

# I. SCHOOL INFORMATION AND COVER PAGE

Created Saturday, July 27, 2013

Updated Thursday, August 01, 2013

## Page 1

### 1. SCHOOL NAME

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

331700861027 EXPLORE EXCEED CS

### 2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

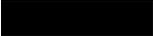
### 3. DISTRICT / CSD OF LOCATION

NYC CSD 17

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
443 St. Marks Avenue Brooklyn, NY 11238	718-989-6702	718-701-8328	exceedadmissions@explorenetwork.org

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

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES   Contact Name	Joana Ngo
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES   Title	Director of Operations
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES   Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

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

### 6. DATE OF INITIAL CHARTER

2011-09-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2012-08-01 00:00:00

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

(as reported on BEDS Day)

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

Check all that apply

• K

• 1

• 2

• 3

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

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

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

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

## 11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

## 12. SCHOOL SITES

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

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	443 St. Marks Avenue Brooklyn, NY 11238	718-989-67 02	CSD 17	K-4	No	DOE space
Site 2						
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Curtis Palmore	[REDACTED]		[REDACTED]
Operational Leader	Joana Ngo	[REDACTED]		[REDACTED]
Compliance Contact	Rebecca Daverin	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Adam Schulman	[REDACTED]		[REDACTED]

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

Yes

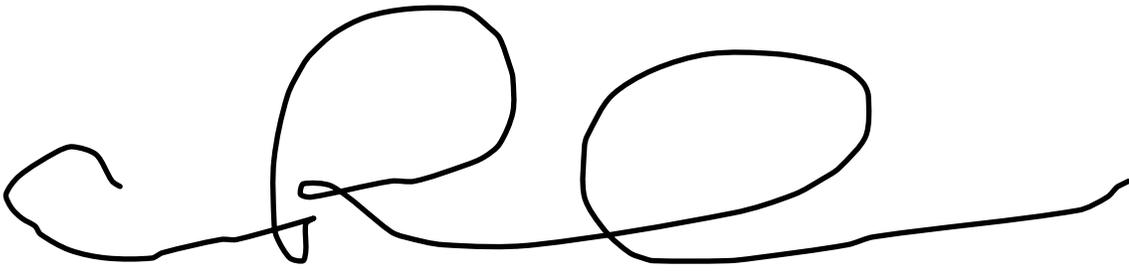
15. Summary of Charter Revisions

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

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

• Yes

Signature, Head of Charter School

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

Signature, President of the Board of Trustees

Thank you.

# Signature Page for President of Board of Trustees

Created Tuesday, July 30, 2013

Updated Thursday, August 01, 2013

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Page 1

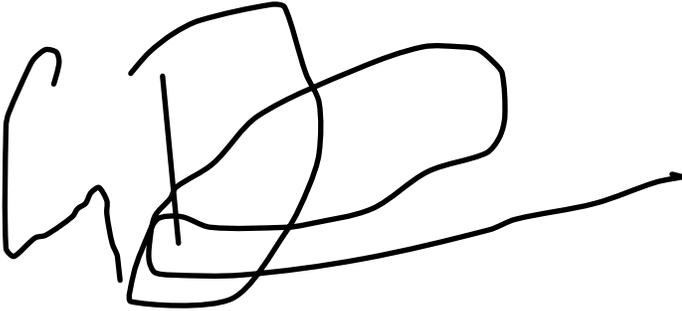
331700861027 EXPLORE EXCEED CS

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

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- Yes
- 

Signature, Board President

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

Thank you.

**Explore Exceed  
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**



Submitted to the SUNY Charter Schools Institute on:

September 15, 2013

By:

Rebecca Daverin, Senior Director of Operations, Explore Schools

Phone: 347.228.7796 | Fax: 718.701.8328 | 443 St. Marks Avenue, Brooklyn, NY 11238  
[www.explorenetwork.org/exceed-charter-school](http://www.explorenetwork.org/exceed-charter-school)

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

on behalf of the school's board of trustees:

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

**Curtis Palmore has served as the Principal since August, 2012.**

## INTRODUCTION

Explore Exceed Charter School (“Exceed”) opened in August of 2012 serving 240 Kindergarten through third grade scholars. Exceed opened as a replacement option for PS 22, a local district school that was slated to be phased out in community school district 17. An admissions preference was given to scholars who were attending or zoned to attend a “failing school.”

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

- 5% of students designated as English Language Learners
- 17% of students with IEPs
- 83% of students eligible for free and reduced lunch

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10														
2010-11														
2011-12														
2012-13	60	60	60	57										

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Exceed students will meet grade level expectations in English.

### Background

In the 2012-2013 schools year we used the Journeys Anchor curriculum for grades K-1, and Interim assessments in ELA provided by the Achievement Network in grades 2-3. We had four data days during the year that were used to review data to drive instruction and provide additional professional development for teachers.

### Goal 1: Absolute Measure

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

### Method

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

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

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

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	57				57
4					
5					
6					
7					
8					
All	57				57

### Results

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

Last year was the school's first year, so we do not have results for the first absolute measure.

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

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	19.3%	57		
4				
5				
6				
7				
8				
<b>All</b>	<b>19.3%</b>	<b>57</b>		

**Evaluation**

Last year was the school's first year, so we do not have results for the first absolute measure.

**Additional Evidence**

Last year was the school's first year, so we do not have results for the first absolute measure.

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6						
7						
8						
<b>All</b>						

**Goal 1: Absolute Measure**

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

## Method

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

## Results

Our performance index for the 2012-13 academic year in English Language Arts was 82.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
57	36.8	43.9	19.3	0.0

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 43.9 & + & 19.3 & + & 0.0 & = & 63.2 \\
 & & & & 19.3 & + & 0.0 & = & \underline{19.3} \\
 & & & & & & \text{PLI} & = & 82.5
 \end{array}$$

## Evaluation

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

*Leave Blank*

## Goal 1: Comparative Measure

<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district (CSD17).

**Method**

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

**Results**

Last year was the school’s first year, so we do not have results for the first comparative measure.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8				
All				

**Evaluation**

Last year was the school’s first year, so we do not have results for the first comparative measure.

**Additional Evidence**

Last year was the school’s first year, so we do not have results for the first comparative measure.

**English Language Arts Performance of Charter School and Local District**

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

## by Grade Level and School Year

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

### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>4</sup>

### Method

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

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

### Results

Last year was the school's first year, so we do not have results for the second comparative measure.

<sup>4</sup> The Institute will begin using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

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

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

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

**Evaluation**

Last year was the school's first year, so we do not have results for the second comparative measure.

**Additional Evidence**

Last year was the school's first year, so we do not have results for the second comparative measure.

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

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

**Goal 1: Growth Measure<sup>5</sup>**  
 Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

**Method**

<sup>5</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.<sup>6</sup>*

## Results

*Leave Blank*

### **Summary of the English Language Arts Goal**

As a first year school we could not measure our success for our ELA Achievement goals.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	N/A – Last year was the school's first year, so we do not have results for this measure
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	N/A – Last year was the school's first year, so we do not have results for this measure
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12	N/A – Last year was the school's first year, so we do not have

<sup>6</sup> See the Guidelines.

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

**Action Plan**

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

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

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

We also hired a Literacy Coordinator who will provide content based support in planning and instruction to teachers. Additionally she will facilitate planning meetings with teachers and provide feedback and coaching to teachers. And she will work with the Leadership Team to analyze data and to create plans in response to data. There is also more professional development being provided to teachers on cognitive engagement. And we are continuing our partnership with the Achievement Network, our interim assessment provider.

