

I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 08, 2014

Updated Friday, August 01, 2014

Page 1

1. SCHOOL NAME

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

331700860950 EXPLORE EMPOWER CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 17

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
188 Rochester Avenue Brooklyn, NY 11213	718-771-2090	718-771-2128	empoweradmissions@explorenetwork.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

5. SCHOOL WEB ADDRESS (URL)

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

6. DATE OF INITIAL CHARTER

2008-12-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-08-01 00:00:00

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

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K

• 1

• 2

• 3

• 4

• 5

• 6

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

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

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

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

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	188 Rochester Avenue Brooklyn, NY 11213	718-771-2090	CSD 17	K-7	No	DOE space

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

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

13. Are the School sites co-located?

Yes

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

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

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

(No response)

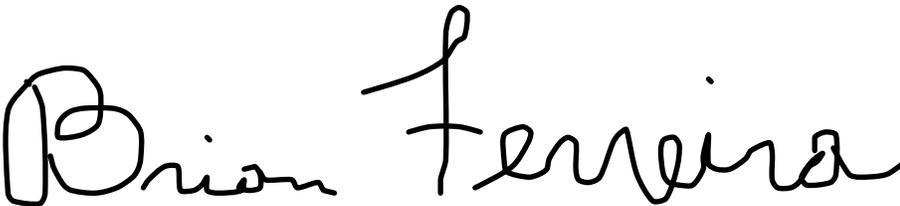
15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Bylaws	The Board of Trustees changed language in its bylaws on Board membership to read: 'The president of an Explore Schools, Inc. network school's Parent-Teacher Association or his/her designee will serve in an ex-officio manner for a one-year term.' This bylaws change allows for consistent parent representation on the Board of Trustees year to year.	9/30/2013	

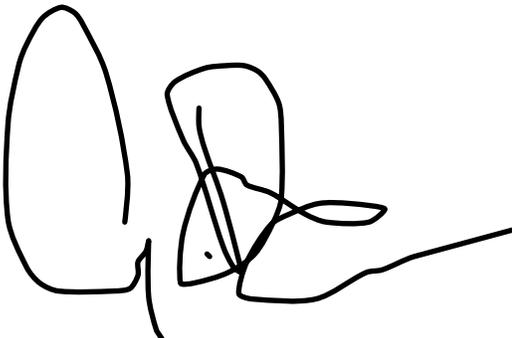
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in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

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.

Appendix A: Progress Toward Goals

Created Wednesday, July 30, 2014

Updated Friday, October 31, 2014

Page 1

Charter School Name: 331700860950 EXPLORE EMPOWER CS

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?instid=800000063972&year=2013&createreport=1&enrollment=1&freelunch=1&attendance=1&teacherqu>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

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

2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	Each year, 75% of 3rd-6th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.	NYS ELA scores.	Goal not met.	<p>In 2013-2014 17.3% of 3rd – 6th grade students who had been enrolled at the school for at least two consecutive years* (185 out of 231 students) performed at a level 3 or 4 on the state ELA exam.</p> <p>In the 2013-14 school year Empower revamped its base literacy curriculum as well as implemented a new approach to coaching teachers and supporting lesson-planning. This work had a positive impact on student outcomes. However, we recognize the need for greater gains to ensure our students are successful. This year, Empower is improving its approach through three basic strategies: shifting focus to formative</p>

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

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

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

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

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

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

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

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

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

Academic Goal 2	Each year, 75% of 3rd-6th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on	NYS Math scores.	Goal not met.	In 2013-2014 34.8% of 3rd – 6th grade students who had been enrolled at the school for at least two consecutive years* (187 out of 231 students) performed at a level 3 or 4 on
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the New York State Math examination.

the state Math exam.

This year, Empower will continue using Investigations, a curriculum that we believe is aligned to the Common Core Learning Standards. In order to effectively teach this curriculum, Empower will be strategically implementing changes this year to improve teacher effectiveness and responsiveness to student needs.

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

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

*Enrolled on BEDS Day in

				Oct 2012 and tested at Empower in Apr 2014
Academic Goal 3	Each year, 75 percent of 4th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science examination.	NYS Science scores.	Goal not met.	<p>In 2013-2014 56.6% of 4th grade students who had been enrolled at the school for at least two consecutive years* (55 out of 58 students) performed at a level 3 or 4 on the state Science exam.</p> <p>Science % Proficient Prof. 13-14 Grade 4 56.6%</p> <p>In 2013-14 Empower experienced difficulty in science largely due to a midyear staffing change. The science teacher quit unexpectedly less than 3 months into the school year. Empower leadership employed a series of substitute teachers, until a long term substitute was secured. Curriculum implementation was consequently very challenging and student learning suffered.</p> <p>In order to prevent this situation from repeating itself, Empower leadership has hired a highly qualified, consistent K-5 science teacher for the 2014-15 school year. This teacher is being provided with targeted coaching and support from her academic director.</p> <p>In addition to this targeted support, Empower leadership will support science curriculum implementation through two school wide development initiatives, a shift in focus to formative data as well as improved support for teacher effectiveness and lesson planning, as outlined in Academic Goal 1. These initiatives will support teacher development, curriculum implementation and real-time response to student needs.</p> <p>*Enrolled on BEDS Day in Oct 2012 and tested at Empower in Apr 2014</p>

