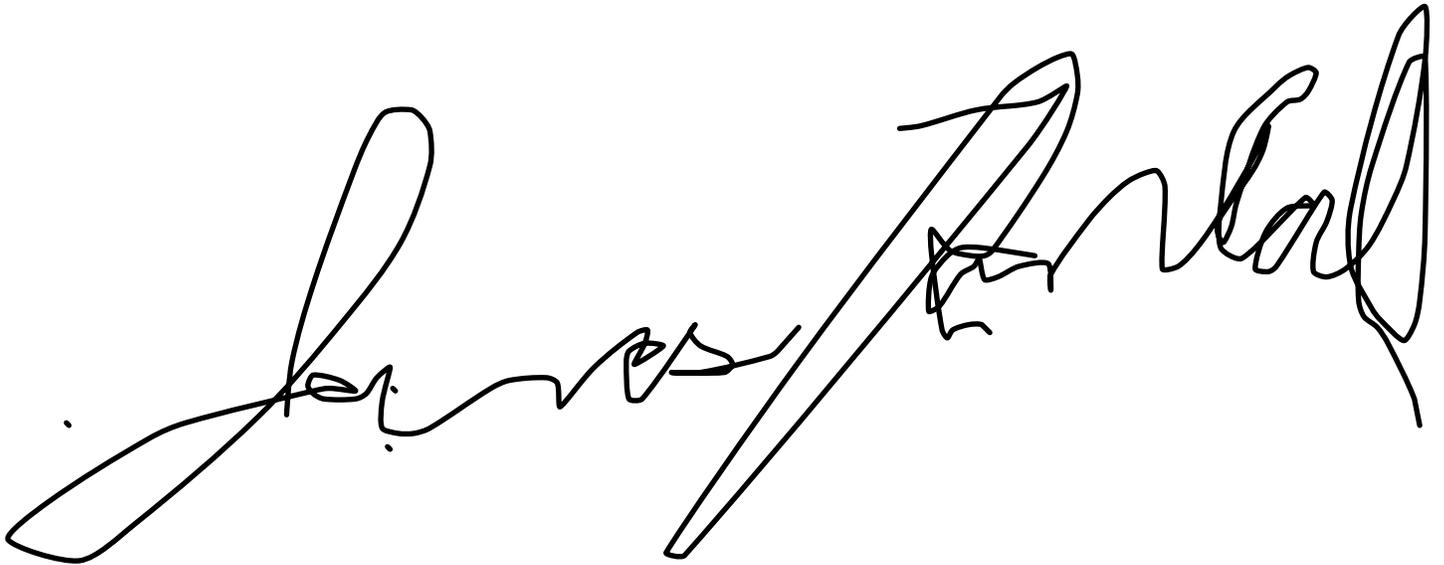
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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, appearing to read "James R. [unclear]". The signature is written in a cursive style with large, sweeping loops and a prominent vertical stroke.