**MATHEMATICS**

**Goal 2: Mathematics**  
Exceed students will meet grade level expectations in Math.

**Background**

In the 2012-13 school year we used the TERC/Investigations anchor curriculum in math school-wide and interim assessments in Math created by the Explore Schools Network Math Specialist for grades K-3. We had four data days during the year that were used to review data to drive instruction and provide additional professional development for teachers.

**Goal 2: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.<sup>7</sup>

**Method**

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

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

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

Grade	Total Tested	Not Tested <sup>8</sup>			Total Enrolled
		IEP	ELL	Absent	
3	57				57
4					
5					
6					
7					
8					
All	57				57

**Results**

Last year was the school’s first year, so we do not have results for the first absolute measure.

<sup>7</sup> Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year’s using the state’s published results for scoring at proficiency.

<sup>8</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	38.6%	57		
4				
5				
6				
7				
8				
<b>All</b>	<b>38.6%</b>	<b>57</b>		

**Evaluation**

Last year was the school's first year, so we do not have results for the first absolute measure.

**Additional Evidence**

Last year was the school's first year, so we do not have results for the first absolute measure.

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6						
7						
8						
<b>All</b>						

**Goal 2: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>9</sup>

**Results**

Our performance index for the 2012-13 academic year in Math was 126.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	12.3	49.1	29.8	8.8

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 49. & + & 29. & + & 8.8 & = & 87.7 \\
 & & 1 & & 8 & & & & \\
 & & & & 29. & + & 8.8 & = & \underline{38.6} \\
 & & & & 8 & & & & \\
 & & & & & & \text{PLI} & = & 126. \\
 & & & & & & & & 3
 \end{array}$$

**Evaluation**

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

*Leave Blank*

<sup>9</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district (CSD17).

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>10</sup>

**Results**

Last year was the school's first year, so we do not have results for the first comparative measure.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8				
All				

**Evaluation**

Last year was the school's first year, so we do not have results for the first comparative measure.

**Additional Evidence**

Last year was the school's first year, so we do not have results for the first comparative measure.

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

<sup>10</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

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

### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.<sup>11</sup>

### Method

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

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

### Results

Last year was the school's first year, so we do not have results for the second comparative measure.

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

<sup>11</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

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

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

**Evaluation**

Last year was the school's first year, so we do not have results for the second comparative measure.

**Additional Evidence**

Last year was the school's first year, so we do not have results for the second comparative measure.

**Mathematics Comparative Performance by School Year**

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

**Goal 2: Growth Measure<sup>12</sup>**  
 Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative

<sup>12</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

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

## Results

*Leave Blank*

### Summary of the Mathematics Goal

As a first year school we could not measure our success for our Math Achievement goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	N/A – Last year was the school's first year, so we do not have results for this measure
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	N/A – Last year was the school's first year, so we do not have results for this measure
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A – Last year was the school's first year, so we do not have results for this measure
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

## Action Plan

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

We are also putting more emphasis on authentic problem solving and students' approach to non-routine problems. We have also hired a school based Math Coordinator who will provide content based support in planning and instruction to teachers. He will also run the planning meetings and provide feedback and coaching to teachers. Additionally he will work with the Leadership Team to analyze data and to create plans in response to data.

We have increased planning time for teachers and are using planning time as a professional development opportunity to increase teachers' content knowledge and instructional practice. We have doubled the amount of time that we are having conversations about teaching and content and are going to incorporate looking at student work into that process on a regular basis. Additionally we have added a school based intervention teacher and a 12:1:1 setting to ensure that we are meeting the needs of our highest needs students.

## SCIENCE

### Goal 3: Science

Exceed students will meet grade level expectations in Science.

### Background

We did not have a fourth grade last year.

### Goal 3: Absolute Measure

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

### Method

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

### Results

We did not have a fourth or eighth grade last year.

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

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

**Evaluation**

We did not have a fourth grade last year.

**Additional Evidence**

We did not have a fourth grade last year.

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

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

**Goal 3: Comparative Measure**

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

**Method**

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

## Results

We did not have a fourth grade last year.

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

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

## Evaluation

We did not have a fourth grade last year.

## Additional Evidence

We did not have a fourth grade last year.

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

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

## Summary of the Science Goal

We did not have a fourth grade last year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A – Last year was the school's first year, so we do not have results for this measure
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency	N/A – Last year was the school's first

	on the state exam will be greater than that of all students in the same tested grades in the local school district.	year, so we do not have results for this measure
--	---	--

**Action Plan**

This will be the first year we administer the NYS Science exam.

**NCLB**

**Goal 5: NCLB**  
Exceed will make Adequate Yearly Progress

**Goal 5: Absolute Measure**  
Under the state’s NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

**Method**

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

**Results**

N/A – School is in its first year

**Evaluation**

N/A – School is in its first year

**Additional Evidence**

N/A – School is in its first year

**NCLB Status by Year**

Year	Status
2010-11	
2011-12	
2012-13	

## APPENDIX B: OPTIONAL GOALS

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

### **Goal 6: Stakeholder satisfaction**

Exceed will have high satisfaction rates from key stakeholders.

### **Goal 6: Absolute Measure**

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

### **Method**

The school used the NYC DOE annual survey.

### **Results**

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

78% of parents/ guardians responded to the survey.

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

Academic Expectations – 8.8

Communications – 9.1

Engagement – 8.6

Safety & Respect – 9.0

### **Evaluation**

Goal met.

#### **Goal 6: Absolute Measure**

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

### **Method**

The school used the NYC DOE annual survey.

### **Results**

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

100% of teachers responded to the survey.

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

Academic Expectations – 8.9

Communications – 9.6

Engagement – 8.7

Safety & Respect – 9.4

### **Evaluation**

Goal met.

#### **Goal 6: Absolute Measure**

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

### **Method**

Our FTE for the year will be used to measure this goal.

### **Results**

Our Final General Education Full-time Enrollment (FTE) was 237.667 and was therefore within 10% of full enrollment as defined by our charter goal.

### **Evaluation**

Goal met. Use of Final General Education Full-time Enrollment (FTE) Count for Exceed Charter School via Per Pupil Allocation Portal.

#### **Goal 6: Absolute Measure**

Once Explore Exceed Charter School begins to serve grades 6 and higher, each year, students will express satisfaction with the school as determined by the Student Survey section of the NYC DOE School Survey in which the school will receive scores of 7.5 or higher (out of 10) in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if two thirds or more of students enrolled participate in the survey.

### **Method**

The school will use the NYCDOE School Survey

### **Results**

School did not have a 6<sup>th</sup> grade last year.

### **Evaluation**

School did not have a 6<sup>th</sup> grade last year.

### **Additional Evidence**

School did not have a 6<sup>th</sup> grade last year.

#### **Goal 6: Absolute Measure**

Each year, the school will operate on a balanced budget and maintain a stable cash flow. 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.

### **Method**

The school will use the results of its independent audit.

### **Results**

The school operated on a balanced budget and maintained a stable cash flow. The school's independent financial audit resulted in an unqualified opinion and no major findings.

**Evaluation**

Goal met

**Additional Evidence**

**Goal 6: Absolute Measure**

Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

**Method**

The school will use feedback provided in authorizer visits.

**Results**

The school has complied with all applicable laws and regulations including its charter.

**Evaluation**

Goal met.

**Additional Evidence**

**Goal 6: Absolute Measure**

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

**Method**

The school will use feedback provided in authorizer visits.