Academic Goal 4	Each year, 75 percent of 4th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Social Studies examination.	NYS Social Studies scores.	n/a - Students do not take a NYS Social Studies exam	
Academic Goal 5	75% of students in grades K through 2 will be reading on grade level, as assessed by a teacher administered, research-based assessment.	Fountas & Pinnell Benchmark Assessment System.	<p>Goal not met.</p> <p>Based on F & P assessments in June 2014, 49% of Kindergartners, 72% of 1st Graders and 51% of 2nd Graders were reading on or above grade level.</p>	<p>This year we were able to provide additional support to our teachers with base curricula and time to discuss content and execution of lessons multiple times each week. We also re-set schedules such that there was time in the day set aside for independent reading, word study, and small group instruction. To continue to address inconsistencies in F&P data, we required students be tested for reading fluency in addition to comprehension and accuracy across the network as well as retrained teachers in administration coupled with data audits to identify teachers who were not administering the tests properly.</p>
				<p>Though much more needs to be done, the steps taken this year have helped to set the stage for student growth. To address this issue we are working with leaders to provide more strategic support to teachers using more intensive development methods that focus on transferrable thinking about teaching and learning. We have also redesigned our frameworks for data analysis and use to improve the use of formative data in informing instructional choices on a consistent basis.</p>
				<p>Empower's Literacy Coordinator and Academic Directors, in collaboration with the Explore Schools Literacy Specialist, will be providing support for teachers in these grade levels through PLC's (Professional Learning Communities), teach-backs, and guided planning to ensure effective instructional practices</p>

				and to ensure the neediest students are receiving individualized instruction.
Academic Goal 6	For years 2 through 5 of the proposed charter, each grade level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one half the gap between the percent at or above Level 3 on the previous year's State ELA exam (baseline) and 75% at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate some growth (above 75%) in the current year (relevant for schools serving grades 3-8).	NYS ELA scores.	Goal not met.	<p>For the cohort of 4th to 6th grade students who had been enrolled at the school for at least two consecutive years* (137 out of 231 students).</p> <p>There was no increase in the percentage proficiency in ELA for any grade cohort except for 6th grade (6th grade in School Year 13-14), but even in this grade the target proficiency level was not met.</p> <p>Please see Academic Goal 1 for our plans to address not having met this goal.</p> <p>*Enrolled on BEDS Day in Oct 2012 and tested at Empower in Apr 2013 and Apr 2014</p>
Academic Goal 7	For years 2 through 5 of the proposed charter, each grade level cohort of the same students will reduce by one half the gap between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75% at or above Level 3 on the current year's State Math exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75% on the previous year's Math exam, the school is expected to demonstrate growth (above 75%) in the current year.	NYS Math scores.	Goal not met.	<p>For the cohort of 4th to 6th grade students who had been enrolled at the school for at least two consecutive years* (137 out of 231 students).</p> <p>There was no increase in the percentage proficiency in Math for any grade cohort except for 4th grade (4th grade in School Year 13-14), but even in this grade the target proficiency level was not met.</p> <p>Please see Academic Goal 2 for our plans to address not having met this goal.</p> <p>*Enrolled on BEDS Day in Oct 2012 and tested at Empower in Apr 2013 and Apr 2014</p>
Academic Goal 8	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measure by an analysis of performance	NYS ELA scores.	Goal not met.	<p>In ELA, Empower under-performed CSD17 in all grades and hence under-performed the overall district for grades 3-6.</p> <p>Please see Academic Goal 1 for our plans to address not having met this goal</p>

compared to CSDs conducted by NYCDOE.

2a1. Do have more academic goals to add?

Yes

2013-14 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 9	Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measure by an analysis of performance compared to CSDs conducted by NYCDOE.	NYS Math scores.	Goal met.
Academic Goal 10	From years 2-4, the school will receive a “B” or higher on the student Progress section of the NYCDOE Progress Report.	NYC DOE Progress Report	<p>Goal not met.</p> <p>Received an F on Student Progress section of 2011-12 NYC DOE Progress Report.</p> <p>Received a C on Student Progress section of 2012-13 NYC DOE Progress Report.</p> <p>2013-14 NYC DOE Progress Report not yet released.</p> <p>In the 2013-14 school year, Empower launched a coaching program in which teachers across the school were coached by Leadership and Culture team members. Teachers were coached for at least a six week cycle, working on specific goals related to student achievement. This year, we learned that 6 week coaching cycles were not a significant enough amount of time to result in major improvements in teaching practice. As a result, school leaders will receive support and development from the network with their coaching work and with making strategic decisions about coaching (including teacher selection, duration, and methods). This will improve student outcomes and facilitate effective and timely teacher development.</p> <p>In the 2013-2014 school year Empower increased the amount of time that teachers were engaged in collaboration, planning and lesson rehearsal with the addition of Professional</p>

Learning Community meetings and towards the end of the year, the addition of small-group and individual teach-back and guided planning sessions. In 2014-2015, the network will work with leaders to help them strategically and effectively use this time to help teachers with transferrable skills and thinking that will allow them to make instructional choices and execute lessons that will improve student outcomes.