**Results**

The school has implemented and maintained effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

**Evaluation**

Goal met.

### **Additional Evidence**

#### **Goal 6: Absolute Measure**

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

### **Method**

n/a, no deficiencies were identified

### **Results**

n/a, no deficiencies were identified

### **Evaluation**

n/a, no deficiencies were identified

### **Additional Evidence**

<b>Per Pupil Expenditures: 2012-13</b>	
	<b>Exceed</b>
Total Administrative Expenditures Per Pupil	2,370.21
Total Expenditures Per Pupil	15,520.52

EXPLORE EXCEED CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2013

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT ACCOUNTANT'S REPORT ON  
APPLYING AGREED UPON PROCEDURES

To the Board of Trustees of Explore Exceed Charter School:

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

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

The procedures we performed and our results are as follows:

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

Result: No exceptions noted.

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

Result: No exceptions noted.

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

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

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

Result: No exceptions noted.

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

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

Result: We noted one exception on Form FS-25 submitted on March 5, 2013. Funds received totaling \$17,509.81 were not expended within one month following the request for reimbursement.

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

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

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

New York, New York  
October 17, 2013

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

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

October 17, 2013

Audit Committee of the Board of Trustees  
Explore Exceed Charter School  
443 St. Marks Avenue  
Brooklyn, NY 11238

In planning and performing our audit of the financial statements of Explore Exceed Charter School (the "School") as of June 30, 2013 and for the period from September 13, 2011 (inception) to June 30, 2013, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

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

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

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

New York, New York  
October 17, 2013

EXPLORE EXCEED CHARTER SCHOOL  
FINANCIAL STATEMENTS  
JUNE 30, 2013

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## INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF  
EXPLORE EXCEED CHARTER SCHOOL

### ***Report on the Financial Statements***

We have audited the accompanying financial statements of Explore Exceed Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, functional expenses, and cash flows for the period from September 13, 2011 (inception) to June 30, 2013, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

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

### ***Auditor's Responsibility***

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

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

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

***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2013, and the changes in its net assets and its cash flows for the period from September 13, 2011 (inception) to June 30, 2013 in accordance with accounting principles generally accepted in the United States of America.

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

In accordance with *Government Auditing Standards*, we have also issued our report dated October 17, 2013, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

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

New York, New York  
October 17, 2013

EXPLORE EXCEED CHARTER SCHOOL  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2013

ASSETS

Current assets:

Cash and cash equivalents	\$ 406,548
Grants and contracts receivable	230,362
Prepaid expenses and other current assets	<u>34,752</u>

Total current assets	<u>671,662</u>
----------------------	----------------

Other assets:

Property and equipment, net of accumulated depreciation and amortization of \$48,109	249,247
Restricted cash	<u>35,000</u>

Total other assets	<u>284,247</u>
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TOTAL ASSETS	<u><u>\$ 955,909</u></u>
--------------	--------------------------

LIABILITIES AND UNRESTRICTED NET ASSETS

Current liabilities:

Accounts payable and accrued expenses	\$ 62,929
Accrued payroll and payroll taxes	283,854
Due to related parties	<u>947</u>

Total current liabilities	<u>347,730</u>
---------------------------	----------------

Unrestricted net assets:

Undesignated	546,179
Board-designated for reserve fund	<u>62,000</u>

Total unrestricted net assets	<u>608,179</u>
-------------------------------	----------------

TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	<u><u>\$ 955,909</u></u>
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The accompanying notes are an integral part of the financial statements.

EXPLORE EXCEED CHARTER SCHOOL  
STATEMENT OF ACTIVITIES  
FOR THE PERIOD FROM SEPTEMBER 13, 2011 (INCEPTION) TO JUNE 30, 2013

Operating revenue:	
State and local per pupil operating revenue	\$ 3,527,878
Federal grants	498,380
Federal E-rate	159,671
State and city grants	<u>213,008</u>
Total operating revenue	<u>4,398,937</u>
Operating expenses:	
Program services:	
Regular education	3,187,704
Special education	<u>178,464</u>
Total program services	3,366,168
Supporting services:	
Management and general	<u>594,958</u>
Total operating expenses	<u>3,961,126</u>
Surplus from operations	437,811
Support and other revenue:	
Contributions:	
Foundations	158,000
Other contributions	2,120
Fundraising event	10,156
Interest and other income	<u>92</u>
Total support and other revenue	<u>170,368</u>
Changes in net assets	608,179
Unrestricted net assets - beginning of period	<u>-</u>
Unrestricted net assets - end of period	<u><u>\$ 608,179</u></u>

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

EXPLORE EXCEED CHARTER SCHOOL  
STATEMENT OF CASH FLOWS  
FOR THE PERIOD FROM SEPTEMBER 13, 2011 (INCEPTION) TO JUNE 30, 2013

CASH FLOWS FROM OPERATING ACTIVITIES	
Changes in net assets	\$ 608,179
Adjustments to reconcile changes in net assets to net cash provided by operating activities:	
Depreciation and amortization	48,296
Loss on disposal of property and equipment	2,977
Changes in certain assets and liabilities:	
(Increase) in grants and contracts receivable	(230,362)
(Increase) in prepaid expenses and other current assets	(34,752)
(Increase) in restricted cash	(35,000)
Increase in accounts payable and accrued expenses	62,929
Increase in accrued payroll and payroll taxes	283,854
Increase in due to related parties	947
	<hr/>
NET CASH PROVIDED BY OPERATING ACTIVITIES	707,068
CASH FLOWS FROM INVESTING ACTIVITY	
Purchase of property and equipment	(300,520)
	<hr/>
NET INCREASE IN CASH AND CASH EQUIVALENTS	406,548
CASH AND CASH EQUIVALENTS - BEGINNING OF PERIOD	<hr/> -
CASH AND CASH EQUIVALENTS - END OF PERIOD	<hr/> <u>\$ 406,548</u>

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

EXPLORE EXCEED CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

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

Nature of Organization

Explore Exceed Charter School (the “School”) is a New York State, not-for-profit educational corporation that operates a charter school in the borough of Brooklyn, New York. The School was granted a provisional charter on September 13, 2011 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School was established to provide its students with the academic skills and critical thinking abilities they need to succeed in a college preparatory high school. Furthermore, the School was established to prepare such underserved students for higher education, civic involvement and lifelong success through a structured, caring environment of high academic expectations. Classes commenced in August 2012 and the School provided education to approximately 238 students in kindergarten through third grade during the 2012-2013 academic year.

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

Food and Transportation 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. The Office of Pupil Transportation provides free transportation to the majority of the students.

Tax Status

The application for tax exempt status is pending review by the IRS. Management anticipates an IRS determination letter stating that the School is exempt from federal income tax. The School is subject to income taxes only on net unrelated business income. The School did not have any net unrelated business income for the period from September 13, 2011(inception) to June 30, 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 position resulting in an accrual of tax expense or benefit.

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

EXPLORE EXCEED CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

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

Basis of Presentation

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

Unrestricted

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

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

Temporarily Restricted

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

Permanently Restricted

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

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

Revenue and Support

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

EXPLORE EXCEED CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

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

Revenue and Support (Continued)

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

Use of Estimates

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

Cash and Cash Equivalents

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

Concentration of Credit Risk

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

Property and Equipment

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

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

Restricted Cash

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

EXPLORE EXCEED CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

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

Refundable Advances

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

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

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

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30, 2013:

Computers and equipment	\$ 267,469
Furniture and fixtures	26,878
Software	1,629
Leasehold improvements	<u>1,380</u>
	297,356
Less: Accumulated depreciation and amortization	<u>(48,109)</u>
	<u>\$ 249,247</u>

Depreciation and amortization expense was \$48,296 and loss on disposal of property and equipment was \$2,977 for the period from September 13, 2011 (inception) to June 30, 2013.

NOTE 4 - RELATED PARTY TRANSACTIONS

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

The School entered into an agreement with ESI on July 1, 2012 to provide the School with educational management services and designs. Pursuant to the agreement, ESI is to select and implement educational programs, coaching and professional development to school-based leadership, manage the School’s business administration and support the Board in all governance issues. As compensation to ESI for these services, the School shall pay an annual fee of 11.5% of the School’s per pupil operating revenue. Management fee expense for the period from September 13, 2011 (inception) to June 30, 2013 was \$369,716.

EXPLORE EXCEED CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

NOTE 4 - RELATED PARTY TRANSACTIONS (Continued)

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

ESI	\$ 554,522
Explore	11,180
Empower	335
Excel	<u>188</u>
	<u>\$ 566,225</u>

The net balance due to related parties consisted of the following at June 30, 2013:

ESI	\$ 372
Explore	500
Empower	<u>75</u>
	<u>\$ 947</u>

These balances have been paid in full as of the issuance of this report.

NOTE 5 - 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 6 - 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 7 - 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 EXCEED CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2013

NOTE 8 - RETIREMENT PLAN

The School maintains a pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School will match 50% of employees' elective contributions, not to exceed 10% of the employee's salary. Only employees who have been employed within the network for a period of one year are eligible for the match. Total employer match for the period from September 13, 2011 (inception) to June 30, 2013 was \$3,735.

NOTE 9 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 17, 2013, the date the financial statements were available to be issued.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56<sup>TH</sup> STREET  
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT  
ON ADDITIONAL INFORMATION

TO THE BOARD OF TRUSTEES  
EXPLORE EXCEED CHARTER SCHOOL

We have audited the financial statements of Explore Exceed Charter School as of June 30, 2013 and for the period from September 13, 2011 (inception) to June 30, 2013, and have issued our report thereon dated October 17, 2013, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

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

New York, New York  
October 17, 2013

EXPLORE EXCEED CHARTER SCHOOL  
SCHEDULE OF FUNCTIONAL EXPENSES  
FOR THE PERIOD FROM SEPTEMBER 13, 2011 (INCEPTION) TO JUNE 30, 2013

	Regular Education	Special Education	Total Program Service	General and Administrative	Total
Salaries	\$ 1,874,036	\$ 66,841	\$ 1,940,877	\$ 262,953	\$ 2,203,830
Employee benefits and payroll taxes	434,544	15,499	450,043	60,972	511,015
Management fees	230,365	12,125	242,490	127,226	369,716
Audit and accounting	-	-	-	23,850	23,850
Advertising and recruiting	30,763	1,619	32,382	10,017	42,399
Outside services	113,568	18,538	132,106	14,686	146,792
Conferences, meetings and staff development	64,945	3,418	68,363	12,064	80,427
Curriculum and classroom	213,587	34,770	248,357	-	248,357
Student meals	2,067	336	2,403	-	2,403
Student and family services	51,081	8,315	59,396	-	59,396
Insurance	18,472	3,007	21,479	3,790	25,269
Postage and copying	10,586	557	11,143	1,966	13,109
Office supplies	43,513	4,836	48,349	48,346	96,695
Telephone, technology and communications	57,762	3,040	60,802	10,730	71,532
Depreciation and amortization	30,251	4,924	35,175	13,121	48,296
Loss on disposal of property and equipment	-	-	-	2,977	2,977
Miscellaneous	12,164	639	12,803	2,260	15,063
Total	<u>\$ 3,187,704</u>	<u>\$ 178,464</u>	<u>\$ 3,366,168</u>	<u>\$ 594,958</u>	<u>\$ 3,961,126</u>

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

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

NEW YORK, NEW YORK 10019

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TEL: (212) 957-3600

FAX: (212) 957-3696

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

TO THE BOARD OF TRUSTEES OF  
EXPLORE EXCEED 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 Exceed Charter School (the "School"), which comprise the statement of financial position as of June 30, 2013, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 17, 2013.

***Internal Control Over Financial Reporting***

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

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

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

TO THE BOARD OF TRUSTEES OF  
EXPLORE EXCEED CHARTER SCHOOL

***Compliance and Other Matters***

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

We noted certain matter that was reported to the management of the School in a separate letter dated October 17, 2013.

***Purpose of this Report***

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

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

New York, New York  
October 17, 2013

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

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

The following items are required to be included:

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

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

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	SAS 115 included
Management Letter Response	NA - no observations or findings for year ended June 30, 2013
Form 990	The school is filing an extension to submit the Form 990 to the IRS, a
Federal Single Audit (A-133) <sup>1</sup>	NA - The school did not expend federal funds in excess of \$500,000
Corrective Action Plan	NA

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

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 <a href="mailto:charterschools@mail.nysed.gov">charterschools@mail.nysed.gov</a>	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 <a href="mailto:fsanda133@mail.nysed.gov">fsanda133@mail.nysed.gov</a>
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<sup>1</sup> A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Cir

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

<u>ASSETS</u>	<u>2013</u>	<u>2012</u>	<u>FIC</u>
<b><u>CURRENT ASSETS</u></b>			
Cash and cash equivalents	406548		
Grants and contracts receivable	230362		
Accounts receivables	0		
Prepaid Expenses	34752		
Contributions and other receivables	0		-
<b>TOTAL CURRENT ASSETS</b>	<b>671,662</b>		-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>249247</b>		
<b><u>OTHER ASSETS</u></b>	<b>35000</b>		
<b>TOTAL ASSETS</b>	<b>955,909</b>		-
<b><u>LIABILITIES AND NET ASSETS</u></b>			
<b><u>CURRENT LIABILITIES</u></b>			
Accounts payable and accrued expenses	62929		
Accrued payroll and benefits	283854		
Dreferred Revenue	0		-
Current maturities of long-term debt	0		-
Short Term Debt - Bonds, Notes Payable	0		-
Other	947		
<b>TOTAL CURRENT LIABILITIES</b>	<b>347,730</b>		-
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current</u></b>	<b>0</b>		-
<b>TOTAL LIABILITIES</b>	<b>347,730</b>		-
<b><u>NET ASSETS</u></b>			
Unrestricted	546179		
Temporarily restricted	62000		-
<b>TOTAL NET ASSETS</b>	<b>608,179</b>		-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>955,909</b>		-