Academic Goal 11	Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	NYS Report Card.	n/a - 2013-14 NYS Report Card not yet released.
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2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95%.	School attendance data.	Goal not met.	<p>School leadership has been aware of attendance dips since the middle of the year and had already taken proactive steps to curtail further attendance declines during the 2013-14 School Year. Empower is continuing their proactive work to improve upon this trend for the 2014-15 School Year.</p> <p>Empower's strategy includes engaging with parents to address the issue. Bi-weekly attendance reports will be run to flag outliers for a given period (students who have been tardy or absent multiple times since the last report) and students who have high year-to-date absences or tardies. Once these outliers are identified, our school's culture team, support services team, counselors, and leadership team coordinate on various modes of follow-up to address the issue directly with families, including phone calls, letters, and in-person meetings.</p> <p>Moreover, Empower has built out the capacity of its culture team, adding a couple of roles where primary responsibilities will include managing attendance truancy and proactively working with students (and their families) most at risk of poor attendance.</p>
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year will return the following September.	Student enrollment figures in ATS.	Goal not met.	<p>The percentage of returning students (89.4%) did not meet our goal, but approximately one third of the students who did not return for the 2014-15 School Year (from the 2013-14 School Year) withdrew for reasons that were geographic in nature (i.e. family moved, school location inconvenient). With this context in mind, we have still taken a number of steps to address student attrition.</p> <p>First, Empower's leadership team was brand new in 2013-14, and that entire</p>

				<p>team has returned for the 2014-15 School Year, which will provide much more stability for the school and families.</p> <p>Moreover, family engagement has been named as a school priority for this year. We added a Family Services Coordinator to the full-time staff as part of this priority, and that role will work to improve community engagement and Empower's relationship with student families.</p>
Org Goal 3	Of the teachers who do not return to Empower each year, 0% will teach at another public charter school in New York City.	Teacher retention data collected and tracked by the HR Manager.	Goal not met.	<p>We're planning on addressing this goal by modifying our performance management plans and focusing on strategic teacher retention strategies. This coming year is about identifying high performing teachers and creating development plans for long term growth and retention.</p> <p>We've revamped our interviewing process to look for more specific competencies related to successful teachers in our network. Once we identify top talent, we will spend time in pre-teaching conferences, classroom observations, and post-teaching debriefs with these teachers each week to help them grow and develop. We believe that by focusing on individual and group PD, we can increase retention school wide. We are also going to be checking in with staff more frequently through 1-1 conversations and staff surveys to ensure growth in this area.</p>
Org Goal 4	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The School will only have met this goal if 50% or more parents participate in this survey.	NYCDOE Learning Environment Survey.	Goal met.	
Org Goal 5	Each year, teachers will express satisfaction with the school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each	NYCDOE Learning Environment Survey.	Goal not met.	Last year, we moved to a performance management approach to teacher development. Since the leadership teams weren't properly trained in how to execute this type of development, many teachers were unhappy and left the school. This year, we are being more transparent with our teacher selection process as we fill these

of the four survey domains: Academic Expectations, Communication, Engagement and Safety and Respect. The school will only have met this if 50% or more of teachers participate in the survey.

vacancies and are clearly outlining our approach to teacher development.

We have also partnered with Achieve Mission, a nonprofit consulting organization, to help train our leaders.

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

Yes

2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	For schools serving grades 5 and higher, each year, students will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety and Respect. The school will only have met this if 50% of more students participate in the survey.	NYCDOE Learning Environment Survey.	Goal met.	
Org Goal 7	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS.	Student enrollment figures in ATS.	Goal met.	
Org Goal 8	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act.	Empower Charter Agreement, New York Charter Schools Act, FOIL, NY Open Meetings Law, Individuals with Disabilities Education Act, FERPA and applicable city and state laws.	Goal met.	

2c. FINANCIAL GOALS

2013-14 Progress Toward Attainment of Financial Goals

Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward	If Not Met, Describe Efforts to be Taken
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				Attainment
Financial Goal 1	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent audit by Fruchter Rosen & Company, PC.	Goal met.	
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Independent audit by Fruchter Rosen & Company, PC.	Goal met.	Empower completed the fiscal year 2014 audit on time, which resulted in an unmodified opinion from an independent auditor. Empower operated on a balanced budget, ending the year with a surplus of \$1,142,000 and a net increase of cash in the amount of \$1,349,000.

Appendix I: Teacher and Administrator Attrition

Created Wednesday, July 30, 2014

Updated Friday, August 01, 2014

Page 1

Charter School Name: 331700860950 EXPLORE EMPOWER CS

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
30	26	14

2013-14 Administrator Position Attrition Table

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

Thank you

Appendix J: Uncertified Teachers

Created Tuesday, July 29, 2014

Updated Wednesday, July 30, 2014

Page 1

Charter School Name: 331700860950 EXPLORE EMPOWER CS

Note Definition of FTE:

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

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

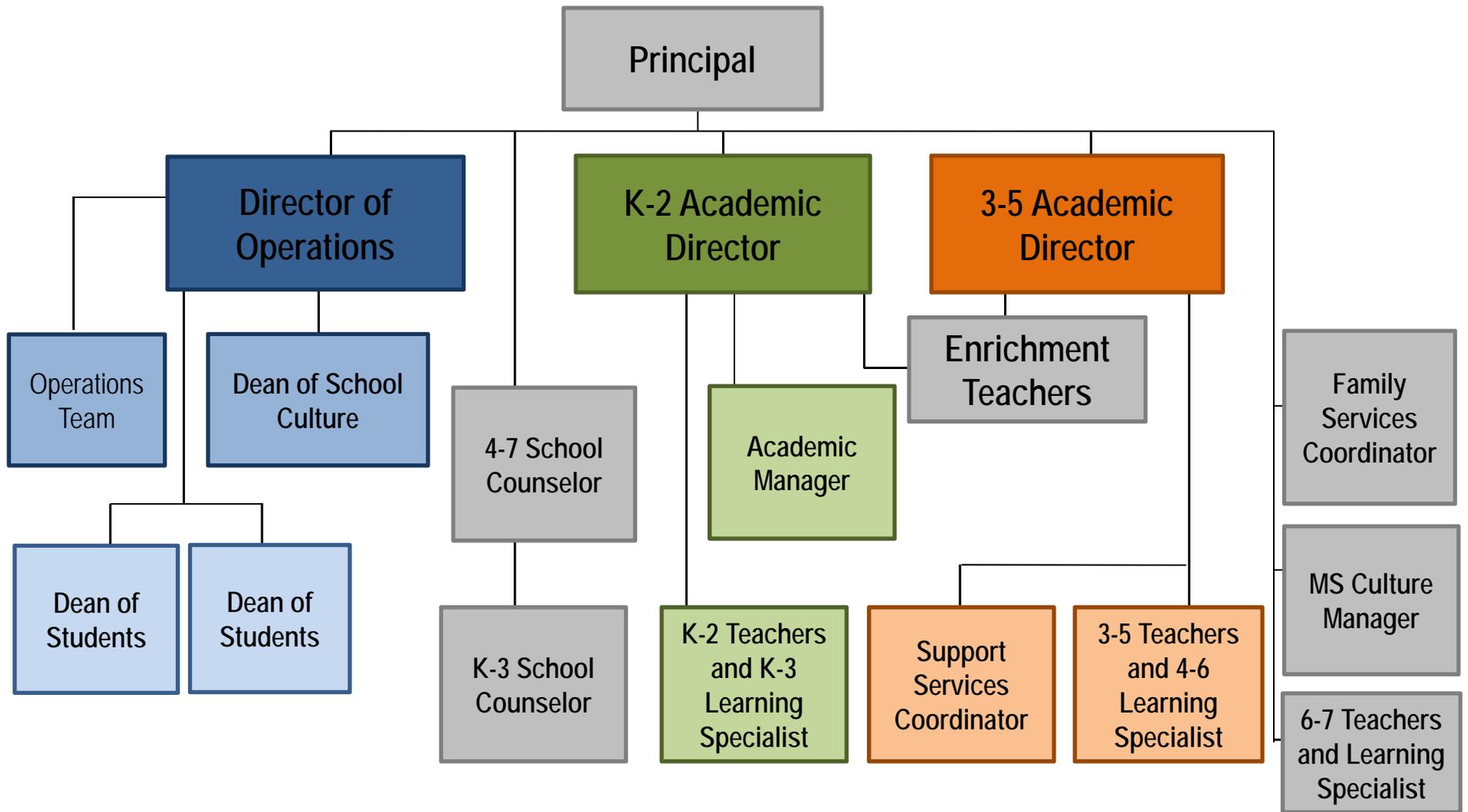
For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	3
(ii) tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	2
Total FTE (Sum of all Uncertified Teaching Staff)	5

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

25

Thank you.



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Tuesday, July 29, 2014

Page 1

Charter School Name: 331700860950 EXPLORE EMPOWER CS

B. Financial Information

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

1. Total Expenditures Per Child

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

1. Total Expenditures Per Child Line 1: Total Expenditures	5464834
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	411
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	13296

2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

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

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

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	514293
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	364348
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	878641
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	411
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	2138

Thank you.

Audited Financial Statement Checklist

Created Friday, October 31, 2014

Page 1

Charter School Name:

1. Please check each item that is included in the 2013-14 Audited Financial Statement submitted for your charter school.

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

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2013-14 Audited Financial Statement.

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

Thank you.

EXPLORE EMPOWER CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

EXPLORE EMPOWER CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITORS' REPORT	1 - 2
FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION:	
Statements of financial position	3
Statements of activities	4
Statements of cash flows	5
Notes to financial statements	6 - 12
Independent auditors' report on supplementary information	13
Schedule of functional expenses	14
INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS	15 - 16

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
EXPLORE EMPOWER CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of Explore Empower Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

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

Report on Summarized Comparative Information

We have previously audited the School's 2013 financial statements, and our report dated October 2, 2013, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 6, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


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

New York, New York
October 6, 2014

EXPLORE EMPOWER CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2014	2013
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 2,933,823	\$ 1,584,665
Grants and contracts receivable	79,805	136,596
Prepaid expenses and other current assets	11,746	45,509
Total current assets	3,025,374	1,766,770
Other assets:		
Property and equipment, net of accumulated depreciation and amortization of \$375,152 and \$259,474 respectively	235,666	204,425
Restricted cash	70,202	70,168
Total other assets	305,868	274,593
TOTAL ASSETS	\$ 3,331,242	\$ 2,041,363
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	187,530	\$ 84,728
Accrued payroll and payroll taxes	462,017	417,267
Due to related parties	3,408	3,233
Total current liabilities	652,955	505,228
Unrestricted net assets:		
Undesignated	1,178,287	646,135
Board-designated for reserve fund	1,500,000	890,000
Total unrestricted net assets	2,678,287	1,536,135
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 3,331,242	\$ 2,041,363

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

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

	<u>2014</u>	<u>2013</u>
Operating revenue:		
State and local per pupil operating revenue	\$ 6,276,873	\$ 5,245,993
Federal grants	294,579	312,709
State and city grants	<u>48,192</u>	<u>26,614</u>
Total operating revenue	<u>6,619,644</u>	<u>5,585,316</u>
Operating expenses:		
Program services		
Regular education	4,029,280	3,964,450
Special education	<u>586,049</u>	<u>240,075</u>
Total program services	4,615,329	4,204,525
Management and general	<u>877,671</u>	<u>866,291</u>
Total operating expenses	<u>5,493,000</u>	<u>5,070,816</u>
Surplus from operations	1,126,644	514,500
Support and other revenue:		
Contributions:		
Individuals	-	1,000
Corporations and foundations	-	4,000
Other revenue	159	1,924
Fundraising event	<u>15,349</u>	<u>12,981</u>
Total support and other revenue	<u>15,508</u>	<u>19,905</u>
Changes in unrestricted net assets	1,142,152	534,405
Unrestricted net assets - beginning of year	<u>1,536,135</u>	<u>1,001,730</u>
Unrestricted net assets - end of year	<u><u>\$ 2,678,287</u></u>	<u><u>\$ 1,536,135</u></u>