CSI:  
State, Federal or other

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

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

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

CSI:  
Land, Building, Loan(s)  
related

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

	2013			2012	FIC ny nu
	Unrestricted	Temporarily Restricted	Total	Total	
<b>REVENUE, GAINS AND OTHER SUPPORT</b>					
Public School District					
Resident Student Enrollment	3214922	\$-	\$3,214,922	\$-	
Students with disabilities	312956	-	312,956	-	
Grants and Contracts					
State and local	213008	-	213,008		
Federal - Title and IDEA	498380	-	498,380		
Federal - Other	159671	-	159,671		
Other		-	-		
Food Service/Child Nutrition Program	0	-	-	-	
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>4,398,937</b>	<b>-</b>	<b>4,398,937</b>	<b>-</b>	
<b>EXPENSES</b>					
Program Services					
Regular Education	3187704	\$-	\$3,187,704		
Special Education	178464	-	178,464		
Other Programs	0	-	-		
Total Program Services	3,366,168	-	3,366,168		
Management and general	594958	-	594,958		
Fundraising	0	-	-	-	
<b>TOTAL OPERATING EXPENSES</b>	<b>3,961,126</b>	<b>-</b>	<b>3,961,126</b>	<b>-</b>	
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>437,811</b>	<b>-</b>	<b>437,811</b>	<b>-</b>	
<b>SUPPORT AND OTHER REVENUE</b>					
Contributions					
Foundations	158000	\$-	\$158,000		
Individuals	2120	-	2,120		
Corporations	0	-	-		
Fundraising	10156	-	10,156		
Interest income	92	-	92		
Miscellaneous income	0	-	-	-	
Net assets released from restriction	0	-	-	-	
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>170,368</b>	<b>-</b>	<b>170,368</b>	<b>-</b>	
<b>CHANGE IN NET ASSETS</b>	<b>608,179</b>	<b>-</b>	<b>608,179</b>	<b>-</b>	
NET ASSETS BEGINNING OF YEAR		-	-	-	
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-	-	
<b>NET ASSETS END OF YEAR</b>	<b>\$608,179</b>	<b>\$-</b>	<b>\$608,179</b>	<b>\$-</b>	

## Explore Exceed Charter School Statement of Cash Flows

as of June 30

	2013	2012	FIC
			*Please briefly explain any nu
<b>CASH FLOWS - OPERATING ACTIVITIES</b>			
Increase (decrease) in net assets	608179		
Revenues from School Districts			
Accounts Receivable	0		
Due to related parties	947		
Depreciation	48296		
Grants Receivable	-230362		
Loss on disposal of property & equipment	2977		
Grant revenues	0		
Prepaid Expenses	-34752		
Accounts Payable	62929		
Accrued Expenses			
Accrued Liabilities	283854		
Contributions and fund-raising activities	0		
Miscellaneous sources			
Deferred Revenue	0		
Interest payments	0		
(Increase) in restricted cash	-35000		
Increase in refundable advances			
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$707,068</b>	<b>\$-</b>	
<b>CASH FLOWS - INVESTING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>	
Purchase of equipment	-300520		
Other	0		-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$(300,520)</b>		<b>\$-</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>	
Principal payments on long-term debt	0		-
Other	0		-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$-</b>		<b>\$-</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$406,548</b>		<b>\$-</b>
Cash at beginning of year			-
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$406,548</b>		<b>\$-</b>

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

		2013					
		Program Services			Supporting Service		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General
		\$	\$	\$	\$	\$	\$
Personnel Services Costs							
Administrative Staff Personnel	13	587,353		-	587,353	-	262,953
Instructional Personnel	19	1,286,682	66,841	-	1,353,523	-	0
Non-Instructional Personnel		0	0	-	-	-	0
Total Salaries and Staff		1,874,035	66,841	-	1,940,876 ##	-	262,953
Fringe Benefits & Payroll Taxes		434,544	15,499	-	450,043	-	60,972
Retirement		0	0	-	-	-	0
Management Company Fees		230,365	12,125	-	242,490	-	127,226
Legal Service		0	0	-	-	-	0
Accounting / Audit Services		0	0	-	-	-	23,850
Other Purchased / Professional / Consult		113,568	18,538	-	132,106	-	14,686
Building and Land Rent / Lease							
Repairs & Maintenance		0					0
Insurance		18,472	3,007	-	21,479	-	3,790
Utilities							0
Supplies / Materials		213,587	34,770	-	248,357	-	0
Equipment / Furnishings							
Staff Development		64,945	3,418	-	68,363	-	12,064
Marketing / Recruitment		30,763	1,619	-	32,382	-	10,017
Technology		57,762	3,040	-	60,802	-	10,730
Food Service		2,067	336	-	2,403	-	
Student Services		51,081	8,315	-	59,396	-	
Office Expense		54,099	5,393	-	59,492	-	50,312
Depreciation		30,251	4,924	-	35,175	-	16,098
OTHER		12,164	639	-	12,803	-	2,260
Total Expenses		1,877,703	\$178,464	\$-	\$3,366,167	\$-	\$594,958

		2012	
S			
Total	Total		
\$	\$	\$	
262,953	850,306	-	-
-	1,353,523	-	-
-	-	-	-
262,953	2,203,829		
60,972	511,015		
-	-		
127,226	369,716		
-	-		
23,850	23,850		
14,686	146,792		
-	-		
-	-		
3,790	25,269		
-	-		
-	248,357		
-	-		
12,064	80,427		
10,017	42,399		
10,730	71,532		
-	2,403		
-	59,396		
50,312	109,804		
16,098	51,273		
<u>2,260</u>	<u>15,063</u>		
<b>\$594,958</b>	<b>\$3,961,125</b>		<b>\$-</b>

Explore Exceed Charter School Budget / Operating Plan 2013-14										Explore Exceed Charter School Budget / Operating Plan 2013-14								
Total Revenue	-	1,232,244	-	-	1,232,244	-	-	1,232,244	-	-	1,232,244	-	-	4,928,976	4,928,976	-	4,928,976	4,928,976
Total Expenses	-	1,169,871	-	-	1,169,871	-	-	1,169,871	-	-	1,169,871	-	-	4,678,683	4,678,683	-	(4,678,683)	(4,678,683)
Net Income	-	62,373	-	-	62,373	-	-	62,373	-	-	62,373	-	-	250,294	250,294	-	250,294	250,294
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	397	-	-	397	-	-	397	-	-	397	-	-	-	-	-	-	-
	Prior Year Actual 2012-13	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original vs. PY	Current vs. PY
<p><b>REVENUE</b></p> <p>* If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. If Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. If Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.</p>																		
<b>REVENUES FROM STATE SOURCES</b>																		
Per Pupil Revenue	19,927	1,021,289	-	-	1,021,289	-	-	1,021,289	-	-	1,021,289	-	-	4,085,154	4,085,154	-	4,085,154	4,085,154
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - All Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	19,927	1,021,289	-	-	1,021,289	-	-	1,021,289	-	-	1,021,289	-	-	4,085,154	4,085,154	-	4,085,154	4,085,154
Special Education Revenue	-	85,721	-	-	85,721	-	-	85,721	-	-	85,721	-	-	342,882	342,882	-	342,882	342,882
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DVSD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	6,000	-	-	6,000	-	-	6,000	-	-	6,000	-	-	24,003	24,003	-	24,003	24,003
TOTAL REVENUE FROM STATE SOURCES	-	1,113,010	-	-	1,113,010	-	-	1,113,010	-	-	1,113,010	-	-	4,452,039	4,452,039	-	4,452,039	4,452,039
<b>REVENUE FROM FEDERAL FUNDING</b>																		
USCA Special Needs	-	4,840	-	-	4,840	-	-	4,840	-	-	4,840	-	-	19,360	19,360	-	19,360	19,360
Title	-	33,239	-	-	33,239	-	-	33,239	-	-	33,239	-	-	132,056	132,056	-	132,056	132,056
Title Funding - Other	-	3,851	-	-	3,851	-	-	3,851	-	-	3,851	-	-	15,402	15,402	-	15,402	15,402
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	50,000	-	-	50,000	-	-	50,000	-	-	50,000	-	-	200,000	200,000	-	200,000	200,000
Other	-	22,686	-	-	22,686	-	-	22,686	-	-	22,686	-	-	90,739	90,739	-	90,739	90,739
TOTAL REVENUE FROM FEDERAL SOURCES	-	114,605	-	-	114,605	-	-	114,605	-	-	114,605	-	-	498,438	498,438	-	498,438	498,438
<b>LOCAL AND OTHER REVENUE</b>																		
Contributions and Donations	-	1,750	-	-	1,750	-	-	1,750	-	-	1,750	-	-	7,000	7,000	-	7,000	7,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Franchise Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	2,825	-	-	2,825	-	-	2,825	-	-	2,825	-	-	11,500	11,500	-	11,500	11,500
TOTAL REVENUE FROM LOCAL AND OTHER SOURCES	-	4,575	-	-	4,575	-	-	4,575	-	-	4,575	-	-	18,500	18,500	-	18,500	18,500
<b>TOTAL REVENUE</b>	-	<b>1,222,244</b>	-	-	<b>1,222,244</b>	-	-	<b>1,222,244</b>	-	-	<b>1,222,244</b>	-	-	<b>4,928,976</b>	<b>4,928,976</b>	-	<b>4,928,976</b>	<b>4,928,976</b>

Explore Exceed Charter School Budget / Operating Plan 2013-14										Explore Exceed Charter School Budget / Operating Plan 2013-14									
2013-14										2013-14									
Total Revenue	1,232,244	-	-	1,232,244	-	-	1,232,244	-	-	4,928,976	4,928,976	-	4,928,976	4,928,976					
Total Expenses	1,169,871	-	-	1,169,871	-	-	1,169,871	-	-	4,678,683	4,678,683	-	(4,678,683)	(4,678,683)					
Net Income	62,373	-	-	62,373	-	-	62,373	-	-	250,294	250,294	-	250,294	250,294					
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Total Paid Student Enrollment	397	-	-	397	-	-	397	-	-	397	397	-	397	397					
	Prior Year Actual 2012-13	Original	1st Quarter 7/1 - 9/30 Current	Variance	Original	2nd Quarter 10/1 - 12/31 Current	Variance	Original	3rd Quarter 1/1 - 3/31 Current	Variance	Original	4th Quarter 4/1 - 6/30 Current	Variance	Total Year Current	Variance	Original vs. PY	Current vs. PY		
<b>EXPENSES</b>																			
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>																			
Executive Management	2,160	-	-	2,160	-	-	2,160	-	-	2,160	2,160	-	(2,160)	(2,160)					
Instructional Management	4,000	-	-	4,000	-	-	4,000	-	-	4,000	4,000	-	(4,000)	(4,000)					
Director, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
CEO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Operations / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Administrative Staff	2,000	-	-	2,000	-	-	2,000	-	-	2,000	2,000	-	(2,000)	(2,000)					
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>12,160</b>	<b>-</b>	<b>-</b>	<b>12,160</b>	<b>-</b>	<b>-</b>	<b>12,160</b>	<b>-</b>	<b>-</b>	<b>12,160</b>	<b>12,160</b>	<b>-</b>	<b>(12,160)</b>	<b>(12,160)</b>					
<b>INSTRUCTIONAL PERSONNEL COSTS</b>																			
Teachers - Regular	293,250	-	-	293,250	-	-	293,250	-	-	293,250	293,250	-	(293,250)	(293,250)					
Teachers - SPED	49,438	-	-	49,438	-	-	49,438	-	-	49,438	49,438	-	(49,438)	(49,438)					
Substitute Teachers	8,790	-	-	8,790	-	-	8,790	-	-	8,790	8,790	-	(8,790)	(8,790)					
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Specialty Teachers	3,000	-	-	3,000	-	-	3,000	-	-	3,000	3,000	-	(3,000)	(3,000)					
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Therapists & Coaches	40,326	-	-	40,326	-	-	40,326	-	-	40,326	40,326	-	(40,326)	(40,326)					
<b>TOTAL INSTRUCTIONAL</b>	<b>284,704</b>	<b>-</b>	<b>-</b>	<b>284,704</b>	<b>-</b>	<b>-</b>	<b>284,704</b>	<b>-</b>	<b>-</b>	<b>284,704</b>	<b>284,704</b>	<b>-</b>	<b>(284,704)</b>	<b>(284,704)</b>					
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>																			
None	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>					
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>																			
<b>PAYROLL TAXES AND BENEFITS</b>	<b>56,637</b>	<b>-</b>	<b>-</b>	<b>56,637</b>	<b>-</b>	<b>-</b>	<b>56,637</b>	<b>-</b>	<b>-</b>	<b>56,637</b>	<b>56,637</b>	<b>-</b>	<b>(56,637)</b>	<b>(56,637)</b>					
Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Fringe / Employee Benefits	115,936	-	-	115,936	-	-	115,936	-	-	115,936	115,936	-	(115,936)	(115,936)					
Retirement/Pension	8,666	-	-	8,666	-	-	8,666	-	-	8,666	8,666	-	(8,666)	(8,666)					
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>180,200</b>	<b>-</b>	<b>-</b>	<b>180,200</b>	<b>-</b>	<b>-</b>	<b>180,200</b>	<b>-</b>	<b>-</b>	<b>180,200</b>	<b>180,200</b>	<b>-</b>	<b>(180,200)</b>	<b>(180,200)</b>					
<b>TOTAL PERSONNEL SERVICE COSTS</b>																			
<b>CONTRACTED SERVICES</b>	<b>40,880</b>	<b>-</b>	<b>-</b>	<b>40,880</b>	<b>-</b>	<b>-</b>	<b>40,880</b>	<b>-</b>	<b>-</b>	<b>40,880</b>	<b>40,880</b>	<b>-</b>	<b>(40,880)</b>	<b>(40,880)</b>					
Accounting / Audit	5,513	-	-	5,513	-	-	5,513	-	-	5,513	5,513	-	(5,513)	(5,513)					
Legal	2,500	-	-	2,500	-	-	2,500	-	-	2,500	2,500	-	(2,500)	(2,500)					
Management Company Fee	123,867	-	-	123,867	-	-	123,867	-	-	123,867	123,867	-	(123,867)	(123,867)					
Nutria Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Food Services / School Lunch	1,000	-	-	1,000	-	-	1,000	-	-	1,000	1,000	-	(1,000)	(1,000)					
Payroll Services	2,500	-	-	2,500	-	-	2,500	-	-	2,500	2,500	-	(2,500)	(2,500)					
Special Ed Services	2,500	-	-	2,500	-	-	2,500	-	-	2,500	2,500	-	(2,500)	(2,500)					
Retention Services (i.e. Title I)	8,564	-	-	8,564	-	-	8,564	-	-	8,564	8,564	-	(8,564)	(8,564)					
Other Purchased / Professional / Consulting	145,373	-	-	145,373	-	-	145,373	-	-	145,373	145,373	-	(145,373)	(145,373)					
<b>TOTAL CONTRACTED SERVICES</b>	<b>145,373</b>	<b>-</b>	<b>-</b>	<b>145,373</b>	<b>-</b>	<b>-</b>	<b>145,373</b>	<b>-</b>	<b>-</b>	<b>145,373</b>	<b>145,373</b>	<b>-</b>	<b>(145,373)</b>	<b>(145,373)</b>					
<b>SCHOOL OPERATIONS</b>																			
Board Expenses	2,500	-	-	2,500	-	-	2,500	-	-	2,500	2,500	-	(2,500)	(2,500)					
Classroom / Teaching Supplies & Materials	15,775	-	-	15,775	-	-	15,775	-	-	15,775	15,775	-	(15,775)	(15,775)					
Special Ed Supplies & Materials	2,500	-	-	2,500	-	-	2,500	-	-	2,500	2,500	-	(2,500)	(2,500)					
Textbooks / Workbooks	15,000	-	-	15,000	-	-	15,000	-	-	15,000	15,000	-	(15,000)	(15,000)					
Supplies & Materials other	1,750	-	-	1,750	-	-	1,750	-	-	1,750	1,750	-	(1,750)	(1,750)					
Equipment / Furniture	8,250	-	-	8,250	-	-	8,250	-	-	8,250	8,250	-	(8,250)	(8,250)					
Telephone	27,450	-	-	27,450	-	-	27,450	-	-	27,450	27,450	-	(27,450)	(27,450)					
Technology	6,890	-	-	6,890	-	-	6,890	-	-	6,890	6,890	-	(6,890)	(6,890)					
Student Testing & Assessment	4,750	-	-	4,750	-	-	4,750	-	-	4,750	4,750	-	(4,750)	(4,750)					
Field Fees	125	-	-	125	-	-	125	-	-	125	125	-	(125)	(125)					
Transportation (student)	8,125	-	-	8,125	-	-	8,125	-	-	8,125	8,125	-	(8,125)	(8,125)					
Student Services - other	18,750	-	-	18,750	-	-	18,750	-	-	18,750	18,750	-	(18,750)	(18,750)					
Office Expenses	15,056	-	-	15,056	-	-	15,056	-	-	15,056	15,056	-	(15,056)	(15,056)					
Staff Development	3,500	-	-	3,500	-	-	3,500	-	-	3,500	3,500	-	(3,500)	(3,500)					
Staff Recruitment / Marketing	3,750	-	-	3,750	-	-	3,750	-	-	3,750	3,750	-	(3,750)	(3,750)					
School Meals / Lunch	1,613	-	-	1,613	-	-	1,613	-	-	1,613	1,613	-	(1,613)	(1,613)					
Towel (Staff)	2,875	-	-	2,875	-	-	2,875	-	-	2,875	2,875	-	(2,875)	(2,875)					
Funding	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Other	1,326	-	-	1,326	-	-	1,326	-	-	1,326	1,326	-	(1,326)	(1,326)					
<b>TOTAL SCHOOL OPERATIONS</b>	<b>140,351</b>	<b>-</b>	<b>-</b>	<b>140,351</b>	<b>-</b>	<b>-</b>	<b>140,351</b>	<b>-</b>	<b>-</b>	<b>140,351</b>	<b>140,351</b>	<b>-</b>	<b>(140,351)</b>	<b>(140,351)</b>					
<b>FACILITY OPERATION &amp; MAINTENANCE</b>																			
Insurance	7,633	-	-	7,633	-	-	7,633	-	-	7,633	7,633	-	(7,633)	(7,633)					
Janitorial	1,500	-	-	1,500	-	-	1,500	-	-	1,500	1,500	-	(1,500)	(1,500)					
Building and Land Rent / Lease	1,500	-	-	1,500	-	-	1,500	-	-	1,500	1,500	-	(1,500)	(1,500)					
Repairs & Maintenance	1,750	-	-	1,750	-	-	1,750	-	-	1,750	1,750	-	(1,750)	(1,750)					
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Utilities	10,881	-	-	10,881	-	-	10,881	-	-	10,881	10,881	-	(10,881)	(10,881)					
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>17,500</b>	<b>-</b>	<b>-</b>	<b>17,500</b>	<b>-</b>	<b>-</b>	<b>17,500</b>	<b>-</b>	<b>-</b>	<b>17,500</b>	<b>17,500</b>	<b>-</b>	<b>(17,500)</b>	<b>(17,500)</b>					
<b>DEPRECIATION &amp; AMORTIZATION RESERVES / CONTINGENCY</b>																			
<b>TOTAL EXPENSES</b>	<b>1,169,871</b>	<b>-</b>	<b>-</b>	<b>1,169,871</b>	<b>-</b>	<b>-</b>	<b>1,169,871</b>	<b>-</b>	<b>-</b>	<b>1,169,871</b>	<b>1,169,871</b>	<b>-</b>	<b>(1,169,871)</b>	<b>(1,169,871)</b>					
<b>NET INCOME</b>	<b>62,373</b>	<b>-</b>	<b>-</b>	<b>62,373</b>	<b>-</b>	<b>-</b>	<b>62,373</b>	<b>-</b>	<b>-</b>	<b>62,373</b>	<b>62,373</b>	<b>-</b>	<b>62,373</b>	<b>62,373</b>					