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

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

	<u>2014</u>	<u>2013</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ 1,142,152	\$ 534,405
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	135,815	132,703
Loss on disposal of property and equipment	7,483	-
Decrease (Increase) in certain assets:		
Grants and contracts receivable	56,791	(37,343)
Due from related parties	-	11,426
Prepaid expenses and other current assets	33,763	(5,967)
Restricted cash	(34)	(93)
Increase (Decrease) in certain liabilities:		
Accounts payable and accrued expenses	102,802	(73,298)
Accrued payroll and payroll taxes	44,750	97,557
Due to related parties	175	3,233
	<u>1,523,697</u>	<u>662,623</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES		
CASH FLOWS FROM INVESTING ACTIVITY		
Purchase of property and equipment	<u>(174,539)</u>	<u>(82,502)</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	1,349,158	580,121
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	<u>1,584,665</u>	<u>1,004,544</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	<u>\$ 2,933,823</u>	<u>\$ 1,584,665</u>

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

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

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

Nature of Organization

Explore Empower Charter School (the "School") is an educational corporation that operates a charter school in the borough of Brooklyn, New York. The School was granted a provisional charter on December 16, 2008, valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. On December 17, 2013, the Board of Regents approved and issued the renewal to the charter for a period of four years, effective December 17, 2013 to June 30, 2018. The School was established to provide its students with academic skills and critical thinking abilities they need to succeed in a college preparatory high school. Furthermore, the School was established to prepare such underserved students for higher education, civic involvement and lifelong success through a structured, caring environment of high academic expectations. The School provided education to approximately 410 students in kindergarten through sixth grades during the 2013-2014 academic year.

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

Food Services

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

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2014 and 2013.

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

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

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

Tax Status (Continued)

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

Basis of Presentation

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

Unrestricted

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

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

Temporarily Restricted

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

Permanently Restricted

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

The School had no temporarily or permanently restricted net assets at June 30, 2014 and 2013.

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

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

Revenue and Support

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

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

Use of Estimates

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

Cash and Cash Equivalents

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

Concentration of Credit Risk

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

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

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

Property and Equipment

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

Furniture and fixtures	5 years
Computers and equipment	3 years
Software	3 years

Restricted Cash

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

Refundable Advances

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

Comparative Financial Information

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

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

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

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

NOTE 3 - PROPERTY AND EQUIPMENT

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

	2014	2013
Furniture and fixtures	\$ 66,007	\$ 62,669
Computers and equipment	515,222	365,413
Software	29,589	35,817
	610,818	463,899
 Less: Accumulated depreciation and amortization	 (375,152)	 (259,474)
	\$ 235,666	\$ 204,425

Depreciation and amortization expense was \$135,815 and \$132,703 for the years ended June 30, 2014 and 2013, respectively.

For the year ended June 30, 2014, the School had a loss on disposal of property and equipment in the amount of \$7,483.

NOTE 4 - CONTINGENCY

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

NOTE 5 - REVENUE CONCENTRATION

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

NOTE 6 - FUNCTIONAL ALLOCATION OF EXPENSE

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

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

NOTE 7 - RETIREMENT PLAN

The School maintains a defined contribution 403(b) plan covering all eligible employees. Under this plan, employer contributions are discretionary and are based on a percentage of employees' salaries as determined by the School's board of trustees. The School matched 50% of the employees' elective contributions not to exceed 10% of the employee's salary for the years ended June 30, 2014 and 2013. The total employer contribution did not exceed 5% of the employee's salary. Retirement expense incurred by the School for the years ended June 30, 2014 and 2013, amounted to \$29,922 and \$29,964, respectively.

NOTE 8 - RELATED PARTY TRANSACTIONS

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

The School entered into management agreements with ESI dated through July 1, 2013 to provide the School with educational management services and designs. Pursuant to the agreement, ESI is to select and implement educational programs, coaching and professional development to school-based leadership, manage the School's business administration and support the Board in all governance issues. As compensation to ESI for these services, the School paid an annual fee of 12% and 11.5% of the School's general education per pupil operating revenue for the years ended June 30, 2014 and 2013, respectively. Management fee expense for the years ended June 30, 2014 and 2013 was \$666,994 and \$550,351, respectively.

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

	<u>2014</u>	<u>2013</u>
ESI	\$ 101,832	\$ (7,637)
Explore	14,212	969
Exceed	(75)	(335)
Excel	<u>(1,878)</u>	<u>(260)</u>
	<u>\$ 114,091</u>	<u>\$ (7,263)</u>

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

NOTE 8 - RELATED PARTY TRANSACTIONS (Continued)

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

	2014	2013
ESI	\$ (2,224)	\$ (3,308)
Explore	(1,184)	-
Exceed	-	75
	\$ (3,408)	\$ (3,233)

NOTE 9 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 6, 2014, the date the financial statements were available to be issued.

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INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
EXPLORE EMPOWER CHARTER SCHOOL

We have audited the financial statements of Explore Empower Charter School as of and for the year ended June 30, 2014, and have issued our report thereon dated October 6, 2014, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.