# Appendix E: Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

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Page 1

331700861027 EXPLORE EXCEED CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2012-13 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at: <http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/>.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <http://fluidsurveys.com/account/surveys/210748/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

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

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

Thank you.

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

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Saturday, July 27, 2013

Updated Tuesday, July 30, 2013

## Page 1

331700861027 EXPLORE EXCEED CS

### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Graeme Daykin	Chair/President	Yes		Elected in 2011, has served one full two-year term.	Finance, ESI Contract, Principal Compensation
2	Lizz Pawlson	Member	Yes	Chief Strategy Officer for CMO	Term renews annually with contract.	Principal Compensation, Discipline
3	JR Randall	Member	Yes		Elected in 2011, has served one full two-year term.	Finance, Program
4	Hank Mannix	Member	Yes		Elected in 2013, is serving first two-year term.	Will join committees in Fall 2013.
5	Reena Bhatia	Member	Yes		Elected in 2013, is serving first two-year term.	Will join committees in Fall 2013.
6	Nekei Afful	Member Ex-Officio	No	PTA Representative	Ex-officio term for PTA representatives is one year.	n/a
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

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

3

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

4

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

16

5. How many times did the Board meet during the 2012-13 school year?

8

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

8

Thank you.

## Enrollment and Retention Efforts

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

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

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

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

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

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

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

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

Created Monday, July 08, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/7e9d857eebc6a8ba39e3e374c07020>

## 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 Exceed Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

- 
- Treasurer

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

*No*

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

*No*

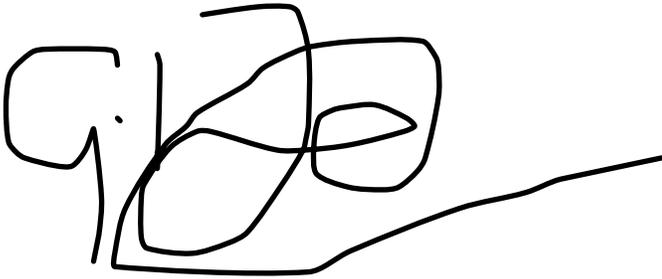
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

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

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

Created Monday, July 29, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/ac1f2cf20ec5ee0b307ee4e88a3490>

## Page 1

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

1. Trustee Name:

*Recy Benjamin Dunn*

2. Charter School Name:

*Explore Exceed Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address

8. Select all positions you held on Board:

(check all that apply)

*(No response)*

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Kelly Dunn". The signature is written in a cursive style with a horizontal line underneath the name.

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

Created Monday, July 29, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/df58b22dc528e1ef37988c3eec85af3>

## Page 1

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

1. Trustee Name:

*Romy Horn*

2. Charter School Name:

*Explore Exceed Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

*(No response)*

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

No

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

No

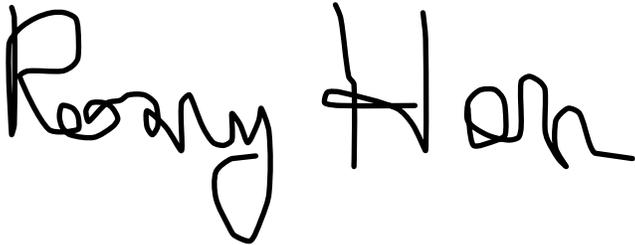
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Rosary Han". The signature is written in a cursive style with a large initial 'R' and a stylized 'H'.