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

New York, New York
October 6, 2014

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

	2014					
	Regular Education	Special Education	Total Program Services	Management and General	Total	2013
Salaries	\$ 2,320,207	\$ 389,578	\$ 2,709,785	\$ 421,094	\$ 3,130,879	\$ 2,997,501
Payroll taxes and employee benefits	510,779	85,763	596,542	92,702	689,244	673,069
Management fees	415,596	21,873	437,469	229,525	666,994	550,351
Audit and accounting	-	-	-	13,250	13,250	23,250
Recruiting and marketing	10,017	527	10,544	32,815	43,359	31,673
Outside services	219,674	30,322	249,996	12,666	262,662	198,509
Conferences, meetings, and staff development	38,738	2,039	40,777	6,222	46,999	73,427
Curriculum and classroom	141,682	29,444	171,126	-	171,126	140,110
Student meals	8,063	1,676	9,739	-	9,739	7,515
Student and family services	30,870	6,415	37,285	-	37,285	29,217
Insurance	28,247	1,487	29,734	5,247	34,981	29,037
Postage and shipping	39,258	2,066	41,324	7,293	48,617	25,195
Office supplies	14,566	1,618	16,184	16,185	32,369	20,774
Miscellaneous	8,108	427	8,535	1,513	10,048	41,783
Telephone, technology, and communications	122,862	6,466	129,328	22,822	152,150	96,702
Loss on disposal of property and equipment	-	-	-	7,483	7,483	-
Depreciation and amortization	120,613	6,348	126,961	8,854	135,815	132,703
Total	<u>\$ 4,029,280</u>	<u>\$ 586,049</u>	<u>\$ 4,615,329</u>	<u>\$ 877,671</u>	<u>\$ 5,493,000</u>	<u>\$ 5,070,816</u>

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

TO THE BOARD OF TRUSTEES OF
EXPLORE EMPOWER CHARTER SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Explore Empower Charter School (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 6, 2014.

Internal Control Over Financial Reporting

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

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

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

TO THE BOARD OF TRUSTEES OF
EXPLORE EMPOWER CHARTER SCHOOL

Compliance and Other Matters

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

Purpose of this Report

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


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

New York, New York
October 6, 2014

EXPLORE EMPOWER CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2014

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

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

October 6, 2014

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

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

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

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

Exhibit I accompanying this letter summarizes corrective action taken by the School during the year ended June 30, 2014 on a prior year observation.

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

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


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

New York, New York
October 6, 2014

EXPLORE EMPOWER CHARTER SCHOOL
MANAGEMENT LETTER
TABLE OF CONTENTS
JUNE 30, 2014

EXHIBIT I – CORRECTIVE ACTION TAKEN ON PRIOR YEAR OBSERVATION

A. Approval of Debit Card Purchases

1

EXPLORE EMPOWER CHARTER SCHOOL
MANAGEMENT LETTER
JUNE 30, 2014

EXHIBIT I – CORRECTIVE ACTION TAKEN ON PRIOR 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.

Corrective Action Taken

During our 2014 audit, we noted that purchase request forms were filled out timely and had the required approvals prior to a purchase.

EXPLORE EMPOWER CHARTER SCHOOL

PROJECTED BUDGET FOR 2014-2015

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	5,833,150	1,816,808	-	-	17,068	7,667,026	
Total Expenses	4,976,236	1,135,508	-	-	1,242,353	7,354,097	
Net Income	856,914	681,300	-	-	(1,225,285)	312,929	
Actual Student Enrollment	-	-	-	-	-	-	
Total Paid Student Enrollment	401	72	-	-	-	473	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location	\$13,777.00						
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
	5,524,577	991,944	-	-	-	6,516,521	
Special Education Revenue	-	713,468	-	-	-	713,468	
Grants	-	-	-	-	-	-	
Stimulus	-	-	-	-	-	-	
Other	31,871	5,723	-	-	-	37,594	
Other State Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	5,556,448	1,711,135	-	-	-	7,267,583	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	49,209	-	-	-	49,209	
Title I	180,049	32,328	-	-	-	212,377	
Title Funding - Other	8,421	1,512	-	-	-	9,933	
School Food Service (Free Lunch)	-	-	-	-	-	-	
Grants	-	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other Federal Revenue	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	188,470	83,049	-	-	-	271,519	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising	8,478	1,522	-	-	-	10,000	
Erate Reimbursement	79,754	21,102	-	-	15,568	116,424	
Interest Income, Earnings on Investments,	-	-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	
Other Local Revenue	-	-	-	-	1,500	1,500	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	88,232	22,624	-	-	17,068	127,924	
TOTAL REVENUE	5,833,150	1,816,808	-	-	17,068	7,667,026	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	-	-	-	-	-	-	
Instructional Management	4.00	346,622	62,236	-	72,152	481,010	Principal - 1, Academic Director - 3
Deans, Directors & Coordinators	8.00	409,795	73,579	-	25,441	508,815	Dean of Students-2, Dean of School Culture-1, MS Dean-1, Culture Coordinator-1, Math Coordinator-1, Literacy Coordinator-1, High School Placement Coordinator-1
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	4.00	13,434	-	-	255,237	268,671	Director of Operations-1, Operations Manager-1, Program Manager-1, Academic Manager-1
Administrative Staff	5.00	-	-	-	220,236	220,236	Pupil Accounting Associate - 1, Data Management Associate -1, Accounting and Administrative Associate - 1, Purchasing Associate - 1, Special Projects Associate-1
TOTAL ADMINISTRATIVE STAFF	21	769,851	135,815	-	573,066	1,478,732	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	34.00	1,600,185	287,315	-	-	1,887,500	Teachers - Regular - 34
Teachers - SPED	4.00	-	252,075	-	-	252,075	Teachers - Special Education - 4
Substitute Teachers	-	127,167	22,833	-	-	150,000	