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

Created Thursday, July 25, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/009b72b7da27197bd19763f36339f>

## 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 Exceed Charter School

3. Charter Authorizer:

SUNY

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

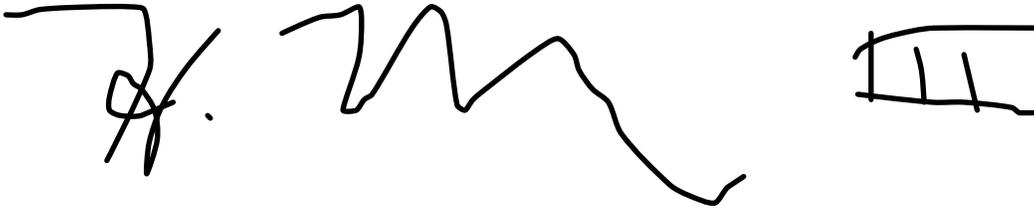
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

Three handwritten signatures in black ink. The first is a stylized signature with a large loop and a dot. The second is a long, wavy signature. The third is a signature consisting of a horizontal line with three vertical lines below it.

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

Created Friday, July 05, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/e7d4c6feb23986da88ff256178e4e5>

## Page 1

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

### 1. Trustee Name:

*James P McNamara*

### 2. Charter School Name:

*Explore Exceed Charter School*

### 3. Charter Authorizer:

*SUNY*

### 4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

### 5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

### 6. \*Daytime Phone Number:

### 7. \*E-mail Address:

### 8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "James L. Manna". The signature is written in a cursive style with a large, looped initial "J" and a period after the middle initial "L".

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

Created Friday, July 12, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/a1ee5cdb660311fd84f0823b056e>

## Page 1

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

1. Trustee Name:

*Elizabeth Pawlson*

2. Charter School Name:

*Explore Exceed Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

*(No response)*

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

No

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

Yes

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

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Position Held	COO
---	-----

[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Responsibilities	Oversight of all non-instructional support for schools
--	--

[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Salary	178,500
--	---------

[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next   Start Date	July 1, 2010
--	--------------

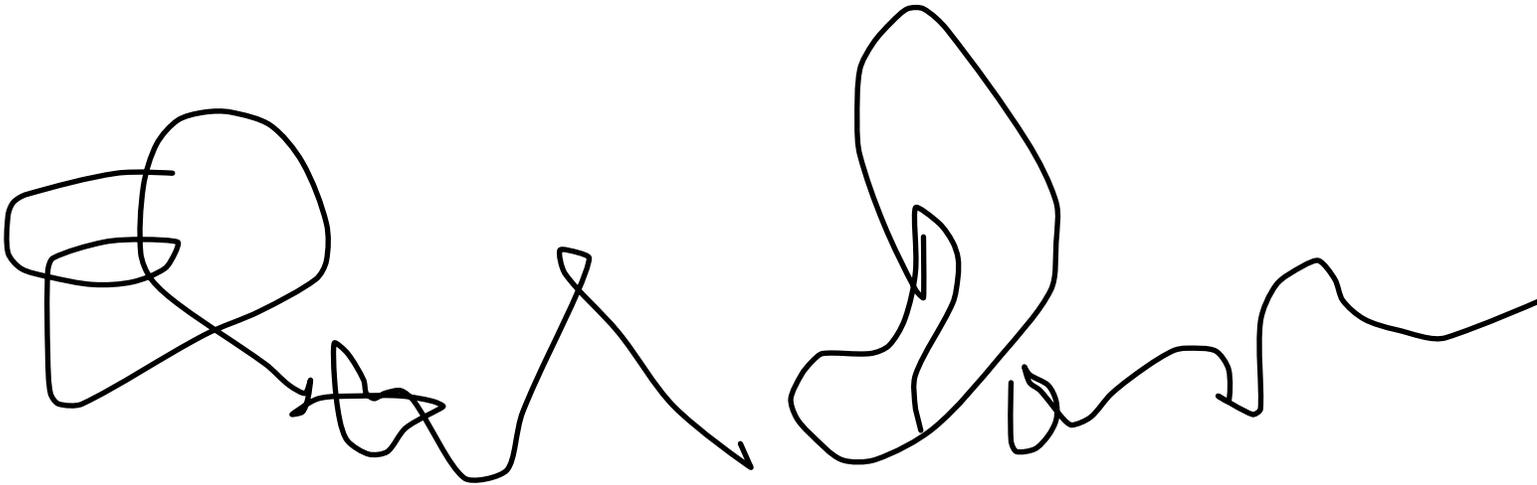
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several large, overlapping loops and a long, sweeping tail that ends in a small hook.

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

Created Monday, July 29, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/b52ea445a23a4fe4a926ca69c68dd7>

## Page 1

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

1. Trustee Name:

*James Randall*

2. Charter School Name:

*Explore Exceed Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

*(No response)*

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

No

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

No

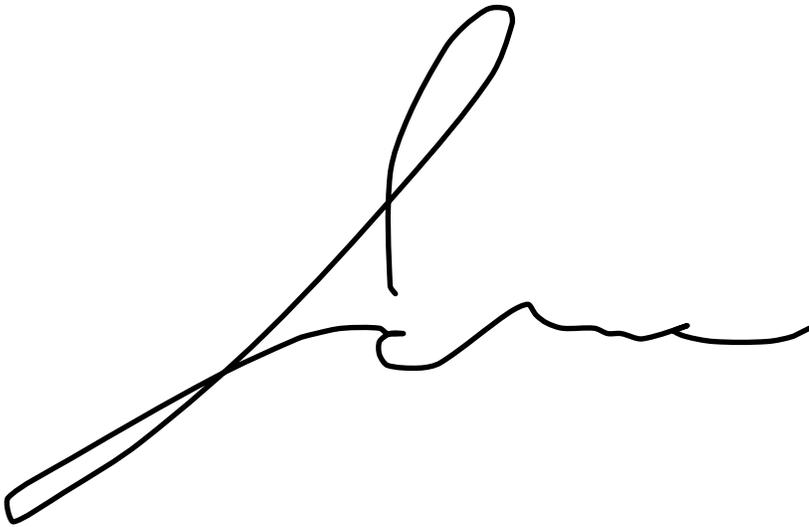
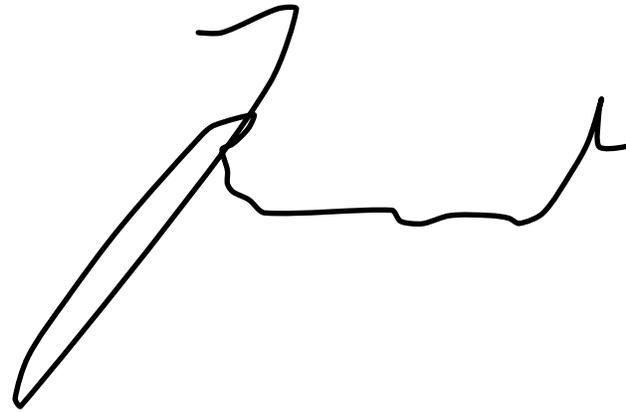
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized initial 'L' followed by a series of connected, wavy lines.A handwritten signature in black ink, starting with a large, stylized initial 'R' followed by a series of connected, wavy lines.