List exact titles and staff FTE's (Full time equivalent)

EXPLORE EMPOWER CHARTER SCHOOL

PROJECTED BUDGET FOR 2014-2015

EXPLORE EMPOWER CHARTER SCHOOL PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	5,833,150	1,816,808	-	-	17,068	7,667,026	
Total Expenses	4,976,236	1,135,508	-	-	1,242,353	7,354,097	
Net Income	856,914	681,300	-	-	(1,225,285)	312,929	
Actual Student Enrollment	-	-	-	-	-	-	
Total Paid Student Enrollment	401	72	-	-	-	473	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	6.00	263,554	47,321	-	-	310,875	Music Teacher -1, Science Teacher -2, Gym Teacher - 1, Enrichment Teacher-2
Aides	-	-	-	-	-	-	
Therapists & Counselors	3.00	175,063	31,433	-	-	206,496	School Counselor -2, Social Worker - 1
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	47	2,165,969	640,977	-	-	2,806,946	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	68	2,935,820	776,792	-	573,066	4,285,678	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	257,809	68,214	-	50,324	376,347	
Fringe / Employee Benefits	-	472,960	125,141	-	92,321	690,422	
Retirement / Pension	-	38,907	10,294	-	7,595	56,796	
TOTAL PAYROLL TAXES AND BENEFITS	-	769,676	203,649	-	150,240	1,123,565	
TOTAL PERSONNEL SERVICE COSTS	-	3,705,496	980,441	-	723,306	5,409,243	
CONTRACTED SERVICES							
Accounting / Audit	-	-	-	-	25,468	25,468	
Legal	-	-	-	-	-	-	
Management Company Fee	-	487,244	25,644	-	269,094	781,982	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	-	-	-	12,413	12,413	
Special Ed Services	-	-	5,000	-	-	5,000	
Titliment Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	13,358	3,534	-	2,607	19,499	
TOTAL CONTRACTED SERVICES	-	500,602	34,178	-	309,582	844,362	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	75,368	13,532	-	-	88,900	
Special Ed Supplies & Materials	-	-	6,000	-	-	6,000	
Textbooks / Workbooks	-	31,871	5,723	-	-	37,594	
Supplies & Materials other	-	34,250	6,150	-	10,100	50,500	
Equipment / Furniture	-	42,592	7,648	-	12,560	62,800	
Telephone	-	70,543	3,713	-	13,104	87,360	
Technology	-	141,086	7,426	-	26,208	174,720	
Student Testing & Assessment	-	29,742	5,340	-	-	35,082	
Field Trips	-	11,869	2,131	-	-	14,000	
Transportation (student)	-	-	-	-	-	-	
Student Services - other	-	71,572	12,851	-	-	84,423	
Office Expense	-	-	-	-	99,500	99,500	
Staff Development	-	55,751	14,751	-	10,883	81,385	
Staff Recruitment	-	18,990	3,410	-	5,600	28,000	
Student Recruitment / Marketing	-	12,717	2,283	-	-	15,000	
School Meals / Lunch	-	11,032	1,981	-	-	13,013	
Travel (Staff)	-	4,002	718	-	1,180	5,900	
Fundraising	-	-	-	-	-	-	
Other	-	6,945	366	-	1,290	8,601	

EXPLORE EMPOWER CHARTER SCHOOL

PROJECTED BUDGET FOR 2014-2015

EXPLORE EMPOWER CHARTER SCHOOL PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
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Actual Student Enrollment	-	-	-	-	-	-	
Total Paid Student Enrollment	401	72	-	-	-	473	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
TOTAL SCHOOL OPERATIONS	618,330	94,023	-	-	180,425	892,778	
FACILITY OPERATION & MAINTENANCE							
Insurance	33,684	1,773	-	-	6,257	41,714	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	20,995	1,105	-	-	3,900	26,000	
Repairs & Maintenance	8,075	425	-	-	1,500	10,000	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	62,754	3,303	-	-	11,657	77,714	
DEPRECIATION & AMORTIZATION	89,054	23,563	-	-	17,383	130,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	4,976,236	1,135,508	-	-	1,242,353	7,354,097	
NET INCOME	856,914	681,300	-	-	(1,225,285)	312,929	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location							
School District 2 (Enter Name)							
School District 3 (Enter Name)							
School District 4 (Enter Name)							
School District 5 (Enter Name)							
TOTAL ENROLLMENT	-	-	-				
REVENUE PER PUPIL	-	-	-				
EXPENSES PER PUPIL	-	-	-				

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

Page 1

331700860950 EXPLORE EMPOWER CS

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

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

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

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

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

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Wednesday, July 30, 2014

Page 1

331700860950 EXPLORE EMPOWER CS

1. Current Board Member Information

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

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

2

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

0

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

16

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

7

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

10

Thank you.

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

Explore Empower Charter School's overall recruitment strategy focuses on families in the immediate neighborhood of the school (school's zip code and surrounding areas) in order to best serve the school's geographic community. Given the demographic of the school's neighborhood, by targeting these areas Explore Empower naturally recruits a large portion of students who qualify for free and reduced lunch (almost 90% of the school's current student population qualifies for free and reduced lunch).

In an effort to attract and enroll more English Language Learners, Explore Empower Charter School created a set-aside lottery preference for English Language Learners. The set-aside preference seeks to fill 9 of the available 60 kindergarten seats (15%) with English Language Learners, in order to match or exceed the school district's ELL population (currently about 10%).

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

Family Information Sessions

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

Direct Mailing Campaign

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

NYCHA Building Flier Drops

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

Parent Referral Campaign

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

Website, Social Media and Language Accessibility

Explore Empower Charter School leveraged its website and Facebook page to spread the word about its recruitment efforts. The website offered information about family information sessions, the enrollment process, services provided to students with disabilities, and its set-aside lottery preference for English Language Learners. Applications were available online in English, Spanish and Haitian Creole, and informational fliers and mailings were available in English and Spanish. Families had the option of applying online or requesting an application be mailed or faxed to them. Via its Facebook page, Explore Empower also promoted the information sessions and enrollment information to leverage its community of staff members, families, friends and supporters to get the word out to surrounding families.

Retaining Students with Disabilities and English Language Learners

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

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

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

Created Tuesday, July 15, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e131b>

Page 1

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

1. Trustee Name:

Kimesha Carnegie

2. Charter School Name:

Explore Empower Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

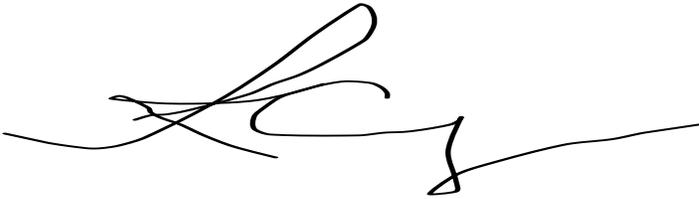
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

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

Created Wednesday, July 16, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/da327>

Page 1

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

1. Trustee Name:

Timothy Taylor

2. Charter School Name:

Explore Empower Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

(No response)

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

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

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

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

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

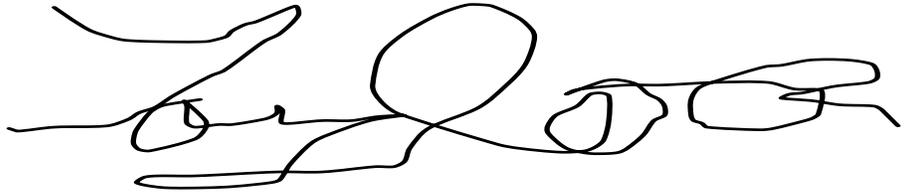
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be a stylized name with a long horizontal stroke at the end.A handwritten signature in black ink, featuring a large, prominent loop in the middle and several horizontal strokes extending to the right.

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

Created Wednesday, July 16, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/7f278>

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 Empower Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

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

No

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

No

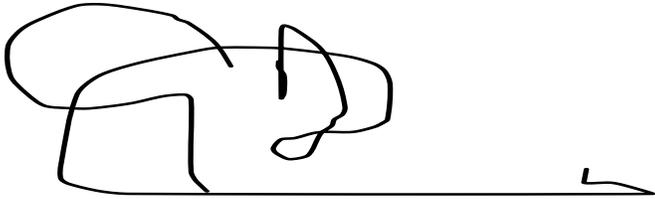
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal line extending to the right.

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

Created Thursday, July 17, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/10b30>

Page 1

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

1. Trustee Name:

Suellyn Scull

2. Charter School Name:

Explore Empower Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

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

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

Created Thursday, July 17, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/9df07>

Page 1

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

1. Trustee Name:

Angelica Thomas

2. Charter School Name:

Explore Empower Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Treasurer
-

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

No

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

No

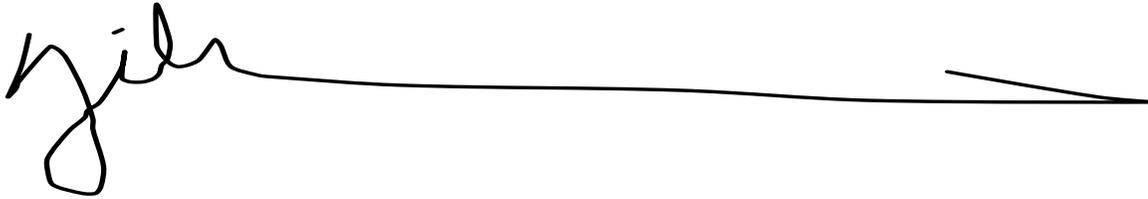
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be "N. J. Hill", followed by a long horizontal line extending across the page.

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

Created Thursday, July 24, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/a73bf>

Page 1

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

1. Trustee Name:

Beth Cohen

2. Charter School Name:

Explore Empower Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

Page 2

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

No

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

No

Signature of Trustee

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

Created Wednesday, July 30, 2014

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

Page 1

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

1. Trustee Name:

Morty Ballen

2. Charter School Name:

Explore Empower Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

Yes

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

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

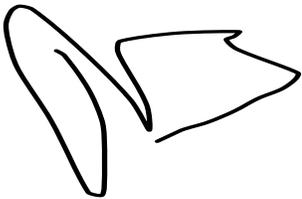
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized initial 'M' followed by a series of connected loops and a final upward stroke.

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

Created Wednesday, July 30, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/3ee1d>

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 Empower Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Treasurer
-

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

No

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

No

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

No

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

No

Signature of Trustee

Three handwritten signatures in black ink. The first signature on the left is a cursive-style signature. The middle signature is a stylized, somewhat abstract signature. The signature on the right consists of three vertical lines with horizontal bars at the top, resembling the Roman numeral III.